

PBIS: POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS

Miller Elementary School



2019-2020 PBIS HANDBOOK

Miller Elementary

Staff PBIS Handbook

The purpose of this handbook is to guide and support MES's staff members as we implement PBIS in our school. Our goal is to provide all of our students with a safe and effective school environment where they can experience academic and behavioral success.

2019-2020 PBIS Team Members

Tammy Urbina – Coach
Victoria Neely – Data Analyst
Shuntia Green - Reporter
Stacey Tanner-Woodard – Recorder
Nikki Williams – Behavior Specialist
Amanda Miliner – Team Leader
Juan Simpson
Iris Parker
Cierra Salcedo
April Daniely
April Weeks
Mary Unthank

**Miller Elementary School
101 Pine Valley Drive
Warner Robins, Ga 31088
Phone 478-929-7814**

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PBIS: Information

Background

The goal of PBIS is to prevent the development and the intensifying of problem behavior and maximize academic success for all students.

What is PBIS?

PBIS is an acronym for Positive Behavior Interventions and Support. It is a school-wide integration of:

- A systems approach for building capacity
- A continuum of behavioral supports
- Prevention focused efforts
- Instructionally focused behaviors
- Data information analyzed and utilized on a frequent basis

PBIS has 5 Critical Components

1. **Clear Expectations**
 - ♦ As defined in the matrix
2. **Explicitly taught**
 - ♦ Each area in the matrix is accompanied by a lesson plan.
 - ♦ A schedule for teaching and re-teaching behaviors is used.
3. **A system for encouraging appropriate behavior**
 - ♦ Recognition system for encouraging positive and appropriate behaviors is used.
4. **A system for discouraging inappropriate behavior**
 - ♦ A Correction Flowchart for how to respond to and correct inappropriate behaviors.
5. **A data collection system**
 - ♦ Answering two important questions. Are we...
 - 1) Doing what we said we would do?
 - 2) Achieving the student outcomes we said we would achieve?



Five Big Ideas

1. **All children can learn and are always learning!**
 - ♦ Children are learning all the time. If you work around children, you are a teacher.
2. **School is responsible for preparing students for life.**
 - ♦ Schools should teach important life lessons.
3. **School expectations must be explicit, and taught to *all* students.**
4. **The only way to change student behavior is to change *adult* behavior.**
 - ♦ We create the environments in which behaviors arise.
5. **Things aren't always as they appear!**
 - ♦ Human perception is often flawed. It is important to use data.

CLEAR EXPECTATIONS

*If you want it, teach it.
Teach it where you want it.
If you want to see it, look for it.
If you see it, recognize and reward it.*

– Dale R. Myers

A

s a student at Miller Elementary School, I will rock the 3 R's, Responsible, Respectful and Remember Safety.

Good Rules are Important

- They reveal the values of the school or district.
- They provide guidelines for success. We teach students the desired behavior, rather than telling students what not to do.
- They are critical lower order social skills. They are the basic building blocks of successful relationships and communities.
- They can increase staff consistency.
- They can reduce problem behavior.
- They can increase school safety.

What Makes Good Rules




- ♦ Simple and easy to remember.
- ♦ Positively stated: What we want.
- ♦ Applicable to everyone- staff and students.
- ♦ Monitored and enforced by all.
- ♦ Consistently applied

MATRIX of School Rules and Expectations

Our matrix serves two purposes

1. Helps the school community “get on the same page”.
2. Serves as the basis for writing school rule lesson plans.

ROCKING THE 3 R'S: Responsible, Respectful, & Remember Safety

	Classroom	Bus	Hallway	Bathroom	Cafeteria	Playground
Responsible	<p>* Start assignment and continue working *Keep area clean</p> 	<p>*Sit in your assigned seat *Keep area clean</p> 	<p>* Walk on the blue</p> 	<p>*Take your turn when using the restroom</p> 	<p>* Walk in line *Keep area clean</p> 	<p>*Throw away snack trash *Play in assigned area</p> 
Respectful	<p>*Be kind to others in words and actions *Listen and follow directions</p> 	<p>*Be kind to others in words and actions *Listening to bus driver *Uses quiet voices</p> 	<p>*Quiet voices *Listen and follow directions</p> 	<p>*Quiet voices *Wash hands after using the restroom *Listen and follow directions</p> 	<p>* Quiet voices, silent when music is on *Listen and follow directions of teachers and monitors</p> 	<p>*Be kind to others in words and actions *Problem solve with kind words *Listen and follow directions</p> 
Remember Safety	<p>*Hands, feet, and objects to oneself</p> 	<p>*Hands, feet, and objects to oneself</p> 	<p>*Hands, feet, and objects to oneself</p> 	<p>*Hands, feet, and objects to oneself</p> 	<p>*Hands, feet, and objects to oneself</p> 	<p>*Hands, feet, and objects to oneself</p> 

Explicitly Taught Expectations

PBIS: Teaching Behaviors



Two main rules around behavior:

1. If you want it, teach it.
2. You get more of what you pay attention to.

How do we teach social behavior?

You teach behavior the same way you teach academics.

1. Create clear behavioral expectations.
2. Communicate clearly to students what we want.
3. Explicitly model desired behavior and provide practice opportunities.
4. Monitor student behavior.
5. Provide frequent and specific feedback.

When do we teach behavior?

- ◆ At the beginning of school year.
- ◆ Often enough to achieve and maintain fluency.
- ◆ Before times when problem behaviors tend to increase.
- ◆ On-going throughout the year. (refresher lessons)
- ◆ At teachable moments.

Where do we teach behavior?

- ◆ Specific lessons taught in class
- ◆ Everywhere in the school
- ◆ Embedded in other school activities

Why do we teach behavior?

- ◆ They are necessary skills for success in life.
- ◆ Many students arrive at school without these important skills
- ◆ They are the basis for a positive and safe climate.
- ◆ Doing so increases opportunities to teach other skills.

PBIS: Lesson Plans (located in the appendix)

1. Classroom
2. Bus
3. Hallway
4. Bathroom
5. Cafeteria
6. Playground

System for Encouraging Desired Behavior

Reinforcement Menu

R

esearch by Rath and Clifton (2004) indicates that individuals who receive regular recognition and praise

- Increase their individual productivity.
- Are more likely to stay with their organization.
- Receive higher loyalty and satisfaction.
- Have better safety records.

Refer to this Reinforcement Menu for ideas of how to recognize and reward students for following the rules on the matrix with small, medium, and large rewards.

Small	Medium	Large
<ul style="list-style-type: none"> • Say "Thank you" • Verbal • Pat on shoulder • Smile • Praise • Use humor (not sarcasm) • Listen to them • Notice them • Small school supply items 	<ul style="list-style-type: none"> • Clip up • Talk to them • Give them time • Pay attention • Eye contact • Teacher's helper • School supplies 	<ul style="list-style-type: none"> • Rocket Buck • Positive call home • Treasure box/Teacher rewards • Student of the week • Behavior Celebration

PBIS Recognition Teacher Reference

Good Behavior Celebration (once each month)

Description: This is an opportunity for students to participate in activities or free time.

Students must earn the allotted number of behavior points determined by the grade level.

Student of the Week (once a week)

Description: This is an opportunity for students to be recognized for displaying the character trait for that week.

Rocket Buck for School Store

Description: Students are given a Rocket Buck for displaying above and beyond behaviors. Once they earn 5 Rocket Bucks they can go to the school store during their designated time. The Rocket Buck Store is located on the new wing in room 503.

All students can go to the Rocket Buck Store from 8:00 a.m. – 8:30 a.m.

After hours are as follows:

Kindergarten – Monday 3:00 – 3:15

1st Grade – Monday 3:00 – 3:15

2nd Grade – Tuesday 3:00 – 3:15

3rd Grade – Monday 3:00 – 3:15

4th Grade – Monday 3:00 – 3:15

5th Grade – Tuesday 3:00 – 3:15

Treasure Box (teacher discretion)

Description: This is an opportunity for students to be acknowledged for making good choices and clipping up on the behavior chart.

Treasure boxes are not required; however, many teachers utilize a classroom rewards system for student recognition. The treasure box can contain coupons to help save on costs.

Scripts for Encouraging Desired Behavior – Common Language

1. Thank you for ____ (specific behavior). It shows that you have been ____ (respectful, responsible, or safe).
2. Thank you for ____ (specific behavior). That's a great example of being ____ (respectful, responsible, or safe).
3. I really appreciate how you _____. That's a wonderful example of being ____ (respectful, responsible, or safe).
4. By being ____ (specific behavior) in the library you show a good example of being ____ (respectful, responsible, or safe).
5. Thank you, ____ (name) for ____ (specific behavior). That's showing ____ (respectful, responsible, or safe).
6. Thank you, ____ (name) for ____ (specific behavior). You're showing a good example of being ____ (respectful, responsible, or safe).

We never reward kids, we reward behaviors:

- ◆ Bribery is an inducement to do something illegal, unethical and immoral.
- ◆ Reinforcement is appropriate at school when it helps kids become successful at school, so they can be successful outside of school.

Staff Recognition

Publisher Clearing House Winner

Description: Faculty and Staff members who clearly exhibit implementation of PBIS or Instructional Best Practices are eligible for this recognition.

Any MES staff member is eligible for this recognition.

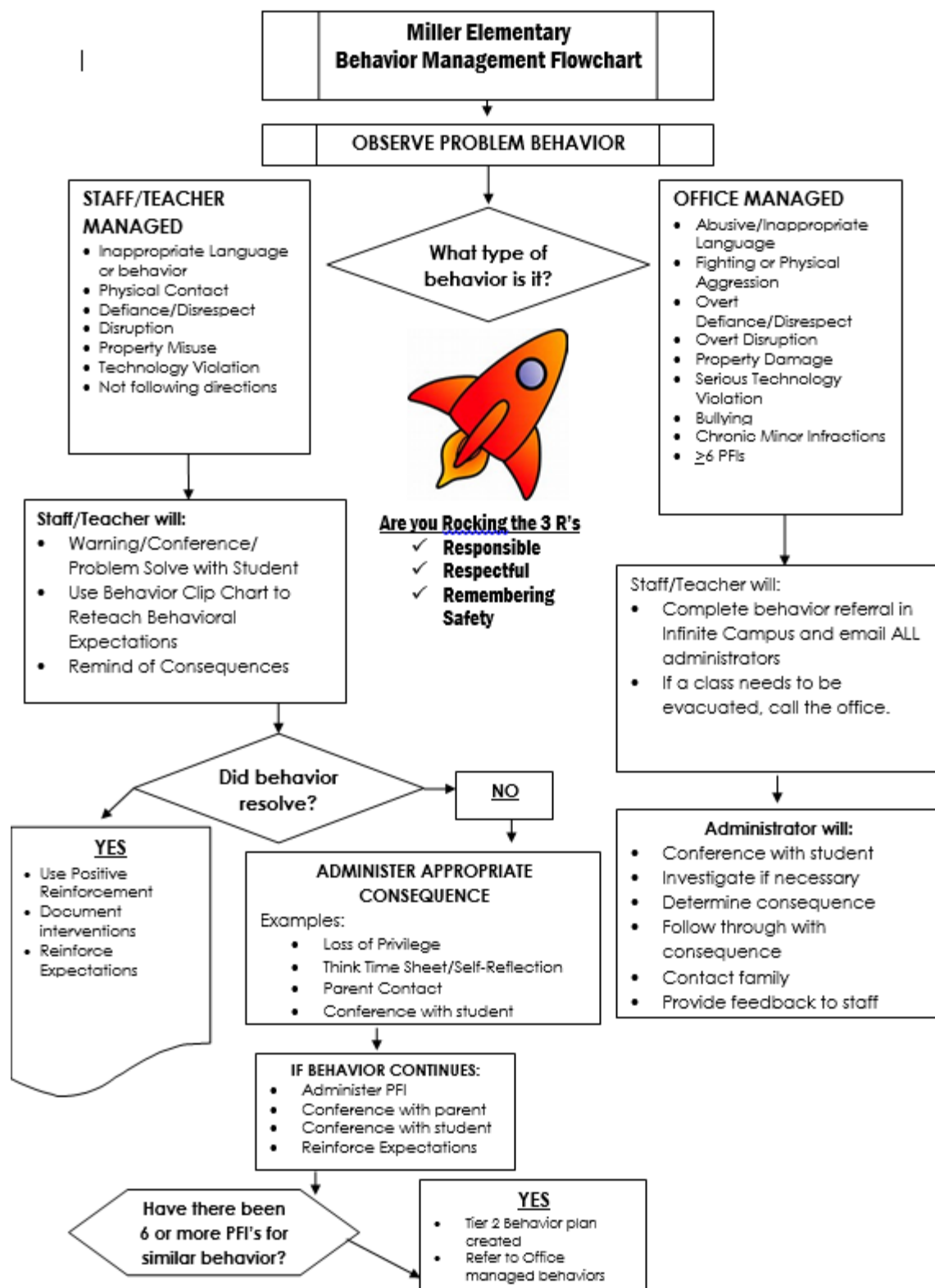
System for Discouraging Undesired Behavior

Our goal is to use positive feedback and acknowledgement when students follow the rules, and corrective feedback and consequences when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

Correction Menu

Refer to the Correction Menu for suggestions on how to respond to different levels of misbehavior.

Level One	Level Two	Level Three
<ul style="list-style-type: none"> • Restate direction • Redirect to task • Reteach • Differential Reinforcement (ignoring negative behavior while paying attention to what you want) • Nonverbal cue to task • Notice • Proximity • Thank you to nearby student who is doing desired behavior • "The Look" • Clearly state choices/options 	<ul style="list-style-type: none"> • Time-out from positive reinforcement • Conference with student • Reteach with overcorrection • Restate direction and mild consequences • Change seating • Call home • Conference with parent/guardian • PFI • Tier 2 plan if behavior is chronic 	<ul style="list-style-type: none"> • Office referral



PBIS Common Language

Using common language is an effective way to ensure that all students understand our PBIS expectations.

When redirecting student's behavior use our three PBIS expectations – **responsible, respectful, and remember safety**. Also say **Please** and **Thank you**.

Classroom : Examples

You see a student with his head down while you are teaching.

Redirection: "I expect you to be **Responsible** by follow directions. You are supposed to be listening to the lesson and participating. Please, keep your head off the desk, please."

Hallway: Examples

You see several students running down the hall.

Redirection: "Let's be **Safe** and use walking feet! Thank you!"

Cafeteria: Examples

Several students are yelling and laughing too loudly.

Redirection: "Be **Respectful** and use quiet voices. Thanks!"

Playground: Examples

A student throws their trash on the ground.

Redirection: "Please be responsible and throw your trash in the trash can. Thank you."

Data-Based Decision Making

What is SWIS™?

T

he School-Wide Information System(SWIS) is a web-based information system designed to help school personnel to use Behavior Tracking Form data to design school-wide and individual student interventions. The three primary elements of SWIS™ are:

- An efficient system for *gathering information*
- A web-based computer applications for data entry and *report generation*
- A practical process for using information for *decision making*

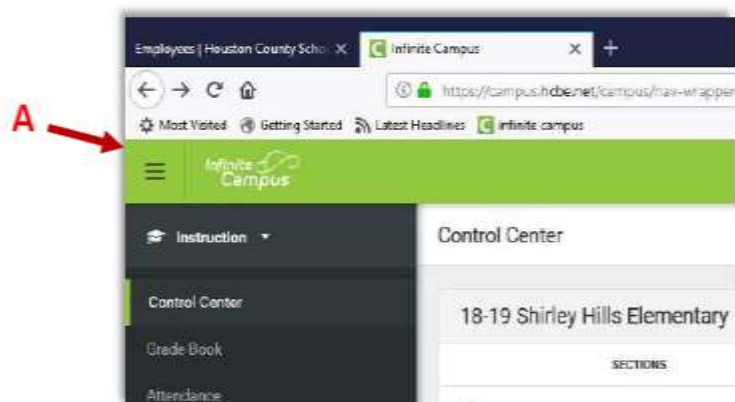
These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school date. SWIS™ reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

EVERY MONTH WE LOOK AT THE BIG 5

1. Average Referrals per day per month
2. Referrals by Problem Behavior Report
3. Referrals by Location Report
4. Referrals by Time Report
5. Referrals by Student Report

Infinite Campus Directions for Teachers entering Behavior Referrals

1. Log onto Infinite Campus (IC). Use your current district username and password.
2. Select the menu icon (three black lines) (Arrow A).

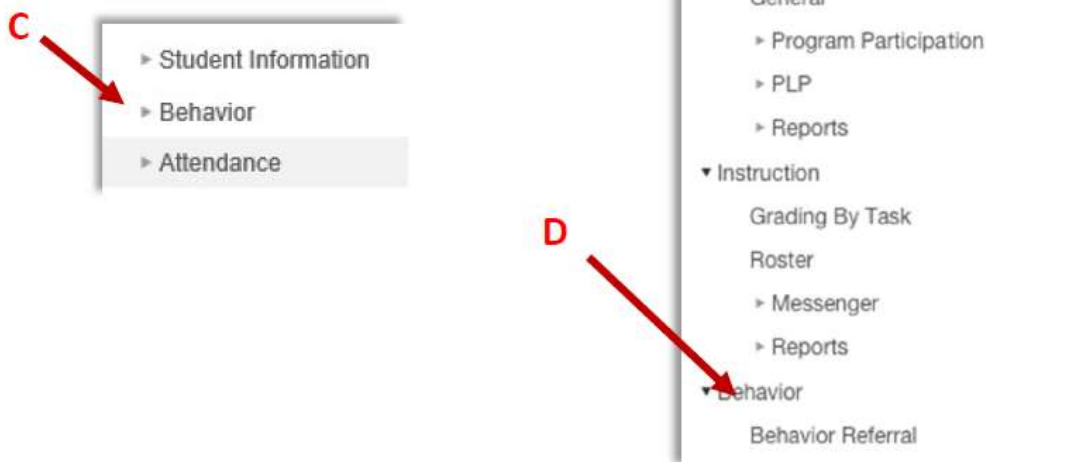


3. Select the Campus Tools icon (Wrench) to switch your view mode (Arrow B).



4. In the Vertical box along the left hand side...Click on Index..

5. Click on Behavior (Arrow C). NOTE: if you are unable to see it, then click on the arrow next to it to expand the sub categories. The category will expand to show **Behavior Referral**. Select Behavior Referral (Arrow D).



6. Click on **New** to enter in discipline referral (Arrow E).

This screenshot shows the 'Behavior Referral' form. At the top, there is a tab labeled 'Behavior Referral'. Below the tab, there is a green button with a plus sign and the text 'New'. A red arrow labeled 'E' points to this button. Below the 'New' button is a section titled 'Incident Referral Editor' which contains a table with four columns: 'Title', 'Date/Time', 'Location', and 'Context'. The table is currently empty.

7. Next, the incident detail information window should appear. **You will need to complete all of the boxes/sections listed below.**

Behavior Referral

Save Draft

Submit

Delete

New

Incident Referral Editor

Title	Date/Time	Location	Context

Incident Detail Information

This section stores information specific to the incident and will be shared on all participants behavior tab.

*Alignment

Discipline

*Date of Incident

07/21/2016

*Time of Incident

03:47 PM

*Notify (CTRL-click or SHIFT-click to select multiple)

Principal
APD
API

Title

*Context

1: School hours

Context Description

*Location

1: On campus

Location Description

Details

Damages

\$

Events and Participants

This section will store event and participant information. Event Details will be shared across participants. Participant Details will only be displayed on that person's behavior tab.

Add Event/Participant

Add Behavior Response

Date of Incident: Click on calendar and select date of incident. (the program defaults to the current date).

Time of Incident: Type in the time of incident. Type a zero in front of a single digit number (Ex: 02:14 PM).

Notify: Select **Principal** and **APD** (our actual names will be there)

Title: Type in the student's first and last name (In that order).

Context: 1. School Hours. Provide class/subject in which incident occurred.

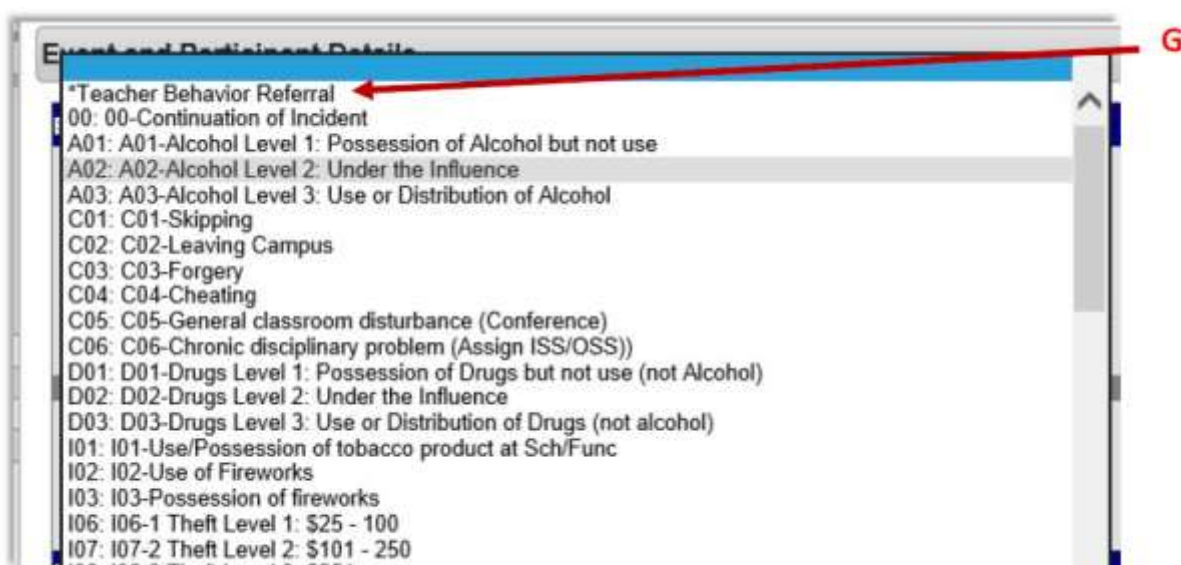
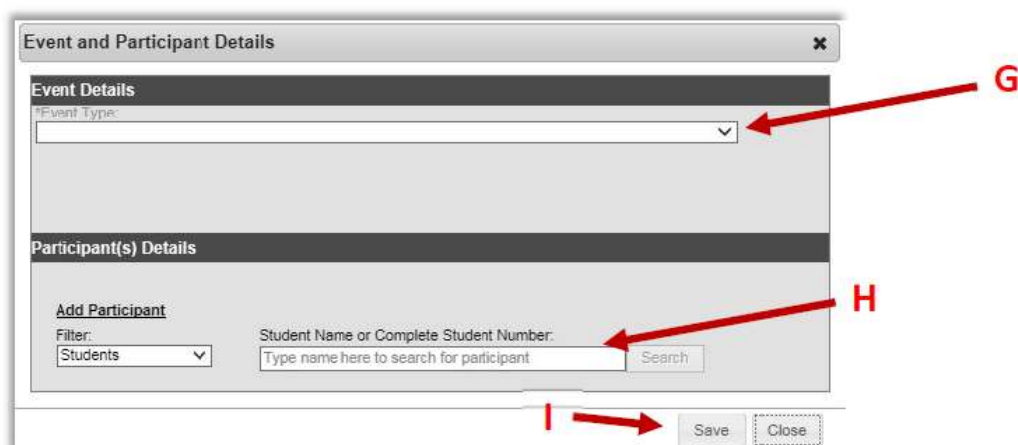
Location: 1. On Campus. Provide location in which incident occurred.

Details: Give just the facts of the incident. Refrain from using other student names (victims, and witnesses, etc.). Only use the name of the student who is receiving the office referral.

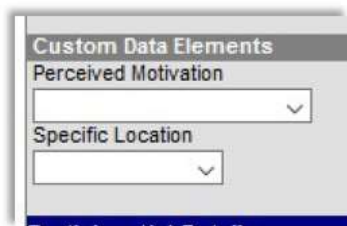
8. At the bottom of the referral, click on rectangle box labeled **Add Event/Participant** (Arrow F).



9. Next, the Event and Participant Details box will appear. Click on event details using drop down arrow. Select ***Teacher Behavior Referral**, it should be the first event choice (see Arrow G on both pages). Next, beneath Participant(s) Details, type in the name of the student being referred (see Arrow H). Tip: Just type in the child's last name and hit search. I.C. will pull matching student last names. After you have located the correct child's name, select it, then click on **Save** (see Arrow I).



10. **PBIS SCHOOLS ONLY:** Once you have selected your Event Type, and your student(s) involved (offender, victim, participant), don't forget to complete the two drop downs for PERCEIVED MOTIVATION & SPECIFIC LOCATION.

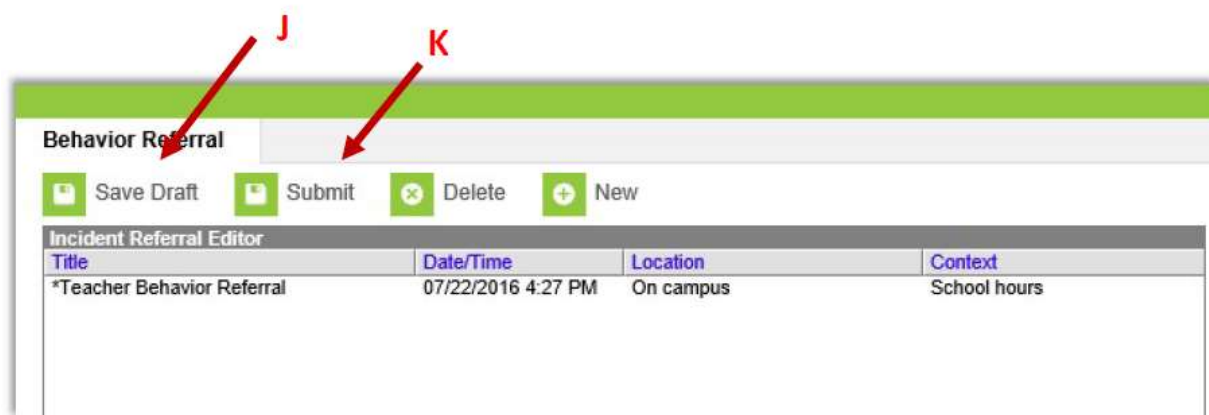


Custom Data Elements

Perceived Motivation

Specific Location

11. Now go to the top of the Behavior management form and click on **Save Draft** AND **SUBMIT** (see Arrows J & K). You are done.
12. **Send school administrators an email informing them of the Behavior Referral.** In the email, title the message by typing your last name, office referral (Ex: DeWitt, office referral). Type any additional details pertaining to incident if needed in the email.



Behavior Referral

Save Draft Submit Delete New

Incident Referral Editor

Title	Date/Time	Location	Context
*Teacher Behavior Referral	07/22/2016 4:27 PM	On campus	School hours

Action will be taken by an administrator ASAP.

-md 08.06.18

Office Referral Definitions

Problem Behavior	Definition
Abusive/Inappropriate language	Student threatens to hurt a student or uses extreme vulgarity towards a student or teacher. Remember this should be age appropriate. Some younger students should not receive a referral for comments. Instead, those students should be taught what language is appropriate for school.
Fighting or Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This is still relevant if the student was hit first and then they reciprocated the aggression.
Overt Defiance/Disrespect	Student frequently displays non-compliant behaviors or disrespect towards adults. If this behavior is chronic, a Tier 2 behavior plan should be in place. .
Overt Disruption	Student causes a class disruption that impedes the teacher's ability to continue teaching. If this behavior is chronic, a Tier 2 behavior plan should be in place.
Property Damage	Student engages in the misuse of property.
Serious Technology Violation	Student engages in inappropriate or dangerous misuse of property.
Bullying	Student demonstrates bullying behavior by threatening a student, calling names, and/or chronically bothering a student.
≥4 PFIs	If a student receives four or more PFIs in a nine week period, they can receive an office referral. However, parents should be called about each PFI and at four PFIs a conference should have taken place.

On-Site PBIS Walkthrough

Purpose: This tool is meant for use as a quick glance when visiting a school to see if School-Wide PBIS is evident. It will allow the observer to provide feedback to the PBIS team and administration.

Observer

School:

Date:

Product Book Review:

School Expectations:

Visibility

Circle the following locations where Expectation Posters were visible:

Hallways	Main Office	Classrooms	Cafeteria
Media Center	Gym/Playground	Computer Lab	Other

Circle the following locations where Rules Posters were visible:

Hallways	Main Office	Classrooms	Cafeteria
MediaCenter	Gym/Playground	Computer Lab	Other

Students (Ask 5 students from a variety of classes/grades)

Ask 5 students if they know the Expectations. *Circle how many students were able to tell you the expectations.*

1 2 3 4 5

Staff (Ask 5 staff members the following questions)

Do you have a school-wide team to address behavior/discipline across campus? *Circle how many staff knew about the team.*

1 2 3 4 5

Can you name the School-wide Expectations? *Circle how many staff could tell you the expectations.*

1 2 3 4 5

Have you taught the School-wide Expectations? *Circle how many staff has taught the expectations.*

1 2 3 4 5

Have you seen the schools discipline data this year? *Circle how many staff has seen the data.*

1 2 3 4 5

Additional Comments:

Contact Information

Elizabeth Johnson
Principal
elizabeth.johnson@hcbe.net

Amanda Miliner
Assistant Principal
amanda.miliner@hcbe.net

Katina Gibson
Assistant Principal
katina.gibson@hcbe.net

Tammy Urbina
PBIS Coach
tammy.urbina@hcbe.net

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