

PBIS Basics

PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning.

The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Four Critical Features of PBIS

1. Expectations - Clearly defined school-wide behavioral expectations for all students. All staff explicitly teach and reteach expectations
2. Reinforcement - School-wide systems to monitor and reinforce positive behavior and maintain positive relationships between staff and students
3. Consistent Correction System - Monitor, reteach, and provide interventions to students. Use EBR slips to document behavior.
4. Data Driven Decision Making- Use data from conduct slips to make decisions

Staff Expectations

All staff will

- be familiar with the school wide expectations matrix
- actively monitor students and acknowledge children who are following the expectations.
- strive for four positive comments to every one negative in interactions with students
- Use rewards tickets to reinforce specific appropriate behavior
- complete an EBR slip if necessary (see attached procedure)

Classroom teachers will:

- Teach behavioral expectations
 - September - Teach behavioral expectations as many times as possible
 - October-December - Teach behavioral expectations 2-3 times per week
 - January - June: Teach behavioral expectations weekly
 - Reteach School Wide and Classroom Behavior expectations after Thanksgiving break, Winter Break, and Spring Break.

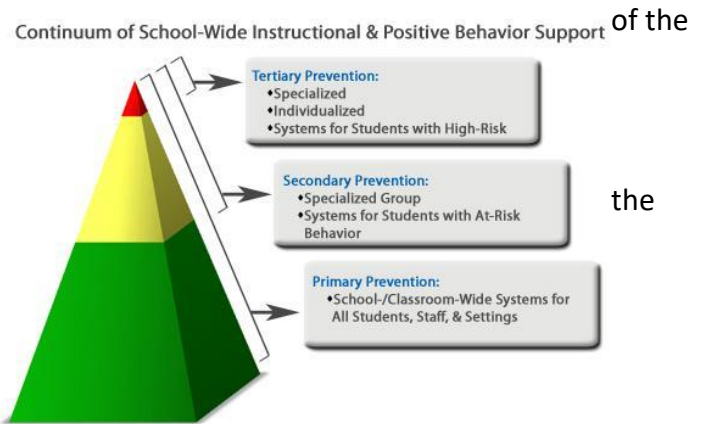
PBIS Tiers

Tier 1 (Green Zone):

Instruction and behavioral supports for all students based on expectations (more than 80% of students will be successful in this tier)

If a student is not successful at following the expectations, the teacher will:

- Reteach the expected behavior and provide positive feedback (**intervention**)
- Increase the **intensity level, duration, and/or frequency** of the intervention as needed
- Document student behavior through conduct slips if necessary
- Once several interventions have been unsuccessful, and student is not responding adequately, the student will be referred to the Tier 2 PBIS Team to discuss further interventions. The teacher may also refer the student through the SST process.



Tier 2 (Yellow Zone):

Tier 2 interventions apply to an individual child or group of at-risk children. The Tier 2 team and classroom teacher will determine interventions, which may include Check In/ Check Out (CICO). The student is assigned an adult mentor to follow the CICO procedures. Progress will be monitored and graphed for at least 6 weeks. If there are no improvements within 2-4 weeks, the team will re-evaluate.

CICO Procedure

- The student checks in with an adult mentor at the start of the school day. The adult mentor gives the student a point sheet with goals/ expectation and speaks briefly with the student in a positive, encouraging manner.
- The student keeps the point sheet throughout the day, having each teacher complete it as needed.
- At the end of the day, the student checks out with the same adult mentor. The adult briefly talks with the student, reviewing the day and planning for tomorrow.
- The daily goals may be used along with a reward system where the student receives an incentive for meeting his or her goal.

Tier 3 (Red zone):

Children with complex needs and behaviors that severely impact the child, school and/or community functioning. These students will most likely have an established behavioral plan.

Expectations Matrix

All staff agree to teach, monitor, and enforce the following expectations:

| Area | Be Safe | Be Respectful | Be Responsible |
|---|--|---|---|
| Campus side of yellow boundary line | <ul style="list-style-type: none"> • Walk facing forward • Use inside speed • Be aware of doorways • Be mindful of people around you | <ul style="list-style-type: none"> • Use inside voices • Follow adult directions • Keep hands, feet and objects to yourself | <ul style="list-style-type: none"> • Take pride in our buildings • Stay in walking areas • Go directly to your destination |
| Cafeteria -Picnic Tables | <ul style="list-style-type: none"> • Use appropriate door • Walk at all times • Sit properly • Ask permission to get up (K-3) | <ul style="list-style-type: none"> • Use inside voices • Be appropriate with food • Wait your turn • Follow Adult directions | <ul style="list-style-type: none"> • Clean up your space • Report messes to adults |
| Playground (Refer to Playground Rules, pg 5) | <ul style="list-style-type: none"> • Use equipment properly • Keep nature and blue bark where it is intended • Remain within play area (on playground side of yellow line) • Stay to the playground side of the oak tree | <ul style="list-style-type: none"> • Be fair • Share and include others • Use appropriate language • Keep hands, feet and objects to yourself | <ul style="list-style-type: none"> • Ask permission if you need to leave • Play by the rules • Line up safely when the bell rings • Put equipment away • Keep food in designated areas |
| Bathroom | <ul style="list-style-type: none"> • Keep water in the sinks • Report safety issues to adults • Three students in the bathroom at a time | <ul style="list-style-type: none"> • Use facilities appropriately • Use inside voices | <ul style="list-style-type: none"> • Use appropriate bathroom behaviors • Flush • Use the bathroom quickly • Wash your hands with soap and water • Place garbage in trash can |
| PE Room | <ul style="list-style-type: none"> • Only do what you have been trained to do • Notify adult if equipment needs to be replaced | <ul style="list-style-type: none"> • Make sure all equipment is back in its designated space | <ul style="list-style-type: none"> • Only trained students with permission should enter |

Playground Expectations

| Playground | Swings | Play Structures | Tetherball |
|--|--|--|---|
| <ul style="list-style-type: none"> Stay inside the designated play area Ask permission to leave the playground Use equipment as it was designed (only kick on grass) Benches are for sitting Tag games in chosen blacktop area; ex a basketball court. Tag games should remain tag only, grabbing or tripping is not allowed Take turns and let everyone play Jump ropes, basketballs and wall balls stay on blacktop Put equipment away on cart and line up quickly when the whistle blows or bell rings Keep nature and blue bark where it is intended Leave toys and personal play equipment at home If a ball goes over the fence make sure to get permission from adult before going over the fence. | <ul style="list-style-type: none"> Sit on your bottom only Wait your turn by counting to 100 (one-one thousand style) then tell the swinger it is your turn. Students waiting should be sitting on the curb in front of swing No jumping off the swings No twisting Students may not push one another No walking in front or in between the swings when in motion | <ul style="list-style-type: none"> Go down the slide facing forward on your bottom one at a time Use the stairs or ladder to go up Go across bars one at a time Wait your turn when climbing, be respectful of others' space No tag on the play equipment Wait your turn, one at a time sit only on the top of structures | <ul style="list-style-type: none"> Stand back when in use Two people play inside the circle at a time. Use hands only |
| | Field | Climbing Rock | Basketball |
| | <ul style="list-style-type: none"> Remain on the playground side of the Oak Tree. Access only with permission Keep nature where it is intended remain where you can be seen by an adult. | <ul style="list-style-type: none"> Students may go to the top of the rocks but must remain seated when on top Students may not jump off the top of the rocks Do not disrupt someone else's climb | <ul style="list-style-type: none"> DO NOT HANG ON RIMS OR NET Games should be friendly Allow anyone to play Use appropriate ball for basketball hoops |
| | | | Wall Ball |
| | | | <ul style="list-style-type: none"> Use appropriate ball |
| | | | ALL other Games |
| | | | <ul style="list-style-type: none"> Use appropriate equipment Include others Work through issues on the court/playground |

Correction System

If a student displays inappropriate behavior, or does not follow the school behavioral rules, the staff member should follow the process below to intervene with the student. Adult behavior when providing corrections should be:

Calm and consistent

Immediate and brief

Respectful and private

| Correction Technique | How this can be used | Example |
|----------------------|---|---|
| 1. Prompt | Provide verbal and/ or visual cue. | (Student), are you being safe? What is not safe? |
| 2. Redirect | Restate the expectations. | Our expectations is that we play safely in the blue bark area. |
| 3. Reteach | State and demonstrate the expectations behavior. Have student demonstrate. Provide immediate feedback. | Remember that we need to be safe. Please play in the blue bark area in a safe way. (Students demonstrates) Thank you. |
| 4. Provide Choice | Provide an alternate choice that still accomplishes the same objective. | Next time you play in the blue bark areas, please tell me how you are going to do it? |
| 5. Conference | Describe the problem. Describe the alternate behavior and explain why it is better. Practice. Provide feedback. | Running and jumping in the blue bark areas isn't safe. Please walk and use each step. |

If a behavior persists after you have provided appropriate reteaching and interventions use the following Definition Matrix to:

- determine if a behavior expectation report should be written
- choose minor vs. major

Definitions Matrix

Note: This continuum is a guide for many discipline situations. Decisions regarding consequences and interventions are based on FREQUENCY, DURATION & INTENSITY. Some incidents may result in an out of school suspension the first time, and there may be repeated in-school suspensions, as necessary. We will investigate any situation that poses harm to any one of our students or staff. ADMINISTRATION HAS A FINAL DETERMINATION.

| | Staff handled infractions | | Major Office Conduct Slip |
|--|--|--|---|
| Discipline Continuum for Behavior Choices | Managed by staff member <ul style="list-style-type: none"> Staff member has conference with student Staff member reteaches and has student practice procedures Possible classroom consequences Problem solve with parent if appropriate | Minor Referral (Behavior repeated) <ul style="list-style-type: none"> Staff member writes a conduct slip (see attached procedure) Possible classroom consequences | <ul style="list-style-type: none"> Staff writes an EBR slip (see attached procedure) |

Less Severity ----->>>> More Severity

| | Staff handled infractions | | Major Office Conduct Slip |
|---|---|--|--|
| | Managed by staff member | Minor Referral | Staff writes major Conduct slip |
| Inappropriate or abusive language / gestures | <ul style="list-style-type: none"> Mild language/gestures Naive use of language/gestures | <ul style="list-style-type: none"> Disrespectful language profanity/profane gestures | <ul style="list-style-type: none"> Excessive/continued profanity/gestures/abusive language *See harassment & bullying sections to assist in accurate identification of behavior |
| Physical contact or aggression | <ul style="list-style-type: none"> Not keeping hands, feet, and objects to self play fighting | <ul style="list-style-type: none"> Repeat play fighting, pushing, shoving, kicking | <ul style="list-style-type: none"> Student engages in continued actions involving serious physical contact. Repeated problems or causes injury, hitting, kicking. Fighting that results in serious injury |
| Fighting Assault | | | <ul style="list-style-type: none"> Mutual participation involving physical violence hitting, kicking, choking, scratching, biting, other types of attacks. Premeditated act of violence involving hitting, kicking, choking, scratching, biting, or other attacks Law Enforcement may be contacted for assistance. |
| Defiance | <ul style="list-style-type: none"> Poor attitude non-compliance | <ul style="list-style-type: none"> Back talking/arguing rude comments or actions | <ul style="list-style-type: none"> Continued willful refusal to follow directions, persistent arguing, refusal to leave classroom Threats of violence |

| | | | |
|---|--|--|---|
| Disrespect | <ul style="list-style-type: none"> • Socially rude | <ul style="list-style-type: none"> • Low intensity direct opposition/willful disrespect to adults & students | <ul style="list-style-type: none"> • Purposeful/continued opposition/willful disrespect |
| Disruptions | <ul style="list-style-type: none"> • Talk outs • off task, interrupting | <ul style="list-style-type: none"> • Continual interruptions • distracting others | <ul style="list-style-type: none"> • Consistent intense interruption of learning environment |
| Property misuse or damage/ vandalism | <ul style="list-style-type: none"> • Inappropriate use of an object • throwing object • Naïve defacement easily corrected (pencil marks, etc) | <ul style="list-style-type: none"> • Unsafe use of an object • throwing objects at others • inappropriate objects • Naïve defacing of school property not easily corrected | <ul style="list-style-type: none"> • Object used to threaten others, unsafe object at others • Purposeful or permanent damage to school/others property • Object threatened to be used or used as a weapon. |
| Harassment | <ul style="list-style-type: none"> • Naïve sexual comments, boyfriend/girlfriend inappropriate mild comments (Primary) • Naïve use of racist terms | | <ul style="list-style-type: none"> • Obscene gestures, cyber, electronic, • unzipping or pulling down pants, inappropriate touching-kissing • Sharing pictures/drawings of a sexual nature. • Repeated Sexual content, behaviors viewed as sexual harassment • Touching another person sexually • Exposing privates • Derogatory racially based comment, cyber, electronic, continuous comments • Threats of violence based upon race (threat assessment likely to occur) |
| Bullying | <ul style="list-style-type: none"> • Naïve mistreatment of someone vulnerable | <ul style="list-style-type: none"> • Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance | <ul style="list-style-type: none"> • Repeated abuse, harassment-cruel, thoughtless hurtful comments, cyber, electronic, intimidation • Threats of violence • (threat assessment to occur) Possible Law Enforcement • Threats of death (Threat assessment to occur) Involve Law Enforcement |
| Dress Code Violation | <ul style="list-style-type: none"> • Change Clothes | <ul style="list-style-type: none"> • Re-occurring offense becomes Minor defiance | |
| Forgery Theft Plagiarism | <ul style="list-style-type: none"> • Reteach for naïve offense. | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Theft - or being a part of/accomplice to • Forgery, plagiarism - to use with/without owners knowledge or permission • Law Enforcement Involvement |
| Lying Cheating | <ul style="list-style-type: none"> • Student delivers message that is untrue and/or deliberately violates academic integrity policy, naïve/low intensity violations | <ul style="list-style-type: none"> • deliberate lying and/or cheating/not a result of naivety | <ul style="list-style-type: none"> • Student repeatedly delivers message that is untrue and/or deliberately violates academic integrity policy. • Lying that allows self or others to avoid significant consequences after further investigation by staff. |
| Skip / Class Cutting | <ul style="list-style-type: none"> • Dawdles on way back from other school-wide area when has a pass. | <ul style="list-style-type: none"> • Leave without a pass, skips class. | <ul style="list-style-type: none"> • Repeatedly leaving class without a pass, skips class. |

| | | | |
|--|---|--|--|
| Technology Electronic violation | <ul style="list-style-type: none"> • Goes to unassigned website or uses unacceptable search engine | <ul style="list-style-type: none"> • Continues to visit an unassigned website or app after being retaught expectation | <ul style="list-style-type: none"> • Knowingly visits a website with inappropriate content and/or repeatedly visits unauthorized websites • Downloads inappropriate content from a website or causes breach of district network • Uses school district technology to commit a crime • Possible Law Enforcement Involvement |
| Drugs/Alcohol Tobacco/Vapor Pens/E-Cigs | | | <ul style="list-style-type: none"> • Student shares with a peer that he or she has paraphernalia or illegal object • Use/possession of drug/alcohol/controlled substance/tobacco/ vapor pens /e-cigs /paraphernalia. (Follow Board Policy) • Distribution or intent to distribute - Law Enforcement Involved. |

Expectations Behavior Report (EBR)/Office Citations

Please refer to the Definitions Matrix for guidance. Also keep in mind frequency, duration, and intensity as well as the developmental age of the student.

Please note: This procedure should be completed the day of the incident. If the incident occurs late in the school day, the Office Citation may be sent home the next school day, although parent contact should always be completed on the day of the incident.

When writing an EBR slip, please be objective and include appropriate details.

When writing an Office Citation, complete all required information designated with an asterisk*.

EBR-Staff member delivers EBR slip to classroom teacher. Classroom teacher and staff member work together to determine severity of the issue (minor vs. major) and/or assign consequence if appropriate (See Definitions Matrix). Follow the procedures below depending on if the violation is a minor or major offense:

Office Citation-Staff member completes an Office Citation with all required information and delivered to the office as soon as possible.

| Minor (Staff Managed) | Major (Admin Managed) |
|--|---|
| <ol style="list-style-type: none">1. Teacher reviews EBR slip and consequences with the student.2. Teacher determines if parent contact is necessary. | <ol style="list-style-type: none">1. Teacher sends Office Citation and student to the office. Attach related EBR slips as appropriate. Teacher contacts parent as appropriate2. Administration investigates incident and assigns administrative consequences.3. Administrations records information in Aeries online referral system.4. Administration contacts parent and notifies teacher of investigation results and consequences. |

Acknowledgment System

_____ : Students can earn tickets/points for the following:

- Demonstrating positive behavior
- Meeting school or classroom expectations
- Using effective strategies to resolve a conflict
- Modeling good character
- Completing a service learning activity/project
- Demonstrating student leadership
- Mentoring/helping a peer
- Any other appropriate activity approved by their teacher

All staff should carry tickets and or have the online point system available. When handing out tickets or assigning points time should be taken to explain to the student why they are earning the ticket/point.

Incentives

These may vary from classroom to classroom. Some examples are listed below with earned points used to “purchase” the incentive item.

| Incentive Item | Suggested Points |
|---|------------------|
| Sit by a friend | |
| Special seating | |
| Free homework pass | |
| Extra privilege | |
| Placed in the front of the lunch or recess line | |
| Draw from the office treasure chest | |
| Extra Friday recess time (10 min) | |
| Free choice activity | |
| Preferred classroom activity | |
| Popcorn | |
| | |
| | |
| | |