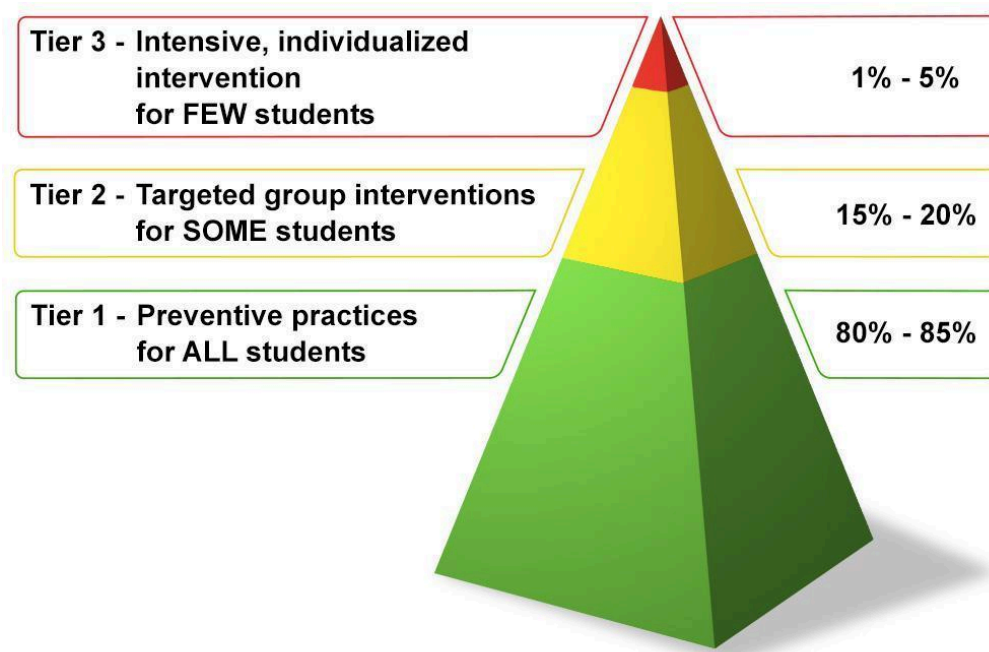


Park Vista Elementary

Positive Behavior Interventions and Supports Handbook



Positive Behavior Interventions and Supports

What is Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction.

PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of proactive procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the School-wide PBIS Team?

The PBIS team is representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Teams are also encouraged to have a family member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members:

- ★ Christina Speyrer-Team Leader
- ★ Michael Veazie
- ★ Amy Grossie
- ★ Chelsea Fontenot
- ★ Katherine Fontenot
- ★ Courtney Berard
- ★ Sydnie Thibodeaux
- ★ Kelly Lamke
- ★ Petsy Mills
- ★ Breanna Prudhomme
- ★ Kaitlin Franchebois
- ★ Rhonda Trahan
- ★ Kimberly Joubert
- ★ Kristin Bullard

What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems.
- The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBS programs.
- Attending district-wide meetings and trainings to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that all school staff will be active participants in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.

School-Wide Rules

Be Responsible /Be Respectful /Be Safe

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 3 simple rules, it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will enhance teaching and consistency across staff by using a common language.

Positively stated rules are important because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules, it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school settings according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of Being Safe because someone could slip on the spill and get hurt.
- You were Being Very Responsible when you asked your classmate to walk in a straight line in the hallway.
- Thank you, class, for Being So Respectful by raising your hands to speak and listening to what everyone else had to say about the story.

The Behavioral Expectations Grid (see the following pages) uses the school-wide rules to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90% of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

School Rules Posters

School Rules Posters should be posted in every room in the school, including all classrooms, the cafeteria, hallways, the front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.

Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right

During the first two weeks of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team is organizing a set of events that they hope to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right, we will need participation and support from the entire staff.

Why teach the Rules, Expectations, and Routines during the first weeks of school?

One of the major reasons to teach behavioral expectations and routines across settings is so that all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings, which can confuse the students. A second major reason is that we cannot assume that students know the expectations and routines.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria,

the lunch line process, the dismissal process for classes from lunch, the process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school, so that everyone in the school is following the same set of procedures.

Booster Sessions: Re-teaching the Rules, Expectations, and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgement tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

The following pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules, including:

- Sample Lesson Plan
- Blank Lesson Plan
- Activities

EXPECTATIONS & PROCEDURES-LESSON PLAN

SETTING: Bus Ramp/ Car Ramp

Step 1: Review School-Wide Rules

- We are RESPONSIBLE, RESPECTFUL, and SAFE

Step 2: Teach Expectations for Specific Settings:

Responsible	Respectful	Safe
<ul style="list-style-type: none">• Stay to the right• Follow adult directions• Walk carefully, but quickly, to your bus area or car number	<ul style="list-style-type: none">• Quietly wait until the teacher is ready to load• Walk quickly to enter the bus or car• Listen carefully for your name or bus number	<ul style="list-style-type: none">• Walking feet only facing forward• Keep your hands and feet to yourself• Watch for moving cars

Step 3: Tell Why Rules Are Important

Cooperation with a team leads to a well-functioning society.

Step 4: Demonstrate Rules

Examples	Non-examples

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e., Cafeteria, Playground, Bus/Car Ramp, etc.)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow the rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students teach other students about the rule

EXPECTATIONS & PROCEDURES-LESSON PLAN

SETTING: Cafeteria

Step 1: Review School-Wide Rules

- We are RESPONSIBLE, RESPECTFUL, and SAFE

Step 2: Teach Expectations for Specific Settings:

Responsible	Respectful	Safe
<ul style="list-style-type: none">• Remain seated and wait to be excused• Respond quickly to quiet signals• Clean your area	<ul style="list-style-type: none">• Use inside voices• Say “Please” and “Thank you!”• Clean your area	<ul style="list-style-type: none">• Sit with your feet on the floor• Eat your own food (allergies)• Walking feet only facing forward

Step 3: Tell Why Rules Are Important

Following the cafeteria rules is great practice for when you eat at someone else’s house or at a restaurant.

Step 4: Demonstrate Rules

Examples	Non-examples

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e., Cafeteria, Playground, Bus/Car Ramp, etc.)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow the rules
- Draw/Write Examples and Non-Examples

- Perform skits
- Students teach other students about the rule

EXPECTATIONS & PROCEDURES-LESSON PLAN

SETTING: Restroom

Step 1: Review School-Wide Rules

- We are RESPONSIBLE, RESPECTFUL, and SAFE

Step 2: Teach Expectations for Specific Settings:

Responsible	Respectful	Safe
<ul style="list-style-type: none"> • Only 1 person per stall • Put paper towels in the garbage can • Clean up after yourself 	<ul style="list-style-type: none"> • Flush the toilet • Knock on the stall door • Give others privacy 	<ul style="list-style-type: none"> • Walking feet only, facing forward • Wash your hands with soap and dry them with 2 towels • Keep the water in the sink

Step 3: Tell Why Rules Are Important

- Exhibiting healthy hygiene habits ensures a healthy and happy lifestyle!

Step 4: Demonstrate Rules

Examples	Non-examples

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e., Cafeteria, Playground, Bus/Car Ramp, etc.)
- Class/Partner Discussion
- Role playing

- Brainstorm/List examples or ways to follow rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students teach other students about the rule

EXPECTATIONS & PROCEDURES-LESSON PLAN

SETTING: Playground

Step 1: Review School-Wide Rules

- We are RESPONSIBLE, RESPECTFUL, and SAFE

Step 2: Teach Expectations for Specific Settings:

Responsible	Respectful	Safe
<ul style="list-style-type: none"> • Follow adult directions • Clean up after yourself and others • Follow the game rules 	<ul style="list-style-type: none"> • Use kind words and actions • Include everyone • Be a good sport 	<ul style="list-style-type: none"> • Stay on the playground in the designated area • Keep hands and feet to yourself • Use equipment appropriately

Step 3: Tell Why Rules Are Important

- Abiding by the playground rules and including all that Park Vista provides, the opportunity to make new friends and make good choices in life!

Step 4: Demonstrate Rules

Examples	Non-examples

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e., Cafeteria, Playground, Bus/Car Ramp, etc.)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow the rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students teach other students about the rule

EXPECTATIONS & PROCEDURES-LESSON PLAN

SETTING: Classroom

Step 1: Review School-Wide Rules

- We are RESPONSIBLE, RESPECTFUL, and SAFE

Step 2: Teach Expectations for Specific Settings:

Responsible	Respectful	Safe
<ul style="list-style-type: none">• Finish all work with quality and care• Turn your work in on time• Push your chairs in	<ul style="list-style-type: none">• Wait your turn to speak• Clean up after yourself• Be a positive work partner	<ul style="list-style-type: none">• Walking feet only, facing forward• Keep your hands and feet to yourself• An adult must be in the room

Step 3: Tell Why Rules Are Important

- Being a focused scholar will allow you to be successful at Opelousas High School, and college and in your chosen career!

Step 4: Demonstrate Rules

Examples	Non-examples

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e., Cafeteria, Playground, Bus/Car Ramp, etc.)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow the rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students teach other students about the rules

Reward System

It is not enough just to teach expected behavior; we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. Research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (4:1 ratio). As staff, it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Park Vist, we use the “Tiger Buck” system to acknowledge students for appropriate behavior. Through this program, we hand out Tiger Bucks to students for following the school rules.

When recognizing students with a Tiger Buck, it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

“Joseph, I wanted to thank you for helping pick up the books that someone knocked on the floor. You were being very responsible, and it helped me out. Here is a Tiger Buck.”

Ideally, students should be given tickets immediately following the behavior and be told exactly why they received the token. In order to promote expected behavior, it is important that students know when and why they are being acknowledged.

Who should be handing out acknowledgment tokens?

All staff in the school should be provided with the acknowledgement tokens, including General and Special Education teachers, Classified staff, supervisors, and even substitute teachers.

How many tickets should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.

How often should assemblies/ announcements be held to recognize students for positive behavior?

Every two weeks is recommended. Assemblies are a chance for schools to celebrate positive behavior and regularly re-teach students the school-wide rules.

Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e., if a student doesn't do homework, they stay in for recess or PE to complete it, etc.). In providing consequences, we also want to be mindful of the instructional time students are missing, with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time, staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaches expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

It is essential that staff and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?
- The following pages contain materials outlining the consequence system at our school:
- Before Office Referral Form
- Office Discipline Referral form
- Office versus Staff Managed Behavior
- Discipline Procedures Flowchart

School-Wide Information System (SWIS)

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBS team will look at discipline data monthly to make decisions about School-wide programming and individual students in need of additional support.

Behavior Definitions/Discipline Matrix

Minor- Staff managed- Before Office Referral Form (becomes a Major after 4 minors in one month)

Behavior	Description	Example
Defiance	Student engages in brief or low-intensity failure to follow directions or talks back (do not continue to argue or engage with student).	-playing with objects -not paying attention
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students.	-sucking teeth -rolling eyes
Disruption	Student engages in low-intensity, but inappropriate disruption.	-talking during the lesson -talking during transitions when quiet is expected
Inappropriate Language	Student engages in a low-intensity instance of inappropriate language not directed at anyone in particular	-curse words to another student in conversation
Physical Contact	Student engages in non-serious, but inappropriate physical contact.	-one purposeful hit or bump -horseplay.
Property Misuse	Student engages in low-intensity misuse of property.	

Technology Violation	Student engages in non-serious, but inappropriate (as defined by the school) use of a computer.	-playing games / listening to music during instructional time
Unkind or Inconsiderate Behavior	Student engages in rude or non-inclusive behavior or says something to another student that hurts their feelings.	-teasing /name-calling (that is not repeated)
Lying/Cheating	Student delivers a message that is untrue and/or deliberately violates rules.	
Cellphone	1st offense cellphone possession	
Homework/Classwork	not turning in or not doing homework/classwork.	

Major - Office managed- Office Referral Form

Bullying	The delivery of continued direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name-calling.	
Defiance	The student continues to engage in refusal to follow directions or talk back.	
Disrespect	Student repeatedly delivers socially rude or dismissive	

	messages to adults or students.	
Disruption	Student engages in behavior causing major interruption in a class or activity that cannot be handled by the classroom teacher.	-sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Fighting/Instigation	Student is involved in mutual participation in an incident involving physical violence (not horse playing or nonviolent contact).	Student is involved in trying to start a conflict between students or is continually picking on another student, which might result in a physical response..
Physical Aggression	Student engages in actions involving serious physical contact where injury may occur	- hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.
Property Damage	Student participates in an activity that results in the destruction or disfigurement of property.	
Technology Violation	Student engages in serious inappropriate (as defined by the school) use of a computer.	-inappropriate video viewing
Cellphone	2nd or more cell phone possession or use on school grounds	
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property.	
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or	

	imitations.	
Use/Possession of Tobacco	Student is in possession of or using Tobacco (i.e., cigarettes, vaporizers, e-cigarettes, chewing tobacco, or any other tobacco-related products.)	
Use/Possession of Alcohol	The student is in possession of or using alcohol.	
Use/Possession of Weapons	Student is in possession of knives and guns (real or look-alike, or other objects readily capable of causing bodily harm.	

Minor Infractions will be completed on a Google Form.

https://docs.google.com/forms/d/e/1FAIpQLSd3-m2sgk-Hn2UhgeYe8G6QdkTMHDIaAPDho6WESM1_Baz1GQ/viewform?usp=header

Tracker Resources: Teachers are allowed to use at their convenience for tracking student behavior.

PBIS: Documentation of Infractions and Interventions

Teacher: _____ Student: _____ Grade: _____

****Required for all Office Referrals****

Offense / Date	Intervention	Detailed Description of Incident	Method of Parent Contact	Date of Parent Contact
1st Offense Date: _____	☐ Verbal Warning ☐ Individualized Instruction / Redirection ☐ Student Conference ☐ Seating Change ☐ Loss of 5 min. of Recess ☐ Other: _____		☐ Phone ☐ Voice Mail ☐ Text ☐ Remind ☐ Other: _____ _____	
2nd Offense Date: _____	☐ Redirection ☐ Student Conference ☐ Seating Change ☐ Loss of All of Recess ☐ PBIS Assignment ☐ Other: _____		☐ Phone ☐ Voice Mail ☐ Text ☐ Remind ☐ Other: _____ _____	
3rd Offense Date: _____	☐ Redirection ☐ Seating Change ☐ Loss of All of Recess ☐ Loss of PBIS Activity ☐ Time out / Sensory Room ☐ Other: _____		☐ Phone ☐ Voice Mail ☐ Text ☐ Remind ☐ Other: _____ _____	
4th Offense Date: _____	☐ Redirection ☐ Student Conference ☐ Loss of All of Recess ☐ Loss of PBIS Activity ☐ Time out / Sensory Room ☐ Other: _____		☐ Phone ☐ Voice Mail ☐ Text ☐ Remind ☐ Other: _____ _____	
5th Offense Date: _____	<u>Student Office Referral</u> *Copy of this report must be sent to the office immediately.	<i>Write a detailed description of the incident on the Major Referral in JCampus.</i>	☐ Phone ☐ Parent-Teacher Conference	