Positive Behavior Interventions and Supports

Soulsbyville School



Handbook for Families

Positive Behavior Interventions and Supports

What are 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 different interventions that promote individual success and positive school culture.

Who can I contact about PBIS at the school?

There are many staff members on the PBIS team. The best person to contact is Mrs. Lindsley at mlindsley@soulsbyvilleschool.com or (209)532-1419 x 3368.

Why does the school have a PBIS system?

Because it improves outcomes for students! Here is a snapshot of some data from the 2022-2023 school year:

- Behavior: Overall behavior reports were reduced by 42% from the 21-22 to the 23-24 school year. There was also a 65% reduction in more serious behavior incidents over the same three year period.
- Academics: During the 2022-2023 school year, the percentage of students scoring at or above benchmark in reading increased by 7 percentage points (47% to 54%). Math proficiency increased by 9 percentage points (45% to 54%).
- Attendance: Our chronic absenteeism rate dropped 14 percentage points from 21-22 (28.5% to 14.5%). Our average attendance rate increased 5 points (from 89% to 94%) over the 21-22 school year.

School-Wide Rules

Be Safe **Be Responsible** **Be Respectful**

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 three simple rules, it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of 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 setting according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of **Being Safe**.
- You were **Being Responsible** when you asked your classmate to walk in a straight line in the hallway.
- Thank you class for **Being 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.

Soulsbyville Falcons are **Safe**, **Respectful**, and **Responsible**!

SOULSBYVILLE EXPECTATIONS

AREA	SAFE	RESPECTFUL	RESPONSIBLE
Pathways	• Walk at all times • Keep hands, feet, objects to yourself • Pay attention to where you are going	• Use quiet voices • Keep items in hands • Wait in line	• Go straight to where you need to go • Carry a pass during class time
Library	• Walk at all times • Keep hands, feet, and objects to yourself	• Use whisper voices • Wait in line	• Return items to where they belong • Use your time wisely • Check out items before leaving
Playground-Lower	• Walk in play structure area • Keep hands, feet, and objects to yourself • Stay in designated areas • Freeze and listen when you hear 3 whistles	• Take turns and share equipment • Include others • Use kind and appropriate words • Play games by the rules	• Follow directions the first time • Use equipment appropriately • Put equipment away • Put trash into trash cans
Playground-Upper	• Walk in play structure area • Keep hands, feet, and objects to yourself • Stay in designated areas • Freeze and listen when you hear 3 whistles	• Take turns and share equipment • Include others • Use kind and appropriate words • Play games by the rules	• Follow directions the first time • Use equipment appropriately • Put equipment away • Put trash into trash cans

AREA	SAFE	RESPECTFUL	RESPONSIBLE

Classroom	• Walk at all times
	• Keep hands, feet, objects to yourself
	• Remain seated unless you have permission
		• Use quiet voices
		• S.L.A.N.T.
		  ○ Sit up
		  ○ Listen
		  ○ Ask and answer questions
		  ○ Nod your head
		  ○ Track the speaker
		• Allow other students to learn
			• Follow directions the first time
			• Use materials appropriately
			• Turn work in on time
			• Ask for help when needed

Cafeteria / Eating Area	• Walk in the eating area • Keep hands, feet, objects to yourself • Remain seated while eating	• Use quiet voices • Eat only your own food	• Clean up after yourself • Wait to be dismissed
Bathroom	• Walk at all times • Wash your hands with soap	• Allow for privacy • Wait in line • Flush	• Clean up after yourself • Use facilities appropriately • Report problems
Focus Room	• Walk at all times • Keep hands, feet, & objects to yourself	• Enter quietly • Wait to be acknowledged • Use appropriate voice and language	• Have materials ready • Communicate what you need • Complete any expected work
Office/Nest	• Walk at all times • Keep hands, feet, & objects to yourself	• Enter quietly • Wait to be acknowledged • Use appropriate voice and language	• Ask for permission to go • Communicate what you need
School Garden	• Walk at all times • Use tools with staff supervision	• Work only in your designated area • Harvest when instructed	• Ask for permission to go • Take care of your designated area

AREA	SAFE	RESPECTFUL	RESPONSIBLE
Bus	• Keep hands, feet, objects to yourself • Remain seated and facing forward • Wear a seatbelt	• Use quiet voices • Be ready at your stop	• Follow directions the first time • Take care of your personal items • Keep food and drinks put away until off bus

Gym: Assemblies	• Walk at all times
	• Enter only with adult supervision
	• Keep hands, feet, objects to yourself
		• S.L.A.N.T.
		  ○ Sit up
		  ○ Listen
		  ○ Ask and answer questions
		  ○ Nod your head
		  ○ Track the speaker
		• Applaud appropriately
			• Remain seated
			• Follow speaker's lead

Gym: PE	• Wait for an adult to enter • Wear appropriate clothing • Consume only water during PE	• Take turns and share equipment • Use appropriate voice and language • Play games by the rules	• Follow directions the first time • Use equipment appropriately • Put equipment away
Gym: Inside Recess	• Wait for an adult to enter • Keep hands, feet, objects to yourself • Pay attention to where you are going • Stay in designated areas	• Take turns and share equipment • Use appropriate voice and language • Play games by the rules	• Follow directions the first time • Use equipment appropriately • Put equipment away

AREA	SAFE	RESPECTFUL	RESPONSIBLE
Field Trips / School Events	• Stay with your group • Keep hands, feet, & objects to yourself	• Use appropriate voice & language • Help others when needed	• Follow directions the first time • Take care of your personal items
Falcon Store	• Walk at all times • Enter only with adult supervision • Keep hands, feet, objects to yourself	• Wait in line • Be ready when it is your turn • Use appropriate voice and language	• Visit during scheduled times • Return to class/recess immediately after shopping
Pick -Up Line - Office Area	• Keep hands, feet, objects to yourself • Stay in designated areas • Wait for the car to stop moving before entering	• Be ready when it is your turn • Use appropriate voice and language	• Follow directions the first time • Load up quickly
Pick-up Nest area	• Keep hands, feet, objects to yourself • Stay in designated areas • Wait for the car to stop moving before entering	• Be ready when it is your turn • Use appropriate voice and language	• Follow directions the first time • Load up quickly
Parent Pick-Up	• Drive slowly • Yield to pedestrians • Obey all traffic laws • Park only in designated spaces	• Be courteous and patient	• Be on time

AREA	SAFE	RESPECTFUL	RESPONSIBLE
Athletics	• Stay in designated areas	• Be a team player • Use appropriate language	• Follow directions the first time • Give your best effort
Athletic Spectators	• Stay in the stands during event	• Keep comments positive • Encourage all athletes	• Clean up after yourself • Take care of your personal items
Emergency Drills	• Walk at all times • Remain calm • Keep hands, feet, objects to yourself	• Voices off • Practice with appropriate attitude	• Follow directions the first time

Falcon Cards/Points

Why do we want to recognize expected behavior?

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. In fact, 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**). The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Soulsbyville we use Falcon Cards in grades TK-3 and Falcon Points in grades 4-8 to acknowledge students for appropriate behavior. Through this program we hand out acknowledgements to students for following the school rules.

What do students do with Falcon Cards/Points?

Students can redeem the Falcon Cards/Points for rewards weekly in our Falcon Store. The stores feature both tangible (prizes, treats, toys, etc.) and intangible (privilege based) rewards.

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.

What is a referral?

A referral is the documentation of a behavior incident. The school uses referrals as an additional source of information in order to design both individual interventions and systems improvements. We understand that referrals can cause concern for students and families, but it is important to remember that behavior mistakes are an opportunity for learning and growth. We are committed to acting as partners in your child's education, including in helping them improve their behavior at school.

How does a student earn a referral?

A student may earn a referral by not following a school expectation. The school expectations of being safe, respectful, and responsible are taught and practiced throughout the school. The process for referrals is outlined in more detail in the following pages (referral form and discipline flow chart).

How is a parent informed of a behavior referral?

There are two main methods that a parent might be informed about a behavior referral. For most minor behavior incident, a staff member writes a behavior referral. The referral is then reviewed for consistency with school procedure and processed. A copy of the referral is emailed to the parent at the email address on file with the school. This review process may take a few days from the date of the incident. For some minor and most major behavior incidents, a parent may also be directly contacted, via email or by phone, by the person who wrote the referral or by a member of administration.

What are the consequences for a referral?

The consequences for a referral depend on the behavior incident. Consequences should focus on teaching, remediation, or logical consequences as much as possible (e.g. break it/fix it, loss of privilege, time away). The Behavior Intervention Chart below provides examples of potential interventions/consequences for student behavior.

Soulsbyville Elementary
Office Discipline Referral

Who

Student	Referring Staff	Others Involved
Name _____	Name _____	☐None ☐Peers ☐Staff ☐Substitute ☐Teacher ☐Other _____

Context (when and where)

Date	Location
	☐Classroom ☐Distance Learning ☐Hall/Breezeway ☐Cafeteria ☐Bathroom ☐Playground/Outdoor ☐Locker Room ☐Gym ☐Art Room ☐Library ☐Music Room ☐Computer Lab ☐Common Area ☐Special Event/Field Trip ☐Off Campus ☐Office ☐Bus ☐Bus Loading Zone ☐Parking Lot ☐Other _____
Time	

What Behavior

Staff-managed Behavior	Administrator-Managed Behavior
☐Inappropriate Language ☐Material/Property Misuse ☐Physical Contact/ Aggression ☐Dress Code Violation ☐Tech Violation ☐Tardy ☐Disrespect* ☐Disruption* ☐Defiance/ Non-compliance* ☐Other _____	☐Abusive/Inappropriate Language ☐Academic Dishonesty ☐Lying ☐Dress Code Violation ☐Skip Class ☐Tardy ☐Theft ☐Defiance/Non-compliance* ☐Disrespect* ☐Disruption* ☐Fighting ☐Bullying ☐Physical Aggression ☐Harassment – *Identify Subtype* ☐*Gender* ☐*Physical Characteristics* ☐*Race* ☐*Religion* ☐ *Sexual* ☐*Disability/Exceptionality* ☐ *Ethnicity* ☐*Other* _____ ☐Inappropriate Location ☐Technology Violation ☐Threatening Behavior ☐Property Damage/Vandalism ☐Bomb Threat/False Alarm ☐Other _____

Staff Perceptions and Response

Perceived Motivation	Actions Taken
Escape/Avoid ☐ Adult(s) ☐Peer(s) ☐Tasks/Activities/Sensory **Obtain** ☐Adult ☐Peer ☐Items/Activities/Sensory	☐Conference with Student ☐Individualized Instruction ☐Caregiver/Guardian Contact ☐Request for Additional Support ☐Restorative Practice – *Identify Subtype* ☐*Chat* ☐*Impromptu Circle* ☐*Other*_____ ☐Community Service ☐Restitution ☐Loss of Privilege ☐Additional Attendance ☐Bus Suspension ☐Alternative Placement ☐Classroom Exclusion/Time-Out ☐Detention ☐In-School Suspension ___ *days* ☐Out-of-School Suspension ___ *days* ☐Expulsion ☐Action Pending ☐Other

Soulsbyville Discipline Flow Chart

Consistently teach & re-teach school-wide rules/expectations. Be proactive: prepare students, pre-correct potential misbehaviors, and intentionally set the tone for the next event. Implement Tier 1 interventions with fidelity.

↓

Is the behavior of staff or administration managed?

Staff

Document/Classroom Management:
- Off-task behavior
- Unprepared for class
- Talking out
- Student conflict
- Inappropriate language
- Tardy
- Technology violation
- Cheating/lying
- Running/loud voices

Minor Referral:
- Defiance/disrespect/ non-compliance
- On campus out of bounds
- Disruption
- Dress code
- Inappropriate language
- Physical contact
- Tardy
- Property misuse
- Technology
- Other

Administration

Major Referral:
- Major/chronic defiance/ insubordination
- Major/chronic disrespect/disruption
- Physical aggression
- Abusive/chronic inappropriate language/profanity
- Chronic tardy/absences
- Cutting class
- Harassment
- Fighting
- Bullying
- Off campus/dangerous out of bounds
- Forgery/plagiarism
- Theft
- Major/chronic lying/ cheating
- Major technology violation
- Major property damage/vandalism
- Inappropriate displays of affection
- Controlled substance
- Weapon
- Other

↓

Model/reteach expectations.
Reinforce, remind, and redirect student behavior.

↓

Utilize classroom management system.
Staff assigned consequences.
Document concern.
Consider parent contact.
Conference with student and/or parent.

Did the behavior improve?

↓

NO
Logical consequence.
Parent contact & referral.

↓

YES
Notice and praise/reward correct behaviors

↓

Does the behavior constitute an immediate danger to students or staff?

↓

NO
Referring teacher/staff member completes discipline referral & contacts parent.
Send referral for review.

↓

Administration follows up with staff & student.
Administrative action.

↓

YES
Call/radio/text for immediate assistance.

Soulsbyville Behavior Level Matrix

Staff Managed Non-recorded Infrequent Occurrence	Staff Managed Minor Referral Written Includes repeated non-reportable occurrence	Office Managed Major Referral Written
▪ Running in walking areas ▪ Voice level expectations ▪ Off-task behavior ▪ Disruptive behavior ▪ Student conflicts ▪ Inappropriate language ▪ Insubordination ▪ Out of seat ▪ Missing homework ▪ Unprepared for class ▪ Off task technology ▪ Not following directions	▪ Defiance ▪ Disrespect ▪ Disruption ▪ Minor Inappropriate Language ▪ Minor Physical Contact ▪ Minor Technology Violation ▪ Inappropriate behavior in the bathrooms	▪ Physical Aggression ▪ Abusive Language/Inappropriate language ▪ Harassment ▪ Bullying ▪ Fighting ▪ Forgery/Theft/Plagiarism ▪ Property Damage/Vandalism ▪ Lying/Cheating ▪ Inappropriate Display of Affection ▪ Use/Possession of Tobacco ▪ Use/Possession of Alcohol ▪ Use/Possession of Drugs ▪ Use/Possession of Weapons
Staff Managed Intervention options	**Staff Managed Intervention options**	**Admin Managed Intervention options**
● Conference with student ● Parent contact ● Redirect/remind appropriate behaviors in the classroom (verbal or non-verbal) ● Teacher proximity ● Move seat or location in class ● Distraction/redirection ● Reflection ● Take a break/calming area ● Movement break ● Flexible seating ● Forced choice	● Conference with student ● Parent contact ● Time-out/Break ● Loss of privilege ● Permanent seat change ● Reflection ● Restorative process ● Restitution	● Conference with student ● Parent contact ● Alternative discipline plan ● Other admin action/consequence

Soulsbyville Tiered Interventions

"Tiered interventions" refers to the idea that not all students will respond to the same level of support. This is true in academic settings and in behavior support. Tier 1 interventions are the systems and actions we take to support ALL students. Then there are Tier 2 interventions that give an additional level of support, and Tier 3 interventions that are the highest level of support. The chart below gives some details for how we support students at Soulsbyville.

Tier 1 - ALL
School-wide rules and expectations Lessons on school-wide rules that include examples and modeling Morning Meeting/Advisory Universal Design for Learning Second Step SEL program Positive teacher language Falcon Cards/Store Practice/reteaching expectations Active supervision
Tier 2 - SOME
Check In, Check Out Social Skill Groups Structured Breaks RTI SART
Tier 3 - FEW
Check In, Check Out Behavior Contract FBA to BSP/BIP CST/SST 504 IEP Individual counseling SARB RTI