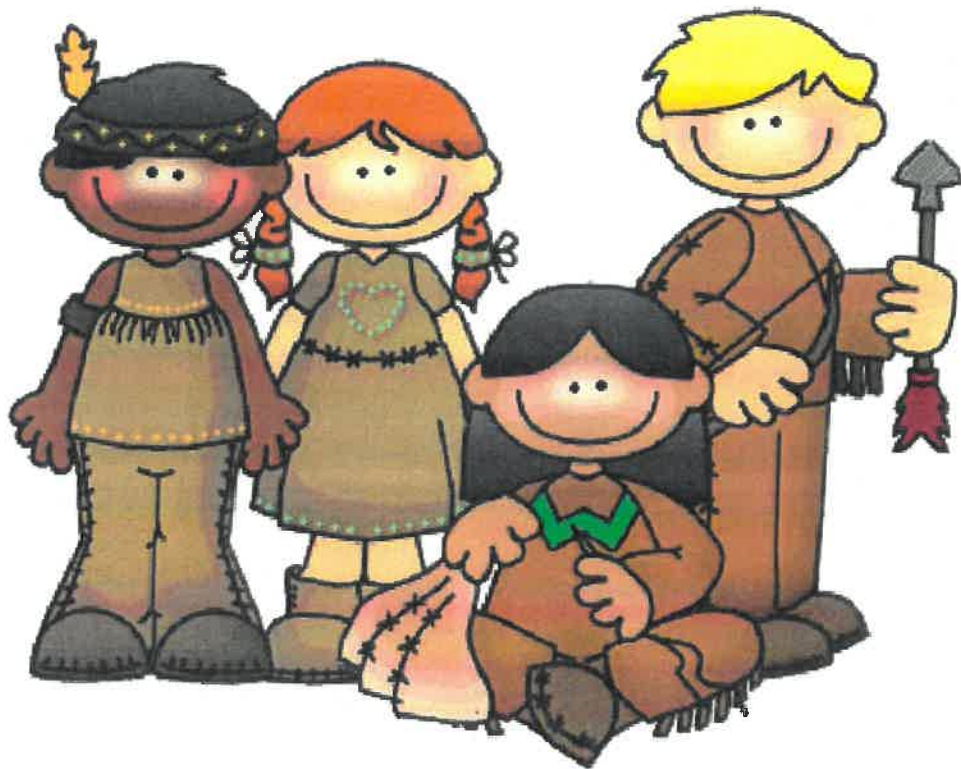


Schoolwide Positive
Behavioral Interventions and
Supports Handbook

South Elementary
Kennett, MO



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

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Positive Behavior Interventions and Supports

What is Positive Behavior Interventions and Supports?

Positive Behavior Intervention 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 instructions. 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 pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the PBIS Team?

The PBIS team should be representative of the entire school staff across grade levels, classified staff, special education staff, etc. Having a representative team will improve communication and feedback about the PBIS program in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members:

- *Mrs. Andi Maddox
- *Mrs. Paige Crafton
- *Mrs. Stephanie Butler
- *Mrs. Melissa Furby
- *Mrs. Heather Bowers

- *Mr. Roland Johnson
- *Ms. Tara Horton
- *Mrs. Kathy Rogers
- *Mrs. Jennifer Nigut

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 and continually monitoring and updating PBIS 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 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, and even volunteers and substitute teachers.

School-Wide Rules

Be Safe

Be Respectful

Be Responsible

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 a few 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 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.

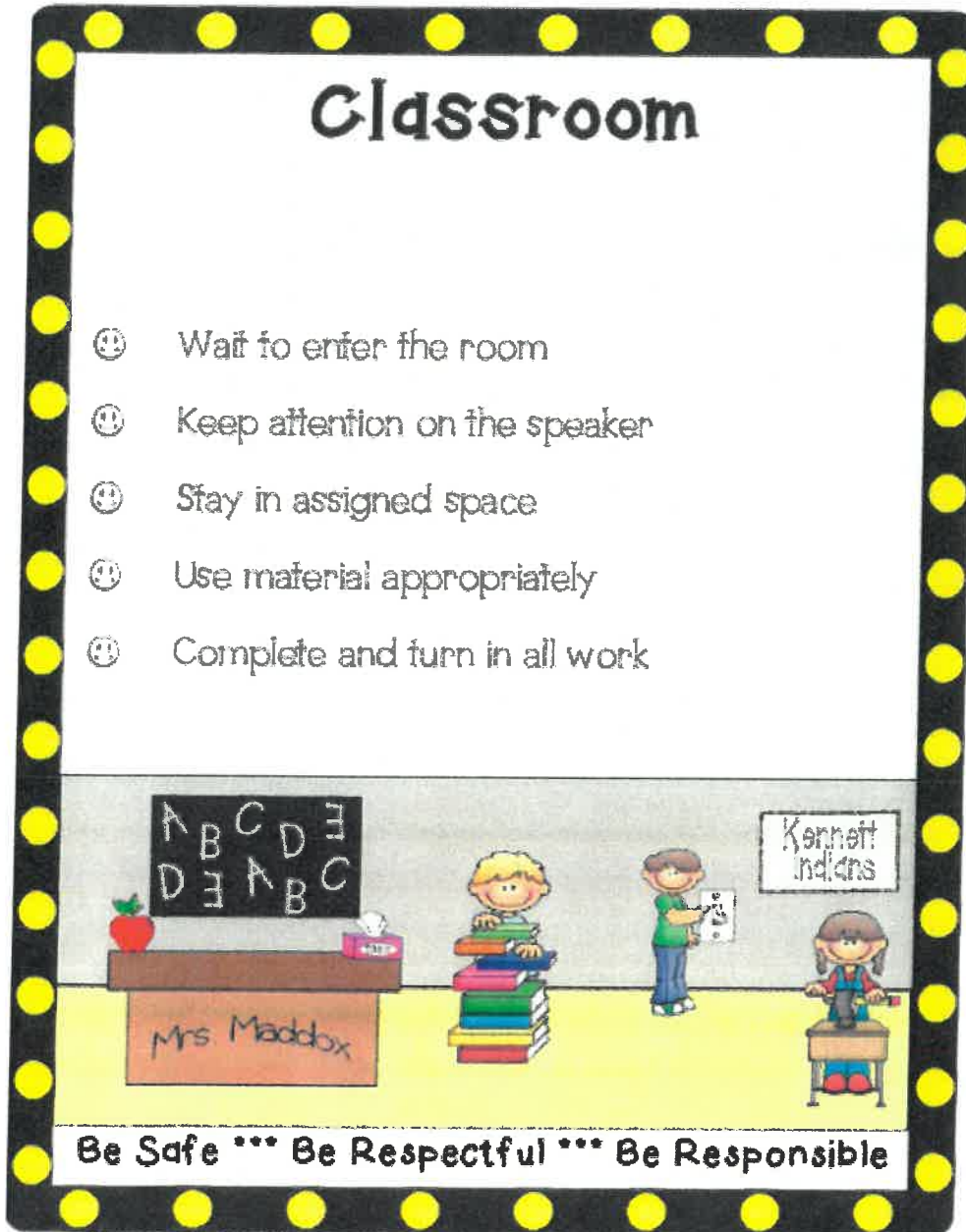
By selecting only a few rules, it is important that the rules are broad enough to talk about all the potential problem behaviors. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school settings according to these simple rules.

The **School-Wide Expectation Matrix** (pg. 9) uses the school wide expectations and rules to identify specific behavioral expectations across all school settings.

All staff and students are expected to know the school-wide expectations. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

School Expectation Posters

School Expectation Posters will be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, buses, etc. This will help to prompt staff and students to pay attention to the school expectations. School Expectations 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 week 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 hopes 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 week of school?

One of the major reasons to teach behavioral expectations and routines across all 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, arrival and dismissal of school, playground equipment, classroom small groups, 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 or reteach sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during the times of the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, reviewing PBIS lessons, increasing of TRIBE tickets, or having a contest between classes to award the class that does the best with the identified expectation or in the specified area.

SW-PBIS Focus Lesson Schedule 2018-2019

Semester 1

Dates	Lessons To Be Taught
August 16-17	Kick Off/ All Areas
August 20-24	All Areas
August 27-31	Playground
September 4-7	Arrival/Dismissal
September 10-14	Bathroom
September 17-21	Cafeteria
September 24-28	All Settings
October 1-5	Hallway
October 8-12	Technology
October 15-17	Bus
October 22-26	Classroom/ Lessons based on data review
October 29-November 2	Playground
November 5-8	Arrival/Dismissal
November 12-16	Bathroom
November 26-30	Cafeteria
December 3-7	Hallway
December 10-14	Technology
December 17-20	Bus

*Subject to change as needs are determined.

South Elementary School-wide Behavior Expectation Matrix

	All Settings	Bus	Cafeteria	Hallway	Classroom	Play-ground	Technology	Arrival/Dismissal	Bathroom
Be Safe	*Keep hands and feet to self *Walk	*Remain seated with feet forward *Leave the front 2 seats empty	*Stay seated with feet on the floor until dismissed *Report spills *Sit 4 to a bench with your class at assigned table	*Stay to the right *Walk left on White-Black on right Hands @ side All eyes forward Lips closed Low speed	*Use materials appropriately *Stay in assigned space *Wait to enter the room	*Keep all earthly materials on the ground *Use equipment as it is designed to be used.	*Never give personal information. *Ask permission to go to a different web site. *Keep all settings on the default setting.	*Stay seated on the bench while waiting for ride. *Use appropriate voice level. * Watch for your bus/car and wait for signal to load or unload.	*Keep floors dry and clean
Be Respectful	* Use appropriate language, manners *Use appropriate voice level	*Go quietly to designated seat *Exit and load orderly, front to back *Food/ Drinks remain in backpack/ lunchbox	*Patiently wait in line *Manners: Be mindful of eating habits of tablemates	*Be mindful of other classes working	* Attention on the speaker	*Share/ Take turns *Be a friend	Use proper behavior when using technology, this includes, school or teacher approved sites, bullying, taking care of equipment. *Wipe off the chrome book when needed.	*Go directly to assigned area.	*Privacy

	All Settings	Bus	Cafeteria	Hallway	Classroom	Play-ground	Technology	Arrival/Dismissal	Bathroom
Be Responsible	*Listen Attentively and Follow Directions *Keep all areas clean *All things remain in backpack	*Keep belongings inside the bus with you *Be on time at your bus stop	*Ask permission before getting up *When the lights are off be quiet and finish eating	*Take most direct route	*Complete and turn in all given work.	*Patience when getting the equipment *Put equipment in the appropriate place at the end of recess. *Go directly to your class line when the bell rings	*Place in the correct charging slot and plug in. *Always log out *Be patient and use the refresh button when necessary. *Leave ties on the equipment cords.	*Keep everything in your backpack	*Wash and dry hands appropriately Floors stay dry Leave it clean Use it quietly Soft voices Hands washed

● Common quiet signal: Tribe Five

Acknowledgement System Overview

Why do we want to recognize expected behavior?

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

At South Elementary we use Tribe Tickets to acknowledge students for appropriate behavior. Each student will have an online account that keeps up with their tickets. Through this program we give Tribe Tickets to students following the school wide expectations and rules.

When recognizing students with Tribe Tickets, it is important to identify specifically the behavior the student engaged in and link it to the appropriate school expectation. Ideally, students should be given passes immediately following the behavior and be told exactly why they received the ticket. In order to promote the expected behavior, it is important that students know when and why they are being acknowledged.

Who should be handing out Tribe Tickets?

All staff in the school should will give Tribe Tickets, including general and special education teachers, classified staff, supervisors, and even substitute teachers.

How many Tribe 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.

How will we recognize students for positive behavior?

Every student will be given a badge like the example. When a student exhibits good behavior, their badge will be scanned and it will enter a ticket into their account.



Here is an example of rewards they can spend their Tribe Tickets on each week.



Tribe Tickets



10 Points

→ PBIS Badge

60 Points

- Lunch w/Teacher
- Ice Cream for Lunch
- School Supplies

20 Points

- VIP Recess
- PBIS Ball at Recess

80 Points

- Media Shoutout
- Name Announced
- Change Special Class

40 Points

- Chalk at Recess
- PJ Day
- Sit with a Friend at Lunch

100 Points

- Fast Food Lunch
- Positive Call Home
- Ride in a Patrol Car





Tribe Tickets



150 Points

- First Class Dining
- Office Assistant
- Library Assistant
- Lunch Assistant
- Afternoon Movie

200 Points

- Cut off Mr. Johnson's Tie
- Canvas Painting Party
- Silly String Mr. J or Mrs. M
- Picture Posted in Hallway

500 Points

- Shadow Principal
for the Day

- If you lose your name badge you will be required to purchase one with your tickets.
- If you choose to purchase school supplies, we will have a variety for you to choose from.
- If you choose to have your name announced we can do it during announcements or post it out front on our sign.
- First class dining will take place on the stage. You will eat on real dishes and your teacher will serve you whatever you picked for lunch that day.

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. 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 with teaching expectations and routines, Tribe tickets and incentives for positive behavior, and clear classroom responses to problem behaviors for their classroom. If teachers are persistently experiencing problem behaviors in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

Powerschool

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