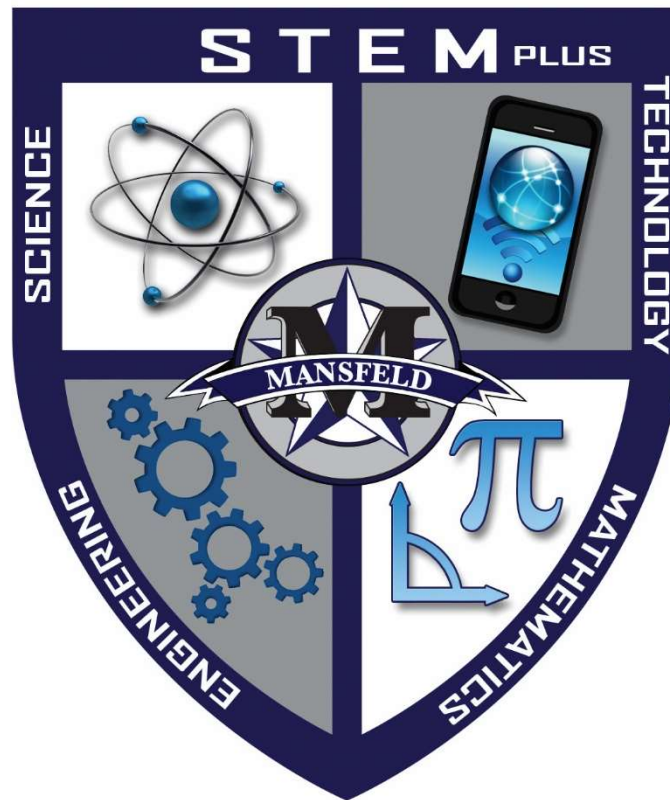


Mansfeld Magnet Middle School

Positive Behavior Interventions and Supports (PBIS) Handbook



Positive Behavior Interventions and Supports Handbook

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

School Wide Expectations

Why do we have School-Wide Expectations?

We believe it is our job to teach students how to behave, not just consequence them for not behaving how we would like. 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 4 simple expectations it is easier for students to remember. It is also important for staff because focusing instruction on a few simple rules will improve teaching and consistency across staff through the use of a common language.

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

By selecting only a few expectations it is important that the rules are broad enough to talk about all potential problem behaviors. With 3 rules selected, staff may then teach and acknowledge specific and desired behavioral skills in all school settings.

Mansfeld's Three B's

B-Be Safe

B-Be Smart

B-Be Long

Mansfield SCHOOL-WIDE RULES AND EXPECTATIONS MATRIX

<p>Arrival/Departure Areas</p> <p>Be Safe</p> <ul style="list-style-type: none"> Keep hands, body and belongings to self Move to or away from an area quickly Walk <p>Be Smart</p> <ul style="list-style-type: none"> Listen to adult instruction Wait only in designated areas Respect traffic <p>Belong</p> <ul style="list-style-type: none"> Wait patiently in line to board Choose peaceful behavior Go with the flow 	<p>Common Outside Areas</p> <p>Be Safe</p> <ul style="list-style-type: none"> Keep hands, body and belongings to self Listen kindly to all adults <p>Be Smart</p> <ul style="list-style-type: none"> Be a problem-solver Use kind words <p>Belong</p> <ul style="list-style-type: none"> Recycle Keep Mansfield clean and beautiful Speak up for safety 	<p>Bathroom</p> <p>Be Safe</p> <ul style="list-style-type: none"> Stay only 2 minutes Wash hands with soap <p>Be Smart</p> <ul style="list-style-type: none"> Flush once Keep the restrooms clean Use inside voice Use one (1) paper towel <p>Belong</p> <ul style="list-style-type: none"> Respect others privacy Keep it clean Speak up for safety
<p>Passing Hallways/Stairwell</p> <p>Be Safe</p> <ul style="list-style-type: none"> Keep hands and feet to self Stay to the right Walk Keep moving <p>Be Smart</p> <ul style="list-style-type: none"> Listen to adults Have a hall pass Use indoor voices <p>Belong</p> <ul style="list-style-type: none"> Be polite Be courteous Help others Speak up for safety 	<p>Learning Areas (Classroom, Library, Guest teacher)</p> <p>Be Safe</p> <ul style="list-style-type: none"> Follow classroom procedures Objects and students stay grounded <p>Be Smart</p> <ul style="list-style-type: none"> Listen to adult directions and instructions Use appropriate language Be focused and productive <p>Belong</p> <ul style="list-style-type: none"> Respect self and others Be a problem solver Be in uniform Participate positively 	<p>Cafeteria</p> <p>Be Safe</p> <ul style="list-style-type: none"> Eat your food Keep the food on the tray Keep hands and feet to yourself <p>Be Smart</p> <ul style="list-style-type: none"> Listen to adult instruction Clean up after yourself Use inside voice Eat it, drink it, or give it away <p>Belong</p> <ul style="list-style-type: none"> Wait your turn in line Be patient

Teaching System: School-Wide Expectations, Behavioral Expectations, & Procedures

Starting the Year off Right

During the first week of school, we will focus on teaching Mansfeld's school-wide expectations, behavioral expectations, and procedures to all students across all settings in the school. To truly start the year off right we will need participation and support from the entire staff.

On the third day of school, classrooms will rotate through the different areas of the school; cafeteria, courtyard, hallways/walkways, library, and bus area to address the expectations and routines in those settings.

Beginning on the first day, each classroom should teach the specific skills for Three B's in the classroom. This is an essential component of starting the year off right. Classrooms should create their own classroom matrix (poster) and create your specific skill-based expectations together. Here are some considerations:

Guidelines for Choosing Skills:

- Skills must be positively stated (**Please walk** not "Don't run!")
- Skills must be concrete examples
- Skills must be specific and observable

Considerations for teaching in the classroom:

It is suggested teachers use a lesson structure based on Langland, s., Lewis-Palmer, T., & Sugai (Gulchak, et al)

1. Identify the desired behavior and describe it in observable, measurable terms. (Make it visible - anchor chart or poster)
2. List a rationale for teaching the behavior (why is it important?)
3. Identify examples and non-examples of the desired behavior. (What would the behavior look/sound like? What would it not look/sound like?)
4. Practice/Role Play Activities
5. Provide opportunities for practice

**Please see Table 1 blank lesson plan to guide the teaching of behavioral expectations according to the School-Wide Rules.*

In addition to teaching these expectations in classrooms by teachers and staff, there will be a school-wide teaching rotation for targeted areas. Please follow this schedule as listed and do not move to new teaching areas early.

What are Procedures and Routines?

Students who are actively engaged in meaningful work is a hallmark of an effective classroom. Procedures govern what students do and help them understand how the class functions and student success is directly related to the degree to which teachers establish classroom procedures during the first week of school. Routines are what students do automatically without prompting or supervision (Wong, 1998). Procedures are established to create and maintain an effective learning environment so students know how they are expected to behave and work in the classroom and should always be planned in advance. According to Harry Wong, "Effective teachers manage with procedures. Every time the teacher wants something done, there must be a procedure or a set of procedures (171). Procedures become routine when students carry them out with automaticity.

Examples of procedures include: entering the classroom each morning, sharpening your pencil in class, turning in assignments, signing out for the restroom, what to do when assignments are completed early, what to do at dismissal, entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, etc. Choosing procedures should be a thoughtful process, as some routines may inadvertently set up students to engage in misbehavior. Procedures should be taught and reinforced during the first weeks of school and should be revisited regularly so that everyone in the school is following the same set of procedures and they become routine.

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

Teaching behavioral expectations and routines across settings helps establish common agreements among staff for student behavior. This will improve consistency across staff in how and when to enforce the school rules. Surprisingly, 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 procedures.

It's important to remember as well that we have new students entering our school regularly. These new students need time and instruction to learn the expectations and procedures in our building.

Re-teaching the Expectations and Procedures

Like all good teachers, we must remember that we cannot simply teach the expectations and procedures once. It is important to hold re-teaching sessions to review the expectations. Re-teaching 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. Re-teaching sessions may include re-teaching expectations, increasing the number of acknowledgment tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

EXAMPLE SCHEDULE

	Commons	Pick-up/Busses	Cafeteria	Stairwells/Halls
10:40-10:45	Falk	Powers	Mack	Marzio
10:50-10:55	Powers	Mack	Marzio	Aguirre
11:00-11:05	Mack	Marzio	Aguirre	Falk
11:10-11:15	Marzio	Aguirre	Falk	Powers
11:20-11:25	Aguirre	Falk	Powers	Mack

11:30 All groups will review Learning Areas in their classrooms.

	Commons	Pick-up/Busses	Cafeteria	Stairwells/Halls
10:55-11:00	Sumner	Kehl-Welsh	Yeager	Gutierrez
11:05-11:10	Kehl-Welsh	Yeager	Gutierrez	Paulszak
11:15-11:20	Yeager	Gutierrez	Paulszak	Sumner
11:25-11:30	Gutierrez	Paulszak	Sumner	Kehl-Welsh
11:35-11:40	Paulszak	Sumner	Kehl-Welsh	Yeager

11:40 All groups will review Learning Areas in their classrooms.

Commons-Meet in Courtyard (Weisbrod)

Bus Bay-Meet (Brown & Lent)

Cafeteria-Meet in Cafeteria (Lydia & Aleshire)

Stairwell/Bathroom/Hallway-Meet outside Room 113 (Valenzuela & Mark)

Library-Meet in Library Anderson)

Behavior Management Systems in the Classroom

Setting up your classroom systems and procedures are critical in establishing and maintaining a successful school year. Furthermore, establishing systems for monitoring and tracking student behaviors should be accomplished with keeping positive reinforcements in mind and doing so in a way that maintains the dignity and respect of students. Mansfeld uses non verbal reminders to students to signify "off task behavior". This is the Yellow and Red Card system.

Yellow Card =Non verbal warning (Yellow card in soccer) to student about off task behavior. This card will signal to the student of off task behavior and remind them to follow classroom expectations.

Red Card = Non Verbal Red Card is given to student after a Yellow Card has been given. Student receives a Red Card when the Yellow Card has not redirected the student to the desired On Task Behavior Expectations. The student fills out the Red Card (reflection questions) and has a conversation with the teacher at the end of the class period.

Note on Time Outs: Research has indicated that "Time-Out" is effective in stopping the undesired behavior from getting worse. However, student "reflection" during Time-Out is not always effective. The learning occurs when the Time-Out is over and students are provided another opportunity. The reflection occurs when the conversation between the Adult and student happens.

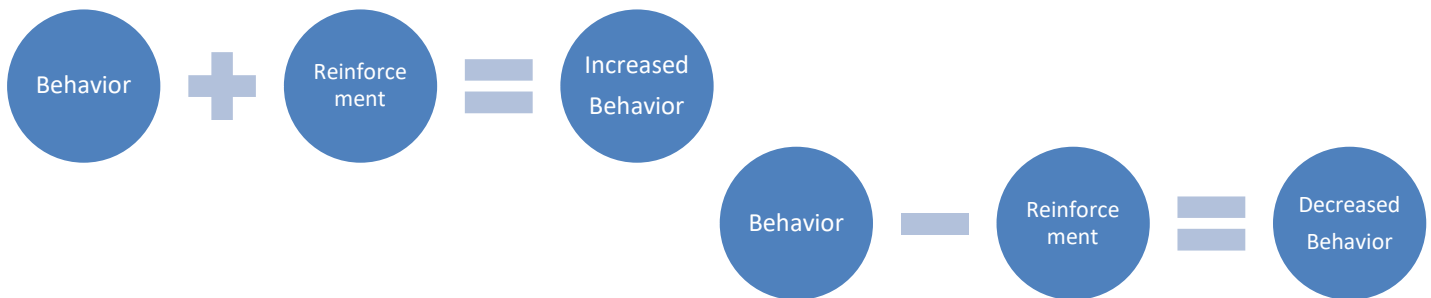
Bulldogger= Bulldogger is given to students as a positive reinforcement for desired outcomes within the classroom and school areas. Students who follow the Three B's are reinforced by faculty/staff.

Reinforcement System

Why do we want to recognize expected behavior?

The purpose of having a common school-wide system for recognizing positive student behaviors is that it provides opportunities for students to receive positive feedback for demonstrating desired behaviors, reinforces school-wide expectations, and develops positive accountability and responsibility among all staff and students. **Every student and every adult is important at Mansfeld.**

It is not enough to only 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**). As staff members, it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of a reinforcement system is to provide positive feedback and increase the number of positive interactions all school staff have with students and change behavior. Research into behavioral theory (Gulchak, Flores, Jannasch-Pennel 2012) shows that:



Mansfeld uses a proactive, school-wide positive reinforcement system designed to recognize positive behaviors when they occur and promote increased positive behaviors school-wide. Some components of the system provide extrinsic motivators, such as Bulldoggers, raffles, public recognition, and PBIS related awards and prizes. However, the goal is to develop intrinsic motivation by providing specific feedback to students related to desired and undesired behavior, their progress towards their behavioral goals, and a sense of accomplishment when achieving these goals and understanding the specific behaviors that led to their improvement or achievement.

3-Second/3 Step Reinforcement

At Mansfeld we use Mansfeld "Bulldoggers" with **feedback** to acknowledge students for appropriate behavior. All students should receive a ticket and verbal feedback from staff when they demonstrate one of our Three B expectations.

When recognizing students with a Bulldogger ticket it is important to follow these 3 quick steps:

1. **State the Expectations**

"Thank you for being respectful...."

2. **State the Skill**

"....by waiting to be called on during carpet time."

3. **Give the Bulldogger**

"Jose, thank you for Belonging by assisting me in outing away Science Supplies"



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

Bulldoggers are positives only. They may not be taken away for negative behaviors or as a "fine" for students who are not prepared, tardy, etc. We have established a set of interventions and consequences that follow the GSRR for students who engage in undesirable behaviors. It is important that we keep the positives, positive and allow the interventions and consequence structure to address misbehavior.

Who should hand out Bulldoggers?

All staff in the school should regularly use Bulldoggers, including general and special education teachers, classified staff, monitors, office staff, custodians, food service, supervisors, and even substitute teachers.

To be successful, it is critical that EVERY staff member participates and uses our school-wide system by recognizing and supporting all students, incorporating it into your classroom management plan, and regularly communicating with students and parents. Bulldoggers are available in the Main Office. There is a multitude of ways to incorporate this into your daily practice. Be creative, have fun, share your ideas and.....**focus on the positive !**

Name: _____	
Grade: 6 7 8	
	Safe
	Smart
	Long
Staff: _____	
	
Redeem for Prizes, Give-Aways, Free Dress Days, Bulldog	
2019-2020	

How many Bulldogs should be given out?

The goal is for the program to reach 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 and these students often have more to benefit from such a program.

What do students do with the Bulldogs?

The PBIS committee has created the following PBIS Recognition Menu that students can refer to when wanting to cash in their Bulldogs:



PBIS BULLDOG MENU



Be Safe

 1 BULLDOGGER = ENTRY INTO MONTHLY DRAWINGS

 5 BULLDOGGERS = GRAB BAG FRIDAY

 5-20 BULLDOGGERS= CLASSROOM INCENTIVE (Homework pass, free seating, listening to music, etc.)

 20 BULLDOGGERS = FREE DRESS DAY! (ONLY ON DESIGNATED DAYS)

 25 BULLDOGGERS = PING PONG & POPCORN (Play ping-pong with a teacher or friend)

 40 BULLDOGGERS = SLURPEE WITH A TEACHER (Go to Circle K and get a Slurpee at lunch)

 90 BULLDOGGERS= LUNCH IN A TEACHER'S ROOM (30 Bulldogs per student. Pizza will be delivered during your lunch and you can eat in a teacher's classroom)

 90 BULLDOGGERS = TACOS IN THE TOWER OR PIE IN THE SKY (**8TH GRADE ONLY!!!**)
(30 Bulldogs per 8th grade student. Taco Bell or Pizza will be delivered during your lunch time and you can eat in the Tower or on Skywalk)

 100 BULLDOGGERS = GRADE LEVEL COMPETITION VS. TEACHERS/STAFF (Student can combine bulldoggers. Request a lunch competition vs. teachers/staff-basketball, volleyball, corn hole)

Be Smart

Belong

Mansfeld Bulldogger Do's and Don'ts -

- DO use the 3 second/3 step procedure
- DO recognize all students in the school - not just those in your class or group
- DO make certain students know WHY they are receiving their ticket
- DO teach your students Recognition Menu
- DO direct student to the office during appropriate times as determined by the teacher
- DO limit the number of students who come to the office - DON'T send large groups of students all at once
- DO write student first name and last name (students can do this too)

- DO legibly write your staff name
- DON'T hand out tickets in large groups unless you are providing specific feedback

Bulldoggers in a nutshell

- ❖ All staff (custodians, library assistants, cafeteria staff, teachers, monitors, office staff) should regularly hand out Bulldoggers
- ❖ Staff must use the 3 sec/3 step procedure (it just takes some practice and then it becomes quick and easy!) Students who come to the office will be required to tell the office why they received a ticket.
- ❖ It is recommended that tickets are distributed 4:1 - meaning on average there should be 4 positive interactions to 1 negative interaction.
- ❖ Teachers and Office staff will communicate with parents quarterly. Either through a Positive Phone Call or a Positive Post Card. Teacher will fill out Parent-Contact Log and turn into their evaluator.
- ❖ Each quarter, each teacher will recognize one student as their GOLDEN TICKET selection. This student will receive, a Golden Ticket Certificate, a Bulldog Nation wristband and a PTSO PBIS prize, such as movie tickets or gift cards.

Accountability System

Intervention and 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 is too aggressive when playing basketball at lunch and has not corrected their behavior after verbal coaching, then they may lose the privilege of playing basketball for a period of time, etc.).

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

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be addressed in the classroom or by staff?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral or Behavior Communication?

In order to maximize student instructional time and maintain staff/teacher authority, staff are encouraged to address the problem behavior in their classroom or setting as much as possible. This requires that staff develop a clear discipline plan, which includes teaching expectations and procedures, providing incentives for positive behavior, and having clear classroom responses to problem behavior in classrooms. If teachers are experiencing an ongoing or pervasive problem behavior in their classroom, they are advised to *proactively* seek assistance or additional consultation by contacting the MTSS facilitator or Counselor. (*See Flow Chart)

Flow Chart & Behavior Management Tool

It is critical that all staff follow the Flow Chart and Behavior Matrix (see below) when determining how and who addresses misbehavior. With a predictable procedure in place, both staff and students know what happens and when.

- Typically the first response is to redirect the student.
- Each intervention is documented in Synergy (or Clarity).
- All documentation in Synergy is accessible online by parents. Please be mindful of this when inputting information.
- Behavior Communications (ODR's) for Teacher Managed behaviors occur on the 3rd (similar) incident.
- Violations should be the same or similar and interventions should vary to be considered successive (use the Behavior Management Tool to determine violation type).
 - For example, for a student who cheats on his/her homework and a week later pushes a student outside. This would be two separate violation types, not successive.
 - In contrast, a student who is making non-viable, threatening remarks to a student on Tuesday and then is verbally harassing another student on Thursday would be similar.

- Or, a student who is pushing a student on the playground and later that week is pushing and kicking a different student. This would constitute two incidents of the same nature.

Similar Infractions

It is important to recognize that not all behaviors are the same and require different types of interventions. The flow chart for Behavior Communications requires that each type of behavior be considered differently.

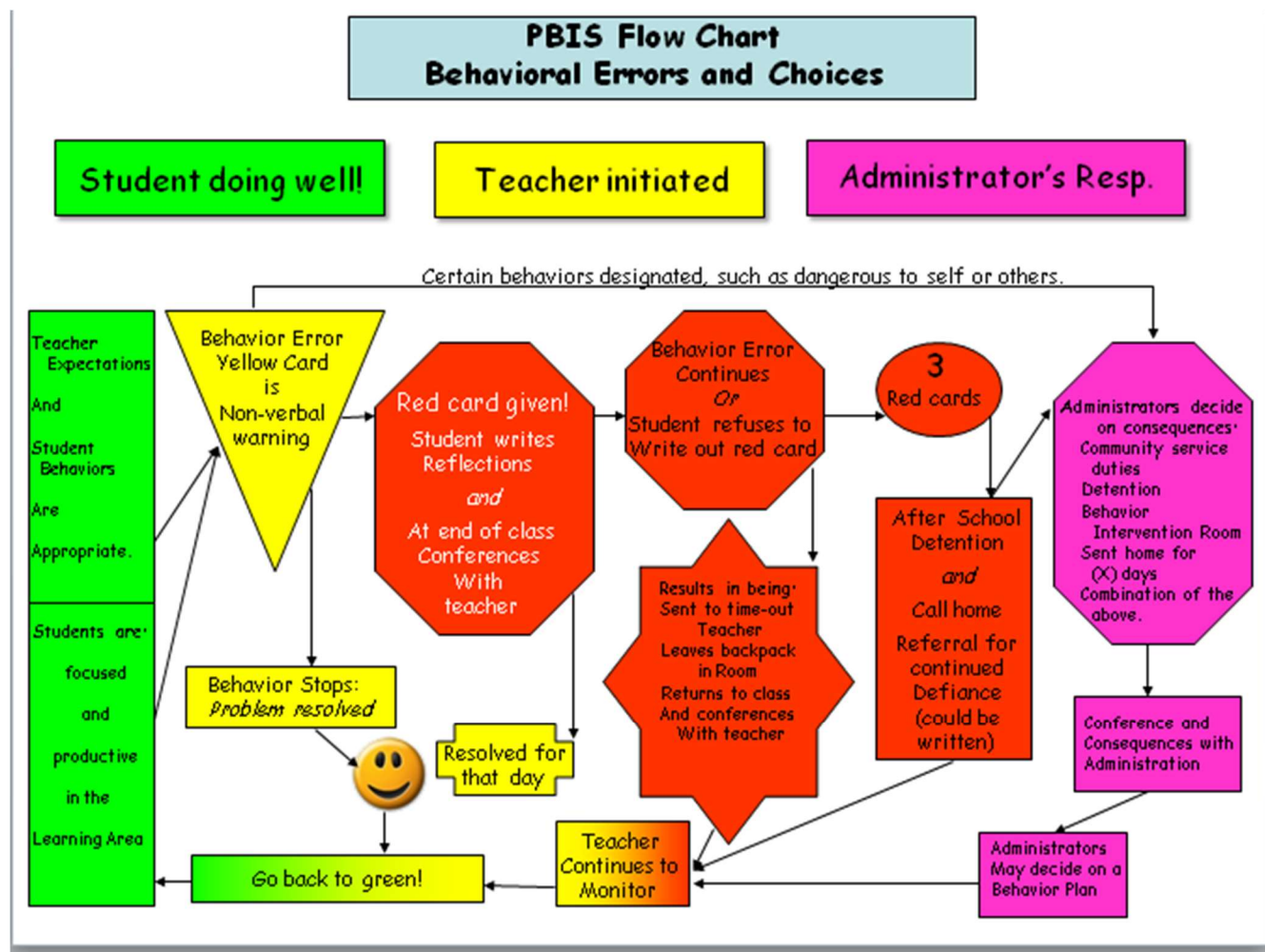
Let's say a student is having difficulty in the hallway i.e, reckless and unsafe physical play and contact (physical aggression) and has had 3 different incidents in a two week period. You have been addressing them following the Flow Chart - his progression is: (1) Verbal warning, (2) reflective conversation (3) Detention. He begins to improve his behavior in the hallway and hasn't had any trouble for a few weeks, but, during class he is upset refuses to do his work (Defiance or Disruption). This is technically a 4th violation, however, it's completely different from the prior incidents. Yes, this needs to be addressed and you may need to administer appropriate consequences. However, this isn't the same behavior as what had occurred in the hallway and should be considered his 1st violation for this new behavior.

Conversely, if the same student had 2 incidents of Physical Aggression on the locker room and then pushed a student in line in your classroom, that would be the 4th incidence of Physical Aggression and WOULD require a Referral.

It is equally important that students get a fresh start after a period of time and that prior infractions don't sit waiting idle until the 4th infraction occurs to write a referral. For example, let's say a student has had 3 incidents on Mon-Tue-Wed getting angry, sitting and refusing to complete their work (Defiance) and you have provided different interventions (1) think sheet & reteach, (2) time out in class, and (3) Time out of class & restorative conference. The student turns it around and has been doing their work for the next couple of weeks. Then, nearly two weeks later, she has a bad day and sits at her desk instead of completing her math - should she get an automatic Behavior Communication? Or, should we recognize that she did a good job for 2 weeks and address the behavior accordingly? Answer = she would not get a Behavior Communication. This would be an ideal situation to send home a PBIS Post Card and revisit what helped her be successful for two weeks!

Chronic Misbehavior

Many of these procedures are intended to support the 94+% of students who respond appropriately to redirection and intervention. However, we know that some students need specialized support. If a student receives 3 Behavior Communications, the student should be considered to MTSS (more on this later). When this is the case, the MTSS team meets and will outline a plan of support. A student in MTSS may have a different plan in place in terms of number of infractions and types of interventions and consequences as determined by the team.



Addressing Problem Behavior in the Classroom and School Settings

When addressing misbehaviors, it is critical that we do so in a way that models respect and dignity, even when behaviors are challenging.

➤ **Form vs. Function**

When students misbehave we can categorize it into two components:

1. Form - What we see happening, i.e., screaming, hitting, running away
2. Function - The purpose or reason, i.e., to get an object, to avoid work, to avoid a consequence

When addressing and developing interventions for a behavior, we must address the Function, or reason for the behavior and not the Form. The function of most behaviors can be to:

1. Get something - an object, adult attention, peer attention
2. Avoid something - avoid a task, avoid adult attention, avoid an object
3. Sensory - could serve a variety of needs related to self-stimulation, communication, etc, particularly for students with some disabilities

Identifying and addressing these areas when misbehavior occurs will yield greater dividends than just addressing the form of the behavior. To better support you, there is a complete list of problem behaviors and descriptors as well as classroom interventions, tactics, approaches and graphic organizers available on PBISworld.com.

➤ **Behavior requires that skill deficits are taught, modeled, and reinforced.**

Just as we wouldn't immediately move to consequence a student who doesn't have the fluency to read on grade level - we shouldn't necessarily move directly to consequence a student who doesn't have the skills to address things like conflict or anger. In the case of our non-fluent reader, we would communicate with parents and provide specific interventions, supports, and leveled tasks to develop the skills needed to improve fluency. The same is true for students with behavior-skill deficits. Our role is to teach and reteach all students the skills needed to be successful in school. This includes academics, social/behavioral skills, as well as task readiness and may require "interventions".

➤ **Avoid arguments and power struggles - they just don't work.**

Once you go to "power", such as "get up now or else", you have nowhere else to go. This is now your final step. What happens when they don't comply? You've lost credibility and have to call the office for help over an issue that possibly could have been addressed without going to "power". Remember, students often want the last word in front of their peers and can take the situation further than you can!

➤ **Treat all students with dignity and respect**

It's true, sometimes students don't treat staff the way we expect to be treated! However, as professionals, our role is to model the expected behavior and maintain appropriate communication with students. This includes raising your voice in anger, yelling at students, sarcasm, or comments that escalate the situation.

➤ **Pick your battles and be as private as possible.**

When addressing an issue that has the potential to become a larger problem, remove the student "audience" from the situation by holding quiet and private conversations. Many students will escalate a situation simply to "save face" with peers or avoid embarrassment. If a student doesn't comply, politely tell them you understand their choice and we can talk about it later when they are ready. This keeps the locus of control with the staff member, but also gives the student ownership. When that time comes (during a transition, out to recess, lunch, etc.) you can have the conversation and discuss the intervention or consequence. Trying to make a point in front of the class could lead to the student escalating and only takes more time away from the rest of the class. **Nothing tells your class you value learning first, by getting back to learning, first!**

➤ **Remain Calm and Chive On! – Avoid escalating the situation.**

It's ok to lose the battle and win the war! No one wants an issue that started with a student refusing to clean up their work station to turn into a power struggle resulting in needing to be removed from the classroom. Think about what you want to happen in the end – even if it doesn't happen immediately when you want it to happen. Don't let your frustrations get the best of you in front of your students. It's tough! Remaining calm and addressing situations in a business-like, professional, and caring manner is the best way to set the tone for how we treat one another in the class. This models to all students your expectations.

➤ **Buddy Teacher**

When a situation warrants a student needing a break or time away from the classroom it may be necessary to send a student to a "buddy teacher". It is crucial that you identify and work closely with your buddy teacher so there is a clear procedure for what happens when a student is sent. It is also important you clearly outline this with students in advance so they understand the process. Remember, the end goal is to give them a break from the class – your disposition during this is key to students willingly going to the classroom. If a student refuses to leave, calmly acknowledge their choice and quietly call the office and staff will escort the student to the buddy room.

➤ **Please do not send students to the office without notifying the office.**

If a student is engaged in Office Managed behavior or the situation has escalated to the point where you need support, please call the front office and they will route support. Sending students without notice or unaccompanied presents safety concerns and creates situations where the office staff does not understand why a student was sent.

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. Exclusionary discipline practices must be reserved for serious offenses that require this level of discipline as outlined in the GSRR. Data shows that minority students and students of poverty are subject to exclusionary practices disproportionately compared to non-minority, high SES students. While there certainly are times when student safety or the level of the offense will require exclusionary practices, this practice often exacerbates future behaviors.

Tier 1 - Sample Classroom Teacher Driven Interventions for Addressing Problem Behavior

Interventions	Description
Redirect	A short, business-like reminder of expectation and request to demonstrate desired expectations. This should be as private as allowed given the conditions.
Conference with Student (Restorative)	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors. Restorative questions asked.
Apology/Restitution	Student makes amends for negative actions. Takes responsibility to correct the problem created by the behavior through verbal or written declaration of remorse. Example: Four Part Apology
Think Sheet	A quick organizer used to help a student identify negative behavior including space to reflect by writing or drawing what happened and a solution for the behavior.
In-class Time Out	Predetermined consequence for breaking a classroom rule. Short duration (5-10 minutes, usually separated from group, but remains in class. Student reflects on behavior. Procedures for this already established for all students.
Privilege Loss	Privileges unrelated to Positive reinforcements. Example: 5 minutes off recess, missed recess, lunch in the classroom, lunch in a buddy room.
Out-of-Class Time Out (Buddy Room)	Student is assigned to another supervised environment for a period of time out. Slightly longer duration than in-class time out. (15-30 minutes). Student must comply with rules of time out. Reduction of reinforcement (it should be boring). May include completion of Roar Think Sheet. Time-out procedure must be taught to students and agreed upon in advance with cooperating teacher before implementing.
Conference with Parent/Guardian	Teacher communicates with student's parents(s)/guardians by phone or person to person about the problem, interventions attempted, and possible next steps.
Corrective Assignment Restitution	Completion of a task that compensates for the negative action. Also triggers a desire not to revisit the negative behavior. Examples: Campus Beautification, do something for another person. <i>Focus is on natural consequences but avoid using academics as THE consequence, i.e., writing sentences as a reprimand for not completing writing.</i>
Home/School Plan	Parent and teacher agree on a consistent approach. The plan should be consistent with PBIS practices-emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors.
Written Contract	Student, teacher, and parents may formulate a document expressing the student's intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone. I should include incentives but may also include consequences for misbehavior. http://www.pbisworld.com/tier-2/behavior-contract/
Instruction in social skills and replacement behaviors	Classroom Guidance Lessons facilitated by Teacher/LSC/Counselor for <i>all</i> students.

Teaching-oriented, positive, and preventive strategies are emphasized for all students. The emphasis is on the use of the most effective and most positive approach to addressing even the most severe problem behaviors. Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of prosocial skills is acknowledged.

Quarter Assemblies

On the First Friday of the Quarter there will be a whole school assembly in the cafeteria to recognize students for academics, attendance, and positive behaviors. This should directly support our school-wide PBIS model.

- I. Introduction/Bulldog Cheer**
- II. Review PBIS Expectations**
- III. Review of Academic Expectations**
- IV. Recognition:**
 - **Sports Teams/Club Members:** Recognize our student-athletes and club participants for their work during the previous quarter.
 - **Principal List:** Student who earned straight A's in the previous quarter.
 - **Honor Roll:** Student who earned A's & B's in the previous quarter.
 - **Golden Ticket Recognition:** Student earning the Golden Ticket from the previous quarter will be recognized.
- V. Student Council Announcements:** Upcoming events (Spirit Week, Dances, Fundraising, etc)
- VI. Student Council Game:**
- VII. Music and dismissal**

Supervising Students

Active supervision is critical for maintaining a strong Tier 1 behavior program. Adults play a significant role in setting up the student environment for success and preventing problem behaviors. Being **Active**, **Aware**, and **Always** moving are 3 easy ways to improve conditions.

When supervising students, staff are required to be actively supervising and interacting with students in ways that promote active supervision. Eating snacks, talking on cell phones, or having lengthy discussions with peers is not allowable practice. Rather, maintaining communication with staff and students on the playground and ensuring you are located in an appropriate physical location to effectively monitor students should occur.

Recommendations:

- **Work with your colleague to identify specific locations and movement patterns** that frequently cover the entire area.
- **Communicate** your supervision plan to all monitors and pertinent staff.
- Unless there is an immediate safety concern, **avoid too many “changes on the fly”**. Rather, find time to discuss the issue with related staff and find a comprehensive resolution.
- **Position yourself to maintain the best visual site of students**. Turn left/right for continuous monitoring.
- **Identify potential for issues in advance and pro-actively intervene:**
 - If you see students gathering in a group. Walk towards them and greet the group. Find out what's happening in a positive way.
 - If you see a game between a group of students, walk over and pay attention to the key components of the game, language being used, etc. Is the game “fun” and “safe” for everyone?
 - Encourage students to be active and join an activity
- **Avoid lengthy conversations with students that distract you from your supervision duties.** We care about our students and talking with students is a great way to build relationships and trust. Doing so when supervising students, however, puts other students at risk. This is a very common issue as our staff has great relationships with our students. If a student is trying to speak with you, beyond a quick greeting or question, politely prompt them to go play, have fun, and join their friends.