PBIS: POSITIVE BEHAVIOR Intervention SUPPORT

ALICE BIRNEY ELEMENTARY SCHOOL

Alice Birney

PBIS HANDBOOK

Eureka city schools

Alice Birney Elementary Staff PBIS Handbook

Alice Birney Elementary PBIS Team created this handbook in consultation with Dr. Dale R. Myers and Dale R Myers & Associates, LLC, during the 2011-2012 school year. The purpose of this handbook is to guide and support Alice Birney staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

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Section

1

PBIS: Background Information

The goal of PBIS is to prevent the development and establishment of problem behaviors and to maximize academic success for all.

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* A systems approach for building capacity
* A process for capacity building
* A continuum of behavior supports
* Prevention focused efforts
* Instructionally focused
* Empirically sound practices
* Assessment information analyzed and used on

a frequent basis

hat is PBIS?

PBIS is an acronym for Positive Behavior Interventions &Supports. It is a school-wide integration of:

A Year of Possibilities

179 days of possibilities

1,110 hours of possibilities

66,600 minutes of possibilities

3,996,000 seconds of possibilities

Alice Birney Elementary will pursue a singular vision of student success by becoming a learning organization with a strong commitment to personal and professional growth.

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives.”

Willa A. Foster

# PBIS-School-Wide has 5 Critical Components

1. **Clear Expectations**
   * As defined in the rules matrix
2. **Explicitly Taught**

* Each area in the matrix is accompanied by a lesson plan.
* A schedule for teaching and re-teaching behaviors is used.

1. **A system for encouraging appropriate behavior**

* Reward or recognition system, including a Reinforcement Menu for encouraging positive and appropriate behaviors.

1. **A system for discouraging inappropriate behavior**

* A Correction Menu for how to respond to and correct Level One, Level Two, and Level Three behaviors.

1. **A data collection system**

* Answering two important questions. Are we…

1) Doing what we said we would do?

2) Achieving the student outcomes we said we would achieve?

* The data collection system analyzes data gathered from the school’s Behavior Tracking Forms to monitor and adjust adult responses and school focus in responding to student behavior.

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# Dr. Dale’s Five Big Ideas

**1. All children can learn and are always learning!**

* Children are learning all the time. If you work around children, you are a teacher.

1. **School is responsible for preparing students for life.**
   * Schools should teach important life lessons.
2. **School expectations must be explicit, and taught to *all* children.**
3. **The only way to change student behavior is to change *adult* behavior.**
   * We create the environments in which behaviors arise.
4. **Things aren’t always as they appear!**

* Human perception is often flawed. It is important to use data.

Section

2

CLEAR EXPECTATIONS

If you want it, teach it.

Teach it where you want it.

If you want to see it, look for it.

If you see it, recognize and reward it. - Dale R. Myers

O

ur school rules are:

**Be Safe**

**Be Respectful**

**Be Responsible**

# Good Rules are Important

* They reveal the values of the school or district.  
  (Our school values Safety, Respect and Responsibility)
* They provide guidelines for success. We teach students the desired behavior, rather than telling students what not to do.
* They are critical lower order social skills. They are the basic building blocks of successful relationships and communities.
* They can increase staff consistency.
* They can reduce problem behavior.
* They can increase school safety.

# What Makes Good Rules

Good rules are:

* Simple and easy to remember.
* Positively stated: What we want.
* Applicable to everyone, staff and students.
* Monitored and enforced by all.
* Consistently applied.

Alice Birney Elementary has a singular vision of student success by becoming a learning organization with a strong commitment to personal and professional growth.

**VISION**

**S** uccess for **all**

**U** nited in common purpose

**C** ommunity involvement

**C** ommitment to academic achievement

**E** xcellence in education

**S** taff personal and professional growth

**S** hared work through collaboration

# MATRIX of School Rules & Expectations

**Our matrix serves two purposes:**

**1. Helps the school community “get on the same page”**

**2. Serves as the basis for writing school rule lesson plans**

**ALICE BIRNEY SCHOOL RULES & EXPECTIONS: GUIDELINES FOR SUCCESS**

**All areas except for classroom:**

**AREA BE SAFE BE RESPECTFUL BE RESPONSIBLE**

|  |  |  |  |
| --- | --- | --- | --- |
| **EVERYWHERE** | * Keeping hands, feet & objects to self. * Using supplies appropriately. | * Using polite words of encouragement. * Removing hats & hoods indoors. * Following adult directions the first time. * Making friends not conflicts. * Being polite. * Using positive language. * Respecting learning in the classroom. * Saying hello & goodbye to others. | * Following school rules. * Helping others. * Being a good neighbor. * Leaving toys, candy, excess money & electronics at home. * Putting trash in cans. |
| **BATHROOM** | * Using sink, toilet, towels, walls, stalls, & soap as intended. * Reporting problem to an adult. * Walking in and out. | * Using Level 2 voice. * Taking turns. * Respecting privacy. | * Go. * Flushing. * Washing hands. * Keeping water in sink. * Leaving promptly. |
| **LIBRARY** | * Staying in student areas. * Using sticks for marking books only. * Walking in all areas. | * Using Level 1 voice. * Listening for instructions. * Taking turns on computer & with books. * Keeping library orderly. | * Treating books and materials with care. * Returning materials on time. * Helping new students use library. * Returning sticks when finished. |
| **CAFETERIA** | * Walking and waiting in line quietly, facing forward. * Moving carefully through cafeteria. * Remaining in assigned spot. * Raising hand to be dismissed. * Eating only your own food. * Sitting on your bottom. | * Using Level 2 voice. * Speaking only to friends directly across from you or next to you. * Using table manners. * Being polite to servers. | * Taking only what you will eat. * Cleaning up your table area. * Helping others clean area. * Putting trash in cans. * Recycling. |
| **OFFICE** | * Sitting or standing quietly. * Staying in designated area. | * Using Level 2 voice. * Waiting quietly for your turn. | * Telling adult why you are there or what you need * Office pass or phone call from adult required. |
| **PLAYGROUND** | * Taking turns. * Alerting adult of strangers or animals. * Following all equipment rules. * Staying in assigned areas. * Alerting adult if someone gets hurt. | * Taking care of people. * Using good sportsmanship-play fairly. * Playing by the rules of the game. * Making friends not conflicts. | * Taking care of playground equipment. * Eating only in designated areas. * Taking care of self before play (bathroom, water, and snack). * Being a friend to everyone. * Listening for the bell and line up promptly. |

**AREA BE SAFE BE RESPECTFUL BE RESPONSIBLE**

|  |  |  |  |
| --- | --- | --- | --- |
| **WALKWAYS** | * Walking facing forward. * Walking single file with your class. * Keeping body/bubble space. * Walking only on walkways. * Avoiding alligator pits. | * Using Level 0-1 voice when in class line. * Following directions. * Respecting learning in the classrooms. | * Keeping hallways clean. * Using hall time wisely-don’t loiter. * Taking care of personal belongings. * Knowing where you are going and get there quickly. |
| **ARRIVAL &**  **DISMISSAL AREA/BUS** | * Walking facing forward. * Staying seated. * Walking bikes & skateboards off campus. * Keeping passage ways clear. * Using crosswalks to exit campus. * No food. | * Following adult directions * Being aware of others’ personal space. | * Taking care of personal belongings. * Being where you are supposed to be. * Watching for your parents. |

**Classroom:**

**AREA BE SAFE BE RESPECTFUL BE RESPONSIBLE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Materials** | * Gently place materials back where they belong * Use material for their intended purpose-materials are tools not toys | * Take and use only the materials you need-conserve * Recycle | * Know where to find and return materials * Use materials as directed |
| **Entry & Exit** | * Line up * Walk * Keep “personal bubble”   space   * Hands, feet, objects to self * Level 0-1 voice | * Let others pass first * Use kind words (you go ahead/excuse me please) | * Leave desk clean * Bring needed materials |
| **Free Time** | * Walk * Hands, feet, objects to self | * Level 0-2 voice | * Do activity as directed * Clean up |
| **Asking for help** | * Raise hand straight up, work with your other hand on what you can do | * Wait to be called on | * Only ask for help when you   NEED IT   * Work with others as permitted |
| **Drinks/Food** | * Only with permission | * Get a drink of wather during work time, not instruction time | * Get drink then return promptly * Clean up-put items away |
| **Pencil Sharpener** | * Carry Pencil point down | * Sharpen during work time, not instruction time | * Bring pencil from home |
| **Bathroom** | * Follow Sign Out procedures * Walk, wash hands | * Go and return promptly * Go during work time, not instruction time * One at a time | * Use bathroom before school, after school or at recess * Ask adult for permission |
| **Refocus Class** | * Walk quietly | * Quietly enter class room | * Go promptly and return when directed * Complete refocus form |

Section

3

Explicitly Taught Expectations

# PBIS: Teaching Behaviors

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wo main rules around behavior:

1. **If you want it, teach it.**
2. **You get more of what you pay attention to.**

**How do we teach social behavior?**

You teach behavior the same way you teach academics.

1. **Create clear behavioral expectations.**
2. **Communicate clearly to students what we want.**
3. **Explicitly model desired behavior and provide practice opportunities.**
4. **Monitor student behavior.**
5. **Provide performance feedback.**

**When do we teach behavior?**

* **At the beginning of school year or activity**
* **Often enough to achieve and maintain fluency**
* **Before times when problem behaviors tend to increase**
* **Ongoing throughout the year**
* **At teachable moments**

**Where do we teach behavior?**

* **Where you want the behavior performed**
* **Everywhere in the school**
* **Integrated into other academic activities**

**Why do we teach behavior skills?**

* **Behavior skills are necessary for success in life.**
* **Many students arrive at school without these important skills.**
* **They are the basis for a positive and safe climate.**
* **Doing so increases opportunities to teach other skills.**

**PBIS: Mini Lesson Plans**

**Mini Lesson Plans are located on the following pages for:**

**1. Everywhere**

**2. Bathroom**

**3. Library**

**4. Cafeteria**

**5. Office**

**6. Playground**

**7. Walkways**

**8. Dismissal Area**

**Bathroom**

*For best results, teach the behavior where your students are expected to perform it.*

|  |  |  |
| --- | --- | --- |
| Step 1: Introduce rule | | |
| **Tell** | j0283586 | It is important to be Safe, Respectful and Responsible when in the **bathroom.** This is important because we want our bathrooms to be clean, safe places where people are considerate to one another. |

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| Step 2: Introduce examples | | | | | | | | |
| **Teach** | j0343613 | SAFE | | | RESPECTFUL | | RESPONSIBLE | |
| Examples of being **SAFE** are \_\_\_\_.  Examples of being **RESPECTFUL** are \_\_.  Examples of being **RESPONSIBLE** are \_. | | * Using the sink to wash hands. * Using the toilet for going to the bathroom, * Using towels to dry hands. * Reporting problems to adult. * Keeping the bathroom and doorways clear of playing behavior. * Walking in and out. | | | * Taking turns. * Respecting privacy. * Using a Level 2 voice. * Flushing toilet. | | * Putting trash in cans * Keeping belongings out of bathrooms * Keeping water in sink * Leaving promptly. | |
| Step 3: Introduce **examples** and **non-examples**  (The teacher models non-examples, not the students!) | | | | | | | | |
| **Ask** | | | | Is \_\_\_\_\_ an example of being SAFE? | Is \_\_\_\_\_ an example of being RESPECTFUL? | | Is \_\_\_\_\_ an example of being RESPONSIBLE? | |
| Is \_\_\_\_\_ an example of being \_\_\_\_\_?  Am I being \_\_\_\_\_ when I \_\_\_\_\_? | | | | * Running in the bathroom * Standing on toilets, sinks, or paper dispensers * Not washing your hands | * Peeking in at others while they are going to the bathroom * Using a voice level above level 2 * Flooding the toilets * Littering | | * Hanging out in the bathroom * Dropping paper towels on the floor instead of the trashcan | |
| Step 4: Review **examples**, briefly | | | | | | | | |
| **Ask** | | | | * Is washing your hands an example of being (safe, respectful, responsible)? * Am I being (safe, respectful, responsible) when I run in the bathroom? (nonexample) * Students finish this sentence: To be (safe, respectful, responsible) in * the **bathroom**, I will \_\_\_\_\_. * Who can tell me one way to be (safe, respectful, responsible). | | | | |
| Step 5: Student activities | | | | | | | | |
| Model for the students the expected behavior.  Lead the students as they practice and expected behaviors  Test the students by asking them to model **correct** examples. | | | | Introduce the topic: At this station we are going to learn how we are safe, respectful and responsible in the bathroom.  The expectations are to respect privacy, flush, wash and leave promptly.  1. Practice washing hands, keeping the water in the sink. (2-3 students model)  2. Practice saying the steps to using the restroom: Go, flush, wash, dry, get back quickly.  *Teacher: Constantly give feedback to students when you notice students meeting expectations*. | | | | |
| Step 6: Restate the rule | | | | | | | | |
| **Tell** | | | | It is important to be safe, respectful and responsible when using the restroom. This is important because we want our restrooms to be clean, safe places where people are considerate to one another. | | | | |
| Step 7: Sentence Frame Review | | | | | | | | |
| **Review** | | | | An example of being \_\_\_\_\_(safe, respectful, responsible) while using the **restroom** is \_\_\_\_\_. | | | | |
| Comments, thoughts or questions for the next time the lesson is taught: | | | | | | | | |
| Focus Lesson Review: **Restroom**  Even though a restroom is a private place where you might find yourself alone, we all need to remember that your actions in the restroom need to be safe, respectful and responsible.  Please remember to be safe by keeping the floor dry. Can someone tell me one way to keep the floor dry? What are some other ways to be **safe** in the restroom? Please remember to respect others who use restrooms by keeping the restrooms clean. What is one way we can keep our restrooms clean? How else can we be **respectful** in the restroom? The adults at Washington trust your **responsible** behavior when you spend time in the restroom. One way to be responsible is to report to an adult when there isn't any soap left. Can someone tell me another responsible action? For the next few minutes we are going to talk some more about the Safe, Respectable and Responsible behavior needed in restrooms. | | | | | | | | |

**The Library**

*For best results, teach the behavior where your students are expected to perform it.*

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| --- | --- | --- |
| Step 1: Introduce rule | | |
| **Tell** | j0283586 | It is important to be Safe, Respectful and Responsible when in the **Library.** This is important because we want students to be safe and to show care when using books and other materials in the library. |

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| --- | --- | --- | --- | --- |
| Step 2: Introduce examples | | | | |
| **Teach** | j0343613 | SAFE | RESPECTFUL | RESPONSIBLE |
| Examples of being **SAFE** are \_\_\_\_.  Examples of being **RESPECTFUL** are \_\_.  Examples of being **RESPONSIBLE** are \_. | | Examples of being safe in the library are:  Walking   * Using the sticks only as a placeholder in bookshelves * Stay in student areas | Examples of being respectful in the library are:   * Using a Level 1 (Whisper) voice * Listen to adults * Keep the library orderly | Examples of being responsible in the library are:   * Return books on time * Treat materials and books with care * Return sticks when finished |

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| --- | --- | --- | --- | --- |
| Step 3: Introduce non-examples  *(The teacher models non examples, not the students)* | | | | |
| **Teach** | j0343613 | \_\_\_\_\_\_ is Not an example of being SAFE | \_\_\_\_\_\_ is Not an example of being RESPECTFUL | \_\_\_\_\_ is Not an example of being RESPONSIBLE |
| \_\_\_\_\_ is Not an example of being \_\_\_\_\_\_\_  I’m not being \_\_\_\_\_ when I \_\_\_\_\_\_\_ | | * Running is not an example of being safe in the library. * I am not being safe when I use sticks to hit. | * Using a Level 2 or higher voice in the library is not an example of being respectful. * I am not being respectful when I leave a mess in the library. | * Losing books, damaging books, or returning books late are not examples of being responsible in the library. |

|  |  |  |
| --- | --- | --- |
| Step 4: Review examples, briefly | | |
| **Ask** | MCj04315600000[1] | * Is using a Level 1 Whisper voice in library an example of being respectful? * Am I being responsible when I color in a book? (NON-EXAMPLE) * Students finish this sentence: To be \_\_\_\_\_ (safe, respectful, responsible) in the library I will \_\_\_\_\_\_\_\_\_\_\_\_. * Who can tell me one way to be (safe, respectful, responsible) in the library? |

|  |  |  |  |
| --- | --- | --- | --- |
| Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.) | | | |
| MCj04062480000[1]**Model** expected behavior for students.  **Lead** the students as they practice the expected behaviors.  **Test** the students by asking them to demonstrate the behavior or understanding of the concept. | 1. At this station, we are learning how to be safe, respectful and responsible in the library.  2. Librarian meets students at the door to the library. This is how we walk quietly into the library and sit on the carpet. Let’s practice walking quietly into the library and sitting on the carpet.  3. Librarian will model listening and non-listening behavior. Students will practice listening behaviors.  4. Librarian will model Level 1 Whisper Voice. Students will practice using Level 1 Whisper Voice.  5. Librarian will model appropriate use of marking sticks. Students will practice using marking sticks appropriately.  6. Librarian will model putting away marking sticks. Students will practice putting away marking sticks.  *Teacher: Constantly give positive feedback to students when you notice students* ***meeting*** *expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.* | | |
| Step 6: Restate the rule | | | |
| **Tell** | | | It is important to be safe, respectful and responsible in the Library. This is important because we want students to be safe and to show care when using books and other materials in the library. |
| Step 7: Sentence Frame Review | | | |
| **Review** | | | An example of being \_\_\_\_\_(safe, respectful, responsible) when visiting the Library is \_\_\_\_\_. |
| Comments, thoughts or questions for the next time the lesson is taught | | | |
| *Focus Lesson Review:* ***Library***  *It is important to be safe, respectful and responsible in the Library so that everyone can enjoy the books, materials and lessons that are provided there. To be safe, we will walk in the library. What are other ways to be safe? To be respectful, we will listen and follow directions the first time. How else can you be respectful? When we leave we will be responsible by putting things away and leaving the Library as we found it. What are some other ways you can be responsible in the Library?* | | | |

**The Office**

*For best results, teach the behavior where your students are expected to perform it.*

|  |  |  |
| --- | --- | --- |
| Step 1: Introduce rule | | |
| **Tell** | j0283586 | It is important to be Safe, Respectful and Responsible when in the **Office.** This is important because it is the center of the school and we take care of many different needs and it is a very busy place. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 2: Introduce examples | | | | |
| **Teach** | j0343613 | SAFE | RESPECTFUL | RESPONSIBLE |
| Examples of being **SAFE** are \_\_\_\_.  Examples of being **RESPECTFUL** are \_\_.  Examples of being **RESPONSIBLE** are \_. | | * Sitting or standing quietly in front of the mailboxes until an adult is available. | * Paitiently waiting your turn. * Use a level 2 voice. * Look for your solution. | * Provide the office staff for information so they can help you. * Make sure to have a “pass”. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 3: Introduce non-examples  *(teacher model only- not students)* | | | | |
| **Teach** | j0343613 | \_\_\_\_\_\_ is Not an example of being SAFE | \_\_\_\_\_\_ is Not an example of being RESPECTFUL | \_\_\_\_\_ is Not an example of being RESPONSIBLE |
| \_\_\_\_\_ is Not an example of being \_\_\_\_\_\_\_  I’m not being \_\_\_\_\_ when I \_\_\_\_\_\_\_ | | * Pushing past people. * Banging around. | * Using a loud (level 3) voice. * Not listening to an adult. * Being demanding, defiant | * Not having a pass. * Not following directions. |

|  |  |  |
| --- | --- | --- |
| Step 4: Check Knowledge - Review examples and non-examples | | |
| **Ask** | MCj04315600000[1] | * Is carefully telling the adult what you need an example of being(safe, respectful, responsible)? (EXAMPLE) * Am I being respectful when I speak in a loud voice?? (NON-EXAMPLE) * Students finish this sentence: To be \_\_\_\_\_ (safe, respectful, responsible) in \_\_\_\_\_\_\_\_\_\_\_\_, I will \_\_\_\_\_\_\_\_\_\_\_\_. * Who can tell me one way to be (safe, respectful, responsible) in \_\_\_\_\_\_\_\_\_\_\_\_. |
| Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.) | | |
| MCj04062480000[1]**Model** expected behavior for students.  **Lead** the students as they practice the expected behaviors.  **Test** the students by asking them to demonstrate the behavior or understanding of the concept. | | 1. Teacher model correct communication in office. 2. Office tour and showing appropriate places to be. 3. Voice modeling 4. What help have you received in the office 5. Role plays: role play students as adults. Teacher models bad behavior. Are we being S,R,R   *Teacher: Constantly give positive feedback to students when you notice students* ***meeting*** *expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.* |

|  |  |  |
| --- | --- | --- |
| Step 6: Restate the rule | | |
| **Tell** | j0283586 | It is important to be safe, respectful and responsible when using the **office.** |

|  |
| --- |
| Comments, thoughts, or questions for next time the lesson is taught (*capture the learning*): |

|  |  |
| --- | --- |
| Sentence Frames | |
|  | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an example of being \_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_  2. When you \_\_\_\_\_\_\_\_\_\_\_, I can see you are being \_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| Step 7: Sentence Frame Review | |
| **Review** | An example of being \_\_\_\_\_(safe, respectful, responsible) in the Office/Health Room is \_\_\_\_\_. |
| Comments, thoughts or questions for the next time the lesson is taught: | |
| Focus Lesson Review: **Office**  The Office is a small area that must accommodate students, parents and staff for business and health issues. It is important that it be a safe place where people are respectful and responsible. One way to be safe is to stand inside the office without blocking the door. What are some other ways to be safe in the Office? It is respectful to wait until the office staff is off the phone before stating your business. What other ways can we show respect in the Office Room? It is responsible to use a pass when visiting the Office during the school day. Give some more examples of ways to be responsible when visiting the Office Room? | |

**Playground**

*For best results, teach the behavior where your students are expected to perform it.*

|  |  |  |
| --- | --- | --- |
| Step 1: Introduce rule | | |
| **Tell** | j0283586 | It is important to be Safe, Respectful and Responsible when in the **Playground.** This is important because we want to have fun on the playground. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 2: Introduce examples | | | | |
| **Teach** | j0343613 | SAFE | RESPECTFUL | RESPONSIBLE |
| Examples of being **SAFE** are \_\_\_\_.  Examples of being **RESPECTFUL** are \_\_.  Examples of being **RESPONSIBLE** are \_. | | * Take turns * Follow all equipment rules * Let the monitor know about stranger danger or animals * Stay in assigned areas   unless you have permission   * Tell an adult if you see someone get hurt | * Be polite * Help each other * Play by the rules of the game * If you can’t say anything nice, don’t say anything at all * Be honest and play fair | * Take care of equipment * Only eat on picnic benches * Use the bathroom, get a drink, eat your snack before you play * Help others * Listen for the signal to line-up |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 3: Introduce non-examples  *(teacher model only- not students)* | | | | |
| **Teach** | j0343613 | \_\_\_\_\_\_ is Not an example of being SAFE | \_\_\_\_\_\_ is Not an example of being RESPECTFUL | \_\_\_\_\_ is Not an example of being RESPONSIBLE |
| \_\_\_\_\_ is Not an example of being \_\_\_\_\_\_\_  I’m not being \_\_\_\_\_ when I \_\_\_\_\_\_\_ | | * Going up the slide * Running on the woodchips * Not waiting your turn | * Calling names/ gossiping * Cheating or lying about what you did * Not listening to adults * Preventing others from using equipment | * Littering * Forgetting to use the bathroom * Breaking equipment |

|  |  |  |
| --- | --- | --- |
| Step 4: Check Knowledge - Review examples and non-examples | | |
| **Ask** | MCj04315600000[1] | * Is listening to the monitor an example of being respectful? (safe,, respectful, responsible)? (EXAMPLE) * Am I being safe (safe, respectful, responsible) when I climb up the slide? (NON-EXAMPLE) * Students finish this sentence: To be responsible (safe, respectful, responsible)   on the playground I will listen for the signal and line up   * Who can tell me one way to be (safe, respectful, responsible) on the playground. |

|  |  |
| --- | --- |
| Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.) | |
| MCj04062480000[1]**Model** expected behavior for students.  **Lead** the students as they practice the expected behaviors.  **Test** the students by asking them to demonstrate the behavior or understanding of the concept. | 1. Model expected behavior  2. Use students as models  3. Possibly show non-example  4. Review expected behavior  5. Practice, Practice, Practice  6. Reteach idea: time the students to see how long it takes for them to line up after the signal, they try to beat that time periodically throughout the week/month.  *Teacher: Constantly give positive feedback to students when you notice students* ***meeting*** *expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.* |

|  |  |  |
| --- | --- | --- |
| Step 6: Restate the rule | | |
| **Tell** | j0283586 | It is important to be safe, respectful and responsible when using the **playground.** |

|  |
| --- |
| Comments, thoughts, or questions for next time the lesson is taught (*capture the learning*): |

|  |  |
| --- | --- |
| Sentence Frames | |
|  | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an example of being \_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_  2. When you \_\_\_\_\_\_\_\_\_\_\_, I can see you are being \_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_ |

**Walkways**

*For best results, teach the behavior where your students are expected to perform it.*

|  |  |  |
| --- | --- | --- |
| Step 1: Introduce rule | | |
| **Tell** | j0283586 | It is important to be Safe, Respectful and Responsible when in the **walkways** This is important because  Walkways are a place where many people are moving and behavior  affects all of us. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 2: Introduce examples | | | | |
| **Teach** | j0343613 | SAFE | RESPECTFUL | RESPONSIBLE |
| Examples of being **SAFE** are \_\_\_\_.  Examples of being **RESPECTFUL** are \_\_.  Examples of being **RESPONSIBLE** are \_. | | * Walking forward in your body space/bubble? * Walk single file with class * Walk on walk ways   Avoid alligator pits | * Use ( 0 to 1) voice level * Listen for leader directions. | * Keep trash until reaching trash can. * use hall time wisely-don’t loiter * Take care of personal belongings * Know where you are going and get there quickly |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 3: Introduce non-examples  *(teacher model only- not students)* | | | | |
| **Teach** | j0343613 | \_\_\_\_\_\_ is Not an example of being SAFE | \_\_\_\_\_\_ is Not an example of being RESPECTFUL | \_\_\_\_\_ is Not an example of being RESPONSIBLE |
| \_\_\_\_\_ is Not an example of being \_\_\_\_\_\_\_  I’m not being \_\_\_\_\_ when I \_\_\_\_\_\_\_ | | * Running * Leaving a space then running to catch up. | * Yelling and peeking in the windows | * Dropping trash * Taking the long way to and from destination * Loitering |

|  |  |  |
| --- | --- | --- |
| Step 4: Check Knowledge - Review examples and non-examples | | |
| **Ask** | MCj04315600000[1] | * Is\_\_ an example of being \_\_\_\_\_ (safe, respectful, responsible)? (EXAMPLE) * Am I being \_\_\_\_\_ (safe, respectful, responsible) when I \_\_\_\_\_? (NON-EXAMPLE) * Students finish this sentence: To be \_\_\_\_\_ (safe, respectful, responsible) in \_\_\_\_\_\_\_\_\_\_\_\_, I will \_\_\_\_\_\_\_\_\_\_\_\_. * Who can tell me one way to be (safe, respectful, responsible) in \_\_\_\_\_\_\_\_\_\_\_\_. |
| Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.) | | |
| MCj04062480000[1]**Model** expected behavior for students.  **Lead** the students as they practice the expected behaviors.  **Test** the students by asking them to demonstrate the behavior or understanding of the concept. | | 1. Introduce the topic:  * At this station we are going to learn how we are safe, respectful and responsible in the walkways. * Model walking single file, on walkways, using a level (0 to 1) voice level, keeping bubble space, avoiding alligator pits, using time wisely.  1. Ask several volunteers to demonstrate  * Being safe, respectable and responsible * Give positive praise.   3. Whole group practices walking forward.  4. Teacher demonstrated walking backward and stopping to make space open up, looking in windows.  4. Two adults demonstrate not using body space.  5. Use sentence frames for students to respond with what it means to …    *Teacher: Constantly give positive feedback to students when you notice students* ***meeting*** *expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.* |

|  |  |  |
| --- | --- | --- |
| Step 6: Restate the rule | | |
| **Tell** | j0283586 | It is important to be safe, respectful and responsible when using the Walkways |

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| --- |
| Comments, thoughts, or questions for next time the lesson is taught (*capture the learning*): |

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| --- | --- |
| Sentence Frames | |
|  | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an example of being \_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_  2. When you \_\_\_\_\_\_\_\_\_\_\_, I can see you are being \_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_ |

**Arrival**

*For best results, teach the behavior where your students are expected to perform it.*

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| --- | --- | --- |
| Step 1: Introduce rule | | |
| **Tell** | j0283586 | It is important to be Safe, Respectful and Responsible when arriving at school**.** This is important because a good start sets the tone for the rest of your day. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 2: Introduce examples | | | | |
| **Teach** | j0343613 | SAFE | RESPECTFUL | RESPONSIBLE |
| Examples of being **SAFE** are \_\_\_\_.  Examples of being **RESPECTFUL** are \_\_.  Examples of being **RESPONSIBLE** are \_. | | * Walk from parking lot straight to cafeteria * Use outside cafeteria door * Parents wait with students in cafeteria or on playground only. | * Stay in cafeteria or go to playground when told   \* Exception for k’s who go to class. | * Put your backpack in the cafeteria and/or on the playground * During rainy day recess, go only to your own classroom |

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| --- | --- | --- | --- | --- |
| Step 3: Introduce non-examples  *(teacher model only- not students)* | | | | |
| **Teach** | j0343613 | \_\_\_\_\_\_ is Not an example of being SAFE | \_\_\_\_\_\_ is Not an example of being RESPECTFUL | \_\_\_\_\_ is Not an example of being RESPONSIBLE |
| \_\_\_\_\_ is Not an example of being \_\_\_\_\_\_\_  I’m not being \_\_\_\_\_ when I \_\_\_\_\_\_\_ | | * Go in lobby doors * Playing in front of school * Wandering the hallways * Put up backpack before the bell | * Talking to or waiting for friends outside the cafeteria door | * Going to classroom and hanging up backpack before 8:10 |

|  |  |  |
| --- | --- | --- |
| Step 4: Check Knowledge - Review examples and non-examples | | |
| **Ask** | MCj04315600000[1] | * Is \_\_\_\_\_ an example of being \_\_\_\_\_ (safe, respectful, responsible)? (EXAMPLE) * Am I being \_\_\_\_\_ (safe, respectful, responsible) when I \_\_\_\_\_? (NON-EXAMPLE) * Students finish this sentence: To be \_\_\_\_\_ (safe, respectful, responsible) in \_\_\_\_\_\_\_\_\_\_\_\_, I will \_\_\_\_\_\_\_\_\_\_\_\_. * Who can tell me one way to be (safe, respectful, responsible) in \_\_\_\_\_\_\_\_\_\_\_\_. |
| Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.) | | |
| MCj04062480000[1]**Model** expected behavior for students.  **Lead** the students as they practice the expected behaviors.  **Test** the students by asking them to demonstrate the behavior or understanding of the concept. | | 1. Walk through parking lot to outside cafeteria door.  2. Put backpack in cafeteria or on playground.  3.  4.  5.  6.  7.  8.  9.  10.  *Teacher: Constantly give positive feedback to students when you notice students* ***meeting*** *expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.* |

|  |  |  |
| --- | --- | --- |
| Step 6: Restate the rule | | |
| **Tell** | j0283586 | It is important to be Safe, Respectful and Responsible when arriving at school**.** |
|  | | |
| Comments, thoughts, or questions for next time the lesson is taught (*capture the learning*): | | |

|  |  |
| --- | --- |
| Sentence Frames | |
|  | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an example of being \_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_  2. When you \_\_\_\_\_\_\_\_\_\_\_, I can see you are being \_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_ |

**Dismissal Area**

*For best results, teach the behavior where your students are expected to perform it.*

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| --- | --- | --- |
| Step 1: Introduce rule | | |
| **Tell** | j0283586 | It is important to be Safe, Respectful and Responsible when in the **Dismissal area.** This is important because a lot of people need to leave at the same time. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 2: Introduce examples | | | | |
| **Teach** | j0343613 | SAFE | RESPECTFUL | RESPONSIBLE |
| Examples of being **SAFE** are \_\_\_\_.  Examples of being **RESPECTFUL** are \_\_.  Examples of being **RESPONSIBLE** are \_. | | * Walking (including bikes & skateboards). * Use sidewalks & crosswalks. * Wait patiently in dismissal area. | * Use level 2 voice. * Follow adult directions. * Keep hands, feet and belongings to self. | * Take care of personal belongings. * Be where you are supposed to be and stay focused. * Watch for your parents or ride. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 3: Introduce non-examples  *(teacher model only- not students)* | | | | |
| **Teach** | j0343613 | \_\_\_\_\_\_ is Not an example of being SAFE | \_\_\_\_\_\_ is Not an example of being RESPECTFUL | \_\_\_\_\_ is Not an example of being RESPONSIBLE |
| \_\_\_\_\_ is Not an example of being \_\_\_\_\_\_\_  I’m not being \_\_\_\_\_ when I \_\_\_\_\_\_\_ | | * Running and playing on the grass. * Backpack fights, tag games, wrestling near traffic. | * Ignoring monitors’ directions. * Yelling. * Hands on others. * Playing on bench. | * Playing * Unaware that people are waiting for you. * Unaware of personal belongings and where they are. |

|  |  |  |
| --- | --- | --- |
| Step 4: Check Knowledge - Review examples and non-examples | | |
| **Ask** | MCj04315600000[1] | * an example of being respectful in the dismissal are (safe, respectful, responsible)? (EXAMPLE) * Am I being safe (safe, respectful, responsible)? (NON-EXAMPLE) * Students finish this sentence: To be \_\_\_\_\_ (safe, respectful, responsible) in \_\_\_\_\_\_\_\_\_\_\_\_, I will \_\_\_\_\_\_\_\_\_\_\_\_. * Who can tell me one way to be (safe, respectful, responsible) in \_\_\_\_\_\_\_\_\_\_\_\_. |

|  |  |
| --- | --- |
| Step 5: Teaching Activities (model, role play, skit, monitored practice opportunities, etc.) | |
| MCj04062480000[1]**Model** expected behavior for students.  **Lead** the students as they practice the expected behaviors.  **Test** the students by asking them to demonstrate the behavior or understanding of the concept. | 1. Introduce the topic  * At this station we are going to learn how we are safe, respectable and responsible in the Dismissal Area. * Model walking carefully out the doors and following monitors’ directions on where to sit or stand. Model keeping eyes on the lookout for their family. Model keeping hands, feet and belongings to self.  1. Ask several volunteers to demonstrate  * Being safe, respectable and responsible. * Give positive praise.  1. Whole group practices walking carefully to waiting location. 2. Teacher demonstrates walking quickly and tossing pack around. 3. Use sentence frames for students to respond with what it means to be …   *Teacher: Constantly give positive feedback to students when you notice students* ***meeting*** *expectations. Immediately, calmly and privately correct undesired behavior through restating expectation and/or redirecting.*  *Alternate arrangements will be made on rainy days. Students must be even more careful to follow monitor directions on rainy days to maintain a safe and orderly dismissal area.* |

|  |  |  |
| --- | --- | --- |
| Step 6: Restate the rule | | |
| **Tell** | j0283586 | It is important to be safe, respectful and responsible when being in the dismissal area **.** |

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| --- |
| Comments, thoughts, or questions for next time the lesson is taught (*capture the learning*): |

|  |  |
| --- | --- |
| Sentence Frames | |
|  | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an example of being \_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_  2. When you \_\_\_\_\_\_\_\_\_\_\_, I can see you are being \_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_ |

Section

4

System for Encouraging Desired Behavior

# Reinforcement Menu

R

esearch by Rath & Clifton (2004) indicates that individuals who receive regular recognition and praise

* Increase their individual productivity.
* Are more likely to stay with their organization.
* Receive higher loyalty and satisfaction.
* Have better safety records

Refer to this Reinforcement Menu for ideas of how to recognize and reward students for following the rules on the matrix with small, medium, and large rewards.

# Our Reinforcement Award:

**Positive Person Award AAAwarAward**

# How to use Positive Person Award:

1. **Name of coupon: Positive Person Reward**

2. **Who can give the coupons out?**

* Any adult who has been trained in PBIS use of reinforcements.
* Any adult can give it to any student outside of their classroom.
* Teachers need their own classroom management system.

3. **How many are given out at one time?**

* One ticket at a time (never more than 1 ticket per action).

4. **Who are they given to?**

* Any student who is demonstrating any behaviors that is safe, respectful, or responsible.
* Staff will not give tickets to students who ask for them.

5. **What may students do with the Positive Person Award?**

* Students may enter their coupons in the weekly or monthly drawing for prizes.
* Student writes his/her name and room number on the back of the Positive Person Award.
* Each class will have a coupon bucket for students to place their PPOs.
* A class representative will dump the class bucket into a box kept in the office once a month.
* Drawings will be on random days, once or more each week.

**Scripts for Encouraging Desired Behavior**

* 1. **Thank you for \_\_\_\_\_ (specific behavior). It shows that you have been \_\_\_\_\_**

**(Safe, Respectful or Responsible).**

**2. Thank you for \_\_\_\_\_ (specific behavior). That’s a great example of being \_\_\_\_\_ (SRR).**

**3. I really appreciate how you \_\_\_\_\_. That’s a wonderful example of being \_\_\_\_\_ (SRR).**

**4. By being \_\_\_\_\_ (specific behavior) in the library you show a good example of being \_\_\_\_\_ (SRR).**

**5. Thank you, \_\_\_\_\_ (name) for \_\_\_\_\_ (specific behavior). That’s showing \_\_\_\_\_ (SRR).**

**6. Thank you, \_\_\_\_\_ (name) for \_\_\_\_\_ (specific behavior). You’re showing a good example of being \_\_\_\_\_ (SRR).**

We never reward kids, we reward behaviors:

* + Bribery is an inducement to do something illegal, unethical, and immoral.
  + Manipulation: If adults are rewarding students for being still or quiet, that is not good for kids. Positive Person Award reinforce the specific behaviors we want to see for safe, respectful, responsible behavior.

Reinforcement is appropriate at school when it helps kids become successful at life. **ACKNOWLEDGEMENT/REINFORCEMENT MENU**

|  |  |  |
| --- | --- | --- |
| **SMALL** | **MEDIUM** | **LARGE** |
| * Positive Person Award * Notes on work student’s paper * Verbal praise * Pat on back * High Five * Star stamp * Eye Contact w/ thumbs up * Smile * Stickers * Holding the flag * Awesome Cones (place on student’s desk) * Marble Jar for a party * Point system * Card system (yellow/green/red) * Acknowledge positive in front of others | * Positive Person Award * Extras: line leader, skip assignment, extra computer time, first to lunch * Class announcement * Positive notes * Progress Report * Free/Choice time * Homework Pass * Class Cash/Class Store * Teacher/Staff Helper * Rewards in Classroom * Acknowledgement as a “helper” or “role model” to a guest teacher | * Positive person Award * Positive phone call home * Post card home * Award assemblies * Acknowledge on bulletin boards, news letter home * Parties * Lunch with teacher or other staff member * Business rewards (pizza card) * Recognition in the newspaper * E-mail to staff * Weekly School Drawing |

Section

5

System for Discouraging Undesired Behavior

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**our goal is to use positive feedback and acknowledgement when students follow the rules, and corrective feedback and consequences when they are not following the rules. We want to use rule violations as an opportunity to teach correct**

**behavior and increase students’ repertoire of possible appropriate responses.**

# Correction Menu

Refer to the Correction Menu for suggestions on how to respond to different levels of misbehavior. Procedures for Correcting Rule Violations

Our goal is to maximize instructional time. Students will go to the office if there is a serious safety threat or disruption. For other incidents, students may be sent later in the day but **not** during instructional time.

**Scripts for Correction**

**“Thank You for Desired Behavior”**

Try this: When a student is not meeting expectations, such as wearing a hat in the cafeteria, the adult can say, “Thank you for taking your hat off,” looking at the student, smiling and walk away. Stop and look back. If the student has the hat off, you can say or mouth “Thank you.”

Try this: When a student is yelling in the library, the teacher can find another student nearby who is not yelling and can say, “Thank you for using an indoor voice.” If the first student then starts using an indoor voice, the adult can say “Thank you for using an indoor voice.”

**Script for “Reteach”**

Try this: A student is talking during a lesson. The adult gives a reminder of the rule, “Please show respect by paying attention to the lesson. Attention means being silent and listening.” If active ignoring is not working, then teacher can say, “I expect that all the students will show respect by giving full attention to this lesson. Attention means that students are listening and silent during the lesson. We will discuss this lesson together at a later point, if we need to. (Students name), what does giving attention to a lesson mean?” Student answers. Adult says, “Thank you, I am glad that we all understand this now.”

**Script for Correction Cycle**

* 1. **What are the rules?**
  2. **Was your behavior safe, respectful, and responsible?**
  3. **What do you need to do?**
  4. **Are you willing to do that? (if unwilling first time, it’s then defiant)**

**Scripts for Redirecting:**

* + **“What are you supposed to be doing right now?**

(Student is playing with sharpener and was directed to take out a book.)

* + **“We are on page 3, please read the first paragraph out loud”**

(Student’s book fell on the floor and she is lost.)

* + **“Laura, please go to the board and show us how to do problem #12.”**

(Laura KNOWS how to work the problem. We wouldn’t ask her to go to the board if she couldn’t work the problem. She was visiting with a neighbor. The teacher is attempting to engage her again.)

* + **Stand next to student and point to where you are in the book or on the page.**

(It is apparent that the student is on the wrong page.)

* + **“Stop. Look at me. What should you be doing right now?”**

(Student may have been directed once already but is still not following directions.)

* + **“Where are you supposed to be right now? Are you there? So what do you need to do now?”**

(Student is out of her seat and may be disrupting others. The teacher may be repeating an earlier direction.)

**Does Punishment Work?**

1. **It is only effective in the presence of the punishing agent.**

*Increased Covertness: When the adults are not present, then the students act out.*

1. **It requires greater resources to be effective:**

*Results in increasing severity spiral, and requires constant vigilance.*

1. **It may produce unintended negative consequences:**

*Damage to relationship, anger and aggression, “mean world” syndrome.*

1. **You get more of what you pay attention to.**

Pay attention to desired behavior more often than undesired behavior.

**Schools & Risk Factors**

Research by Roy Mayer and Beth Sulzer-Azaroff (1991, 1995) indicates that schools that only use a punishment-based behavior management system have increased rates of:

|  |  |
| --- | --- |
| * AGGRESSION | * VANDALISM |
| * TARDINESS | * TRUANCY |
|  |  |

**CORRECTIVES MENU**

|  |  |  |
| --- | --- | --- |
| **SMALL** | **MEDIUM** | **LARGE** |
| * Gentle redirection * Reminder of rules * Visual icon for rules * Questioning-are you being safe? * Warning teacher "look" * Circling/close proximity * Humor * Peer support * Acknowledge positive behavior as an example * Point to anyone still talking * Silent signals * Attention getter * Switching seats * Practice behavior * Relationship building | * Re-teach expectation * Referral slip * Alternate placement * Loss of recess * Phone call home * Trash pick-up * Letter of apology * Student conference Loss of privilege * Visit with principal * Note home * Think sheet to problem solve * Home visit * Parent shadow * Check in/check out (support) * Run lap at transition time * Garden duty * Relationship Building | * Suspension: out of school/in school * Expulsion * Law enforcement contact * SST * Behavior contract * Principal, parent, student conference * Daily note * Referrals to outside agency * CAP * Home visit * Shortened day * Alternate placement for activities * Check in/check out |

Section

6

Data-Based Decision Making

**What is SWISTM?**

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he School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use Behavior Tracking Form data to design school-wide and individual student interventions. The three primary elements of SWIS™ are:

* an efficient system for *gathering information*
* a web-based computer application for data entry and *report generation*
* a practical process for using information for *decision making*

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS™ reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

Every month we look at the big 6

1. Average Referrals per day per month

2. Referrals by Problem Behavior Report

3. Referrals by Location Report

4. Referrals by Time Report

5. Referrals by Student Report

6. Referrals by Grade Level

|  |
| --- |
| Alice Birney’s Behavior Tracking Form |
| Students will always be escorted to the office (Level Three Behaviors): |
| When they are a danger to themselves or others |
| When there is illegal behavior |
| When they are creating a significant disruption to the learning environment |

# Definitions for Behavior Tracking Form

|  |  |
| --- | --- |
| **Minor Problem Behavior** | **Definition** |
| Inappropriate verbal language | Low intensity instance of inappropriate language |
| Physical contact | Non-serious, but inappropriate physical contact |
| Defiance/disrespect/ Non-compliance | Brief or low-intensity failure to respond to adult requests |
| Disruption | Low-intensity, but inappropriate disruption |
| Property misuse | Low-intensity misuse of property |
| Other | Any other minor problem behaviors that do not fall within the above categories |
|  | |
| **Major Problem Behavior** | Definition |
| Abusive language/ inappropriate language/profanity | Verbal messages that include swearing, name calling or use of words in an inappropriate way. |
| Alcohol | Student is in possession of or is using alcohol |
| Arson | Student plans and/or participates in malicious burning of property. |

|  |  |
| --- | --- |
| **Major Problem Behavior** | **Definition** |
| Bomb threat/ False alarm | Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosive. |
| Defiance/disrespect/ insubordination/ non-compliance | Refusal to follow adult directions, talking back and/or socially rude interactions. |
| Disruption | Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. |
| Dress Code Violation | Student wears clothing that does not fit within the dress code guidelines practiced by the school district. |
| Fighting/ physical aggression | Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) |
| Forgery/theft | Student is in possession of, having passed on, or being responsible for removing someone else’s property or has signed a person’s name without that person’s permission. |
| Harassment/bullying | Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, unwanted physical contact, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. |

|  |  |
| --- | --- |
| Lying/Cheating | Student delivers message that is untrue and/or deliberately violates rules. |
| Other | Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed. |
| Other Drugs | Student is in possession of or is using illegal drugs/substances or imitations. |

|  |  |
| --- | --- |
| Property Damage | Student deliberately impairs the usefulness of property. |

|  |  |
| --- | --- |
| **Major Problem Behavior** | **Definition** |
| Property misuse | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid). |
| Skip Class/ Truancy | Student leaves class/school without permission or stays out of class/school without permission. |
| Tardy | Student is late to class or the start of the school day. |
| Tobacco | Student is in possession of or is using tobacco. |
| Vandalism/Property Damage | Student participates in an activity that results in substantial destruction or disfigurement of property. |
| Weapons | Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm. |
| Extra Info. | Extra Info. is a field that SWIStm offers for schools to define problem behaviors at a more specific level. Schools have three options available for Extra Info codes. Examples are listed below. |
| Extra Info 1: Harassment | Specify the type of harassment observed: verbal, racial, sexual, religious, and other. |

|  |  |
| --- | --- |
| **Others Involved** | Definition |
| None | Student engaged in problem behavior incident alone |
| Peers | Student engaged in problem behavior incident with peer(s) |
| Staff | Student engaged in problem behavior incident with staff |
| Substitute | Student engaged in problem behavior incident with substitute |
| Teacher | Student engaged in problem behavior incident with teacher |
| Unknown | It is unclear if any others were involved in incident |
| Other | Student engaged in problem behavior with persons not listed above |

|  |  |
| --- | --- |
| **Locations** | Definition |
| Classroom | Classrooms used for instructional purposes |
| Playground | The outside area used for recess breaks |
| Hallway/Breezeway | Areas designated for passing from one activity/class to another |
| Cafeteria  Covered Waiting Area | The area used for breakfast and lunch  The covered area next to the cafeteria where students wait before school |
| Bathroom/restroom | Areas used by students for taking care of personal needs |
| Gym | Area used for physical education activities and for basketball events |
| Library | The area designated for research and study |
| Bus loading area | The area used for bus loading and unloading |
| Parking Lot | Area used for parking vehicles during school hours |
| On bus | Inside bus at any time |
| Special Event/Field trip/ Assembly | Infrequent activities that occur in and/or out of school |
| Field | Area used for football or soccer |
|  |  |
| Off Campus | Areas outside of school and to and from home |
| Office | The area used by school staff for primary school business and management |
| Other | Location for referral occurs in a location that is not listed above. Staff using this area will specify the location for the problem. |

|  |  |
| --- | --- |
| **Possible Motivation** | Definition |
| Obtain Peer Attention | Student engages in problem behavior(s) to gain peer(s) attention |
| Obtain Adult Attention | Student engages in problem behavior(s) to gain adult(s) attention |
| Obtain Item/Activities | Student engages in problem behavior(s) to gain items and/or activities |
| Avoid Task/Activities | Student engages in problem behavior(s) to get away/escape from tasks and/or activities |
| Avoid Peer(s) | Student engages in problem behavior(s) to get away/escape from escape peer(s) |
| Avoid Adult(s) | Student engages in problem behavior(s) to get away/escape from adults(s) |

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| **Administrative Decision** | Definition |
| Student Study Team  (SST) | Consequence for referral results in coordinating a Student Study Team, involving parent, teacher, counselor, principal, and other appropriate school personnel. |
| Conference with Student | Consequence for referral results in student meeting with administrator, teacher, and/ or parent (in any combination). |
| Conference/Parent Contact | Consequence for referral results in parent communication by phone, email, or person to person about the problem. |
| Loss of Privilege | Consequence for referral results in student being unable to participate in some type of privilege. |
| Restitution | Consequence for referral results in apologizing or compensating for loss, damage, or injury. |
| Time out/Detention | Consequence for referral results in student spending time in a specified area away from scheduled activities/classes. |
| Other | Consequence for referral results in administrative decision that is not listed above. Staff using this area will specify the administrative action taken. |
| Individualized Instruction | Consequence for referral results in student receiving individualized instruction specifically related to the students problem behavior. |
| Contact Law Enforcement | Consequence for referral results in administration contacting law enforcement because student has broken a law and needs law enforcement intervention. |