

PBiS at Elmwood

Student Support Manual



A Guide for Teachers and Staff

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I. Mission Statement and Guiding Principles:

The mission of the Positive Behavioral Interventions and Supports (PBIS) Team of Elmwood School is to provide universal supports, early identification of at risk behavior, and interventions that meet the needs of individual students. This system will help ensure that all students acquire the knowledge, skills, and attributes needed to achieve their full potential and to be contributing members of a democratic society in a changing global community.

Guiding Principle: Social Behavior and Academic Achievement are Linked

- To improve the academic success of our children, we must improve their social success.
- Academic and social failures are reciprocally and inextricably related.
- As a result, systems to support academics and behavior need to be integrated.

In order to change student behaviors....

- Adults must model behavior
- Students must experience academic success
- Students must be formally taught the behavior

Supporting systemic change in a school community is a long-term journey that begins with hopes, dreams and ideas....

...which can be embraced by faculty, administrators, families and community members, that....

- Initially begins with words,
- Which develops into actions and behaviors,
- Then becomes habits through practice,
- To ultimately form a *climate* and *culture*.

II. Behavioral Expectations and Procedures/Protocols/Communication

a. Elmwood Codes of Behavior

We are respectful of ourselves, others and things by

- being safe
- being responsible
- being ready to learn

These codes of behavior should be prominently displayed in classrooms, specials, and any other settings students regularly visit or attend, and should guide classroom rules.

Also, PBIS Posters will be found in specific settings (ie. Bathrooms, hallways, assemblies, and cafeteria) outlining how to follow the codes in specific settings.

b. Behavior Matrix

	SCHOOLWIDE	LUNCHROOM	PLAYGROUND	HALLWAY
BE RESPECTFUL	<p>Use quiet voices</p> <p>Give others personal space</p> <p>Listen to others</p> <p>Use kind words</p> <p>Use your manners</p>	<p>Use quiet voices</p> <p>Follow supervisors' directions</p>	<p>Listen to and follow supervisors' directions</p> <p>Agree on game rules before you play</p> <p>Take turns</p> <p>Include others</p> <p>Keep things from the ground on the ground</p>	<p>Give others personal space</p> <p>Smile and wave as a greeting</p> <p>Pick things up off the floor</p>
BE RESPONSIBLE	<p>Be on time</p> <p>Have what you need</p> <p>Keep school clean</p> <p>Do your best</p>	<p>Leave no trace</p> <p>Stay seated unless given permission to get up</p>	<p>Dress for the weather</p> <p>Line up quietly when called</p> <p>Stay on assigned play areas</p> <p>Get permission from supervisor to leave the area</p>	<p>Keep things by your hook/locker</p> <p>Stay with class</p>
BE READY	<p>Walk</p> <p>Take turns</p> <p>Keep hands and feet to yourself</p>	<p>Eat your own food</p> <p>Walk into lunchroom</p> <p>Keep your place in line</p>	<p>No play fighting or contact sports</p> <p>Watch for people around you</p> <p>Use equipment only how it is meant to be used</p> <p>Let an adult know of a problem right away</p>	<p>Face forward</p> <p>Stay on the right side</p> <p>Walk in a straight line</p>

	BATHROOM/ WATER FOUNTAINS	BUS	ARRIVAL/ DEPARTURE	ASSEMBLIES/ EVENTS
BE RESPECTFUL	<p>Give people privacy</p> <p>Use quiet voices</p> <p>Put waste in garbage can</p> <p>Take a quick drink</p>	<p>Listen to the bus driver</p> <p>Take your seat quickly</p> <p>Keep bus clean</p> <p>Slide in to let others sit</p>	<p>Listen to supervisors</p> <p>Use kind words</p> <p>Give others personal space</p> <p>Keep your place in line</p> <p>Use quiet voices once in the building</p>	<p>Give silent attention to performance</p> <p>Face forward</p> <p>Clap and laugh at the appropriate times</p> <p>Sit criss-cross when on the floor</p>
BE RESPONSIBLE	<p>Use two pumps of soap</p> <p>Report to teacher is soap or toilet paper are empty</p> <p>Flush the toilet</p> <p>Return to your classroom quickly</p> <p>Use water fountains only with permission</p>	<p>Be at your bus on time</p> <p>Stand only in your line</p> <p>Take all your belongings with you</p>	<p>Arrive between 8:20-8:35 a.m.</p> <p>Bring all your belongings inside</p> <p>Stand in a straight line</p> <p>Wait for teacher to let you in</p>	<p>Become quiet when signal is given</p>
BE READY	<p>Keep water in the sink</p> <p>Keep feet on the floor</p> <p>Use soap and water only for washing hands</p>	<p>Buckle and tighten seatbelt</p> <p>Use quiet voices</p> <p>Keep your legs in front of you and your bottom on the seat</p> <p>Keep belongings out of the aisle</p> <p>Stay seated until bus stops</p>	<p>Keep hands and feet to yourself</p> <p>Stay near supervisor until ride picks you up</p> <p>Wait for pick-up car to pull-over and stop</p>	<p>Enter and exit room quietly</p> <p>Stay calm when asked to participate</p>

c. Discipline Pyramid

The purpose of the Discipline Pyramid is to streamline the process of dealing with misbehavior.



d. Minor vs. Major

ELMWOOD SCHOOL BEHAVIORAL T-CHART

MINOR

DISRESPECT

TARDY

HOMEWORK

DISRUPTION

FORGERY (1)

THEFT

TECH VIOLATION

INAPPROPRIATE LANGUAGE

DRESS CODE

DEFIANCE

VERBAL AGGRESSION

MAJOR

DISRESPECT TOWARDS STAFF

TARDIES (7+)

BULLYING

DISRUPTION

FORGERY (+1)

THEFT

PHYSICAL CONTACT

PROFANITY TO STAFF

VANDALISM

HARRASSEMENT

*VERBAL

* PHYSICAL

FLEEING THE AREA

3 MINOR REFERRALS

*MAJOR Consequences will be natural and logical and *may* include:

- Loss of privilege;
- Reparation;
- alternative learning space;
- removal/suspension;

and will include a parent phone call, and possibly a parent meeting

III. Interventions

Tier 1: Universal interventions

These should be primarily preventative and include an abundance of adult positive interactions with students on the whole. Positive interactions with students should outweigh negative interactions at a rate of at least 5:1. Positive interactions around the codes may be paired with a “paw” for a class’s paw chart. Students not following the codes will be addressed according to the behavior pyramid and outline of major vs. minor behaviors.

Universal Interventions Mission Statement

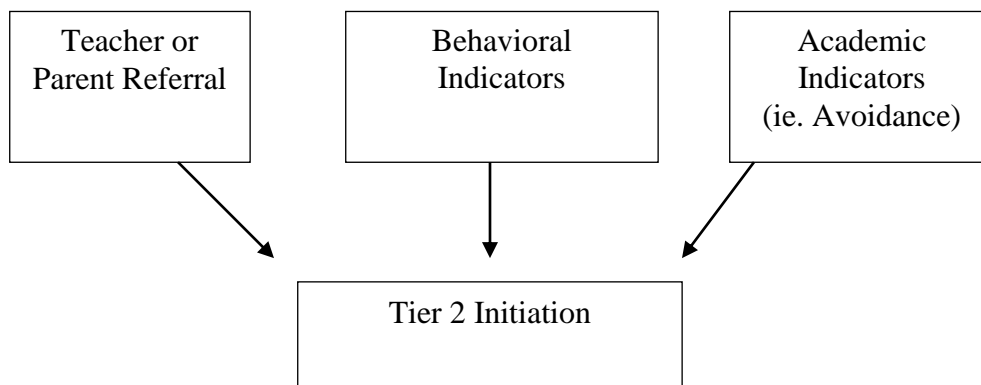
To teach all students to be empowered by the knowledge of their own worth and to act with respect, empathy and integrity.

Tier 2: Targeted interventions

These are for the selected students who do not wholly respond to universal interventions, but are not identified as intensive-level intervention students. These students will be identified through considering both indicators and referrals.

Targeted Interventions Mission Statement

To effectively and efficiently match children, who have not responded to the school-wide supports, to resources that help them feel successful, be accountable, and increase their self awareness.



Tier 2 Eligibility (students must display at least one of these indicators):

Indicators	Within 6 six weeks	Anytime during year
Discipline Referrals for Major Behaviors	3 or more	5 or more
Discipline Referrals for Minor Behaviors	10 or more	5 per month
Nurse Visits	4 or more	8 or more
Attendance: Tardies	5 or more	10 or more
Attendance: Absences	5 or more	10 or more

Targeted interventions begin standardized, and move toward more personalization, depending on the individual student’s response to the intervention. Targeted interventions should always take into consideration the function of the student’s behavior (what the student is trying to get or avoid). Below are some examples:

Function of Behavior	Group Interventions
Gain adult attention	Check-in Check-out Mentoring Lunchdates with teachers
Gain peer attention	Social skills groups Social thinking groups Interest groups/clubs
Academic Avoidance	Tutoring After-school Homework groups
Social Avoidance	Social skills groups Social thinking groups

Student responses to interventions will be assessed on a regular basis to determine if it is working, if it needs tweaking, or if Tier 3 interventions would be more appropriate.

Tier 3: Intensive interventions

These are personalized and individualized for specific student needs. Intensive students exhibit chronic or intense behaviors. The goal of interventions is to teach replacement behaviors based on function, and to decrease the number or intensity of behavior exhibited. Interventions most frequently included behavior plans or contracts that are individualized for student’s behavioral functions and specific needs. Once Tier 2 interventions are exhausted, Tier 3 interventions are deemed appropriate. Parents are made aware via parent orientations and weekly communication letters. PBIS Committee members attend trainings, and those members update their educational teams about PBIS updates. Students are assessed using a Functional Behavior Assessment (FBA) as part of the determination of Tier 3 eligibility.

Tier 3 Eligibility (students must display at least one of these indicators):

Indicators	Within 6 six weeks	Anytime during year
Discipline Referrals for Major Behaviors	5 or more	7 or more
Discipline Referrals for Minor Behaviors	10 or more	5 per month
Nurse Visits	4 or more	8 or more
Attendance: Tardies	6 or more	10 or more
Attendance: Absences	5 or more	10 or more

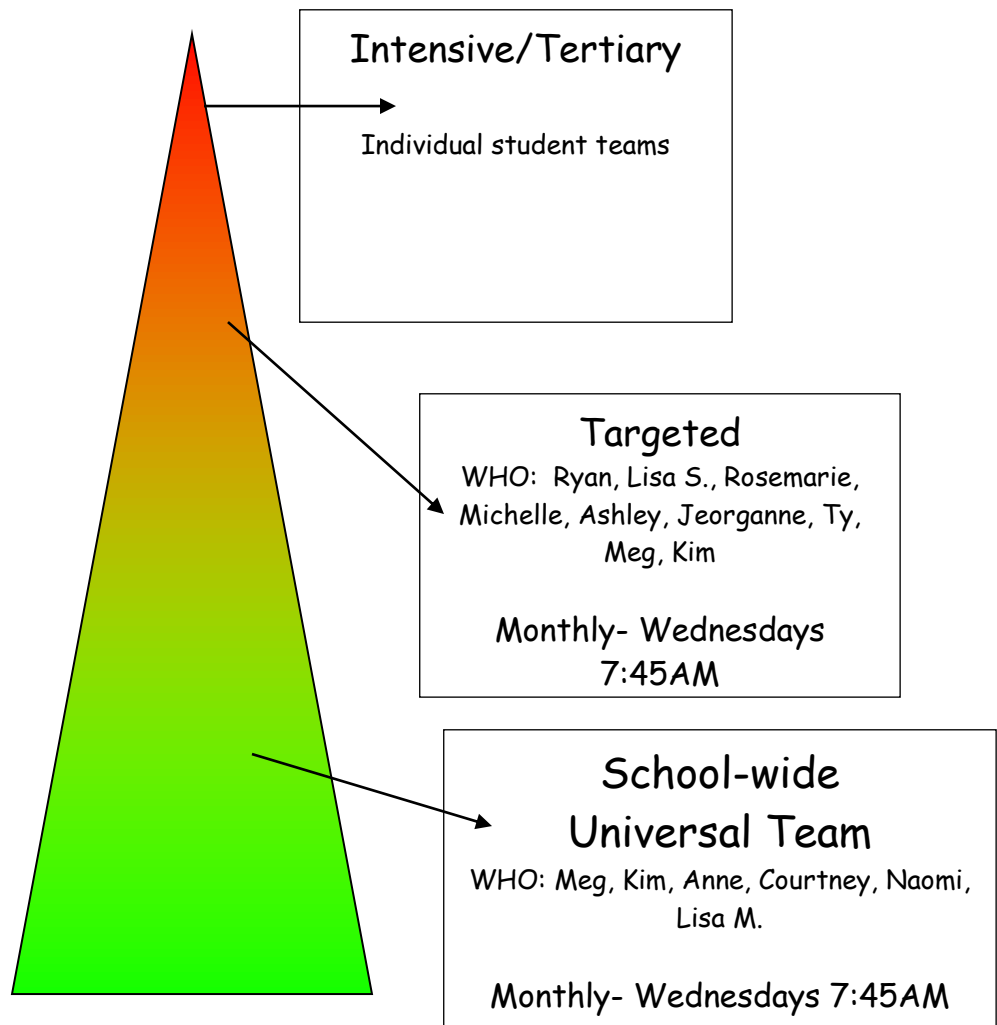
Tier 3 Interventions:

- Wraparound meeting
- Individualized behavior plan
 - 4-6 weeks meeting goal between 75-80%
 - Specific behaviors are targeted and monitored

IV. Support Teams

Team Profiles and Meeting Schedules

2016-2017 School Year



a. The Universal Team

The Universal Team meets once a month to address areas that may need “boosters” due to data review. They are charged with maintaining the Universal or school-wide system.

Responsibilities include, but are not limited to:

- Schoolwide behavioral expectations are defined;

- Behavior expectations are taught;
- Recognition system for appropriate/expected behaviors;
- Continuous collection and use of data for decision making.

b. The Targeted Team

The Targeted Team meets monthly. The purpose of this team is to efficiently and effectively match students who have not responded to school-wide supports to supports more likely to produce successful outcomes. Responsibilities include, but are not limited to:

- Progress monitoring for students at risk;
- System for increasing structure and predictability;
- System for increasing contingent adult feedback;
- System for linking academic and behavioral performance;
- Collection and use of data for decision-making.

c. The Intensive Team

These teams are currently student-based and usually include a classroom teacher, administrator, special education case manager, service providers, student support or behavior person and other staff as necessary.

V. Quick Reference and Forms

Behavior Management Strategies

Maximize Structures:

- Develop, define and teach predictable routines;
- Establish traffic flows;
- Minimize crowding and distractions;
- Seating arrangements need to math teaching methods.

Teach Behavior Expectations:

- Formally Teach behaviors you want;
- Post, teach, prompt corrections, review, monitor, evaluate, reinforce;
- Teaching expectations is only effective if you give performance feedback.

Actively Engage Students:

- High rates of opportunities for students to respond;
- Various ways to engage students;
- Link engagement with learning outcomes.

Establish a Continuum of Strategies to Acknowledge Appropriate Behaviors:

- Specific and contingent recognition, reinforcement or praise;
- Group contingencies;
- Behaviors contracts with group;
- Token economies.

Establish a Continuum of Strategies to Respond to inappropriate Behaviors:

- Error corrections;
- Differential reinforcement of appropriate behavior;
- Planned ignoring;
- Response costs
- Brief time away from reinforcement

Self Monitoring:

- Students can use counters, tallies, rate themselves, etc.

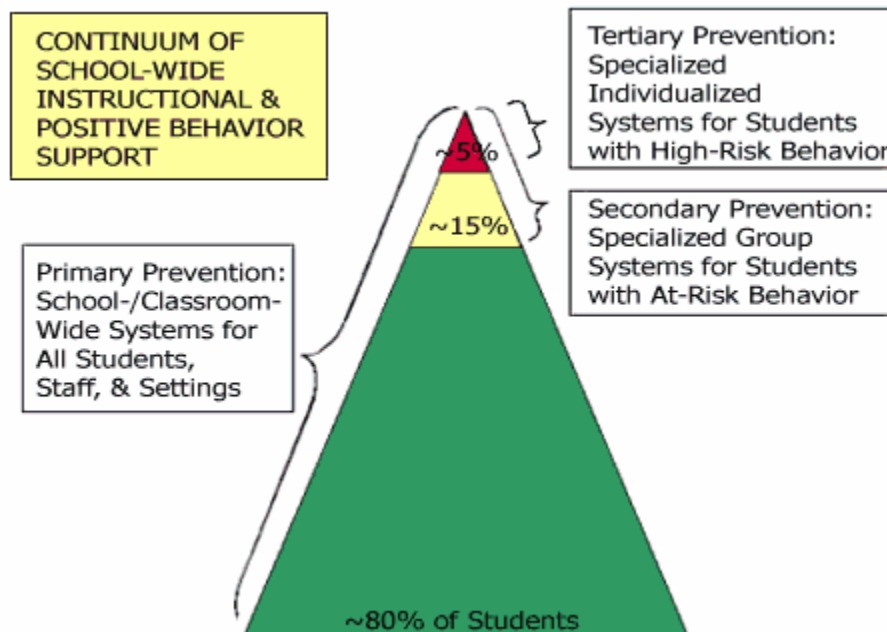
Appendix 1

WHY PbiS?

- To improve the academic success of our children, we must also improve their social success.
- Academic and social failures are reciprocally and inextricably related.
- As a result, systems to support behavior and literacy should be integrated.

In order to change student behavior...

- Adults must model behavior
- Students must experience academic success
- Students must be formally taught the behavior



PBIS

Positive Behavioral Interventions and Supports aims to improve school culture and climate and improve student behavior so that teachers can teach and children can learn. PBIS supports all students in all school and preschool settings, builds school environments that are more positive, predictable and consistent and supports growth and achievement in academics and social skills. The principles and practices of PBIS can be also be used at home and in community settings such as youth athletic teams and youth clubs.

Goals

The goals of PBIS provide the foundation for good education and positive relationships:

- Regain the teaching time currently spent in managing misbehavior
- Maximize on-task time and academic achievement for all students
- Increase positive and civil social behavior

- Increase family engagement in schools
- Improve school climate for students and adults

Long-term outcomes include:

- Enduring, positive changes in behavior
- Reduction in the need for serious disciplinary measures such as suspension and expulsion
- Increase in graduation rates and
- Improvement of post-high school outcomes for all students, including those with challenging behavior and educational disabilities

PbiS: A 3-Tier Approach

- Tier 1, primary prevention, is designed to address the whole population
- While applied to the entire student body, the emphasis here is on reaching the approximately 80-90% of students who do not have serious behavior problems or mental health needs
- The purpose of universal strategies is to maximize achievement, deter problem behavior, and increase positive peer and adult interactions
- Tier 2, secondary prevention, is aimed at the roughly 5-10% of students considered at risk for developing behavioral disorders or mental illness.
- These students enter school with significant risk factors and are usually unresponsive to universal prevention strategies alone.
- The goal is two-fold:
 - To decrease opportunities in which high-risk behaviors might be fostered
 - To establish effective and efficient prosocial repertoires that would increase their responsiveness to primary interventions
- Tier 3, tertiary prevention, targets the 1-5% who display symptoms or behaviors related to EBD or mental illness.
- The goal of tertiary interventions is to reduce the frequency, intensity and complexity of students' maladaptive behavior patterns and provide them with suitable, efficient and effective replacement behaviors that will compete with their more maladaptive ones.
- Tertiary interventions are implemented for students with significant needs and are adapted to meet individual needs.