

# Luigi Aprea Elementary School PBIS Handbook



## What is PBIS?

Positive Behavior Intervention and Support (PBIS) is a tiered systems approach to creating a positive culture through consistent expectations, rewards, and interventions. Luigi's PBIS program, The Bulldog Way, helps students to learn the behavior expectations for various areas of our school. The goal is to use these clear and concise expectations to improve the school climate and help teaching and learning for all.

The Bulldog Way is a proactive approach to teaching, modeling, and enforcing common expectations. The school rules are as follows: Be Safe, Be Respectful, Be Responsible, and Be Kind. All staff will teach expected behaviors that fall under these four categories. There will be a school wide focus each week based on school discipline data. Staff will acknowledge appropriate behaviors and redirect inappropriate behaviors. Students can receive "Pawsitives" when they display stand out behavior. These tickets can be used in our Swag Shop.

The Bulldog Way teaches our four school-wide rules: **BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, BE KIND**. The purpose of The Bulldog Way is to provide an environment that is more predictable and effective for achieving academic and social goals. A key strategy for The Bulldog Way is prevention. The majority of students follow the school expectations, but are never acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules. When some students do not respond to teaching the behavioral rules, we will view it as an opportunity for re-teaching, not just negative consequences.

PBIS is a system approach that:

- teaches behaviors in the same way we teach academics
- models and practices expected behaviors
- acknowledges expected behavior
- pre-teaches to ensure positive behaviors are displayed
- creates predictable, positive, safe, and consistent environments

We have four school-wide expectations that are enforced daily.

How do we teach behavior expectations

## **Tier One**

### **Morning Meetings**

Morning meeting typically happens the first 15-20 minutes of your day.

#### **The Purposes of Morning Meeting**

1. Morning Meeting sets the tone for respectful learning and establishes a climate of trust.
2. The tone and climate of Morning Meeting extend beyond the Meeting.
3. Morning Meeting motivates children by addressing two human needs; the need to feel a sense of significance and belonging and the need to have fun.
4. The repetition of many ordinary moments of respectful interaction in morning Meeting enables some extraordinary moments.
5. Morning Meeting merges social, emotional, and intellectual learning.

#### ***Four components***

1. **Greeting:** Children greet each other by name, often including handshaking, clapping, singing, and other activities.
  - a. Sets a positive tone
  - b. Provides a sense of recognition and belonging
  - c. Helps children learn names
  - d. Gives practice in offering hospitality
2. **Sharing:** Students share some news of interest to the class and respond to each other, articulating their thoughts, feelings, and ideas in a positive manner.
  - a. Helps develop the skills of caring communication and involvement with one another
  - b. Extends the knowing and being known that is essential for the development of community and for individuals' sense of significance
  - c. Encourages habits of inquiry and thought important for cognitive growth
  - d. Provides practice in speaking to a group in a strong and individual voice
  - e. Strengthens vocabulary development and reading success
3. **Group Activity/Behavior Lesson Plan:** The whole class does a short activity together, building class cohesion through active participation. A behavior lesson plan based on student/school needs is shared and activities support the lesson plan.
  - a. Contributes to the sense of community culture by building a class repertoire of common material – songs, games, chants, and poems
  - b. Fosters active and engaged participation
  - c. Heightens the class's sense of group identity
  - d. Encourages cooperation and inclusion

4. **News and Announcements:** The students are focused on the day and week at hand.
  - a. Eases the transition into the classroom day and makes children feel excited about what they'll be learning
  - b. Builds community through shared experiences

Activities for Morning Meetings can include Carry the Vision/My Time, Olweus, and Common Sense Media.

### **Swag Shop**

Students will be able to earn “Pawsitives” for demonstrating Safe, Respectful, Responsible or Kind Behaviors throughout the day from teachers and staff members. Students will then have the opportunity to cash-in their “Pawsitives” at the Bulldog Swag Store during recess one day a week. The Bulldog Swag Store will have items that promote school spirit and other experiences such as using the teacher’s chair, leading a game or activity, computer time, and donuts with the principal. Parent volunteers operate the Swag Shop and collect data related to “Pawsitives”.

### **Behavior Intervention Tools**

For class managed behaviors, the following steps should be taken:

1. Reminder - express the desired behavior
2. Time out/Reflection
3. Buddy time out/Reflection (Appendix A)
4. Parent Communication (call/text/email)
5. Office Referral

For extreme behaviors a child should be sent to the office with a discipline referral and the administrator will determine the consequences for the child. The goal of the consequence is to stop/change the behavior, not only to punish the child. All efforts will be made to keep the child in class and in school. If a student is sent home or suspended, the administrator will have a meeting with the parent before the child returns to school.

## **Tier Two**

### **C.I.C.O. “Check-in/Check-out” Program**

**WHAT:** The check-in/check-out program was developed as a means to respond positively to students who need extra support with their behavior. On a daily basis, staff can teach students appropriate behaviors and provide them with opportunities to practice as they move from activity to activity throughout the day. The CICO program also provides for daily communication between a student and his/her teacher, as well as between the school and parents. Data is

collected to determine whether the program is being successful in correcting behaviors or whether changes need to be made. The CICO program was designed to facilitate positive interactions between students and significant adults, teach good behavior skills, and provide a means for home-school communication. The CICO check-in creates a safe space for these students; they come to trust and respect the adults who are consistently there for them. The program does not include negative consequences or punishment, just encouragement and positive attention. Parents are encouraged to provide positive reinforcement at home when the CICO goal is met and offer feedback and encouragement to their sons/daughters.

**WHY:** This school has a small group of students who are struggling daily with their behavior in and out of class, despite behavior instruction and classroom interventions. In response to the persistence of this problem, the CICO program was developed.

**HOW:** The CICO program consists of a plan and process that allows students to: Check in with a significant adult before school Carry a tracking form Ask their teacher about their behavior Check out at the end of each day Take the form home to parents Return the CICO form the next morning

**WHO:** Students who receive 3 or more referrals within a 3 month period will be referred through an SST for the program. Recommendation for a student's participation may also be made by a classroom teacher if they see recurring behavioral problems. In order to exit the program, students will need to be able to their behavior 80% of the time consistently for about 2 weeks which will be a gradual process. This is generally a 6-9 week program, though some students may need the extra support for a bit longer.

### **C.I.C.O. Team Members' Responsibilities**

*CICO Mentor:*

CICO Daily Schedule Morning Check-In: All CICO students will check in between 8:00 and 8:30 each morning. At that time, they will receive the following: A positive, sincere greeting. A check to see if they are prepared for the day. A check to learn how they are feeling (any morning conflicts?). Collection of the returned CICO form signed by parents. Verbal reinforcement for returning the signed form possibly accompanied by a small sticker or small reward. A new CICO form

During the Day Update: Throughout the day, the student will give the CICO form to his/her teacher. The teacher will rate the student's behavior at the times indicated on the form and offer a brief comment to the student about the rating. The adult on recess duty will complete the recess portions of the form.

End of the Day Check-Out The students will return with their completed CICO form at 2:20 each day. At that time the following will occur. The students will again receive a positive, sincere greeting. The CICO mentor will check to see whether the student met his/her goal. If so, the student will receive a small reward. If not, the student will receive encouragement to try again tomorrow along with a problem-solving discussion of what they might do differently. The students will put their CICO forms into their backpacks to take home to share with their parents. Parents are encouraged to also give positive feedback to their children. Parents then sign the form and put it in the student's backpack for return to school.

*CICO Coordinator:* Sign CICO contract agreement. Facilitate the check-in and check-out process. Provide CICO participants with positive, constructive feedback and small, tangible rewards. Instruct involved staff members on the use of the CICO form. Collect, summarize and report.

*CICO data Teachers:* Sign CICO contract agreement. Accept CICO report form daily from students. Evaluate student behaviors and complete the form. Offer constructive and positive feedback to students.

*Parents of CICO Participants:* Sign parent permission for participation (Appendix B). Sign CICO contract agreement. Review CICO progress report with child daily. Provide positive and constructive feedback. Communicate with the school when there are concerns or celebrations regarding the student's behavior.

*CICO Student Participant:* Sign CICO contract agreement. Meet with Check in Check out mentor before and after school. Use daily report form with teacher. Share daily report form with parent. GIVE IT YOUR BEST!!!



# Bulldog Way Reflection

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I had to take a break from learning because:

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My choice hurt our learning in this way:

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I can decide to make a better choice next time. Here is how I will help us learn in the future:

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Teacher Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## Parent/Guardian Permission for Check-In Check-Out

Date \_\_\_\_\_

Student \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

I would like to include your child in our Behavior Education Program (BEP) at our school for a minimum of six weeks. Students will check in and out daily with our Check N' Connect specialist. The student will be able to earn incentives and rewards for demonstrating appropriate behavior during the school day. As parents, you are responsible for making sure your child arrives on time each day for check in, and that you review and sign the Daily Progress Report. Together, we can make this a positive experience for your child!

\_\_\_\_\_ I do give consent for my student to participate.

\_\_\_\_\_ I do not give consent for my student to participate.

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Date)