

Positive Behavior Interventions and Supports (PBIS) Handbook



Roosevelt Elementary School

3 R's

Respect Myself

Respect Others

Respect Our School

Educating students today to realize their purpose tomorrow.

Table of Contents

Introduction

2	Table of Contents
4	Team Members

Roosevelt PBIS Overview

5	What is PBIS
5	PBIS at Roosevelt
6	Multi-Tiers Systems and Supports
7	Why Implement PBIS?

Response to Intervention Support Model with Tier Supports

9	Multi-Level Supports-Tiers
10	Tier 1 Supports
10	Tier 2 Supports
11	Tier 3 Supports

Positive Behavior Support & Intervention (PBIS) Information

12	What is EduClimber?
12	Why do we have School-Wide rules
12	Why teach rules, expectations, and routines?
13	What are routines?
13	PBIS Stations/Video Presentation
13	Re-Teaching the rules, expectations, and routines

Roosevelt Expectation Lesson Plans

14	Restroom Lesson Plans
15	Cafeteria Lesson Plans
16	Classroom Lesson Plans
17	Hallway Lesson Plans
18	Outside Lesson Plans
19	Library Lesson Plans
20	Office Lesson Plans
21	Roosevelt Matrix

Roosevelt Discipline Process & Interventions

22	Behavior Flow Chart
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23	Behavior Definitions
24	Responding to Behaviors
25	Office Discipline Referrals
26	Check-in/Check-out
27	Think Sheet
28	Restorative Practices

Resources and Supports

29	Websites
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Introduction

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Roosevelt PBIS Overview

What is PBIS?

PBIS is a framework for creating safe, positive, equitable schools, where every student can *feel valued, connected to the school community and supported by caring adults*. By implementing evidence-based practices within a PBIS framework, schools support their students' academic, social, emotional, and behavioral success, engage with families to create locally-meaningful and culturally-relevant outcomes, and use data to make informed decisions that improve the way things work for everyone.

PBIS at Roosevelt

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80 - 85% of students will meet these expectations (Tier 1). The 15 - 20 % of the students not responding to the universal interventions will receive additional support through group and individual interventions (Tier 2 and Tier 3).

Another key element is an analysis of discipline referral data (EduClimber data). The team-based approach to data analysis allows the Roosevelt PBIS team to identify concerns, decide on interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff and students.

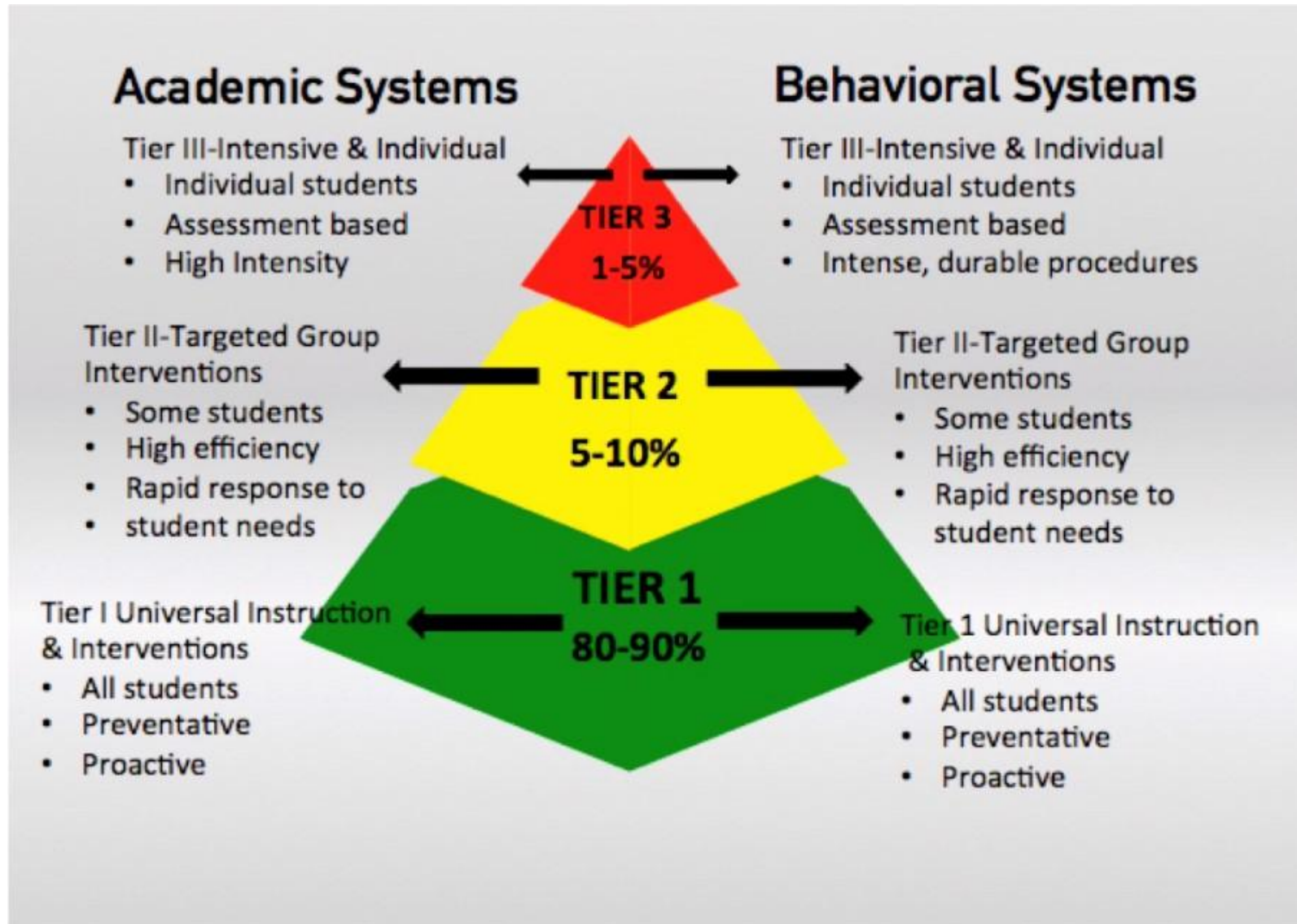
The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behaviors
- Constructively addressing behavior concerns
- Effectively using behavioral data to assess progress

The purpose of this staff handbook is to briefly outline how these components will be utilized within Roosevelt's PBIS system. The ultimate goal is to increase student performance, decrease behavior concerns, increase safety, and establish positive school climates through research-based strategies and systems.

The following pages describe Roosevelt's PBIS plan and programs. It is expected that all school staff will be active participants with this school wide program.

Multi-Tiered Systems and Supports



Why Implement PBIS?

PBIS Establishes a Healthy School Culture and Climate

Your school's culture should be a reflection of the people learning and working within the community – students, their families, and their teachers alike. Through your PBIS implementation, you'll engage your school-wide community to co-create your school's culture and establish a climate where everyone feels welcome and seen. In fact, when schools implement PBIS, teachers, students, and their families all perceive their school's climate more positively.¹

PBIS Increases Student Engagement and Instructional Time

Establishing school-wide expectations with your students sets the tone for the classroom. When you spend time getting to know your students and use strategies to deepen connections every day, you are building a healthy classroom environment. When students have clear expectations, are regularly acknowledged for the things they do well, and receive instructional consequences more often than exclusionary ones, they are going to spend more time in class than out of it. Not only that, when schools implement PBIS, students are more engaged in instruction.²

PBIS Empowers Students to Play a Central Role in their Education

Schools implementing a PBIS framework define positive expectations like respectful and kind and teach students skills to help create the environment they want to see. For example, when schools work to address bullying within a PBIS framework –teaching students how to interrupt bullying behaviors – schools actually see fewer incidents of bullying.^{3,4} Within the PBIS framework, students have lower levels of unwanted behaviors and higher levels of positive, prosocial behaviors and emotion regulation.⁵ PBIS schools also report **lower illegal drug and alcohol use** than schools that aren't implementing⁶

PBIS Reduces Racial Inequities in Discipline

The work you do to produce equitable outcomes for all students is not an afterthought; it's embedded in the foundation of your PBIS implementation. When you align your school-wide expectations with the values and experiences of your students and their families, you establish your school as part of their community, create consistency across their contexts, and reduce everyone's assumptions about expected behaviors at school. By specifically centering equity within a PBIS framework, rigorous research shows schools can significantly decrease the racial disparities they see in their discipline practices as well in their overall office discipline referral rates.⁷

PBIS Reduces Teacher Burnout

Safe, predictable, consistent schools are good for everyone, teachers too. When schools implement PBIS, teachers feel less emotionally exhausted, more connected to their students' perceptions of their class, a greater sense of accomplishment in their work, and overall, more capable in their abilities as teachers.⁸ That means teachers in your school experience less burnout.

PBIS Makes All Your Other Practices Better

A PBIS framework gives you a natural system for selecting, implementing, and sustaining evidence-based practices. Your leadership team commits to meeting regularly, using data, and answering the questions: Did we do what we said we would do and how has that affected students? Every practice you implement flows through the same process. It's that organization and commitment to on-going improvement that makes schools implementing PBIS up to three times more likely to sustain their school-based practices than non-implementing schools.⁹

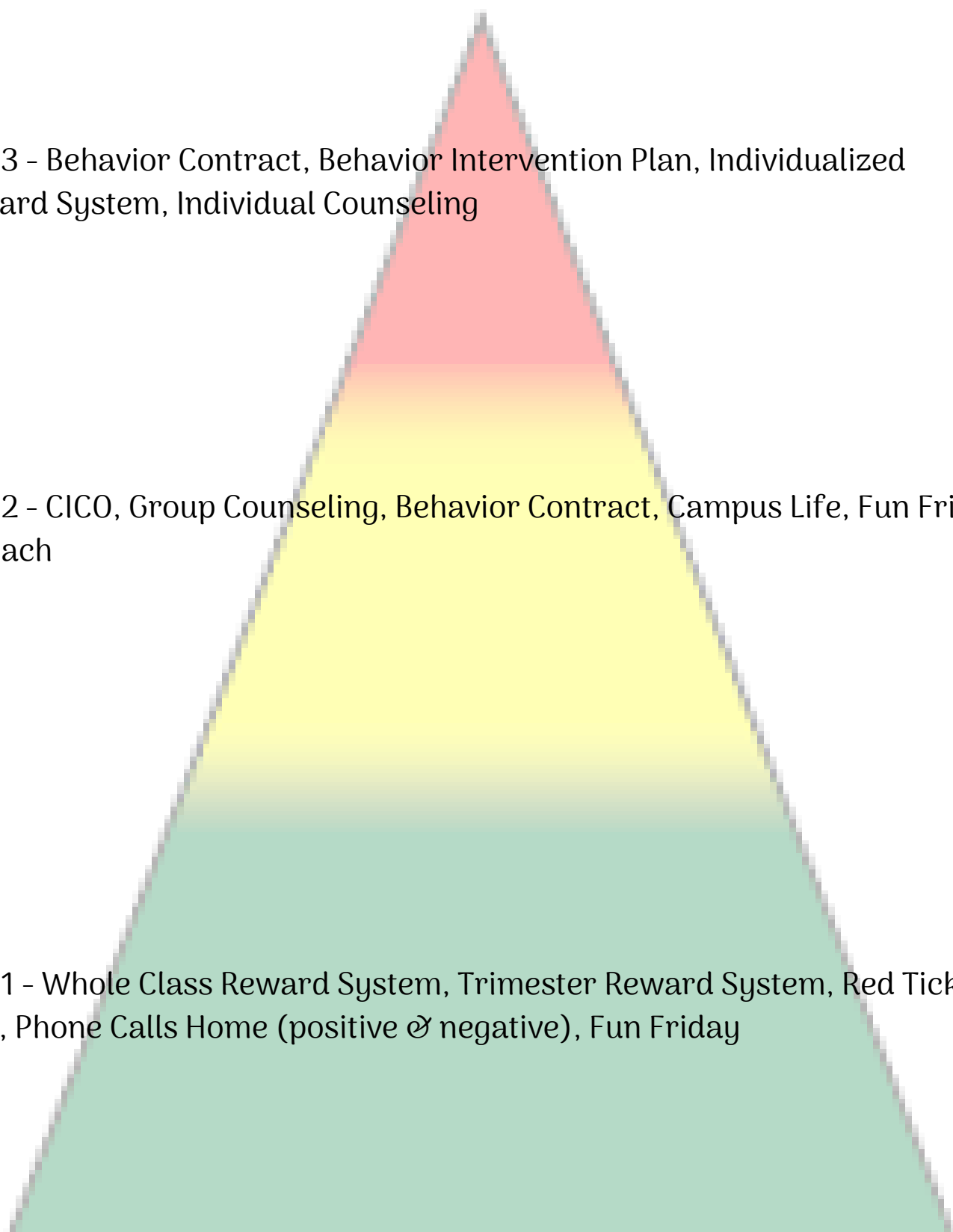
Each of these outcomes are possible when you implement PBIS where you work and with the students you support. For more information about the evidence base supporting the benefits of implementing PBIS, check out the full list of research updated regularly.

Footnotes

1. McIntosh, K., Girvan, E. J., McDaniel, S. C., Santiago-Rosario, M. R., St. Joseph, S., Fairbanks Falcon, S., ... & Bastable, E. (2021). Effects of an equity-focused PBIS approach to school improvement on exclusionary discipline and school climate. *Preventing School Failure: Alternative Education for Children and Youth*, 65(4), 354-361.
2. Algozzine, K., & Algozzine, B. (2007). Classroom instructional ecology and school-wide positive behavior support. *Journal of Applied School Psychology*, 24(1), 29-47.
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4. Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of schoolwide positive behavioral interventions and supports on bullying and peer rejection. *Archives of Pediatrics & Adolescent Medicine*, 166(2), 149-156.
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6. Bastable, E., Kittelman, A., McIntosh, K., & Hoselton, R. (2015). Do high schools implementing SWPBIS have lower rates of illegal drug and alcohol use? PBIS Evaluation Brief. OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports.
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9. Meng, P.M., McIntosh, K., Claassen, J., & Hoselton, R. (2016) Does Implementation of SWPBIS Enhance Sustainability of Specific Programs, such as Playworks? PBIS Evaluation Brief. OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports.

Response to Intervention Support Model with Tier Supports

Multi-Level Supports - Tiers



Tier 3 - Behavior Contract, Behavior Intervention Plan, Individualized Reward System, Individual Counseling

Tier 2 - CICO, Group Counseling, Behavior Contract, Campus Life, Fun Friday Reteach

Tier 1 - Whole Class Reward System, Trimester Reward System, Red Tickets, ODR, Phone Calls Home (positive & negative), Fun Friday

Tier 1 Supports

Tier 1 support works for over 80% of all students in a given school (based on the criterion of the number of students who have one or fewer ODR's per trimester). No intervention works across the board for all students. For a variety of reasons, some students do not respond to the kinds of efforts that make up Tier 1 support, just as some children do not respond to initial teaching of academic subjects. Therefore, some children need additional behavioral supports.

Tier 1 supports consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior that school would like to target for change. Research indicates that 3-5 behavioral expectations that are positively stated, easy to remember, and significant to the school climate are best. At the end of the year, a PBIS external coach should be able to walk into the school and ask ten random students and staff members to name the behavioral expectations and 80% or better of the students/staff should be able to tell the external coach what the expectations are and give examples of what they look like in action.

Tier 2 Supports

Tier 2 is a targeted or secondary supplemental small group. It consists of 10-15% of the students on campus. Systems that are in place for Tier 2 students include all of Tier 1 supports plus:

- CICO
- Group Counseling
- Behavior Contract
- Campus Life
- Fun Friday Reteach
- Dinuba Children's Services
- Learning and Guidance Center Services
- Restorative Practices
- Small Reading Groups
- After School Intervention

Tier 3 Supports

Tier 3 supports are intensive behavioral supports that are provided to 1-5% of students who may have serious behavior concerns and require more intensive and individualized supports. The supports are organized to reduce the frequency, duration and intensity of adverse behaviors and improve life outcomes. Systems that are in place for Tier 3 students are all Tier 1 and Tier 2 supports plus:

- Behavior Contracts
- Behavior Intervention Plan
- Individualized Reward System
- Individual Counseling

Positive Behavior Support & Intervention (PBIS) Information

What is EduClimber?

EduClimber is the school-wide information system that we use to input discipline data. Office discipline referrals (ODR's) and suspensions re entered into EduClimber for easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about school-wide functions and individual students in need of additional support.

Why do we have School-Wide Rules?

Roosevelt Elementary has a few simple, positively stated rules which facilitate the teaching of behavioral expectations across school settings because students will be learning through the same common language. By focusing on 3 simple rules, it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff.

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

Why teach rules, expectations, and routines During the 1st week of school?

One of the major reasons to teach behavioral expectations and routines across all settings is so that all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly, some staff have different expectations about what behavior is acceptable in different settings which can confuse students.

What are routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, exiting the school at dismissal time, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehaviors. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

PBIS Stations/Video Presentation

During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings. These expectations, routines, and behaviors are important to teach to all new students beginning their educational journey at Roosevelt Elementary. This will allow them to learn the school culture and climate at Roosevelt.

A short PBIS video will also be shown to the Roosevelt student body to explain expectations, acknowledgements and ODR's. To truly start the year off right we will need participation and support from the entire staff.

Re-Teaching the rules, expectations, and routines

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to teach and reteach the PBIS lesson plans to review expectations. It is important to conduct these lessons to review the expectation process. Lessons are especially helpful after returning from long breaks, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic.

The following pages provide lesson plans that staff members can use to guide the teaching of behavioral expectations according to the Roosevelt matrix.

Roosevelt PBIS Restroom Lesson Plans

 RESTROOM EXPECTATIONS RESPECT Myself: • Use the restroom, quickly wash my hands • Quickly return to class RESPECT Others: • Respect others privacy • Follow all bathroom expectations RESPECT Our School: • Clean up after yourself, pick up trash • Report any negative behaviors <i>Educating students today to realize their purpose tomorrow</i>	<u>Step 1: Introduce Restroom Procedures</u> Objective: Students will be able to demonstrate acceptable school-wide PBIS restroom procedures. Today we are going to learn about the restroom expectations we have at Roosevelt. We will learn how to follow the 3 R's. <u>Step 2: Teaching the Lesson</u> Using a T-Chart graphic organizer, discuss the points listed under "Looks Like" and "Sounds Like". While talking on each point, <u>model and practice</u> so students are engaged in the teaching and learning of the restroom procedures.
Looks Like -Students respecting the privacy and space of others. -Students closing the restroom stalls and the the restroom responsibly -Students washing their hands and throwing paper in the trash cans. -Students exiting the restroom quietly.	Sounds Like -Students using respectful words when waiting their turn and giving others privacy. -Students flushing urinals and toilets. -Students washing hands. -Students using the appropriate voice level 0-1.
Step 3: Model & Practice Teacher/students model <u>appropriate</u> restroom voice level, closing restroom stalls, using toilets and urinals correctly, washing hands (remembers soap/paper) and use trash cans. Then, model appropriate drinking fountain procedures. Teacher/students brainstorm/model <u>inappropriate</u> restroom/drinking fountain behavior; running, do not close stall, leave restroom without flushing or washing hands, inappropriate voice level, etc. <u>Check for understanding:</u> Correct student behavior if needed. Model examples and non-examples of self-discipline, responsibility and respect.	
Step 4: Check for Understanding-Assess Randomly check for understanding, re-teach or revisit as needed. Stamp Passport.	

Roosevelt PBIS Cafeteria Lesson Plans

 CAFETERIA EXPECTATIONS Respect Myself: • <i>Sit in your assigned seat</i> • <i>Eat your food in a timely manner</i> • <i>Use proper dismissal behavior</i> Respect Others: • <i>Maintain good manners at all times</i> • <i>Eat your own food</i> • <i>Use your inside voice</i> Respect Our School: • <i>Clean up after yourself</i> • <i>Pick up all trash</i> Educating students today to realize their purpose tomorrow		Step 1: Introduce Cafeteria Procedures Objective: Students will be able to demonstrate acceptable school-wide PBIS cafeteria procedures. Today we are going to learn about the cafeteria expectations we have at Roosevelt. We will learn how to follow the 3 R's.
	Step 2: Teaching the Lesson Using a T-Chart graphic organizer, discuss the points listed under "Looks Like" and "Sounds Like". While talking on each point, <u>model and practice</u> so students are engaged in the teaching and learning of the cafeteria procedures.	
Looks Like	Sounds Like	
-Students entering the cafeteria in a line, facing forward with walking feet. - Students keeping their place in line, waiting nicely with their hands to themselves. -Students sitting nicely, facing forward with their feet under the table eating their food. -Students raising their hands if they need something. -Students cleaning up after themselves and following the clean-up, stand-up, step out routine for dismissal.	-Students using kind and polite words like please and thank you. -Students using the appropriate voice level 0-1. -Students keeping the conversation at their own table. -Students cleaning up quietly. -Students walking when dismissed. -Students responding to questions when asked (assemblies) -Students listening quietly (assemblies)	
Step 3: Model & Practice Teacher/students model <u>appropriate</u> cafeteria voice level, kind words, single file lines, face forward, stay in line, walk, sit at the tables correctly, dismiss correctly. Teacher/students brainstorm/model <u>inappropriate</u> cafeteria behavior; unkind words, sloppy lines, pushing others, cutting in line, grabbing a food choice, rushing to get a specific seat, turning around while eating, running, etc. <u>Check for understanding:</u> Correct student behavior if needed. Model examples and non-examples of self-discipline, responsibility and respect.		
Step 4: Check for Understanding-Assess Randomly check for understanding, re-teach or revisit as needed. Stamp Passport.		

Roosevelt PBIS Classroom Lesson Plans

 CLASSROOM EXPECTATIONS Respect Myself: • I am here to LEARN • I speak using POSITIVE words • I ASK before I act • I use my BEST MANNERS • I WORK to the best of my ability Respect Others: • Other are here to LEARN • Teachers are here to TEACH • I will TREAT others the way that I want to be treated Respect Our School: • I will WALK the hallways • I will WALK on the cement • I will CLEAN up after myself • I will KEEP my school safe Educating students today to realize their purpose tomorrow	<u>Step 1: Introduce Classroom Procedures</u> Objective: Students will be able to demonstrate acceptable school-wide PBIS classroom procedures. Today we are going to learn about the classroom expectations we have at Roosevelt. We will learn how to follow the 3 R's.
	<u>Step 2: Teaching the Lesson</u> Using a T-Chart graphic organizer, discuss the points listed under "Looks Like" and "Sounds Like". While talking on each point, <u>model and practice</u> so students are engaged in the teaching and learning of the classroom procedures.
Looks Like	Sounds Like
-Students using tools as intended -Students listening attentively -Students working -Students looking at the speaker	-Students speaking clearly -Students using inside voices
Step 3: Model & Practice Teacher/students model <u>appropriate</u> classroom behavior, walking quietly, following directions, using materials appropriately, looking at the speaker and using whole body listening, etc. Teacher/students brainstorm/model <u>inappropriate</u> classroom behavior; unkind words, misuse of materials, speaking over each other, not using whole body listening, etc. <u>Check for understanding:</u> Correct student behavior if needed. Model examples and non-examples of self-discipline, responsibility and respect.	
Step 4: Check for Understanding-Assess Randomly check for understanding, re-teach or revisit as needed. Stamp Passport.	

Roosevelt PBIS Hallway Lesson Plans

 CLASSROOM EXPECTATIONS Respect Myself: • I am here to LEARN • I speak using POSITIVE words • I ASK before I act • I use my BEST MANNERS • I WORK to the best of my ability Respect Others: • Other are here to LEARN • Teachers are here to TEACH • I will TREAT others the way that I want to be treated Respect Our School: • I will WALK the hallways • I will WALK on the cement • I will CLEAN up after myself • I will KEEP my school safe Educating students today to realize their purpose tomorrow	<u>Step 1: Introduce Classroom Procedures</u> Objective: Students will be able to demonstrate acceptable school-wide PBIS hallway procedures. Today we are going to learn about the hallway expectations we have at Roosevelt. We will learn how to follow the 3 R's. <u>Step 2: Teaching the Lesson</u> Using a T-Chart graphic organizer, discuss the points listed under “Looks Like” and “Sounds Like”. While talking on each point, <u>model and practice</u> so students are engaged in the teaching and learning of the hallway procedures.
Looks Like	Sounds Like
-Students keeping their place in line while traveling with the class -students face forward while in hallway -Students walking safely away from the building -Students walking on or near the red line. -Students responsibly returning to class promptly	-Students using walking feet -Students using appropriate voice level while in hallway (remember other classes are busy learning)
Step 3: Model & Practice Teacher/students model <u>appropriate</u> hallway voice level. Model walking feet, walking in a line while traveling with the class. Model how and where to walk safely when alone or with a group in the hallway and returning to class promptly walking quietly. Teacher/students brainstorm/model <u>inappropriate</u> hallway voice level, sloppy lines, looking behind instead of watching where you are going, cutting in line, not paying attention, messing around in the hallway, etc. <u>Check for understanding:</u> Correct student behavior if needed. Model examples and non-examples of self-discipline, responsibility and respect.	
Step 4: Check for Understanding-Assess Randomly check for understanding, re-teach or revisit as needed. Stamp Passport.	

Roosevelt PBIS Outside Lesson Plans

 OUTSIDE EXPECTATIONS Respect Myself: • Follow Directions • Keep my hands and feet to myself • Wait patiently for adult help Respect Others: • Use appropriate actions and words • Play fair and safe • Include others • Keep your hands and feet to yourself • Remember to keep personal space Respect Our School: • Use equipment properly and return it • Hold or carry equipment while in line • Walk on the cement • Respect others property when walking to and from school Educating students today to realize their purpose tomorrow	<u>Step 1: Introduce Outside Procedures</u> Objective: Students will be able to demonstrate acceptable school-wide PBIS outside procedures. Today we are going to learn about the outside expectations we have at Roosevelt. We will learn how to follow the 3 R's.
	<u>Step 2: Teaching the Lesson</u> Using a T-Chart graphic organizer, discuss the points listed under "Looks Like" and "Sounds Like". While talking on each point, <u>model and practice</u> so students are engaged in the teaching and learning of the outside procedures.
Looks Like	Sounds Like
-Students walk to the playground -Students playing safely -Students follow rules and listen to yard duty -Students waiting their turn and sharing playground equipment -Students playing responsibly with the equipment -Students returning equipment when they are finished playing -Students freeze when the bell rings or whistle blows and listen for the line-up signal -Students walking to their classroom line	-Students playing fair and being kind -Students counting when waiting their turn for a swing -Students taking turns and sharing -Students using appropriate voice level while on the playground
Step 3: Model & Practice Teacher/students model <u>appropriate</u> outside/playground behavior, listening to yard duty, waiting their turn/counting for swings and equipment, playing fair, sharing, taking turns, being safe and responsible with equipment. Teacher/students brainstorm/model <u>inappropriate</u> outside/playground behavior, running and pushing to get to equipment, grabbing, not sharing, playing unfair, unkind words, etc. <u>Check for understanding:</u> Correct student behavior if needed. Model examples and non-examples of self-discipline, responsibility and respect.	
Step 4: Check for Understanding-Assess Randomly check for understanding, re-teach or revisit as needed. Stamp Passport.	

Roosevelt PBIS Library Lesson Plans

 Respect Myself: • Make good book choices • Keep hands and feet to myself • Read at my level • Be responsible for my AR Respect Others: • Choose books quietly and quickly • Be considerate • Remember personal space Respect Our School: • Come into the library quietly • Return my books on time • Take care of my books • Stand in line patiently • Wait my turn <i>Educating students today to realize their purpose tomorrow</i>	<u>Step 1: Introduce Library Procedures</u> Objective: Students will be able to demonstrate acceptable school-wide PBIS library procedures. Today we are going to learn about the library expectations we have at Roosevelt. We will learn how to follow the 3 R's.
	<u>Step 2: Teaching the Lesson</u> Using a T-Chart graphic organizer, discuss the points listed under "Looks Like" and "Sounds Like". While talking on each point, <u>model and practice</u> so students are engaged in the teaching and learning of the library procedures.
Looks Like	Sounds Like
-Students walking -Students wait patiently for their turn -Students pushing in chairs -Students holding books properly -Students putting items where they belong	-Students speaking quietly; voice level 0-1 - Students reading at their level
Step 3: Model & Practice Teacher/students model <u>appropriate</u> library behavior, entering and exiting the library correctly, proper book handling, voice level, etc. Teacher/students brainstorm/model <u>inappropriate</u> library behavior, running, speaking loudly, tossing books wherever, etc. <u>Check for understanding:</u> Correct student behavior if needed. Model examples and non-examples of self-discipline, responsibility and respect.	
Step 4: Check for Understanding-Assess Randomly check for understanding, re-teach or revisit as needed. Stamp Passport.	

Roosevelt PBIS Office Lesson Plans

 OFFICE EXPECTATIONS Respect Myself: • Enter the office <i>QUIETLY</i> • Sit down and wait to be called on Respect Others: • Wait your turn • Use your manners Respect Our School: • Keep your hands and feet to yourself • Don not touch others property Educating students today to realize their purpose tomorrow	<u>Step 1: Introduce Office Procedures</u> Objective: Students will be able to demonstrate acceptable school-wide PBIS office procedures. Today we are going to learn about the office expectations we have at Roosevelt. We will learn how to follow the 3 R's.
Looks Like -Students waiting for to speak to office staff -Students sitting quietly	Sounds Like -Students being polite and respectful to office staff -Students use voice level 0-1 -Student walking in quietly to put red tickets in the boxes
Step 3: Model & Practice Teacher/students model <u>appropriate</u> office behavior, entering and exiting the office correctly, speaking respectfully and waiting their turn. Teacher/students brainstorm/model <u>inappropriate</u> office behavior, running, speaking loudly, being rude to office staff, pushing, <u>Check for understanding:</u> Correct student behavior if needed. Model examples and non-examples of self-discipline, responsibility and respect.	
Step 4: Check for Understanding-Assess Randomly check for understanding, re-teach or revisit as needed. Stamp Passport.	



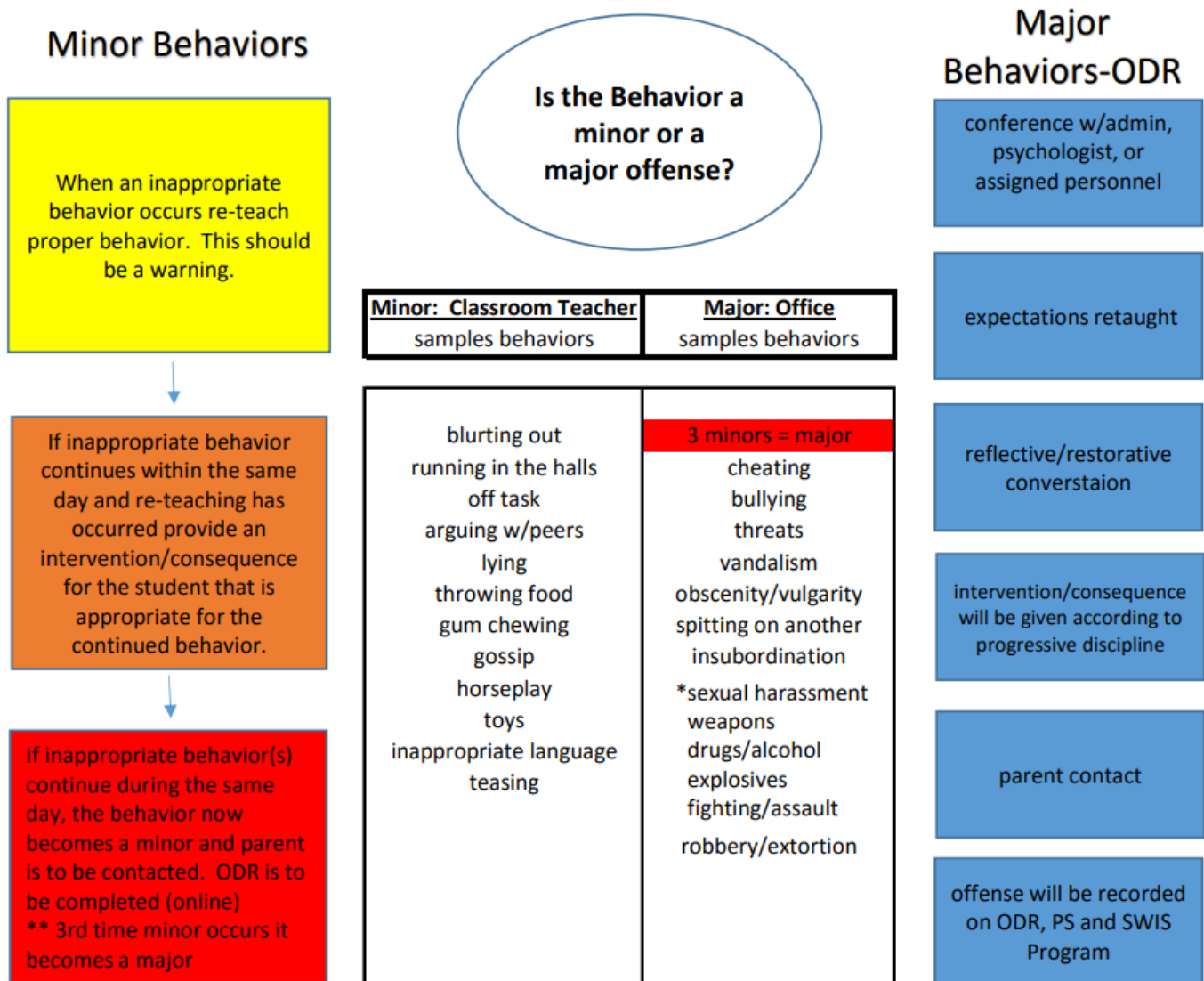
Roosevelt Elementary PBIS Teaching Matrix



3 R's	All Settings	Restroom	Cafeteria	Classroom	Outside	Library	Office
Respect Myself		Use the restroom, quickly wash my hands Quickly return to class	Sit in your assigned seat Eat your food in a timely manner Use proper dismissal behavior	I am here to LEARN I speak using POSITIVE words I ASK before I act I use my BEST MANNERS I WORK to the best of my ability	Follow directions Keep my hands and feet to myself Wait patiently for adult help	Make good book choices Keep hands and feet to myself Read at my level Be responsible for my AR	Enter the office QUIETLY Sit down and wait to be called on
Respect Others		Respect others privacy Follow all restroom expectations	Maintain good manners at all times Eat your own food Use your inside voice	Others are here to LEARN Teacher are here to TEACH I will TREAT others the way that I want to be treated	Use appropriate actions and words Play fair and safe Include others Keep your hands your hands and feet to yourself Remember to keep personal space	Choose books quietly and quickly Be considerate Remember personal space	Wait your turn Use your manners
Respect Our School		Clean up after yourself, pick up trash Report any negative behavior	Clean up after yourself Pick up all trash	I will WALK the hallways I will WALK on the cement I will CLEAN up after myself I will KEEP my school safe	Use equipment properly and return it Hold or carry equipment while in line Walk on the cement Respect others property when walking to and from school	Come into the library quietly Return books on time Take care of my books Stand in line patiently Wait my turn	Keep your hands and feet to yourself Do not touch others property

Roosevelt Discipline Process & Interventions

Roosevelt School Behavior Flow Chart



At any time during this process, it is acceptable to make an office referral at the discretion of the teacher
 Every day starts with a clean slate
 Office consequences are at the discretion of administration

Interventions/consequences include but are not limited to:

- classroom time outs
- reflective writing
- removal of free time (recess, child must be allowed 5 minutes to use restroom/drink water)
- time in another class
- discipline according to behavior

Minor Problem Behavior Definitions

Physical Contact: Student engages in non-serious, but inappropriate physical contact such as tripping, pushing, rough housing, horse play

Defiance: Non-compliance, student engages in brief or low-intensity failure to respond to adult requests

Disrespect: Student uses language or non-verbal gestures to purposely show disregard towards others

Disruption: Student engages in low intensity, but inappropriate behaviors that disturbs the learning environment of themselves or others

Inappropriate language: student engages in low intensity instance of inappropriate language not directed at individuals

Gossiping: Student delivers message about other individual(s) to damage the student's reputation

Lying (2 or fewer instances): Student delivers a message that is untrue and/or deliberately violates rules.

Safety Risk: Misuse of school equipment, standing on chair or desk, throwing objects, climbing fences or trees

Other: Student engages in any other minor problem behaviors that do not fall within the above categories, example: cheating

Minor Problem Behavior Definitions

Physical Aggression: Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, tackling, etc.)

Fighting: Actions involving **mutual** serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, tackling, etc.)

Abusive language: Verbal messages that including swearing, name-calling or use of words in an inappropriate way directed towards others

Chronic Defiance: Persistent non-compliance, student engages in sustained and intense failure to respond to adult requests

Theft: Student is in possession of, having passed on, or being responsible for removing someone else's property without that person's permission

Vandalism: Student participates in an activity that results in substantial destruction or disfigurement of property

Chronic Gossiping: Student continues to deliver messages about other individual(s) to damage the student's reputation

Chronic Lying (3+) Students habitually delivers messages that are untrue and/or deliberately violates rules

3 minors: Any 3 minors in a day and/or 3 of the same minors in a week = 1 major

Technology Violation: Student engages in inappropriate use of cell phone, music/video players, handheld gaming systems, camera, and/or computer.

Harassment/Bullying: Student delivers disrespectful messages (verbal or gestural) to another person that includes threats of intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, sexuality, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or any other individual identity category.

Responding to Behaviors

Additional Tools for Teachers

In addition to using the evidence-based strategies provided in the prior interactive map, self-assessment, and detailed tables, teachers should apply the following strategy and consider the following guidelines when responding to students' challenging behavior.

Responding to Behaviors in the Classroom—*Make It FAST!*

F	A	S	T
<i>Functional</i>	<i>Accurate</i>	<i>Specific</i>	<i>Timely</i>
Responding to behavior in a way that tries to address the reason or purpose why a student behaves within specific situations will help reduce the likelihood of the behavior happening in the future (see Practical FBA Training Manual for more information)	As much as possible, an accurate and consistent response is essential to minimizing problem behavior and increasing compliant behaviors	It is best to be as specific as possible when addressing student behavior; using the student's name and the reason for the response are examples of how teachers can be specific	Responding to behavior immediately after the behavior will make the response more powerful

Types of Behavior and Common Responses

Appropriate or expected behavior	Infrequent and non-disruptive minor behaviors	Repeated and non-disruptive minor behavior errors and/or disruptive major behavior errors	Administrator-managed behaviors
- When a student does an appropriate behavior, let the student know by telling the student what he or she did and how that behavior aligns with the related school-wide expectation - Be as specific as possible, and try to always use the student's name - Consider using praise with other acknowledgment strategies	- When a misbehavior occurs, try to draw as little attention to the behavior as possible - Give students reminders of what is expected - Model what is expected - Reinforce what is expected by using specific praise or other acknowledgment strategies	- Follow school procedures for responding to rule violations and individualized behavior support plans - Try your best to anticipate when there might be problems, let students know what you expect, and take some time to practice routines - Collect data to help establish patterns about why behaviors are occurring	Follow school procedures for responding to rule violations and individualized behavior support plans

[Supporting and Responding to Behavior:](#)
[Evidence-Based Classroom Strategies for Teachers](#)

Office Discipline Referral

Roosevelt Office Discipline Referral

- All Minors are taken care of by teacher
- Parent Contact should be made by the teacher before a minor becomes a major
- 3 minors equal 1 major
- Student may be sent to the office after the ODR is submitted to be seen by the Learning Director



sierra.daniels@dinuba.k12.ca.us (not shared) [Switch account](#)



Date

Your answer

Time

Your answer

Student Name

Your answer

Check-in/Check-out

RAM RESPECT CARD

Name: _____ Date: _____

Please indicate if the student has met the expectation during the time period indicated:			
 = Good (2 points)  = So-so (1 point)  : Try again (0 points)			
Time Period	Respect Myself	Respect Others	Respect Our School
Before School	  	  	  
AM	  	  	  
Recess	  	  	  
10:15 to Lunch	  	  	  
Lunch & Recess	  	  	  
PM	  	  	  
Daily Goal: ____/36		Total Points: ____/36	

Student Signature: _____

Parent Signature: _____ Date: _____

Roosevelt Rams

School Wide Behavior Expectations: Student Reflection

RESPECT

Myself

OTHERS

Our School



Which expectation did I not meet?

What did I do or not do?

Why did I choose this behavior? How did I feel?

How did my choice affect others?

Next time I will.....

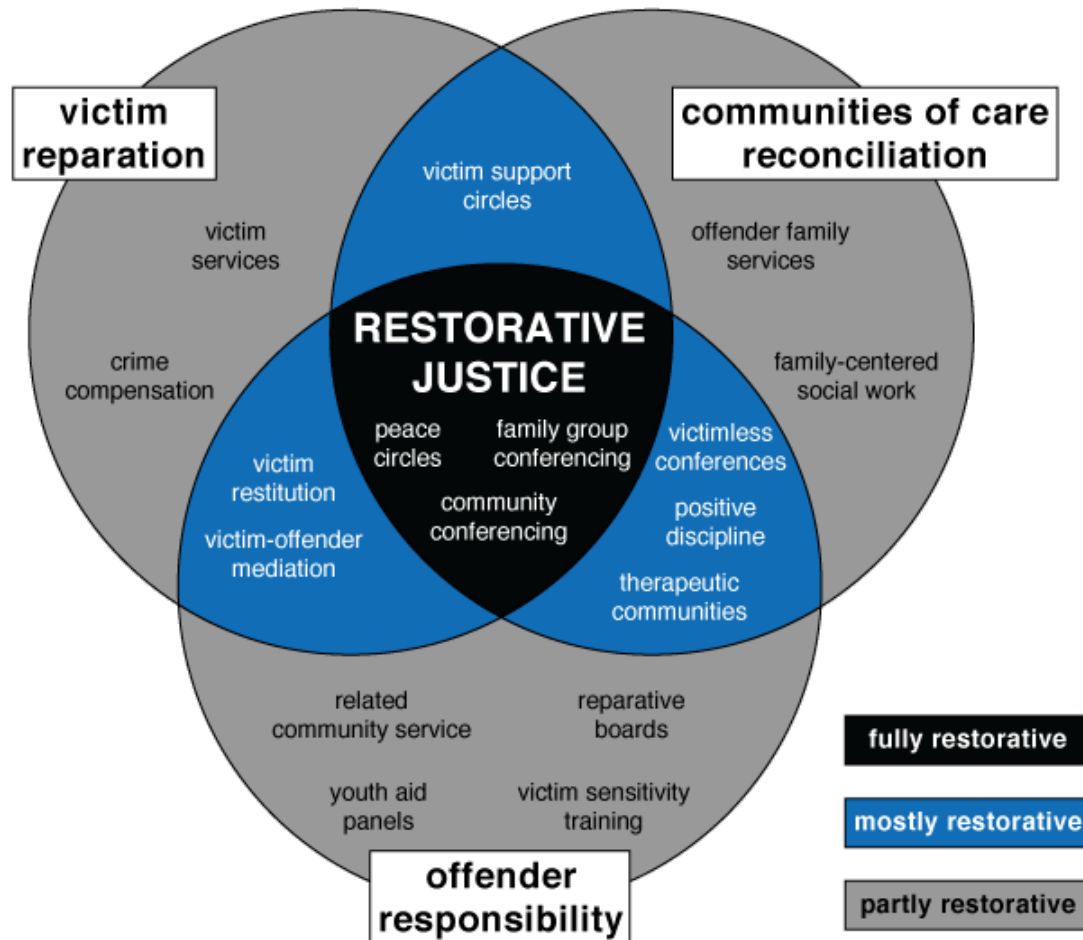
My next steps are...

Student Signature

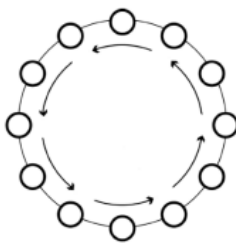
RVSLT Staff Signature

Parent Signature

Types and Degrees of Restorative Justice Practice



SEQUENTIAL GO-AROUND



Page 28 in *Restorative Circles in Schools* book

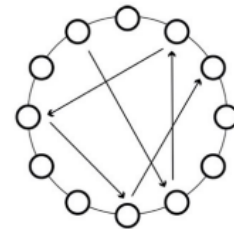
© International Institute for Restorative Practices



PROACTIVE

- Should account for 80% of the circles that are done within a setting.
- Are intentional and can allow for participants to take risks as the community strengthens.
- Build trust and social capital.
- Proactive circles include but are not limited to: creating norms, community building, course content and games.

NON-SEQUENTIAL CIRCLES



Page 31 in *Restorative Circles in Schools* book

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RESPONSIVE

- Should account for 20% of the circles that are done within a setting.
- Are intentional and address conflict and manage tension in a community.
- Involve all who are impacted by conflict and tension.
- Allow a safe place for people to discuss issues as they arise.
- Responsive circles include but are not limited to: patterns of behavior, interpersonal issues, grief and loss.

Resources & Supports

www.pbisworld.com

PBISWorld.com is a comprehensive and easy to use tier 1 through tier 3 PBIS tool and resource that includes data tracking

www.apbs.org

Positive behavior support is now being implemented in a variety of places including schools, early childhood, mental health, and child welfare settings, and interventions

www.pbismaryland.org

Positive behavioral intervention and support page. This website has examples of school-wide implementations and tools to use

www.successfulschools.org

This website offers educators professional development that provides practical skills for creating positive, effective, learning environments that meet the needs of all children.

www.interventioncentral.org

Intervention Central is the leading resource for Response to Intervention (RTI) tools and resources, including academic and behavior interventions for classrooms

www.caschooldashboard.org

CA Dashboard houses school data that is reported to the state

App.alludolearning.com

DUSD's professional development hub