



Positive Behavior Intervention and Support Handbook

2014-2015



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Positive Behavior Support

What is Positive Behavior Support?

Positive Behavior Intervention Support (PBIS) is an approach to supporting students to be successful in schools. PBS was developed from research in the fields of behavior theory and effective instruction. PBS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of proactive procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the School-wide PBS Team?

The PBIS team should be representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Teams are also encouraged to have a parent member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members

- Mr. McKinley
- Ms. Gonzalez
- Ms. Souto
- Mr. Tirrell
- Ms. Jordan
- Ms. Estrada
- Mr. Flores

What are the responsibilities of the School-wide PBS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBS programs.
- Attending district-wide meetings and trainings (approximately 4 per year) to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBS meetings on-site and being the liaison with district PBS efforts through PBS District Leadership meetings held every other month.

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that **all school staff will be active participants** in the school-wide

programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.

School-Wide Rules

Be Safe

Be Responsible

Be Respectful

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 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 through the use of a common language.

Positively stated rules are important, because research has shown 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 the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBS team believes that we can then teach all specific behavioral expectations across all school setting according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of **Being Safe** because someone could slip on the spill and get hurt.
- You were **Being Very Responsible** when you asked your classmate to walk in a straight line in the hallway.
- Thank you class for **Being So Respectful** by raising your hands to speak and listening to what everyone else had to say about the story.

The **Behavioral Expectations Grid** (see below) uses the school-wide rules to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90 % of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

	School Rules		
Setting	Be Safe	Be Respectful	Be Responsible
Courtyard	-Walk around the amphitheater -Walk in single file line -Watch where you're going	-Use quiet voices to allow students to learn -Keep hands and feet to yourself -Walk around planters	-Keep the courtyard clean
Hallways	-Stay to the right -Walk at all times -Open and close doors slowly -Keep hands and feet to yourself	-Use quiet voices -Be friendly -Walk softly	-Go directly to your destination -Have a hall pass
Playground	-Hands and feet to yourself -Play by the rules -Use equipment correctly -Walk directly to your classroom line -Get permission to leave the yard during recess	-Include all in games -Use respectful language -Play fairly -Follow adult directions -Eat at the tables	-Return playground equipment -Stop playing when the bell rings/whistles blow
Stairs	-Stay to the right -Hold the handrail -Single file line -Walking carefully, one step at a time	-Give people space -Use low or no voices -Walk softly	-Keep stairs clean
Cafeteria/Lunch	-Line up single file	-Use an inside voice	-Clean up after

Cafeteria/Lunch	- with your class -Hands and feet to yourself -Only eat your own food -Walk at all times -Sit correctly	-Wait your turn in line patiently -Follow all adult directions -Use respectful language	- yourself -Keep two hands on your food tray -Wait until your class is called in/ dismissed -Take the amount you'll eat -Recycle/compost
Assemblies	-Sit in your assigned area -Walk into the assembly in a single file line -Hands and feet to yourself -sit correctly	-Use indoor voices -Participate -Applaud politely -Practice active listening	-Wait for teacher's directions to be dismissed -Stay with your class -Clean up
Office	-Always come to office with a pass -Walk to the office	-Use quiet Voices -Be polite -Wait your turn	-Return to class promptly w/ your pass
Bathrooms	-Wash hands with soap & water -Report problems to adults -Keep food out of bathroom	-Respect privacy and property of others	-Use all bathroom supplies correctly -Keep bathroom clean -Take care of business and leave bathroom
Library Computer Lab	-Walk at all times -Be aware of electrical cords and outlets -Tell adults if there is a problem	-Use quiet voices -Follow adult instructions -Be respectful with all equipment	-Turn on and off all equipment -stay on task -Return books/ materials to correct area
Bus: Pick-up, and	-Stay in line and walk to bus -Board bus one at a time	-Follow adult directions -Use quiet voices	-Put on your seatbelt

Drop-off	-Stay on sidewalks/crosswalks -Keep hands to yourself		
Garden	-Talk only to people who are inside the garden -Follow directions for tool use -Walk -Only eat what teacher gives you	-Walk on paths -Respect all living things -Use quiet voices	-Follow teacher directions -Help put things away -Conserve water



Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right

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 in the school. The PBIS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

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

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

A second major reason is that we cannot assume that students know the expectations and routines.

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, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. 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.

Booster Sessions: 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 hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgment tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

The following pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules.

Sample Lesson:

Bathroom Business 101		
Step 1: Review School Wide Rules		
1. <i>Be Safe</i> 2. <i>Be Respectful</i> 3. <i>Be Responsible</i>		
Step 2: Teach expectations for specific setting		
Be Safe: Wash hands with soap & water, report problems to adults, keep food out of bathroom Be Respectful: Respect privacy and property of others Be Responsible: Use all bathroom supplies correctly, keep it clean, take care of business and leave Procedure: Enter restroom, take care of business, and leave promptly		
Step 3: Tell Why Rules are Important		
It's important to be safe, respectful and responsible in the bathroom so: You stay healthy by not spreading germs and no one gets hurt. We don't bother other students in other classrooms.		
Step 4: Demonstrate Rules		
Demonstrate: walking to restroom, taking care of business (using the lavatory, washing hands, cleaning up, and walking back to class.		
Rules	Examples	Non-examples

Be Safe: Student washes hands with soap and water. Be Respectful: Student will take care of his/her business, keep a respectful distance and space Be Responsible: Student will appropriate amount of paper towels and dispose of them in trash bin.	Student clogs toilets, sinks, and urinals with paper towels. Water can overflow. Student will peek over and under the stalls. Student will use too many paper towels. Student will leave paper on the floor.
Step 5: Provide opportunities for practice	
Find a generic bathroom picture to describe bathroom proper behavior. Have a couple students practice washing hands, using correct number of paper towels, and cleaning up. Teacher provides feedback, "That's the right amount of soap. That's the right amount of paper towels. Back to class!"	



Acknowledgment System

Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interactions (**4:1 ratio**). As staff it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Schafer Park we use Panther Pride to acknowledge students for appropriate behavior. Through this program we hand out Panther Pride to students for following the school rules.

When recognizing students with a Panther Pride it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

Mike, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible and it really helped me out. Here is a Panther Pride.

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

Who should be handing out acknowledgment tokens?

All staff in the school should be provided with the acknowledgment tokens, including General and Special Education teachers, Classified staff, supervisors, and even substitute teachers.

How many tickets should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.

H	Schafer Park Elementary	
Name		Room #
I Was Caught Being Responsible, Respectable, or Safe		
Panther Pride		

S	Schafer Park Elementary	
Name		Room #
I Was Caught Being Responsible, Respectable, or Safe		
Panther Pride		

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

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

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

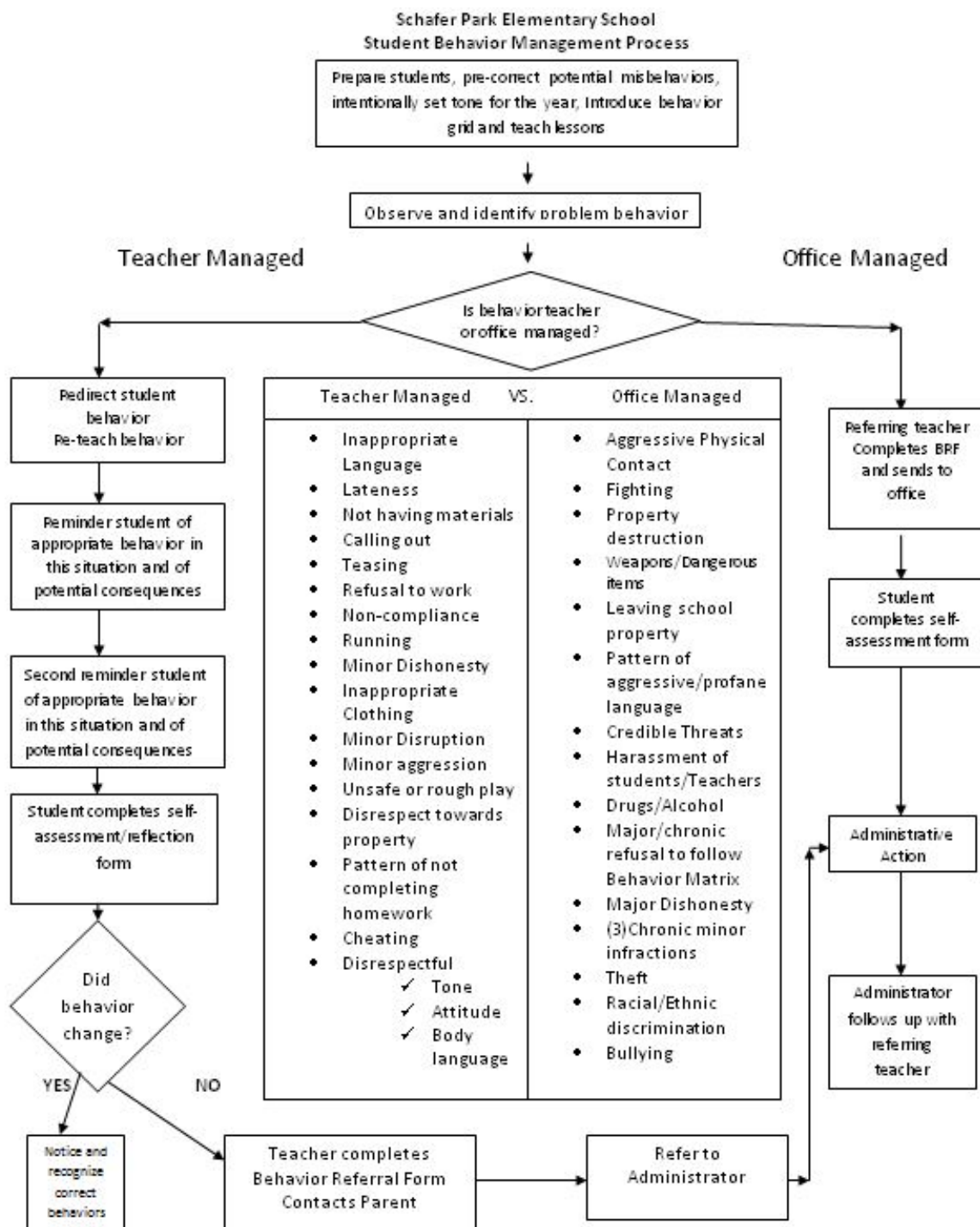
The following pages contain materials outlining the consequence system at our school:

- Office Discipline Referral form
- Office versus Staff Managed Behavior
- Discipline Procedures Flowchart

School-Wide Information System (SWIS)

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBS team will look at discipline data on a monthly basis to make decisions about School-wide programming and individual students in need of additional support.

HAYWARD UNIFIED SCHOOL DISTRICT Schafer Park School Be Safe Be Responsible Be Respectful Behavior Referral
Student Name: _____ Room: _____ Date: _____ Time: _____ Grade Level: _____ Day: MTWTHF Location: _____ Referring Staff Member: _____
Major: ☐ Fighting ☐ Extreme Defiance ☐ Property Destruction ☐ Physically Threatening ☐ Aggressive Physical Contact ☐ Weapon/Dangerous Item ☐ Assault ☐ Major Dishonesty ☐ Racial/Ethnic Discrimination ☐ Harassment of Students/Teachers ☐ Theft ☐ Leaving School Grounds ☐ Pattern of Aggressive/Profane Language ☐ Major/Chronic Refusal to follow Behavior Matrix ☐ Repetitive Minor: (type _____)
Minor: ☐ Running ☐ Inappropriate Language ☐ Dress Code ☐ Food/Drink/Gum ☐ Lying ☐ Teasing ☐ Disrespectful Tone/Attitude/Body Language ☐ Inappropriate Item ☐ Cheating ☐ Unsafe Rough Play ☐ Hands/Feet Not Kept to Self ☐ Pattern of not Completing Homework ☐ Minor Disruption ☐ Non-Compliance ☐ Refusal to Work ☐ Disrespect Towards Property
Brief Description of the Behavior That Led to Referral: _____ _____ Others Involved _____
Possible Motivation ☐ Obtain Peer Attention ☐ Obtain Adult Attention ☐ Obtain Item/Activity ☐ Avoid Task/Activity ☐ Avoid Peer ☐ Avoid Adult ☐ Don't Know ☐ Other _____
Parent Signature X _____ Date: _____
Administrative/Staff Response: ☐ Conference ☐ Loss of Privilege ☐ Lunch Reflection ☐ In-House Suspension ☐ Suspension ☐ Parent Contact ☐ Counseling ☐ Saturday School ☐ Other _____ _____ _____



Name _____

Kindergarten
Recovery Time
Think Sheet

I am feeling:



Angry



Happy



Guilty



Frightened



Sad



Embarrassed

I chose
to:

I could
have:

Did I apologize? Yes ☐ No ☐

Do I need to apologize? Yes ☐ No ☐

Student's Signature

Teacher's Signature

Parent/Guardian's Signature

1st and 2nd Grade Reflection Sheet

Name: _____

Date: _____

1. What expectation did I not meet?



2. Write or draw a picture about my behavior.



3. Write or draw what I need to do instead.



4. Do you need to apologize to anyone?

☐ Yes ☐ No

Did I apologize?

☐ Yes ☐ No

To whom? _____

Student's Signature

Teacher's Signature

Parent/Guardian's Signature

3rd-6th Grade Reflection Sheet

Name: _____

Date: _____

1. What expectation did I not meet?

2. Why was my behavior a problem? (Continue on back if needed.)

3. What could I have done instead? (Continue on back if needed.)

4. Do you need to apologize to anyone?

☐ Yes ☐ No

Did I apologize?

☐ Yes ☐ No

To whom? _____

Student's Signature

Teacher's Signature

Parent/Guardian's Signature

