Positive Behavioral Interventions & Supports (PBIS)

Campus PBIS Manual
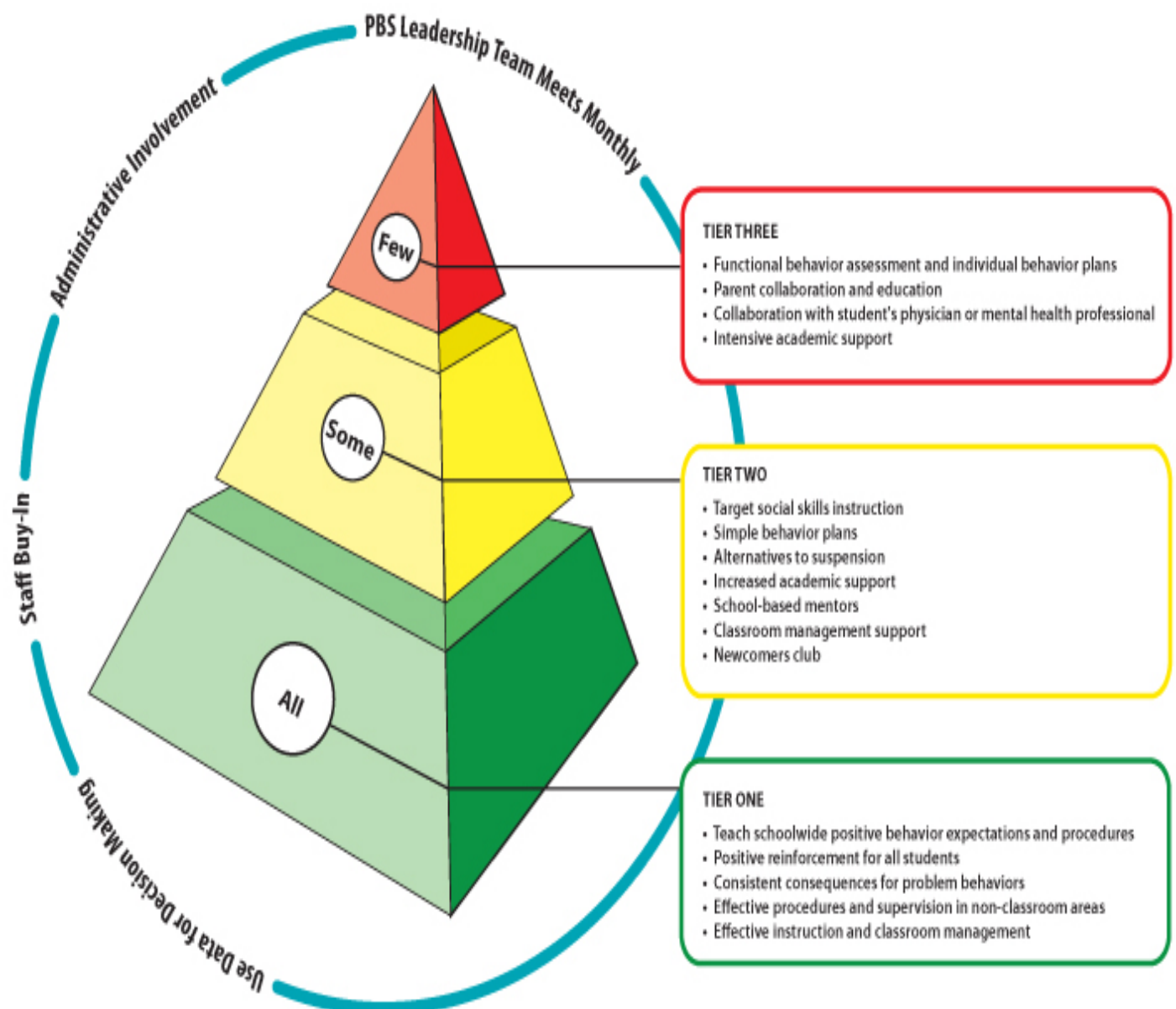

TIER THREE

- Functional behavior assessment and individual behavior plans
- Parent collaboration and education
- Collaboration with student's physician or mental health professional
- Intensive academic support

TIER TWO

- Target social skills instruction
- Simple behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom management support
- Newcomers club

TIER ONE

- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management

PBS Leadership Team Meets Monthly

Administrative Involvement

Staff Buy-In

Use Data for Decision Making

Few

Some

All

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Behavior Toolbox

https://drive.google.com/drive/folders/0B1eR2rHufIjUR04zb1g0OUFvdEE?usp=sharing

PBIS Prep

https://drive.google.com/drive/folders/0B1eR2rHufIjUU3dlY1BsbWxpYjA?usp=sharing

MISD RtI/PBIS Program Mission and Vision

Our mission is to ensure <u>every</u> student continues learning the knowledge and skills needed to be successful adults.

Our vision is to systematically provide <u>every</u> student with the additional time and support needed (based on their individual learning styles and instructional needs) to learn at high levels. Our district-wide learning community will continually monitor and evaluate this process to ensure academic and behavioral progress by providing high quality core instruction, frequent progress monitoring, data-based decision making, and research-based interventions.

PBIS Program Timeline

August

- PBIS team meets to establish roles, norms, and develop a process specific to campus.
- PBIS Team monthly meeting: review data, and create action plan.
- Create/evaluate intervention menus for each tier.
- Disseminate information to campuses through BOY PD.
- Review/plan classroom behavior management and daily behavior lessons for students (during first 20 days). Include behavioral expectations for common areas, classrooms, buses, etc.
- Monitor teacher directed activities; provide support as needed.

September thru May
- PBIS Campus Coordinator attends periodic district meetings and submits documentation of PBIS campus activities to district RtI/PBIS Coordinator. District staff complete walk-throughs and provide feedback regarding campus culture and PBIS implementation.
- PBIS Team monthly meeting: review data, adjust action plan as needed.
- Continue to monitor teacher directed activities; provide support as needed.
- Continue monthly review/planning for campus-wide focus on core character traits.
- Assess specific campus needs; plan for materials and specific professional development for teachers.
- Evaluate/strengthen teaching strategies, class-wide and school-wide reinforcement system and the frequency of reinforcement; class-wide and school-wide consequence system, and procedures regarding re-teaching of skills.
- Implement tier 2 and 3 PBIS processes.
- Collect data from teachers regarding tier 2 and 3 behavior students; create/monitor intervention plans specific to the student's needs.
- Provide periodic campus PD regarding tiered strategies and campus data.
- Provide periodic re-teach/review of daily behavior lessons for students (especially in January).

- ♦ Make decisions regarding students receiving tier 2 and tier 3 interventions, or moving back to tier 1; students in need of referral to Section 504 or SPED.
- ♦ Collect documentation regarding interventions and student data.
- ♦ Create monitoring plans to ensure interventions are done with fidelity.

June
- ♦ PBIS Team EOY meeting. This meeting should address the PBIS program implementation. PBIS team conducts self assessment survey. This will provide data regarding successes and areas of need for the following year.
- ♦ Plan for how to share successful strategies and intervention/monitoring progress for students with their future teachers.

| **The following steps illustrate the general process of Tier 1 implementation.** Additional information on each step is contained in the "PBIS Team Processes" section of this manual. |
|---|
| **Step 1: Establish commitment and get started** -Strong and active administrative support is essential to successful implementation of school-wide PBIS. |
| **Step 2: Form the school's PBIS team** -Immediately after the initial staff training is a good time to call for volunteers for the school's PBIS team as interest level is usually peaked at this time. |
| **Step 3: Establish data collection system** -Office discipline referrals (ODRs) are a primary source of data used to guide the process of implementing school-wide PBIS. Referral data are summarized, and key data reports are kept up to date and shared with staff on a regular basis. |
| **Step 4: Establish and teach positive behavior expectations** -The process for establishing a universal set of positive behavior expectations begins with identifying three to five core behavioral values for the school. Identify concepts such as respect, responsibility, honesty, cooperation, and caring, as core values.

Teacher directed:
• **Classroom Behavior Management** (August/September & January)
• Daily **Behavior lesson plans** [During first 20 days of school & January]

School wide: Directly teach and review a core character trait monthly. |
| **Step 5: Design systems for positive acknowledgment and reinforcement**
As a universal strategy, systems should be established within the school to ensure that all students receive positive acknowledgment for demonstrating the high priority behaviors established in the expectations matrix. |
| **Step 6: Designing predictable consequence systems for behavior infractions**
"Getting on the same page" with other adults when it comes to enforcing rules, addressing behavior infractions, and administering appropriate consequences begins by establishing categories of major and minor infractions. |
| **Step 7: Data-based decision making**
School-wide behavioral data should be readily available to the PBIS team. The data should be updated and reviewed at least once per month by the team. |

PBIS Team Processes

Predictable Consequences

Frequent Positive Feedback

Direct Instruction of Behavior Expectations
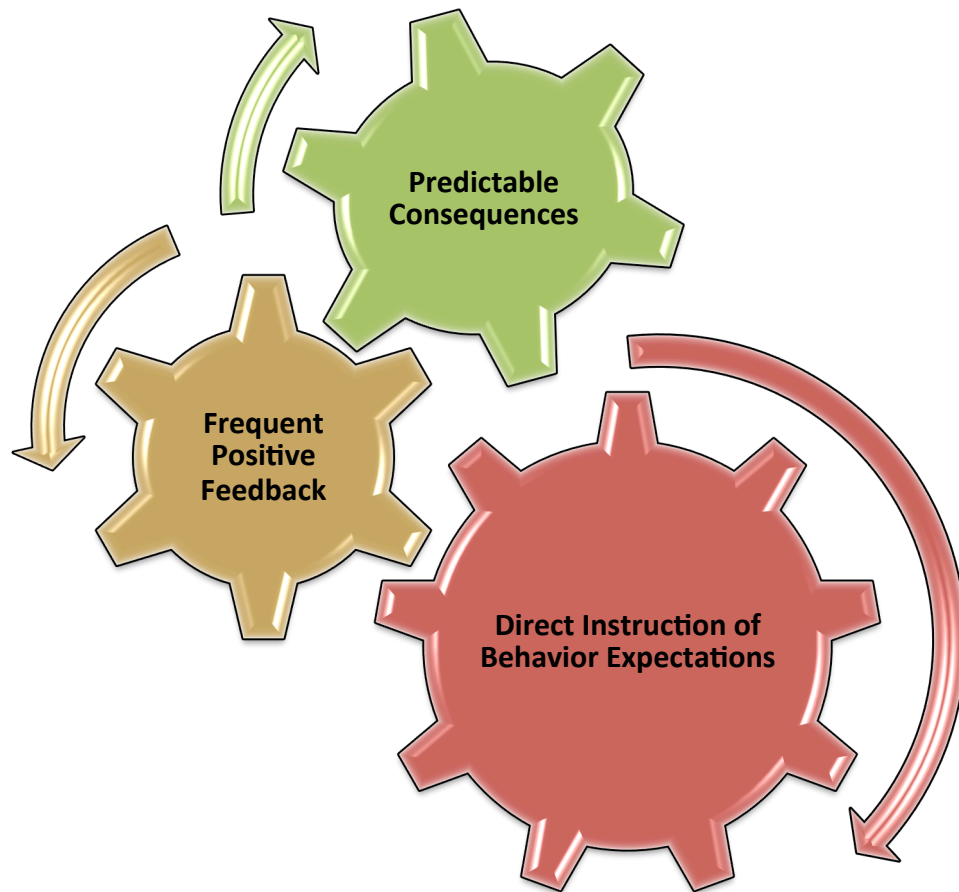
PBIS Program Summary

Manor ISD PBIS (Positive Behavior Intervention Support) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions. PBIS is a process that is embedded in the response to intervention [RtI] paradigm.

School-wide PBIS provides a positive focus to encouraging desirable student behaviors. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, and safety. Interventions and strategies are implemented to teach and reinforce these expectations. These include:

- Periodic direct instruction in specific student behaviors that demonstrate respect, responsibility, and safety in various locations in the school.
- Generous quantities of positive adult/teacher attention and other kinds of reinforcement to students for demonstrating positive behaviors, especially specific behavior expectations identified by the school.
- Predictable consequences for behavior infractions that are delivered consistently by all staff in a professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that he or she made. The consequences are provided on a continuum matched to the intensity of the misbehavior.

A PBIS school incorporates a few simple systems practices that are crucial to sustaining the program over time. These include:

- The establishment of a representative, school-based PBIS team with a strong administrative presence and support. The PBIS team uses the "framework" of school-wide PBIS to design that school's unique set of practices.
- PBIS activities are embedded into existing school activities such as school improvement and Response to Intervention [RtI] teams.
- The school establishes a system for using behavioral data (e.g. office discipline referrals or some other method of incident reporting). These data are analyzed and used in a robust way to guide the design and Implementation of additional behavior supports, especially at the targeted and intensive levels.

PBIS Team Members Expectations

The expectations of the PBIS team are simple. Develop and provide sound Tier 1 interventions to move students from Tier 3 and/or Tier 2, to Tier 1 in an effort to provide our students with the best possible opportunity to be successful in school and in life.

In order for this to occur, the PBIS team must do a diligent work at consistently reviewing and analyzing campus data, developing short-term and long-term goals, and reviewing/changing programs and interventions based on the individual campus needs.

The PBIS framework consists of six essential elements:

1. Identification of three to five universal behavior expectations for the school that are positively stated.
2. Direct instruction in high priority positive behavior expectations.
3. High levels of positive reinforcement, including positive teacher attention to strengthen those behaviors.
4. Enforcement of predictable consequences consistently and fairly.
5. Prevention of problems by modifying situations that are known to produce high levels of problem behavior.
6. Use of discipline data to plan, evaluate, and improve the PBIS implementation process.

Step One - *Establish commitment and get started*

What does a commitment to school-wide PBIS look like?

- The school commits to two to three years of program development to fully implement systems and interventions at all three tiers.
- Beginning-of-the-year and periodic training for all school staff (broken down into manageable portions so as not to overwhelm or provide more information than is necessary at the time).
- Each school should have a behavior coach or PBIS consultant that can train and advise staff throughout the process. This person will be available to answer questions, direct staff to additional resources, and trouble shoot as necessary.
- Collaboration is essential to effective implementation of PBIS.
- Staff should have a clear understanding of the purposes of the program, what will be expected of them, and the steps involved in implementation.

Step Two - *Form the school's PBIS team*

The PBIS Team is created as a planned means of combining the knowledge and competencies of school staff and Student Support personnel to address complex problems of *individual students, groups of students,* and *school-wide concerns*

The PBIS team addresses concerns at multiple levels of prevention, early intervention, and intensive intervention within the school

Implements prevention and early intervention activities prior to intensive intervention to increase:

- student achievement
- improve school-wide climate
- reduce disruptive behavior
- reduce inappropriate referrals to the special education
- increase parent/guardian involvement

Develop a plan of work and a meeting schedule

To implement PBIS at the universal level requires planning and time to make decisions, develop materials, and train staff before "rolling out" the program with students. The PBIS team will need to identify the different components of the program (e.g., teaching expectations, reward systems, consequences, data analysis, staff professional development needs, etc) and allow team members to work in smaller subgroups to develop materials.

The entire PBIS team should convene at least weekly during the first 6 weeks of school, to coordinate efforts. The team should also update the entire school staff on progress and get feedback. It is crucial to take the time to develop the program in this way, as it greatly increases the likelihood of getting staff buy in to the program from the beginning of the process.

Products typically associated with Tier 1 implementation:

- Staff notebook.
- Parent/student brochure.
- Expectations/rules posters.
- Tokens or coupons for acknowledgment of student behavior.
- Variety of reward items and activities.
- Data collection system.

Plan to hold monthly PBIS team meetings to sustain the program.

PBIS Team Members Roles

Each campus has developed a PBIS team, or core team that reviews school-wide, preventative programs or research-based interventions available to all students, as well as, collaborates with teachers to determine the needs and intervention for individual student in order to provide holistic and effective interventions.

This team should consist of [this is not an exclusive list]:

- **An administrator**
- **Counselor**
- **Instructional Coach**
- **Teachers**
- **LPAC representative**
- **SPED representative**
- **Registrar/ Attendance Clerk**
- **ISS/SRO (secondary)**
- **Social worker (if available)**
- **Parent representatives**
- **Staff with expertise in PBIS and classroom management**

Team members have specific responsibilities, including:

- **Chair:** facilitates the meeting
- **Co-Chair:** co-facilitates the meeting or facilitates if the Chair is unavailable
- **Accountability:** keeps the meeting focused towards goals and reminds the team to minimize "venting"
- **Data-Review:** receives data from staff, formats it, shares it with the team
- **Check-in:** checks-in with teachers to answer questions regarding a new plan; assists or shares with team if help is needed
- **Meeting recorder:** fills out forms and types them into Eduphoria
- **Time keeper** (ensures meetings start and end on time)
- **Other** (additional roles may be added as needed).

What an administrator can do to support school-wide PBIS

The primary role of the administrator is to support the PBIS team, not to do the work of the team. The administrator should:

- *Ensure that the team is composed of a representative group of staff.*
- *Make sure that new members are added to the team over time so as to prevent burn out and keep ideas fresh.*
- *Ensure that PBIS remains a priority for the school and that sufficient time and resources are allotted to make it successful.*
- *Be a spokesperson for the program—use the language of PBIS, be enthusiastic, give it time at staff meetings, talk it up, let it be known to others that your school is a PBIS school.*

PBIS Team Members Norms

Each team needs to establish norms that fit the needs of the team and the campus. However, some universal norms should remain at every campus.

- Be on time for the meeting
- Keep information confidential
- Be professional at all times
- Remain on task

Step Three - *Establish data collection system*

Office discipline referrals (ODRs) are a primary source of data used to guide the process of implementing school-wide PBIS. Referral data are summarized and shared with staff on a regular basis. Typically, discipline data are entered into Skyward at least weekly and this information is summarized and shared with staff monthly.

This system is used to evaluate the effectiveness of the PBIS program and to identify small groups, individual students, problem locations, or other situations that may need additional focus and intervention.

- All staff should receive training in the proper way to complete a discipline referral form and the associated procedures for submitting the forms.
- The school should have a clear process for gathering the office referrals, entering the information into a database, summarizing and graphing the information, and periodically reporting on the data to the PBIS team and the entire school.
- When the data are shared with staff, the following points should be addressed:
  1. Recognition of progress and accomplishments.
  2. Interpretation of the data (make it meaningful for others).
  3. Suggestions for next steps based on the data.

The following are examples of data reports that could be tracked by the PBIS team:

- Total ODRs and suspensions by month.
- Problem behaviors year to date (YTD).
- Location of behavior incidents YTD.
- Time of day YTD.

- Number of referrals by student YTD.
- Referrals by grade/staff YTD.
- Compare data year to year.
- Positive behavior indicator (for example, number of students earning rewards by month).
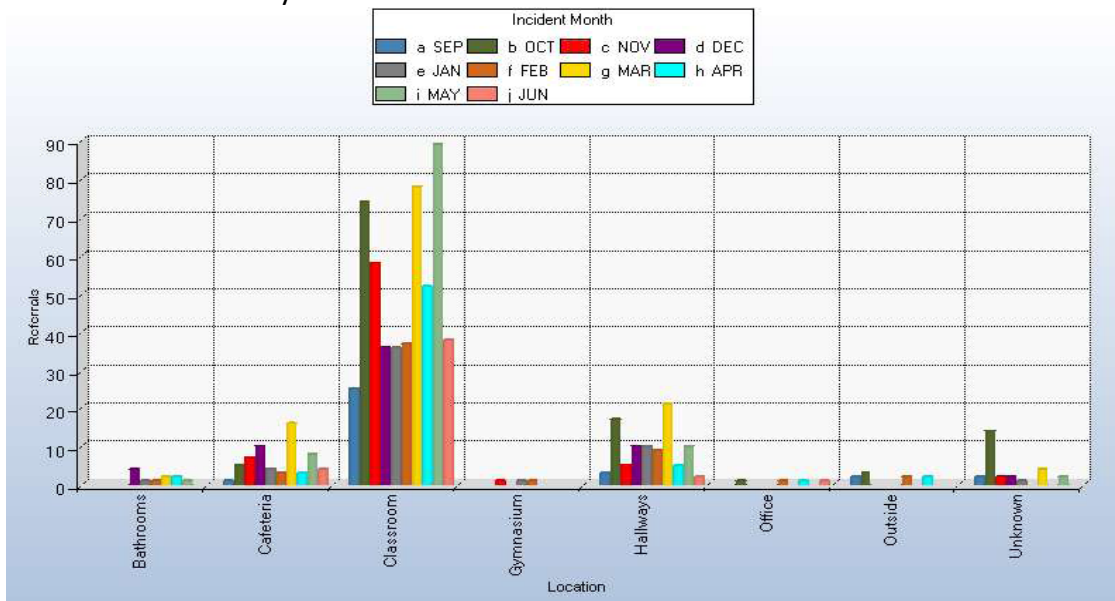
Campus Discipline Data   **Include most recent student discipline data**

For example:
- ❖ Total Office Discipline Referrals [ODRs] by Month
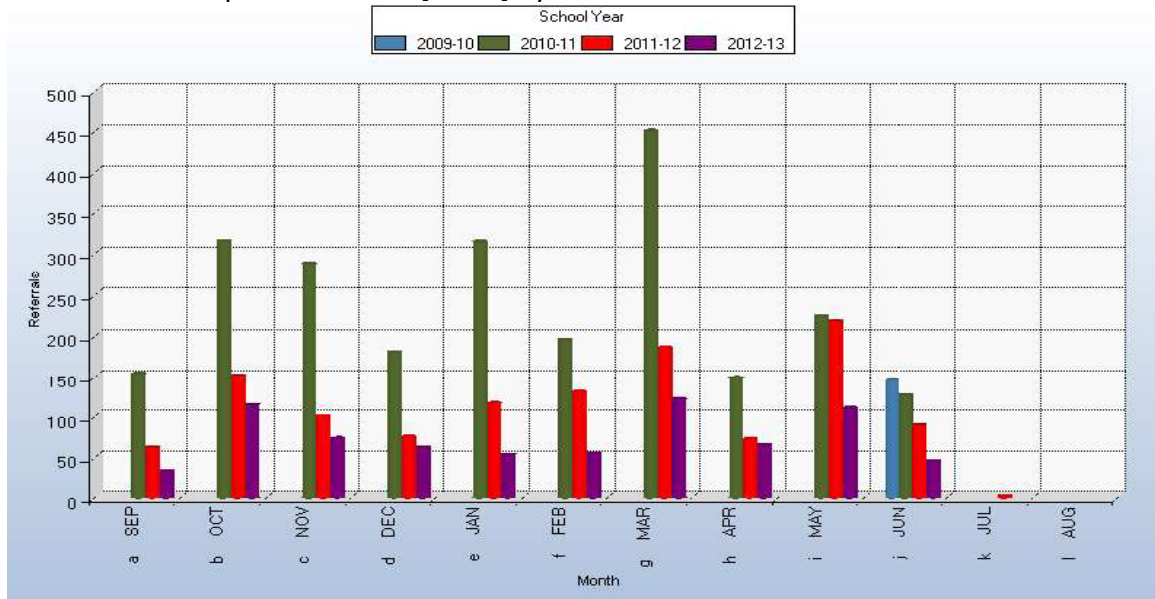
- ❖ Location of Referrals by Month

Campus PBIS Intervention Menu

Each campus will need to review current positive behavior support programs/interventions on campus, as well as identify programs/interventions needed by the campus. PBIS teams will need to create a menu of programs/ interventions available on campus in order to utilize and maximize all of the available resources. Below is an example of a tiered intervention menu for behavior:

	Elementary Example – Behavior Interventions
TIER 1	2nd step social skills curriculum and morning meeting in all classrooms (teachers)
	Monthly guidance lessons on PBIS traits (respect, etc.), reinforcement of 2nd step concepts (counselor classroom lessons), positive climate and culture
	Positive behavioral supports including campus-wide common area expectations; campus-wide student recognition; teacher/student of the week
	Classroom management systems: clip chart, CHAMPS, rewards/consequences (teachers)
	School wide events/programs such as Unafraid, Red Ribbon Week, Gen Tex, and WHO (counselor)
	Case management with CIS, SFSS, and other providers (coordinated by counselor)
TIER 2	Referral for mentor or Student and Family Support Services (Case Management Team)
	Progress monitoring (teachers/PBIS committee)
	Check in 2x daily (staff)
	Consult with teacher on individual behavioral strategies/contracts (Leadership Team)
	CIS referral and assignment to appropriate group (counselor and CIS)
	Small group social skills (counselor)
TIER 3	Individual counseling (counselor)
	FBA and individualized support plan and plan for teaching replacement strategies
	Continue with GIST process to brainstorm for individualized interventions
	Lunch bunch (small group intervention) with targeted social skills instruction (counselor)
	Increase check-ins from 2x daily to 3x daily with an additional adult (staff)

PBIS Monitoring

Student List: Based on the information provided from teachers and the needs of a particular student, the PBIS will develop a list of students who seen as "high need" for interventions. PBIS will review the data and determine the best interventions for each student. The student list is ever-changing as students progress through interventions, or require further interventions. As student's needs are met, other students will be added to the list to receive interventions.

Steps in ERTI: Once the PBIS team has made the decision to move a student from tier 1 interventions to tier 2 or tier 3, information will be placed in ERTI. Placing the information in ERTI allows all those involved to know what is transpiring on a daily basis. All PBIS team members, teachers, counselors and any of MISD employees involved in providing interventions will be allowed to see and provide information on updated data.

Campus PBIS Data

PBIS master spreadsheet: The PBIS team will maintain a spreadsheet of students and their interventions discussed. An example is seen below:

Master Spreadsheet for PBIS meetings

Student discussed	Date	Interventions in place	Action Item	Timeframe to complete
Ex. John Smith	10/10/13	Mentor, ZAP	After school tutoring	10/10/13 thru- 4/10/14
Susie Johns	10/15/13	Behavior plan, attendance plan	CIS, Fam. Resource	On-going

This spreadsheet will provide an ongoing monitoring system and allow the PBIS to remain current throughout the process.

Step Four - *Establish and teach positive behavior expectations*

The process for establishing a universal set of positive behavior expectations begins with identifying a few (three to five) core behavioral values for the school. Generally, schools identify concepts such as respect, responsibility, safety, productivity, and effort as their core values.

Develop an expectations matrix by identifying various school locations and then determining what each of the core values looks like in that setting. The specific expectations are then described in a concise and positive manner. For example, to be responsible in the office is to "tell the truth." To be respectful in the classroom is to "speak when it is your turn." An example of being safe at dismissal is to "go directly home."

By developing a matrix of universal positive behavior expectations, the school is establishing a common language for staff and students. Everyone agrees to "get on the same page." How this is done can vary depending on the level and culture of the school. Certainly the expectations in an elementary school will differ from those in a high school. But in any setting this is an excellent opportunity to affirmatively establish norms and expectations for the entire school community. The matrix is also used in the development of plans for teaching behavior expectations. The matrix provides clarification on the concepts of each behavior expectation. An example of an expectation matrix is included in the appendix

Develop visuals

School-wide PBIS is a visual approach. It asks the question, "What do respectful and responsible behaviors look like in different locations in the school?" It also asks the question, "What does a PBIS school look like?"

A school should be immediately identifiable as a PBIS school to a visitor. Posters and other visual displays that communicate the expectations and that acknowledge students positively should be prominently displayed. Within the first few minutes of entering the school, an individual should know the behavior expectations of that school. This is accomplished through visual display of the expectations.

Typically, posters with area specific expectations are developed for all classroom and non-classroom settings. These posters serve as:

• Teaching tools.

• Reminders or pre-corrections for everyone throughout the day.

• A communication to parents, visitors, and the community.

Plan to teach the expectations

As a universal intervention, all students should receive direct instruction in the behavior expectations. Here are some general guidelines for teaching positive behaviors.

- Teach behaviors as you would teach academics or any other skill. It may be helpful to think of a coaching or performance arts analogy. By way of introduction, emphasize key language terms. Give a brief rationale for why this is important. Use demonstration, modeling, role playing, and explication as appropriate. Give examples of what it is and what it is not. What does the behavior look like and sound like. Take time to teach the behavior at a meaningful level. Get students actively involved in the lesson. Have students demonstrate the behaviors and give them opportunities to practice.
- As the program is getting underway (and subsequently at the beginning of every school year) provide frequent trials or lessons. Then, over the course of the school year, schedule refresher lessons about once per week. Additionally, provide lessons when a new student arrives in class or when large numbers of students are having difficulty with the expectation.
- Keep lessons brief (5-15 minutes typically). Providing frequent, brief lessons is more effective than providing a few long lessons [instructional strategies regarding behavior lesson plans is included in the appendix].
- Take students to various locations in the school for instruction. The PBIS team may want to plan for this to occur over the first week or so of implementation. Ideally, the staff responsible for supervising students in a specific setting should be involved in teaching the expected behavior.
- All adults in the school should be aware of the behavior expectations and take every opportunity to model those behaviors at all times.
- Adults can use simple corrective responses with students (positive practice) when errors are observed; e.g., disrespectful language or tone—"Let's try saying that the right way, thanks.

Campus Common Area Expectations

- ✓ Each campus must have expectations set for common areas, including: Bus, Hallway, Restroom, Cafeteria, Playground (Elementary), Computer Lab, etc.
- ✓ Posters with these expectations MUST be posted in all common areas
- ✓ Include a copy of campus common area expectations in this section [blank copy included in the appendix]

Following is an example of common area expectations:

Max Paun Elementary School Behavior Expectations Matrix

	Classrooms / Library	Recess / Playground	Restrooms	Hallways	Arrival / Dismissal	Computer Room	Lunchroom
BE RESPECTFUL	• Use appropriate language • Use kind words and actions with peers • Raise hand and speak when called upon	• Keep hands, feet, and objects to yourself • Use appropriate language • Take turns	• Respect other's privacy • Clean up after yourself	• Walk quietly and orderly • Respect artwork and displays	• Enter/leave in an orderly fashion • Use appropriate volume • Wait patiently in line • Follow all staff directions	• Use equipment gently and appropriately • Follow classroom rules	• Use appropriate volume • Use good manners • Keep hands, feet, and objects to yourself
BE RESPONSIBLE	• Follow directions the first time given • Use time wisely • Take care of materials • Be prepared with books, supplies, and work everyday	• Use equipment as intended • Follow game rules and practice good sportsmanship • Exit and enter the school in an orderly manner	• Don't be wasteful • Flush toilets • Throw garbage in proper receptacle • Report misuse to a staff member	• Walk safely • Keep hands, feet, and objects to yourself	• Listen to safeties • Go directly home • Be on time at correct entrance	• Stay on task • Follow directions the first time given • Keep your area clean / neat	• Follow directions the first time given • Clean up after yourself • Eat in a timely manner

Universal Core Behavioral Values Instruction

Character Traits

❖ *Responsibility*: Being accountable in word and deed. Having a sense of duty to fulfill tasks with reliability, dependability and commitment.

❖ *Caring:* Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.

❖ *Honesty:* Telling the truth, admitting wrongdoing. Being trustworthy and acting with integrity.

❖ *Cooperation:* Practicing justice, equity and equality. Cooperating with one another. Recognizing the uniqueness and value of each individual within our diverse society.

❖ *Respect:* Showing high regard for an authority, other people, self and country. Treating others as you would want to be treated. Understanding that all people have value as human beings.

Example of Calendar for: Universal Core Behavioral Values Instruction

• **Directly teach the skill** • **[+] Classroom: Students rewarded for demonstrating appropriate behavior** • **[-] Classroom: Students earn consequences for demonstrating inappropriate behavior, according to the disciplinary matrix -- > re-teach and practice skill with student as needed.** • **[+] School: Student selected by teacher; name sent to PBIS team to be included in the Friday announcement and receive reward** • **[+] PBIS team and other assigned staff "catch" students being good during the day and provide verbal/written praise** • **[-] School: Student is referred to the administrator's office, according to the disciplinary matrix**	**School-Wide Skill Focus: Respect** October 1, 2013 to November 15, 2013 **School-Wide Skill Focus: Responsibility** November 18, 2013 to January 17, 2013 **School-Wide Skill Focus: Cooperation** January 20, 2013 to February 28, 2013 **School-Wide Skill Focus: Honesty** March 3, 2013 to April 18, 2013 **School-Wide Skill Focus: Caring** April 21, 2013 to May 30, 2013

As instruction moves from one core value to the next, student can continue to be nominated by teachers for skills that have been previously addressed. The goal for the campus should be that 100% of the students in each class should be nominated as having consistently demonstrated the skills in different settings.

Teacher's Role in PBIS
Teacher directed:
- Classroom Behavior Management **(August/September & January)**
- **Daily** Behavior lesson plans **[During first 20 days of school & January]**

Daily behavior lesson plans should be documented in class/grade level lesson plans. The PBIS team should keep copies of the lesson plans in the binder as documentation of classroom based interventions.

PBIS Classroom Management Checklist

Teach and Review Positive Behavior Expectations
Brief lessons on positive behavior expectations are taught at least weekly
Students are actively involved in lessons
Students have opportunities to practice behavior expectations
Precorrections/reminders of expectations are given throughout the day

Teach and Review Classroom Procedures and Cues
Procedures for transitions are taught
Rules associated with locations and materials are taught
Physical environment is arranged to prevent congestion, minimize distractions, allow easy traffic flow
All class attention-getting signal is used effectively

Informal and Formal Systems of Positive Reinforcement

       4 to 1 ratio of positives to corrections is used generally

       4 to 1 ratio is used with Tier 2 and 3 students individually

       Classroom and/or school-wide reward system is implemented daily

Active Supervision

       Unpredictable movement around the environment

       Scanning for problems or early warning signs of trouble

       Frequent positive contacts are given

       Individuals and groups are acknowledged for following the rules

       Behavior is corrected calmly and firmly

Continuum of consequences enforced consistently and fairly

       Redirection to expected behaviors is used

       Corrective feedback is used to address problem behavior ("Try it the right way.")

       Corrections are done in private, if possible

       Minor non-disruptive behavior is ignored

       Increased assistance is provided to students as needed

       Students have been taught a simple problem solving strategy for conflicts

       Classroom consequence system is implemented with effectiveness

High Rates of Opportunities to Respond

       Whole group oral responses/choral responding is used

       Whole group written responses are used

       Whole group action responses are used

       Small group and partner responses are used

       Small groups share responses with the whole group

Teachers need to create a classroom based menu of rewards available to all students. An example of Reinforcement Menu is included in the appendix.

Additional supports to consider

Tier 1 Student Support **– All students**

- Optimize Room Arrangement
- Create Independent Learners
- Utilize Mobility and Proximity Control
- Differentiated Instruction
- Student Motivation
- Encourage Parental Involvement
- Set Limits
- Stay Calm
- Effective Praise
- Corrective Teaching

- o Character Training/Behavior Lesson Plans
- o Classroom Rewards System
- o Utilize Behavioral Contracts
- o Utilize Effective Commands
- o Revisiting, Practicing, and Reinforcing Classroom Routines and Expectations
- o Externalizing Time and Expectations
- o Have students complete Learning Style Survey [as needed]
- o Identify student(s) who demonstrate challenging behaviors and provide support in small group or individual setting.

Pre-referral to Tier 2 –

In addition to Tier 1 Expectations:
- Enter student behavior data into Eduphoria
- Participate in PBIS Meetings
- Complete Behavior Screen and Baseline Data

Step Five - *Design systems for positive acknowledgment and reinforcement*

As a universal strategy, systems should be established within the school to ensure that all students receive positive acknowledgment for demonstrating the high priority behaviors established in the expectations matrix.

Think of reward systems on a continuum, beginning with positive teacher attention, moving to visual or written acknowledgments, then to more concrete systems such as activity rewards, and finally lottery or token systems.

Positive teacher attention
Perhaps the most powerful and simplest system of positive reinforcement involves getting all staff, including teachers, office, lunchroom, custodial, and transportation to agree to implement a simple ratio of giving students positive attention at least 4 times for every 1 correction for problem behavior. Simple positive acknowledgments must be quick and easy to deliver to students, they need to be natural and in context, not forced or contrived. The following are some examples:
- Simple verbal acknowledgments and encouragement (e.g., "Thanks," "I saw that," "You did it!").
- Thumbs up.
- Pat on back, high five.
- Use student's name.
- Eye contact.
- Smile.
- Individualized greetings.

The idea is that by using the 4 to 1 ratio, especially in recognition of students demonstrating the specific positive behavior expectations identified in the matrix, we increase the likelihood that those behaviors will be strengthened in all students. Use of the 4 to 1 ratio sets a positive tone for the classroom and the school at large, creating an improved climate. Positive language and actions are contagious.

Positive acknowledgment visuals
Another way of recognizing students is to provide positive acknowledgment cards or certificates for students who are caught doing the right thing or who have met some predetermined criteria for positive behavior.

Lottery drawings and redeemable coupons
There are many ways of designing schoolwide lottery or redeemable systems.
Simplicity and ease of implementation are often the keys to sustaining these systems.

Example: All staff agree to distribute 10-15 positive behavior coupons per week to students (their own and others, in classroom and non-classroom settings) who are observed demonstrating matrix behaviors. The coupons are deposited in a bin for a weekly drawing in which several "winners" are pulled. Small prizes are awarded to the winners. This can be done by grade level or whole school. Some schools provide coupons to students who then redeem them at a school store on some scheduled basis. Schools have found that parents enjoy volunteering to help operate the PBIS store. See www.pbis.org for additional examples of school-wide reward systems.

Activity rewards
Another simple system for ensuring that all students have access to positive reinforcement involves scheduling monthly to bi-monthly PBIS reward parties or events for students who have met behavioral criteria for the month. This typically involves not receiving a referral or some other consequence for the previous month. The reward activity can take place during a free period or after school. Students are helpful at generating ideas for simple activities they find rewarding, such as games, sports, music, and socializing. It is best to schedule these events in advance (create a calendar for the year), vary the activities, and let staff and students know when and what will occur.

All schools implementing PBIS work to implement the 4 to 1 ratio. Many schools find that it is most effective to implement one or two of the other systems, such as a lottery system and monthly activity rewards. The keys to effectiveness and sustainability are keeping it simple and working out the details in advance.

Following school-wide positive acknowledgment and reinforcement ideas are included in the appendix as well.
100 Free or Inexpensive Rewards - Elementary Level

1. Assist the custodian
2. Assist with morning announcements over the PA system
3. Be a helper in another classroom
4. Be featured on a photo recognition board

5. Be recognized during announcements
6. Be the first one in the lunch line
7. Be the leader of a class game
8. Be the line leader or the caboose
9. Be the scout (Person who goes ahead of class to tell the special teacher they are on the way)
10. Be the teacher's helper for the day
11. Borrow the principal's chair for the day
12. Buzz cut a design in an agreeable male's head
13. Choose a book for the teacher to read aloud to the class
14. Choose any class job for the week
15. Choose music for the class to hear
16. Choose the game during physical education
17. Choose which homework problem the teacher will give the answer to for a freebie
18. Cut the principal's tie off and have your picture featured on a bulletin board with the neck part of the tie as the frame. Keep the tip for a souvenir.
19. Dance to favorite music in the classroom
20. Design a class/school bulletin board
21. Design and make a bulletin board
22. Do half of an assignment
23. Draw on the chalkboard
24. Draw on a small white board at desk
25. Draw pictures on the chalkboard while the teacher reads to the class (illustrating the story being read)
26. Duct tape the principal to the wall during lunch or an assembly
27. Earn a free pass to a school event or game
28. Earn a gift certificate to the school store or book fair
29. Earn a pass to the zoo, aquarium, or museum
30. Earn a trophy, plaque, ribbon or certificate
31. Earn an item such as a Frisbee, hula hoop, jump rope, paddleball or sidewalk chalk, which promote physical activity
32. Earn extra computer time
33. Earn extra credit
34. Earn free tutoring time from the teacher (spelling secrets, math secrets, writing secrets)
35. Earn play money to be used for privileges
36. Earn points for good behavior to "buy" unique rewards (e.g. Autographed items with special meaning or lunch with the teacher)
37. Earn the privilege of emailing a parent at work telling of accomplishments
38. Eat lunch outdoors with the class
39. Eat lunch with a teacher or principal
40. Eat lunch with an invited adult (grandparent, aunt, uncle)
41. Eat with a friend in the classroom (with the teacher)
42. Enjoy a positive visit with the principal
43. Enjoy class outdoors for the whole class
44. Enter a drawing for donated prizes among students who meet certain grade standards
45. Get "free choice" time at the end of the day

46. Get a "no homework" pass
47. Get a drink from the cold water fountain (There is always one fountain that is better)
48. Get a flash cards set printed from a computer
49. Get a video store or movie theatre coupon
50. Get extra art time
51. Go on a walking field trip (earn privilege for whole class)
52. Go to the library to select a book to read
53. Have a drawing lesson
54. Have a free serving of milk
55. Have a teacher read a special book to the entire class
56. Have an extra recess
57. Have teacher share a special skill (e.g. Sing)
58. Have the teacher make a positive phone call home
59. Help in a lower level class
60. Keep a stuffed animal at desk
61. Learn how to do something special on the computer- like graphics or adding sound
62. Learn how to draw something that looks hard, but with help is easy
63. Listen to music while working
64. Listen with a headset to a book on audiotape
65. Make deliveries to the office
66. Name put on scrolling marquee with a specific message "Emily Jones says smile and eat your veggies."
67. Operate the remote for a PowerPoint lesson
68. Pick a game at recess that everyone plays including the teacher
69. Play a computer game
70. Play a favorite game or puzzle
71. Read a book to the class
72. Read morning announcements
73. Read outdoors
74. Read to a younger class
75. Receive a "mystery pack" (gift-wrapped items such as a notepad, folder, puzzle, sports cards, etc.)
76. Receive a 5-minute chat break at the end of the class or at the end of the day
77. Receive a note of recognition from the teacher or principal
78. Receive a plant, seeds and a pot for growing
79. Receive art supplies, coloring books, glitter, bookmarks, rulers, stencils, stamps, pens, pencils, erasers and other school supplies
80. Receive verbal praise
81. Select a paper back book to take home to read from the teacher's personal library
82. Sit at the teacher's desk for the day or a set amount of time
83. Sit next to the teacher during story time
84. Sit with a friend at lunch, assembly, etc.
85. Take a free homework pass
86. Take a trip to the treasure box (non-food items such as water bottles, stickers, key chains, temporary tattoos, yo-yo's, bubbles, spider rings, charms and pencil toppers)

87. Take care of the class animal
88. Take class animal home for school vacation time
89. Take home a class game for a night
90. Teach the class a favorite game
91. Teach the class a math lesson
92. Use colored chalk
93. Use the teacher's chair
94. Walk with a teacher during lunch
95. Watch a video instead of recess
96. Work as the Principal apprentice for 20 minutes
97. Work in the lunchroom
98. Write with a marker for the day
99. Write with a special pen for the day
100. Write with a special pencil for the day

60 Free or Inexpensive Rewards for Individual Students - Secondary Level

1. Adult volunteers to write a job recommendation for the student
2. All school party on the weekend with different venues for all interests: (students with zero ODR's get to come) Have parents sponsor and chaperone:
   a. Dance area
   b. Basketball area
   c. Game board area
   d. Conversation pit
   e. Graffiti wall (piece of sheetrock painted white with sharpies of various colors)
   f. Karaoke area
   g. Computer animation area
3. Assisting Coach for any sport
4. Assisting PTO to develop ways to reward teachers who go out of their way to help students
5. Chance to go to grade school and teach students about a topic of interest
6. Choosing to do a PowerPoint for the class on a particular subject of interest
7. Choosing what assignment the class does for homework
8. Designing theme for school dance, ice cream social, game night
9. Dress as the school mascot during a game
10. Earning the chance to be the water/towel person at a sporting event
11. Earning the chance to do stagecraft for any school performance (lights, stage design, props)
12. Earning the chance to scoreboard assist at a game
13. Eating lunch with a preferred adult
14. Free entrance to a dance
15. Free entrance to a football, basketball, etc. game
16. Free library pass to research a topic of interest
17. Getting a postcard in the mail telling parents what teachers admire most about their child
18. Getting to apprentice at one of the business partners with the school (grocery store, bank, etc.) on the weekend.

19. Getting to buzz cut a design in the principal's hair (custodian's hair)
20. Getting to cut the principal's tie off (use loop to frame student's face on a bulletin board of fame)
21. Getting to duct tape the principal to the wall
22. Getting to scoop food at the cafeteria for a lunch period (social opportunity)
23. Getting to shoot a video about the school's expectations to show on CC TV
24. Hall pass to leave class 5 minutes early and go by the coldest water fountain
25. Help from an adult of choice on a class they are struggling with (Free tutoring)
26. Homework free night
27. Learning how to do something of interest on the computer (animation, graphics, CAD)
28. Learning how to play chess
29. Learning how to play sports even if they didn't make the team
30. Learning how to run the light board or sound booth for a school performance
31. Let student make a bulletin board in the front hall highlighting an event of choice
32. Make the morning announcements
33. Office aid for a period
34. Opportunity to be part of a brainstorming adult team at the school
35. Opportunity to eat lunch outdoors at a special table
36. Opportunity to eat lunch with a parent or grandparent at a special table
37. Opportunity to introduce the players over the PA during a home game
38. Opportunity to shadow business owner for a day- credit for writing about the experience
39. Opportunity to shadow the principal for an hour or the day
40. Opportunity to take care of lab animals in Science class
41. Opportunity to wear jeans instead of school uniform for a day
42. Principal grills hotdogs for students who have 0 tardies in the month & this student helps
43. Privilege of leaving book in class overnight instead of having to lug to locker
44. Privilege of seeing embarrassing photo of adult that no one else sees (Senior Portrait)
45. Reserved seating at a school play for student and five friends
46. Send home a postcard about positive things the student has done this week
47. Serve as a student ambassador if visitors come to the school
48. Serving as a "page" for a local politician for the day
49. Serving as a door greeter for a parent night at school with a badge of honor to wear
50. Singing karaoke during lunch (approved songs)
51. Sit at score table in basketball game
52. Sit in score box at a football game
53. Sitting in the teacher's chair for the period
54. Special parking preference for a day
55. Special recognition at any school event- Guest DJ one song at dance etc.
56. Special seating at lunch table with friends
57. Student gets to pick which problem the teacher will make a freebie answer on homework
58. Student plans spirit week activity for one of the days (hat day, sunglasses etc.)
59. Teacher aid for special needs classroom
60. Teaching special needs student how to play a game

35 Free or Inexpensive Rewards for Adults in the Building

1. Adult gets to pick what the topic for a faculty meeting is going to be
2. Adult gets to rent the principal's chair for the day
3. At Family Math Night all the adults are highlighted in a video montage
4. Bulletin board highlighting staff of the day showing treasures provided by their family (surprise) If you have about 90 staff members one every other day would work
5. Dim the lights in the staff lounge and get a volunteer masseuse to come provide 5 minute neck rubs during planning periods- Play restful music
6. Donut day- These donuts are in honor of Peggy's contribution to the PTO
7. During morning announcements highlight something that an adult in the building did and tell why
8. Duty free lunch period
9. Find a beauty school and get someone to volunteer to come in and do 5 minute manicures
10. Flowers on the desk from someone's garden (with permission)
11. Get a donation of a shopping cart to keep at the school for adults bringing in huge loads of supplies
12. Golden plunger award from custodian for classroom that was the cleanest
13. Golden spatula award from cafeteria staff for most polite class of the week
14. GOOSE- Get Out Of School Early- No staying for the 30 after
15. Have the principal make up a rap song about being cool in school and perform it on the CCTV for the school- Staff of the Day get to be background dancers
16. Limo ride to school and home for staff of the day- This sounds weird but funeral parlors will sometimes provide this service for free if they aren't using the cars that day- Don't Tell rule applies
17. Mini-fridge for a week in the adults' office area filled with his or her favorite drink
18. Once a month host an ice cream social with a "sister"- "brother" school. Alternate schools each month and let teachers tour getting ideas from each other on lesson plans, bulletin boards, etc. I Spy something great I'd like to duplicate
19. Permission to leave the building at lunch time for lunch off campus
20. Plan a big faculty meeting or inservice at someone's house – with a pool and a grill instead of sitting on the little dot seats in the cafeteria
21. Principal and staff member trade jobs for a day
22. Postcard sent home detailing something admired in the adult
23. Preferred parking space
24. Principal institutes a pineapple upside down day- Everyone comes in and is assigned a different job for half a day- Everyone has to have their job description or lesson plans written down step by step
25. Principal kidnaps a class after PE or recess and take them somewhere else. Send a messenger to the teacher telling him or her to put their feet up for 20 minutes. Teach a lesson to the class on something of interest to you- American History- Art etc.
26. Principal leaves love notes on adults' desks – not the 6:00 news kind- the kudos kind
27. Principal takes over morning or afternoon duty for an adult in the building
28. Principal writes lesson plans for teacher for one period
29. PTO designs 4 strokes for every poke lanyard for all adults in the building
30. PTO takes turns baking a casserole once a week for an adult "gotcha" receiver
31. Scrape ice off windshield of Staff of the Day's car
32. Sneak into the school over the weekend and write a note on each classroom white board telling them to "Have a Great Week"
33. Special table outdoors for teachers to enjoy sunshine during lunch

34. Surprise an adult in the building by letting two or three students wash their car- be careful on this one though- There are also services that come on sight and wash cars for a fee- possibly PTO could sponsor
35. Valet parking for a day

Step Six - *Designing predictable consequence systems for behavior infractions*

A teacher in a middle school spoke at a staff meeting during a presentation on PBIS. He said that he consistently told young men to take off their hats in his classroom and anywhere else in the school. After a while, though, he said that he realized other teachers allowed students to wear hats in their classrooms. He had just assumed that his colleagues shared the same expectation as his, but he came to realize that they did not. The teacher reflected on what message this sent to the students that the teachers in the school differed so much in their standards for behavior.

"Getting on the same page" with other adults when it comes to enforcing rules, addressing behavior infractions, and administering appropriate consequences begins by establishing categories of major and minor infractions. Major infractions are usually code of conduct violations and immediate office discipline referrals. These infractions should be clearly identified and written down.

Many school administrators complain that students are sent to the office for minor offenses that should be dealt with by the teacher in the classroom. If a student is not prepared for class, should they be sent to the office? Should they be sent to the office for refusal to work, for using profanity not directed at a person, for being tardy, for being out of uniform? How many times should a student be able to commit the same "minor" infraction before being sent to the office? Should the office reasonably expect that the teacher making the referral for a minor behavior has implemented a succession of interventions prior to the referral, in an attempt to help the student correct the behavior? How will the administrator actually know if this has occurred?

These are some of the issues schools may face when they attempt to create an effective, universal approach to implementing consequences for behavior infractions for all students.

Big ideas for creating a school-wide consequence continuum

• The goal is to create a consistent approach to "get on the same page" with colleagues.
• Create predictability for students, staff, and parents.
• Directly instruct students in consequence systems.
• Be neutral, firm, and consistent— reduce attention (and drama) for negative behavior.
• Teach students what to do, and illustrate what not to do.

Sample school-wide consequence sequences

Many PBIS schools choose to implement a uniform consequence sequence in all classes (perhaps varying somewhat by grade level). This has the advantage of creating consistency for students from teacher to teacher and year to year. At the elementary school level these systems often have a visual display that allows students to monitor their behavior and know exactly where they stand. At the middle and high school levels, the tracking systems are more discreet. The important thing is that students learn to expect a consistent and predictable response from all teachers for behavior infractions.

The following is a typical consequence sequence at the elementary school level:

- Warning.
- Privilege loss (e.g., 5-10 minutes off recess).
- Time out (frequently with "think sheet").
- Parent contact.
- Office discipline referral.

Secondary example:

- Warning.
- Brief private conference.
- Out-of-Class time out.
- Office discipline referral.

Step Seven - *Data-based decision making*

School-wide behavioral data should be readily available to the PBIS team. The data should be updated and reviewed at least once per month by the team. Consider the following when reviewing the data:
- How are we doing overall? Compare averages to district/campus standards, your school's own history, or other schools in your district.
- Identify most frequent problems, locations, times, students, grades, etc. What are the patterns? Develop a few summary statements leading to areas of focus.
- Work smarter, not harder. If many problems are found in non-classroom settings, consider changes to school procedures and supervision practices. If a few classrooms have an especially high number of referrals, consider providing classroom management support to those teachers.
- Consideration of data for identifying Tier 2 interventions for small groups of students.
- Set goals for improvement and a date to review progress.

To what extent is Tier 1 school-wide PBIS established in your school?

Components	In Place	Partially In Place	Not Yet In Place
Positive behavior expectations are defined and taught to students in each setting within the school and shared with families.			
Practice sessions are scheduled throughout the year to support learning and the maintenance of behavior expectations.			
A system of positive reinforcement is implemented with all students for demonstrating the positive behavior expectations.			
A continuum of consequences is implemented consistently by all staff for minor behavior infractions.			
The PBIS team meets at least monthly to review data, provide feedback to staff, and make necessary system adjustments.			

If any of the above items are not in place, make an action plan to ensure the foundation of the school-wide PBIS process is established.

If the five components are in place, your school-wide PBIS team can start planning for implementing Tier 2.

PBIS Team Checklist (Tier 1)

CIRCLE	A. Campus PBIS Team is established for school-wide environment.
Yes or No	1. Principal designates campus committee that works on campus-wide plan to address discipline issues in the school.
Yes or No	2. Meetings are scheduled on a regular basis and use an agenda for time efficiency when problem solving.
Yes or No	3. PBIS team reviews data to identify strengths and areas needing support: • Appropriate referrals for administrative discipline; if not, what patterns are seen • Appropriately written referrals; if not, what makes them inappropriate • Total number of campus referrals • Total number of referrals per grade level • Referrals in particular subject areas, including specials • Total number of referrals per teacher • Number of referrals occurring during specific transition times • Total number of referrals by class period/time of day • Referrals for buses • Restraint documentation—staff, student, number
Yes or No	4. The team guides the staff in collecting and analyzing staff, student, and parent perceptions of existing policies and practices and of overall school climate.
Yes or No	5. Procedures for coordination among administration, counseling, and teaching staff regarding chronic misbehavior have been assessed.
Yes or No	6. Campus PBIS team provides a summary chart of analysis completed by the team.
Yes or No	7. Campus PBIS team discusses data and analyzes the information as well as sets priorities for campus.

Yes or No	8. Campus PBIS team obtains input from subcommittee of teachers.
Yes or No	9. Campus PBIS team communicates campus plan and corresponding responsibilities to all staff to consistently implement plan.
Yes or No	10. Campus PBIS team consults and presents social skills strategies to staff.
	B. Data are maintained regarding professional development and are monitored for Tier 1 effectiveness.
Yes or No	1. Administrative team offers training to staff to address Tier 1 positive behavior support strategies.
Yes or No	2. Campus PBIS team monitors number of student referrals and types of inappropriate behavior.
Yes or No	3. Campus PBIS team addresses issues or concerns from monitoring of data.

Notes:

_____
_____
_____
_____
_____

Action Plan Items:

1. _____
_____
_____
2. _____
_____
_____
3. _____
_____
_____