

Camp Hill Middle School



Positive Behavior Support Teacher Handbook

Table of Contents

Positive Behavioral Interventions and Supports (PBIS) Defined.....	3
Why PBIS?	
Camp Hill Middle School Expectations and Goals	
PBIS Teacher/Staff Responsibilities Guide.....	4
PBIS School Goals	
Building Wide Expectations (The Lions Pride Code)	
Classroom Teacher Responsibilities	
Staff Responsibilities.....	5
The PRIDE Team.....	6
Important Dates for the 2023-24 School Year.....	7
TIER 1	
Behavior Matrix and Grade Level Classroom Matrices.....	8-13
Recognizing Individuals Who Achieve Behavioral Expectations.....	14
Pyramid of Successful Behavior Management.....	15
SWIS Office Referral Definitions.....	16-17
Suggested Classroom/Common-Area Corrections.....	18
Instructional Procedure for Dealing with Problem Behaviors.....	19
TIER 2	
Introduction to Tier 2 and STATS Referral Form.....	20
Check-in/Check-out (CICO).....	21
Homework Club.....	22
Advisor/Coach.....	23

Positive Behavioral Interventions and Supports Defined:

PBIS is a proactive approach to discipline that promotes appropriate student behavior and increased learning. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement. Key features of this program include: (1) administrative leadership, (2) team-based implementation, (3) a clear set of defined positive expectations and behaviors, (4) teaching of expected behaviors, (5) recognition of meeting expected behaviors, (6) monitoring and correcting errors in behaviors, and (7) using data-based information for decision-making, monitoring, and evaluating building results.

This program provides supports to all students based on preventative practices that emphasize teaching and reinforces expected student behaviors.

Why PBIS?

We believe a positive, direct instructional approach is more effective than traditional punishment-based alternatives in improving student academic success and improving the overall school climate. Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions.

This program will help to maximize learning time and instruction by:

- consistent, non-punitive discipline practices
- opportunities to learn pro-social and self-management skills
- having consistent, clear rules and high-performance expectations and
- consistent enforcement of rules

This program will enhance, not replace, quality instructional practices and delivery.

Camp Hill Middle School Expectations and Goals

Building-Wide Expectations

In accordance with PRIDE and our CHMS behavioral matrix, expectations at CHMS are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction. These expectations are defined as our code of PRIDE.

Positive Behavioral Supports Teacher/Staff Responsibilities Guide

PBIS School Goals

Students at Camp Hill Middle School will meet the five building-wide expectations specified in the Lions Pride Code within the classroom and the non-classroom settings at all times.

Building Wide Expectations (The Lions Pride Code)

As a Student at CHMS, I will be:

- Be **Positive** and prepared
- Be **Respectful**
- Have **Integrity**
- Appreciate and respect **Diversity**
- Strive for **Excellence**

Classroom Teacher Responsibilities

- Teachers will teach, model, and practice each of the building-wide behavioral expectations and review these expectations throughout the year as needed. (See Behavioral Matrix and Grade Level Matrices” on page 8-13.)
- Teachers will establish their own classroom expectations based on the building-wide and grade level expectations.
- Teachers will help students settle academic problems by instructing students on how to be an effective and motivated learner.
- Teachers will use the PRIDE team and the Pyramid of Interventions when working with students who fail to meet building-wide and classroom expectations. (See “Pyramid of Successful Behavior” on page 15.)
- Teachers will develop and/or use PBIS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations. (See “Recognizing Individuals who achieve Behavioral Expectations” on page 14.)

Staff Responsibilities

- Staff is defined as all adults with supervisory authority. All classroom teachers are involved as staff at various points within the school day and/or school year.
- Staff will monitor students to see that they are meeting the building-wide expectations in all settings of the school.
- Staff will talk with students and provide feedback based on building-wide expectations.
- Staff will develop and/or use PBIS strategies for recognizing Individuals who meet/or exceed building-wide and classroom expectations. (See “Recognizing Individuals who Achieve Behavioral Expectations” on page 14.)
- Staff will use the PRIDE team and the Pyramid of Interventions when working with students who fail to meet building-wide expectations (see “Pyramid of Successful Behavior” on page 15.)
- Staff will follow instructional procedures for handling infractions of building-wide expectations. (See “Instructional Procedure for Dealing with Problem Behaviors” on page 19.)
- Staff will help students settle problems safely, respectfully, and responsibly.

The PRIDE Team

The PRIDE team at Camp Hill Middle School consists of representatives from various departments. The team members are here to serve the teachers at CHMS in order to ensure student behavioral expectations are taught and reinforced so that behavioral incidents are kept at a minimum. If teachers ever have PBIS questions or need assistance in regards to PBIS, they should contact a PRIDE team member.

The 2023-24 members include the following:

Kate Marcus
Cristy Rice
Beth Zangle
Diana Chandra
Cory Hulsizer
Amy Rhykerd
Ashley Zimmerman
Andrea Bryant
Jennie Guilfoyle
Nick Snyder
Scott Barrows
Lori Bolcavage

Important Dates for the 2023-24 School Year

September 21st – Kick off for PBIS

Club/Mentor Group Meetings- we will follow a FLEX schedule on these days:

October 26th
December 14th
February 8th
March 21st
April 4th

Expectations	Classroom	Hallway/Stairwell/Entering and Exiting	Bathroom	Media Center	Cafeteria	Offices	Community	Extracurricular	PE/Locker Room/Extracurricular/Entering and Exiting School
Be Positive and Prepared	<ul style="list-style-type: none"> - Be ready to learn - Be on time and have materials ready for class 	<ul style="list-style-type: none"> - Keep locker neat and orderly - Keep locker combination to yourself - Stay in your own space when using your locker - Keep hall passes visible and return them to the room 	<ul style="list-style-type: none"> - Bring hall pass - Leave writing utensils in classroom 	<ul style="list-style-type: none"> - Enter quietly - Have a pass and a purpose for your visit - Come prepared to work 	<ul style="list-style-type: none"> - Go through the line one at a time - Be prepared to pay for all items - Know your homeroom seating assignment - Bring only what you need 	<ul style="list-style-type: none"> - Go through the line one at a time and use good manners 	<ul style="list-style-type: none"> - Be kind and encourage others - Greet people with a smile 	<ul style="list-style-type: none"> - Show good sportsmanship and musicianship - Be on time with needed gear 	<ul style="list-style-type: none"> - Wear appropriate footwear and clothing
Be Respectful and Responsible	<ul style="list-style-type: none"> - Raise your hand and wait your turn to speak - Respect others - Take care of materials - Follow directions 	<ul style="list-style-type: none"> - Use quiet voices - Greet people with a smile - Walk on the right side of the hallway and keep moving 	<ul style="list-style-type: none"> - Follow appropriate sign-out procedures 	<ul style="list-style-type: none"> - Maintain a quiet and respectful working environment - Return items to where they belong - Keep your password and login private - Respect all equipment 	<ul style="list-style-type: none"> - Use your own account - Keep hands to self 	<ul style="list-style-type: none"> - Speak politely and remain patient while waiting - Respect each other's personal space - Make visits at appropriate times - Use respectful volume 	<ul style="list-style-type: none"> - Display positive citizenship - Be responsible for your personal actions - Set a good example - Use good manners - Be aware of your surroundings - Use sidewalks and crosswalks 	<ul style="list-style-type: none"> - Clean up buses and vans - Conduct yourself appropriately when visiting other schools - Use proper language 	<ul style="list-style-type: none"> - Report theft and unsafe behavior to adult - Respect and value yourself and others - Put items back where you found them
Integrity	<ul style="list-style-type: none"> - Follow school district technology policy - Be honest 	<ul style="list-style-type: none"> - Stand up for others being bullied and report to an adult - Follow district technology policy 	<ul style="list-style-type: none"> - Use facilities for their intended purposes - Take the most direct route to your destination and back 	<ul style="list-style-type: none"> - Obey copyright laws and the district's technology policy 	<ul style="list-style-type: none"> - Use your own account - Keep hands to self 	<ul style="list-style-type: none"> - Take ownership of attendance and discipline issues 	<ul style="list-style-type: none"> - Clean up before you leave - Obey rules and laws - Be aware of others in need- - Own your actions 	<ul style="list-style-type: none"> - Follow rules and play fair - Take care of equipment and instruments 	<ul style="list-style-type: none"> - Stand up for others and report unsafe behavior to an adult - Follow rules and play fair
Appreciate and Respect Diversity	<ul style="list-style-type: none"> - Accept and value others - Defend diversity 		<ul style="list-style-type: none"> - Leave bathroom cleaner than when you arrived 	<ul style="list-style-type: none"> - Accept and value others - Treat fellow students with respect 	<ul style="list-style-type: none"> - Invite others to join your lunch table 	<ul style="list-style-type: none"> - Respect staff, students, and visitors 	<ul style="list-style-type: none"> - Invite others to join your group - Find common ground through positive conversations 	<ul style="list-style-type: none"> - Value and appreciate others' skill levels and differences 	<ul style="list-style-type: none"> - Encourage and display good citizenship
Strive for Excellence	<ul style="list-style-type: none"> - Do your best 	<ul style="list-style-type: none"> - Allow others to pass; hold doors for others - No outside locker decorations 	<ul style="list-style-type: none"> - Report any vandalism and facility problem to office 	<ul style="list-style-type: none"> - Keep your area clean - Print responsibly 	<ul style="list-style-type: none"> - Clean up your area and stay in your seat until dismissed 	<ul style="list-style-type: none"> - Be aware of your surroundings 	<ul style="list-style-type: none"> - Be a role model to others - Practice bike safety 	<ul style="list-style-type: none"> - Give your best at all times - Practice good citizenship 	<ul style="list-style-type: none"> - Set a good example and maintain eligibility

6th Grade Classroom Behavior Matrix

	Group Work	Individual work	Teacher directed instruction	Entering and exiting/Do Now	Transitions	Assessments	Materials /Equipment
P ositive Attitude	Be agreeable and stay open to the task.	Try your hardest Self-advocate	Listen actively and attentively. Participate and share ideas	Enter the classroom ready to learn and work		Do your best.	It is a privilege to have equipment and materials; be grateful.
R espect and Responsibility	Listen to everyone's ideas. Collaborate, cooperate, and compromise	Complete and submit all homework assignments by the due date. Take responsibilities for missed assignments.	Listen carefully and do as you are told. Answer the questions asked and stay focused. Ask thoughtful questions. Do not ask to leave the room.	Enter quietly and be seated. Start the "Do Now" immediately. Bring the right materials Stay seated until the teacher dismisses you.	Stay quiet Follow instructions efficiently.	Take assessments silently Raise your hand with questions	Return materials and technology carefully, correctly, and to the right spot. Report damages before you use equipment Report misuse of materials or equipment.
I ntegrity	Contribute equally: Don't do all the work; Don't let others do all the work.	Do your own work. No plagiarism: No copying from other sources like the internet.	Think about the content being taught Keep an open mind regarding content	Enter and exit with Lion PRIDE Work to the bell.	Stay on task and use your time wisely.	Do your own work	Use equipment carefully. Do not waste materials
D iversity	Be inclusive of all your peers.	Don't be afraid to share your voice. Understand that everyone works differently.	Respect student questions and answers			Be respectful of student's needs for testing support	Be respectful of students who may need equipment for a variety of purposes.
E xcellence	Do your best. Do your job.	Check your work. Do YOUR best 100% of the time.			Always be ready to work.	Study carefully. Review your notes and resources regularly.	Take good care of the equipment. Leave materials neatly and in good shape.

7th Grade Classroom Behavior Matrix

	Group Work	Individual work	Teacher directed instruction	Entering and exiting	Assessments
P ositive Attitude	-Compliment peers on their contributions	-Keep comments positive.	-Follow the teacher's prompts	-Have materials and homework ready for class.	
R espect and Responsibility	-Be responsible for your own personal work	-Complete classwork and homework	-Give full attention to teacher -Raise your hand and wait to be called on.	-Be in seat when bell rings -Enter and exit in a quiet and orderly manner.	-Be sensitive to others' testing accommodations
I ntegrity	-Obey copyright laws and the district's technology policy	-Be honest -Obey copyright laws and the district's technology policy	-Be a good role model for others.		-Keep your eyes of your own paper, no cheating, etc.
D iversity	-Embrace diversity -Practice tolerance	-Assist classmates as needed.			
E xcellence	-Do your best	-Do your best. -Challenge yourself.		-Help your teammates get and return supplies.	

8th Grade Classroom Behavior Matrix

	Entering and Exiting	Do Now	Group Work	Individual work	Teacher directed instruction	Homework	Assessments
P ositive Attitude	Walk into the classroom, sit quietly, and prepare for instructions to begin. Remain seated until the teacher dismisses you.	Complete your own work to the best of your ability.	Work cooperatively with those assigned to your group.	Complete your own work to the best of your ability.	Have materials on desk at the ringing of the bell.	Complete all work to the best of your ability.	Work to the best of your ability.
R espect and Responsibility	Walk into the classroom, sit quietly, and prepare for instructions to begin. Remain seated until the teacher dismisses you.	Complete your work in the allotted time frame. Remain seated during the duration of instruction unless otherwise directed.	Contribute and participate effectively. Remain seated during the duration of instruction unless otherwise directed.	Correctly identify all work with your name. Remain seated during the duration of instruction unless otherwise directed.	Raise hand to participate in class. Remain seated during the duration of instruction unless otherwise directed.	Homework completed and submitted at the beginning of the period. Follow the CHMS homework policy. Write all assignments in agenda book.	Prepare in advance for the assessment.
I ntegrity	Follow classroom norms and expectations, even when no one is looking. Keep your hands to yourself.	Complete your own assignment without the help of others.	Contribute to the group effectively and regularly.	Complete your own work without the help of others.	Give credit to other people's ideas and thoughts	Complete your own work without the help of others.	Keep your eyes on your own work.
D iversity	Keep all comments to yourself.		Respect others' opinions on assignments.		Respect others' opinions during discussion.		Respect the privacy of other students' grades.
E xcellence	Be on time and ready to be a productive member of the class.	Work should be legible and show grade level effort.	Complete all work with grade level effort.	Complete fully given assignments.	Contribute to teacher discussion in a positive appropriate manner.	Write down all assignments in agenda book. Complete homework fully.	Prepare in advance for assessments. Seek extra help if necessary.

PE Classroom/Gymnasium Behavior Matrix

	Entering/ Exiting	Squads/ Attendance	Activator/ Lead In Activity	Teacher directed instruction	Individual/Group Work	Assessments/ Summary
P ositive Attitude	Come to class prepared for activity in a cooperative setting	Be on time Line up in squads quietly and respectfully	Be opening to new activities/games Be kind and encourage others	Be opening to new activities/games Be kind and encourage others	Be open to others ideas/opinions	Work to the best of your ability. Give your best at all times during fitness testing
R espect and Responsibility	Bring appropriate clothing and footwear to PE class. Leave all valuables in assigned homeroom locker	Be alert for attendance Check PE attire: Tie Shoes Remove gum Tie back hair	Be attentive and follow directions the first time they are given Include others Use good sportsmanship	Be attentive and follow directions the first time they are given Include others Use good sportsmanship	Be responsible for your personal actions Return equipment to the proper spot Respect others space	Prepare in advance for the assessment. See nurse for any medical needs.
I ntegrity	Stand up for others and report unsafe behavior to teacher Report theft or unsafe facilities	Report attendance/dress honesty	Follow rules and play fair Use equipment and facilities for intended purposes	Follow rules and play fair Use equipment and facilities for intended purposes	Follow rules and play fair Use equipment and facilities for intended purposes Stand up for others and report unsafe behavior to teacher	Keep your eyes on your own work. Fill out fitness forms honestly
D iversity	Respect and value yourself and others	Respect and value yourself and others	Report unsafe behavior Include others	Report unsafe behavior Include others	Invite others to join your group Be respectful of others abilities	Respect the privacy of other students' scores.
E xcellence	Respect each other's personal space	Respect each other's personal space	Give your best at all times and set a good example	Give your best at all times and set a good example	Give your best at all times and set a good example	Prepare in advance for assessments.

Studio/Art Classroom Behavior Matrix

	Group Work	Individual work	Teacher directed instruction	Entering and exiting	Prep and Clean Up	Assessments
P ositive Attitude	Be open to others ideas. Compromise. Share. Be a part of the team.	Be open to being challenged and learning new things.	Have materials on desk at the ringing of bell. Full body prepared for announcements / instructions.	Be ready to learn. Walk into the classroom quietly. Sit quietly and prepare for instructions / announcements.	Prep and Clean-up is a part of your grade.	Work to the best of your ability. You can do this! Don't give up. Ask for help.
R espect and Responsibility	Allow and integrate other's ideas. Contribute and participate effectively. Remain seated during the duration unless otherwise directed.	Complete your own work to best of your ability. Identify your own work with your name. Remain seated.	Raise hand. Remain seated for duration of instruction. Ask appropriate questions. Be on task - paying attention throughout the demonstration / instruction.	Stay in seats until bell. Face forward. Put books and bookbags away. Raise hand to be excused or move about the room. Come prepared with class materials. Don't clean up before 5 minutes ahead of bell.	Get materials out. Put materials back where you found them. Clean up space - as you found it. Put trash in trash can. On a daily basis, take care of school property and materials - this is a part of your grade.	Be aware of deadlines. Keep self on task, meeting daily goals towards project completion. Turn in assignment on time. If absent, communicate with teacher about assessment.
I ntegrity	Contribute to the group regularly and equally. Give credit to other people's ideas and thoughts.	Do your own work, don't copy. Collaborating with others for insights and ways to improve your own work are acceptable.	-Raise hand at appropriate time (after instruction) to ask for more supplies, bathroom visit, sharpen pencil, etc.	Be on time. If tardy, bring the appropriate pass. If entering late, be respectful of the learning environment. Keep hands to yourself. Be kind to others.	If you break something, let the teacher know. Take care of all materials, materials = \$ Follow the clean up checklist.	Don't pressure others to share their grade. Keep your eyes on your own work.
D iversity	Respect others opinions views and answers regarding the assignment. Compromise and integrate as many ideas as possible.	Be open to a wide variety of classroom projects and assessments.	In class discussions, be respectful of others' opinions during discussion.	Be open to change and alterations of classroom routine. Keep comments positive and respectful.	Help others who need help with clean up.	Don't compare yourself with others. There are multiple forms of assessment in this course, along with a diversity of ability levels.
E xcellence	Complete all work at grade level effort.	If challenged, don't give up - use resources to solve the problem / task.	Contribute to teacher discussion in a positive and appropriate manner. Follow classroom rules.	Be the best you can be.	Complete clean up check up list. Clean up your space as you found it, and contribute to the overall classroom environment.	Seek extra time and help if needed. Put forth effort everyday- be fully present and aware.

Recognizing Individuals Who Achieve Behavioral Expectations

The PRIDE team devised a Principal's 100 Club recognition program to be a part of PBIS within the building. This program is designed to recognize those individuals who do the right thing in upholding PRIDE. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building wide expectations as outlined on our behavioral expectation matrix.

Teachers are expected to give students stamps in their agenda books on the pages provided as reinforcement for meeting expectations.

Our Lion Pride Committee will have a school store available during the school week for students to purchase items in exchange for their paw stamps.

Principal's 100 Club

Every week the principal will distribute paws each to five teachers and staff members. Those teachers/staff will look for an opportunity to praise a student for following an expectation. Teachers and staff will write the student's name on a paw and give it to the student along with a compliment or explanation as to why he/she is receiving the paw.

Students will take their paws to the office and sign their name in a "Hall of Fame" book (sign and date next to name already printed on a list). Students will give the paws to the secretary, and then draw a ball (1-100) from our PRIDE box. The secretary will also write the name of the student on the paper grid. Each student's name will be placed on the Principal's 100 Club Board, corresponding with their drawn number. It will be located in the glass case outside of room 124.

Students' parents will receive a phone call from the school letting them know their son/daughter was caught in the act of following the PRIDE expectations. Once there are 10 students' names in a row, those 10 students will be entered in a drawing for a "mystery motivator." We will call those 10 students to the office for the drawing. They will participate in a drawing broadcast over the loudspeaker at the end of the day.

Pyramid of Successful Behavior

CHMS
Levels
Of
Intervention

Team Managed

Multiple
Offenses:

Major and
Minor

Office Managed

Arson
Bomb Threat
Forgery / Theft
Harassment/ Bullying
Defiance/Disrespect/Non-Compliance
Insubordination-- Major
Disruption-- Major
Dress Code Violation-- Major
Inappropriate Display of Affection-- Major
Lying / Cheating-- Major
Fighting / Physical Aggression-- Major
Use/Possession of Alcohol/Drugs/Tobacco
Property Misuse
Use / Possession of Combustibles / Weapons
Technology Violation-- Major
Abusive/ Profane/ Inappropriate Language--Major
Inappropriate Location / Out of Bounds
Property Vandalism

Classroom Teacher Managed

Defiance/Disrespect/Non-Compliance/Insubordination
Disruption
Tardy
Dress Code Violation
Inappropriate Display of Affection
Inappropriate Language
Lying/Cheating
Physical Contact/Physical Aggression
Property Misuse
Technology Violation

Other

SWIS Office Referral Definitions

Major Problem Behavior Definitions (Office Managed Behaviors)

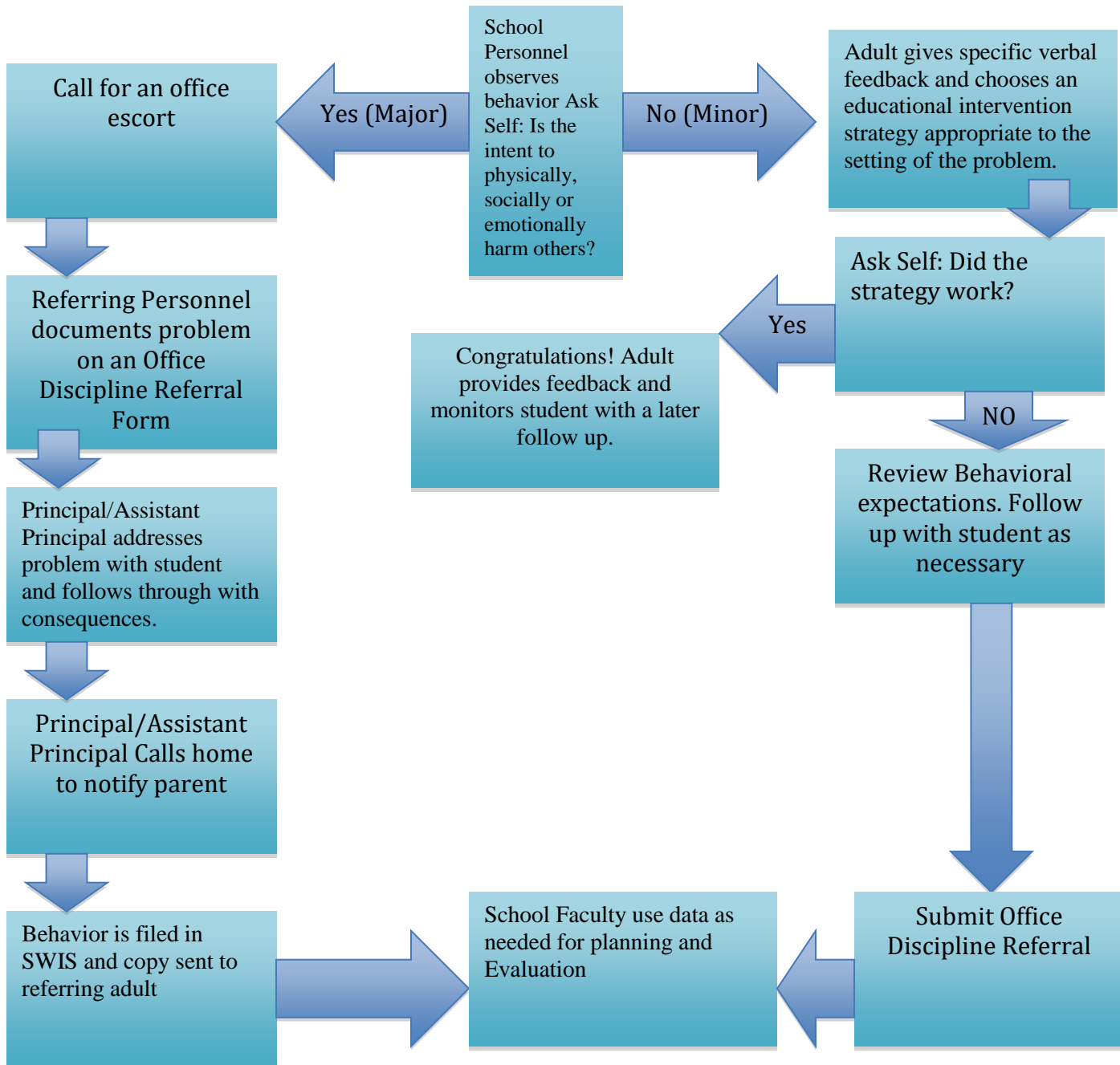
- **Abusive Language/Inappropriate Language/Profanity**
Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way, especially towards adults.
- **Arson**
Student plans and/or participates in malicious burning of property.
- **Bomb Threat/False Alarm**
Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
- **Defiance/Disrespect/Insubordination/Non-Compliance**
Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions (multiple offenses).
- **Disruption —Major**
Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out- of-seat behavior.
- **Dress Code Violation**
Student wears clothing that does not fit within the dress code guidelines practiced by the school/district and fails to comply after addressed by faculty or staff.
- **Fighting/ Physical Aggression**
Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
- **Forgery/ Theft**
Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
- **Gang Affiliation Display**
Student uses gesture, dress, and/or speech to display affiliation with a gang.
- **Harassment/Bullying**
Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
- **Inappropriate Display of Affection**
Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual and fails to comply when addressed by faculty or staff (multiple offenses).
- **Inappropriate Location/Out of Bounds Area**
Student is in an area that is outside of school boundaries (as defined by school).
- **Lying/Cheating**
Student delivers message that is untrue and/or deliberately violates rules. Student plagiarizes. Student copies the work of others (multiple offenses).
- **Property Damage/Vandalism**
Student participates in an activity that results in severe destruction or disfigurement of property. Student damages school property in a minor way after being addressed by faculty or staff.

- Skip class/ truancy
Student leaves class/school without permission or stays out of class/school without permission.
- Technology Violation
Student engages in inappropriate use of cell phone, pager, music/video players, camera, and/or computer (multiple offenses). Student engages in inappropriate access of Internet sites.
- Use/Possession of Alcohol
Student is in possession of or is using alcohol.
- Use/Possession of Combustibles
Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
- Use/Possession of Drugs
Student is in possession of or is using illegal drugs/substances or imitations.
- Use/Possession of Tobacco
Student is in possession of or is using tobacco.
- Use/Possession of Weapons
Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
- Other Behavior
Student engages in problem behavior not listed.

Suggested Classroom/Common-Area Corrections

Sample Menu of Classroom Corrections	Sample Menu of Common-Area Corrections
<ul style="list-style-type: none"> ◦ Give a gentle verbal reprimand ◦ Use a proximity correction ◦ Keep a record of the behavior ◦ Use planned ignoring ◦ Reduce points (if using a point system) ◦ Implement a response cost lottery ◦ Assign time owed from 'free time' or after class ◦ Assign time owed after school ◦ Create and have students complete a Behavior Improvement Form ◦ Require restitution by the student ◦ Referral 	<ul style="list-style-type: none"> ◦ Use proximity correction ◦ Give a gentle verbal reprimand – Some types include: <ul style="list-style-type: none"> --Use a one liner --Instructional --Humorous --Appeal to relationship ◦ Keep a record of the behavior ◦ Written notification to teacher ◦ Assign a timeout – "Stay right there for 30 seconds" ◦ Require restitution by the student (e.g., apology, go back and walk) ◦ Restricted area or assigned table ◦ Referral

Instructional Procedure for Dealing with Problem Behaviors



PBIS TIER 2 SUPPORTS

What Is It

Tier 2 supports are resources utilized when certain students require extra instruction in meeting the PBIS (PRIDE) expectations. These interventions currently consist of check-in-check-out (CICO), homework club, and pairing with an advisor.

How Does it Work

Each support offers benchmarks/goals for a student to meet. These supports are intended to be used to help students become more successful. When a student shows improvement in following the PRIDE expectations, there is a transition process to help a student fade-out of the tiered support.

Who is Eligible

Students who have received more than 3 referrals in a marking period are eligible for tier 2 supports as well as students who are referred by concerned teachers and support staff. It will be at the discretion of the Tier 2 group members to decide if there is a tier 2 support that would fit the student's needs.

STATS Form

Click the [link](#) for the form.

Name of Intervention	Check-in Check-out
Coordinator	Mrs. Marcus
Best Fits What Function	Obtain Adult Attention Obtain Peer Attention
Description of Intervention	Students check-in daily with an adult at the start of school to receive encouragement and check the students' frame of mind. The students check out at the end of the day with an adult to self-evaluate the day's events with staff.
Process for beginning intervention	Parent Consent Form sent home Meet with student to explain
How will progress be reported to parents and teachers	Self-assessment and daily check in
What will reinforcement be for those meeting goal/making progress	Students will earn rewards for meeting objectives.
Criteria to qualify for intervention	Any student who has between 3-5 referrals for the year or has been referred to the tier 2 team and approved for tier 2 interventions.
What data will be used to progress monitor intervention	CICO SWIS data
What is decision rule to begin fading intervention	Goal achieved for 4 weeks
What are some fading techniques that can be used	Have both teacher and student score to see if scores match (self-monitoring) Have just student rate themselves and discuss score with teacher (check for accuracy)
What is criteria to "graduate" from intervention	Student will meet criteria for 4 consecutive weeks and/or will be at the discretion of the team.
What is rule for modification to interventions	<ul style="list-style-type: none"> • Student is not checking in • Student is checking in with little progress
Possible modifications that can be made	Add a goals sheet and reward system Change location of CICO Change CICO adult Deliver CICO card to student Have peer remind student to CICO each morning Student carries point sheet with them.
What is criteria for non-responders to move to more intensive intervention	After 2 modifications: <ul style="list-style-type: none"> • student neglects to make progress before next data team meeting

Name of Intervention	Homework Club
Coordinator	Amber Pound
Best Fits What Function	Obtain Adult Attention Obtain Peer Attention Avoid Tasks
Description of Intervention	will offer homework support in her classroom after school on Tuesday and Thursdays from 3:00-3:45. Peer tutors and staff will volunteer to assist students in need.
Paperwork needed for student to begin intervention	Parent contacted by an administrator, counselor, or coordinator.
How will progress be reported to parents and teachers	Progress will be monitored via SIS for homework completion and grades and informal updates with the student's teachers.
What will reinforcement be for those meeting goal/making progress	Increased Adult Attention Increased Peer Attention Increased Academic Success
Criteria to qualify for intervention	Academic difficulty, Significant Absences from School
What data will be used to progress monitor intervention	SIS Progress Monitoring and/or informal updates from teachers.
What is decision rule to begin fading intervention	Student homework completion or GPA increases over a progress monitoring period (half a marking period)
What are some fading techniques that can be used	Attendance x1 a week No Attendance
What is criteria to "graduate" from intervention	Homework completion and GPA increase for a full marking period
What is rule for modification to interventions	A four week period where homework completion or GPA is not increasing
Possible modifications that can be made	Increased to x2 a week from X1 Increased attention from Peer Tutor Increased attention from an Adult tutor
What is criteria for non-responders to move to more intensive intervention	Failure to attend homework club on assigned days Failure over a four week period to increase homework completion or GPA

Name of Intervention	Intervention of Advisor
Coordinator	Mrs. Guilfoyle
Best Fits What Function	Obtain Adult Attention Obtain Peer Attention Avoiding Tasks Avoid Peers Avoid Adults Obtain items/activities
Description of Intervention	Student is given a choice of a faculty mentor with whom they will meet on a regular basis to identify and progress monitor goals pertaining to the student's need.
Paperwork needed for student to begin intervention	Manually sign for parent permission
How will progress be reported to parents and teachers	Coordinator will e-mail goal sheets home at parent request
What will reinforcement be for those meeting goal/making progress	Students will earn a paw stamp for making goals Stamps can be used for items in the school store.
Criteria to qualify for intervention	Student has not responded to less restrictive Tier 2 interventions.
What data will be used to progress monitor intervention	Reduction in ODR's Attendance to mentor group meetings/marking period Progress in goal reports.
What is decision rule to begin fading intervention	Increased grades. Positive feedback from mentors measured through the goal sheets.
What are some fading techniques that can be used	Less frequent mentor meetings.
What is criteria to "graduate" from intervention	Mentor meetings are no longer required. Academic and behavioral goals are being met on a consistent basis.
What is rule for modification to interventions	A majority of mentor meetings within a marking period reveal unmet goals.
Possible modifications that can be made	Student is given another mentor.
What is criteria for non-responders to move to more intensive intervention	Student does not attend mentor meeting on a regular basis. Student is not meeting goals.