



PBIS STAFF HANDBOOK

ANTIOCH CCSD 34

Staff PBIS Handbook

The purpose of this handbook is to guide and support Antioch CCSD 34's staff members as we implement PBIS in our school. Our goal is to provide all of our students with a safe and effective school environment where they can experience academic and behavioral success.

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District Vision

To be the destination district that unites ALL to transform the future of our community and beyond.

District Mission

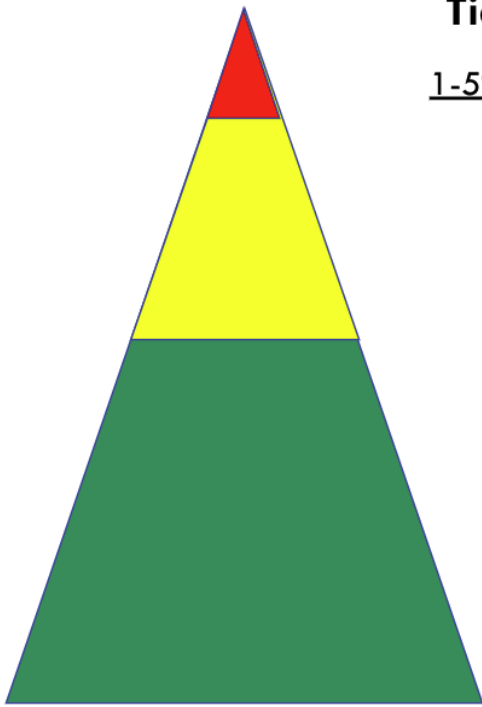
We inspire our students to dream and empower them to achieve.

District Core Values

- We are committed to providing a **safe** and engaging environment that fosters **personal growth** and **achievement** through **discovery, teamwork**, and academic rigor.
- We value **integrity** which builds trusting relationships and meaningful collaboration and will be reflected in our decisions and actions.
- We believe **equity**, diversity, and inclusion are foundational elements that make us stronger together - enriching our experiences through **belonging, respect**, and self-awareness.

What is PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on the prevention of problem behavior, the development of pro-social skills, and using data-based problem-solving to address existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.



Tiered Behavioral Systems

1-5%

Tier III/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

5-15%

Tier II/Targeted Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80- 90% **Tier I/Universal Interventions**

- All settings, all students
- Preventive, proactive

PBIS in Antioch CCSD 34

A term you will hear within District 34 is Positive Behavior Interventions & Support, or PBIS. PBIS is an approach to behavior management on a school-wide level, in a specific setting such as the playground, halls, cafeteria, bathrooms, classroom, or with an individual student. PBIS methods are research-based and have been proven to reduce the occurrence of problem behaviors significantly. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of students who do not respond to universal interventions will receive additional support through group and individual interventions. Another key element is an analysis of discipline referral data. This team-based approach to data analysis allows each building's PBIS Team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students, and parents.

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

1. Clear Expectations
 - As defined in the matrix
2. Explicitly taught
 - Each area in the matrix is accompanied by a lesson plan.
 - A schedule for teaching and re-teaching behaviors is used.
3. A system for encouraging appropriate behavior
 - Recognition system, including a Reinforcement Menu for encouraging positive and appropriate behaviors.
4. A system for discouraging inappropriate behavior
 - A Correction Menu for how to respond to and correct inappropriate behaviors.
5. A data collection system
 - Answering two important questions.
 - Are we...
 - Doing what we said we would do?
 - Achieving the student outcomes, we said we would achieve?

The purpose of this staff manual is to briefly illustrate how these components will be utilized within Antioch CCSD 34's PBIS system. The ultimate goal is to increase student academic performance, decrease problem behavior, increase safety, and establish positive school climates through research-based strategies and systems.

Five PBIS Big Ideas:

1. All children can learn and are always learning!
 - Children are learning all the time. If you work around children, you are a teacher.

2. School is responsible for preparing students for life.
 - Schools should teach important life lessons.
3. School expectations must be explicit and taught to all students.
4. The only way to change student behavior is to change adult behavior.
 - We create the environments in which behaviors arise.
5. Things aren't always as they appear!
 - Human perception is often flawed. It is important to use data.

Teaching Desired Behaviors

If you want it, teach it.

Teach it where you want it.

If you want to see it, look for it.

If you see it, recognize and reward it.

– Dale R. Myers

PBIS starts with clear expectations

D34 students and staff are expected to:

- Be safe
- Be respectful
- Be responsible

Good Rules are Important

They reveal the values of the school or district. They provide guidelines for success. We teach students the desired behavior rather than telling students what not to do. They are critical lower-order social skills. They are the basic building blocks of successful relationships and communities. They can increase staff consistency. They can reduce problem behavior. They can increase school safety.

What Makes Good Rules

- Simple and easy to remember.
- Positively stated: What we want.
- Applicable to everyone- staff and students.
- Monitored and enforced by all.
- Consistently applied.

Example MATRIX of School Rules and Expectations

Expectations	Arrival & Dismissal	Hallway	Bathroom	Cafe	Outdoor Recess	Indoor Recess	Group Gatherings	Library/ Computer Lab	Bus
Be Safe	<ul style="list-style-type: none"> -Maintain personal space -Walk -Use the crosswalk and sidewalk 	<ul style="list-style-type: none"> -Maintain personal space -Walk 	<ul style="list-style-type: none"> -Wash hands with soap and water 	<ul style="list-style-type: none"> -Eat your food only -Keep your hands and feet to self 	<ul style="list-style-type: none"> -Use equipment properly -Stay within boundaries -Wait your turn 	<ul style="list-style-type: none"> -Use materials properly -Stay in your area 	<ul style="list-style-type: none"> -Keep your hands and feet to self -Sit on bottom in one spot 	<ul style="list-style-type: none"> -Push in chairs -Walk quietly 	<ul style="list-style-type: none"> -Face forward and stay in your seat -Keep hands and feet to yourself
Be Respectful	<ul style="list-style-type: none"> -Use quiet voices -Obey all adults 	<ul style="list-style-type: none"> -Voices off -Look with your eyes, hands at your sides 	<ul style="list-style-type: none"> -Use toilets, doors, soap, sinks & paper towels correctly -Give privacy to others 	<ul style="list-style-type: none"> -Use manners; please, thank you, excuse me -Obey all adults 	<ul style="list-style-type: none"> -Include others -Assign teams and play fairly -Obey all adults 	<ul style="list-style-type: none"> -Include others and play fairly -Use quiet voices -Obey all adults 	<ul style="list-style-type: none"> -Focus on presenter -Celebrate peers effort 	<ul style="list-style-type: none"> -Obey all adults -Hold door for others -Wait patiently 	<ul style="list-style-type: none"> -Listen to the bus driver -Use quiet voices -Use kind words
Be Responsible	<ul style="list-style-type: none"> -Be on time -Stay in line/area 	<ul style="list-style-type: none"> -Stay on the right -Face forward -Be on time 	<ul style="list-style-type: none"> -Observe time limits -Use quiet voices 	<ul style="list-style-type: none"> -Keep your area clean -Wait in line quietly 	<ul style="list-style-type: none"> -Line up promptly with voices off -Keep track of your belongings 	<ul style="list-style-type: none"> -Line up promptly with voices off -Clean up and return materials 	<ul style="list-style-type: none"> -Voices off -Participate when directed 	<ul style="list-style-type: none"> -Use quiet voices -Clean up and return materials 	<ul style="list-style-type: none"> -Keep belongings to yourself -Keep the bus clean

Explicitly Taught Expectations

PBIS: Teaching Behaviors

Two main rules around behavior:

1. If you want it, teach it.
2. You get more of what you pay attention to.

How do we teach social behavior?

You teach behavior the same way you teach academics.

- Create clear behavioral expectations.
- Communicate clearly to students what we want.
- Explicitly model desired behavior and provide practice opportunities.
- Monitor student behavior.
- Provide frequent and specific feedback.

When do we teach behavior?

- At the beginning of the school year.
- Often enough to achieve and maintain fluency.
- Before times when problem behaviors tend to increase.
- On-going throughout the year (booster lessons).
- At teachable moments.

Where do we teach behavior?

- Specific lessons taught, before content lessons, etc.
- Everywhere in the school
- Embedded in other school activities

Why do we teach behavior?

- They are necessary skills for success in life.
- Many students arrive at school without these important skills
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach other skills.

PBIS: Lesson Plans

- The PBIS Introduction/Kickoff

- Classroom
- Hallway
- Restroom
- Commons Area
- Playground/Outside
- Recess (indoor/outdoor)
- Technology
- Assemblies/Large Group Gathering
- Cafeteria
- Arrival/Departure Area
- Bus

System for Encouraging Desired Behavior

Reinforcement Menu

Research by Rath and Clifton (2004) indicates that individuals who receive regular recognition and praise.

- Increase their individual productivity.
- Are more likely to stay with their organization.
- Receive higher loyalty and satisfaction.
- Have better safety records.

Student Acknowledgements

PBIS Rewards - students earn points and/or District PBIS Dollars to be entered into the PBIS rewards app for meeting school expectations.

PBIS School Stores - students cash in PBIS Points they have earned for store prizes.

PBIS Teacher Stores - students cash in PBIS Points they have earned for store prizes.

Classroom Stores - Teacher can create their own rewards for students can use their PBIS Points to buy a teacher reward.

Positive Communication Home - staff calls, emails, or mail sent home to recognize an exceptional student for meeting the school's expectations.

Verbal Praise - Students are recognized in the hallway and various areas of the school by staff members for meeting the school's expectations.

Scripts for Encouraging Desired Behavior – Common Language

- Thank you for _____ (*specific behavior*). It shows you have been _____ (*Safe/Respectful/Responsible*).
- Thank you for _____ (*specific behavior*). That's a great example of being _____ (*Safe/Respectful/Responsible*).
- I really appreciate how you _____ (*specific behavior*). That's a wonderful example of being _____ (*Safe/Respectful/Responsible*).
- By being _____ (*specific behavior*) in the library, you show a good example of being _____ (*Safe/Respectful/Responsible*).
- Thank you, _____ (*name*) for _____ (*specific behavior*). That's showing _____ (*Safe/Respectful/Responsible*).
- Thank you, _____ (*name*) for _____ (*specific behavior*). You're showing a good example of being _____ (*Safe/Respectful/Responsible*).

We never reward kids; we reward behaviors.

- Bribery is an inducement to do something illegal, unethical, and immoral.
- Reinforcement is appropriate when it helps kids succeed at school so that they can succeed outside school.

PBIS Recognition Teacher Reference

- **Staff Acknowledgements**

PBIS Staff Store - Workplace Rewards

- **Positive Emails** - Staff receives emails with positive feedback
- Shout outs
- **Remind 101** - faculty receive text messages through Remind to recognize their work
- **Social Media Blast** - Staff's work is recognized through social media, such as Twitter and Facebook
- **Staff Raffle or Store** - Raffle prizes from local businesses and other small items for staff to purchase
- **Parking Spot** - Reserved parking spot

System for Discouraging Undesired Behavior

Our goal is to use positive feedback and acknowledgment when students follow the rules and corrective feedback and consequences when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

Correction Menu

Refer to the Correction Menu for suggestions on how to respond to different levels of misbehavior.

Correction Menu		
Level One	Level Two	Level Three
<ul style="list-style-type: none"> ● Prompt ● Restate direction ● Redirect to task ● Reteach ● Differential Reinforcement (ignoring negative behavior while paying attention to what you want) ● Nonverbal cue to task ● Proximity ● Positively reinforce a nearby student who is doing desired behavior ● "The Look" ● Clearly state choices/options 	<ul style="list-style-type: none"> ● Alternative activity ● Conference with student ● Reteach with overcorrection ● Problem-solving worksheet (debriefing form) ● Restate expectations ● Restorative practices ● Contact home 	<ul style="list-style-type: none"> ● Conference with parent/guardian

Antioch CCSD 34 MTSS Behavioral Supports



See individual tier flowcharts for more detailed information.

All students receive:
Second Step, School-wide Expectations, Cool Tools, PBIS points, PBIS Celebrations.

PBIS Common Language

Using a common language is an effective way to ensure that all students understand our PBIS expectations.

When redirecting students' behavior, use the three PBIS expectations – **Be safe, Be Respectful, and Be Responsible**. Also, say **Please** and **Thank you**.

Classroom Examples

You see a student without their book

Redirection: "I expect you to be **Responsible** by having all your materials out. Please get out your book so you are ready for the lesson."

Hallway Examples

You see several students who are standing in a large crowd in the middle of the hallway.

Redirection: "Let's be **Safe** and keep moving! Thanks, folks!"

Commons Area Examples

Several students are yelling and laughing too loudly.

Redirection: "Be **Respectful** and use the appropriate voice level. Thank you!"

Cafeteria Examples

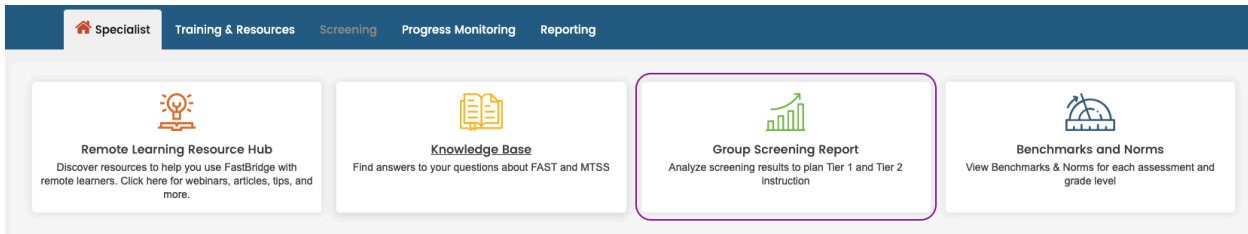
A student has forgotten to get ketchup from the serving line. You observe her pleading her case to the lunchroom monitor.

Redirection: Remember, to be **Responsible** for lunch, you need to get all items before leaving the serving line. Here's a packet of ketchup.

Accessing SAEBRS/MYSAEBRS Data

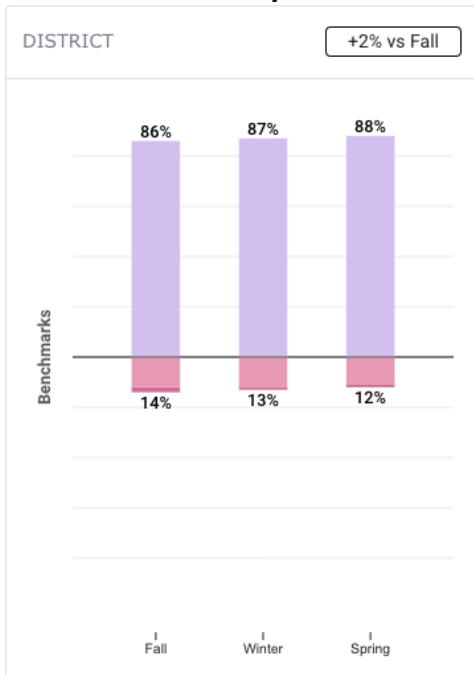
All certified staff have access to their students' data on FastBridge. Classroom teachers log in to FastBridge using ClassLink. Specialists with school-level access log in to FastBridge at fastbridge.org.

Use the **Group Screening Report** to view school, grade, classroom, and individual-level data. Specialists with school-level access must set their view to "Specialist" to see school-level data and must set their view to an individual teacher to see individual student data.



Use this chart to determine if benchmarks are being met. Click to zoom to grade level and classroom level. Hover over the bar for the details you need to compare your data to national benchmarks.

Percent of Students by Benchmark:



Students in District: Spring	
Low Risk	88 % 1515
Some Risk	11 % 184
High Risk	1 % 26
Students Screened	67% 1725 /2579

Individual teachers will see the below view when accessing the Group Screening Report. After clicking Group Screening Report, select SAEBRS or MySAEBRS, then grade-wide or select an individual class. Click the arrows under Behavior and Teacher (SAEBRS) or Student (MySAEBRS) to sort by the overall score. Use this screen to help identify students who need classroom-level differentiated supports, as well as potential referrals for Tier 2 supports.

Student name	Behavior		Social Behavior		Academic Behavior		Emotional Behavior	
	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student
Carroll, Darterrius	38	43	12	16	12	14	14	13
Bowen, Anita	31	35	8	7	11	14	12	14
Baldwin, Zachary	29	42	8	13	11	15	10	14
Callens, Jordy	26	44	9	16	8	12	9	16
Poole, Adrion	19		5		6		8	
Thomson, Miles								

Classroom-Level Differentiated Supports

Just like students receive differentiated instruction for academics, many students need differentiated support in the classroom for social, emotional, and behavioral needs. Any student may receive differentiated support in the classroom at any time, regardless of other supports in place.

After each SAEBRS/MySAEBRS administration, review individual student data with your SLT. Students at Some Risk or High Risk on a given subscale should receive the indicated support in each classroom. Students at Some Risk or High Risk may already be receiving these supports. That is great! Determine if the student needs additional differentiated support or if their current supports are sufficient.

Select one or more strategies based on SAEBRS/MySAEBRS subscales and other data.

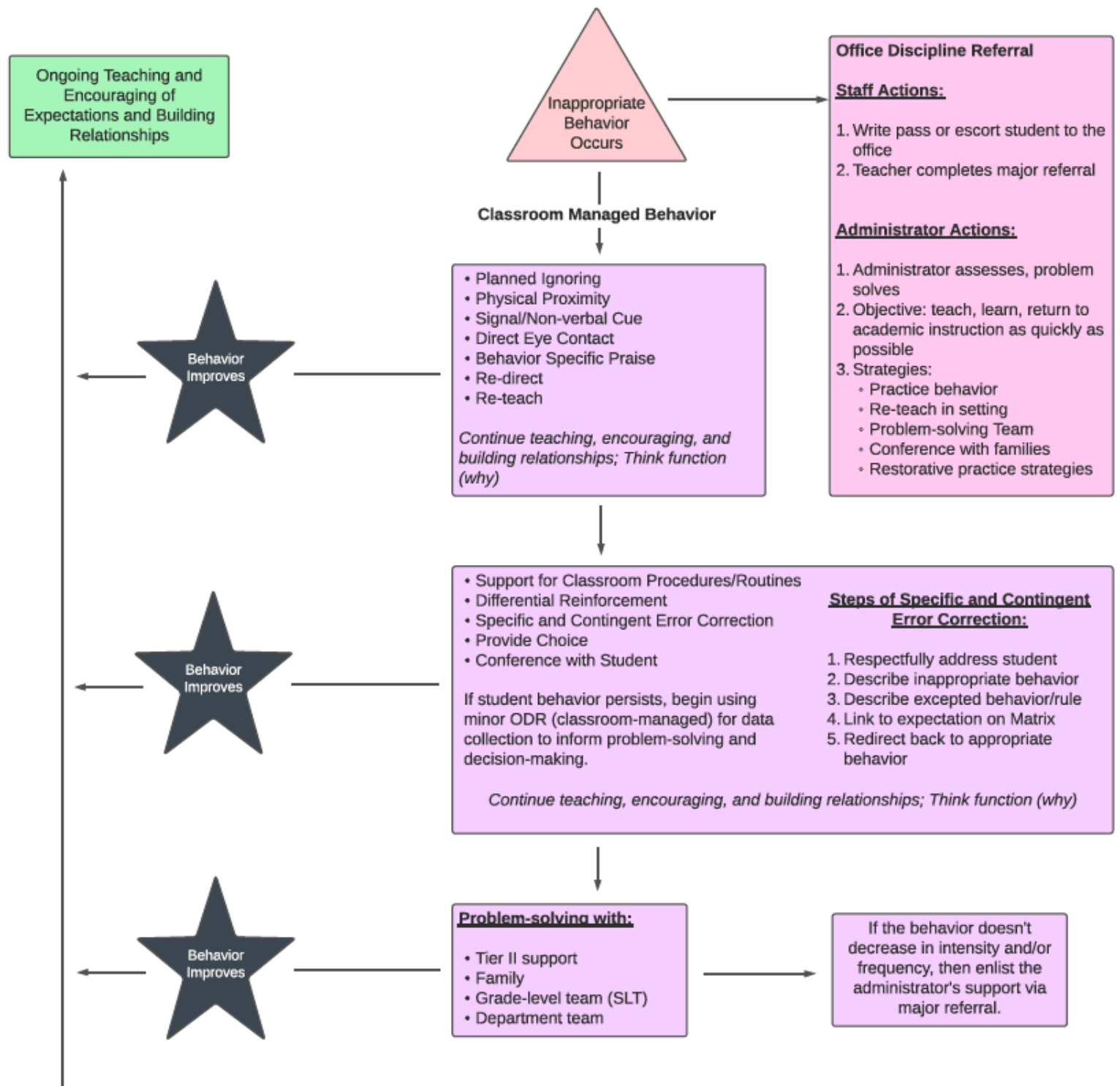
Social Behaviors	Academic Behavior	Emotional Behavior
<ul style="list-style-type: none"> ● Increase behavior-specific praise ● Increase praise to correction ratio ● Increase active supervision ● Reteach expectations ● Increase pre-corrections ● Effective redirections ● Effective warnings ● Group contingencies ● Planned ignoring ● Positive calls home ● Class meetings 	<ul style="list-style-type: none"> ● Increase opportunities to respond ● Provide choice within work activities ● Provide choice of work activities ● Provide brief, structured breaks ● Group contingencies ● Increase prompts for “next step” on assignments 	<ul style="list-style-type: none"> ● 2x10 intervention (twice daily, 10 minutes of attention from adult) ● Calming space in room ● Teach and prompt emotional regulation skills (e.g., deep breathing) ● Break cards ● Access to tactile resources/fidget items

Note: In addition to these supports, students who consistently engage in dangerous or destructive behavior should be immediately referred to the IPST team.

For example, a student who has Some Risk for both academic behavior and emotional behavior might receive the following differentiated supports in each classroom:

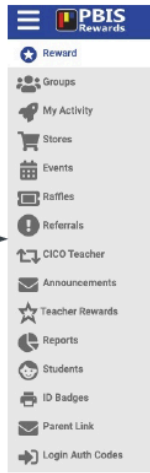
- Increased opportunities to respond
- Brief, structured breaks
- Access to a calming space in the room

Continuum of Support for Discouraging Inappropriate Behaviors

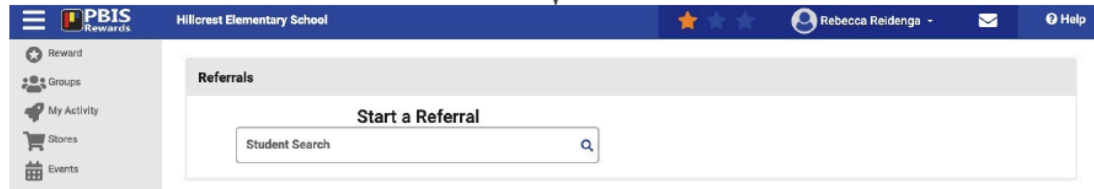


How to fill out a referral in PBIS Rewards

Step One:
Open PBIS Rewards App & Click Referrals



Step Two:
Type students name in search bar.



Step Three:
Select Major or Minor



Step Four:
Click add new referral

ADD NEW MINOR REFERRALS

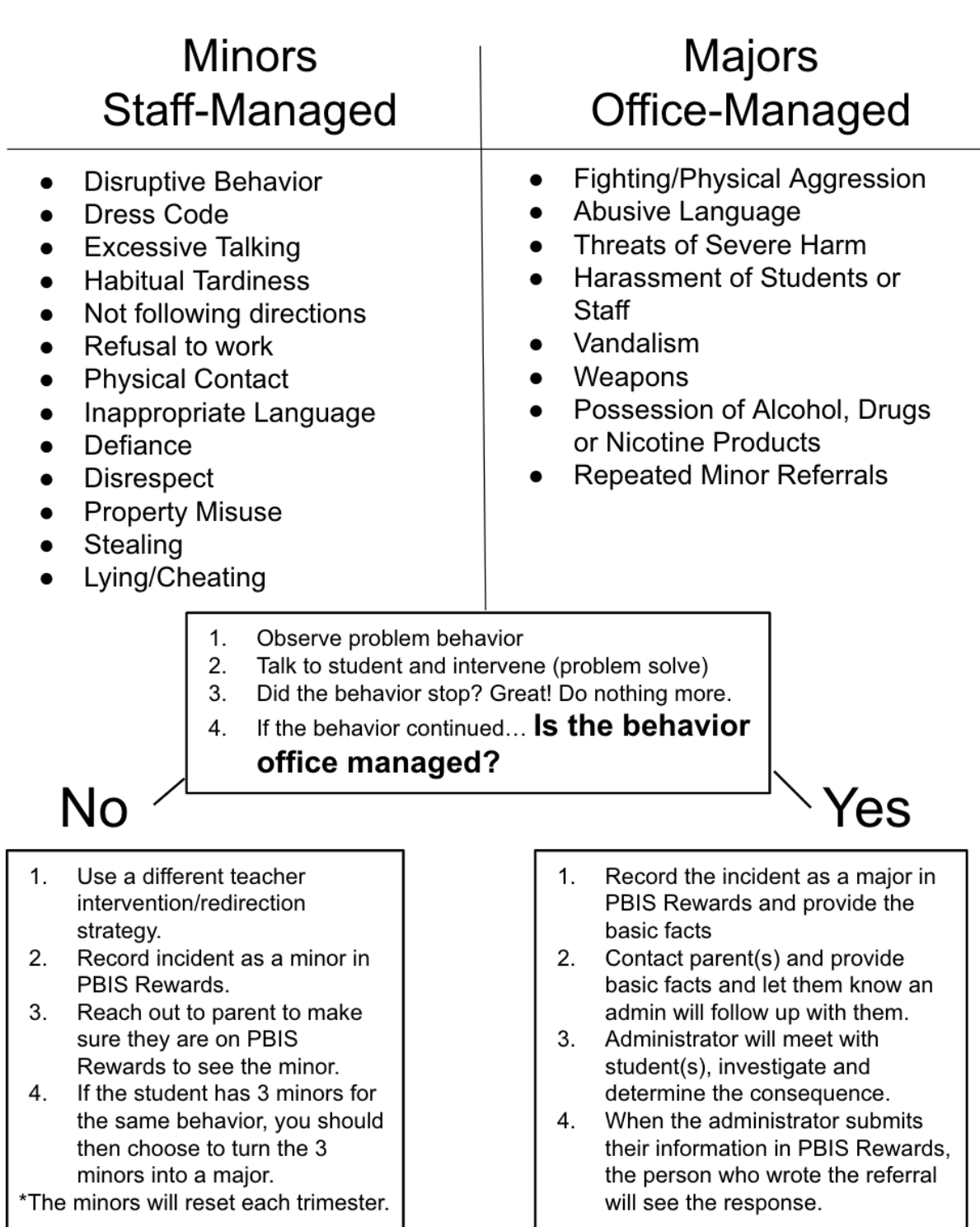
*Minor Behaviors	Redirections	Possible Motivations
<p>*Primary Issue:</p> <p><input type="text"/></p> <p>Secondary Issues (optional):</p> <p><input type="checkbox"/> Disruptive behavior</p> <p><input type="checkbox"/> Dress code</p> <p><input type="checkbox"/> Excessive talking</p> <p><input type="checkbox"/> Habitual tardiness</p> <p><input type="checkbox"/> Not following directions</p> <p><input type="checkbox"/> Off task</p> <p><input type="checkbox"/> Refusal to work</p> <p><input type="checkbox"/> Shoving</p> <p><input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Take a Break</p> <p><input type="checkbox"/> Proximity Control</p> <p><input type="checkbox"/> Student Conference</p> <p><input type="checkbox"/> Counselor Visit</p> <p><input type="checkbox"/> Parental Phone Call</p> <p><input type="checkbox"/> Move Seat</p> <p><input type="checkbox"/> Assignment Modification</p> <p><input type="checkbox"/> Detention</p> <p><input type="checkbox"/> Other</p>	<p><input type="checkbox"/> Obtain Peer Attention</p> <p><input type="checkbox"/> Obtain Adult Attention</p> <p><input type="checkbox"/> Obtain Item or Activity</p> <p><input type="checkbox"/> Avoid Peer Attention</p> <p><input type="checkbox"/> Avoid Adult Attention</p> <p><input type="checkbox"/> Avoid Task or Activity</p> <p><input type="checkbox"/> Other</p>
<p>Description of Incident :</p> <p><input type="text"/></p> <p>ATTACH FILE</p>		

Step Five: Add time and location of incident. Then add Primary Issue and Secondary if applicable.

Step Seven: Add description with the facts. Do not include student names or any emotion-related statements. Only a specific description of what physically took place.

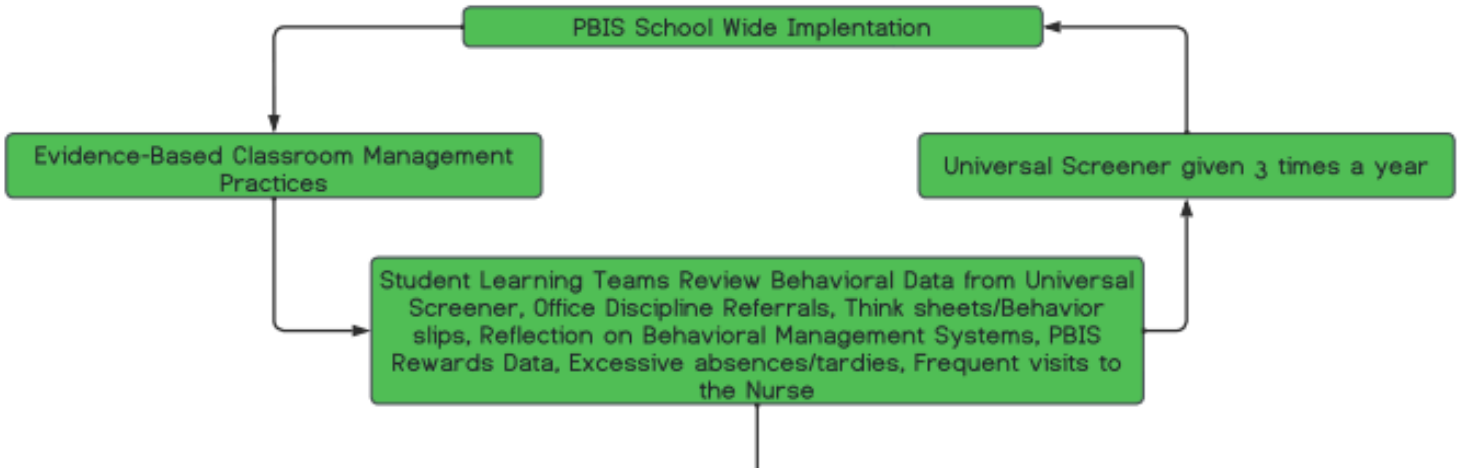
Step Six: Select applicable redirections and motivation.

Minor VS Major Behavior T-Chart



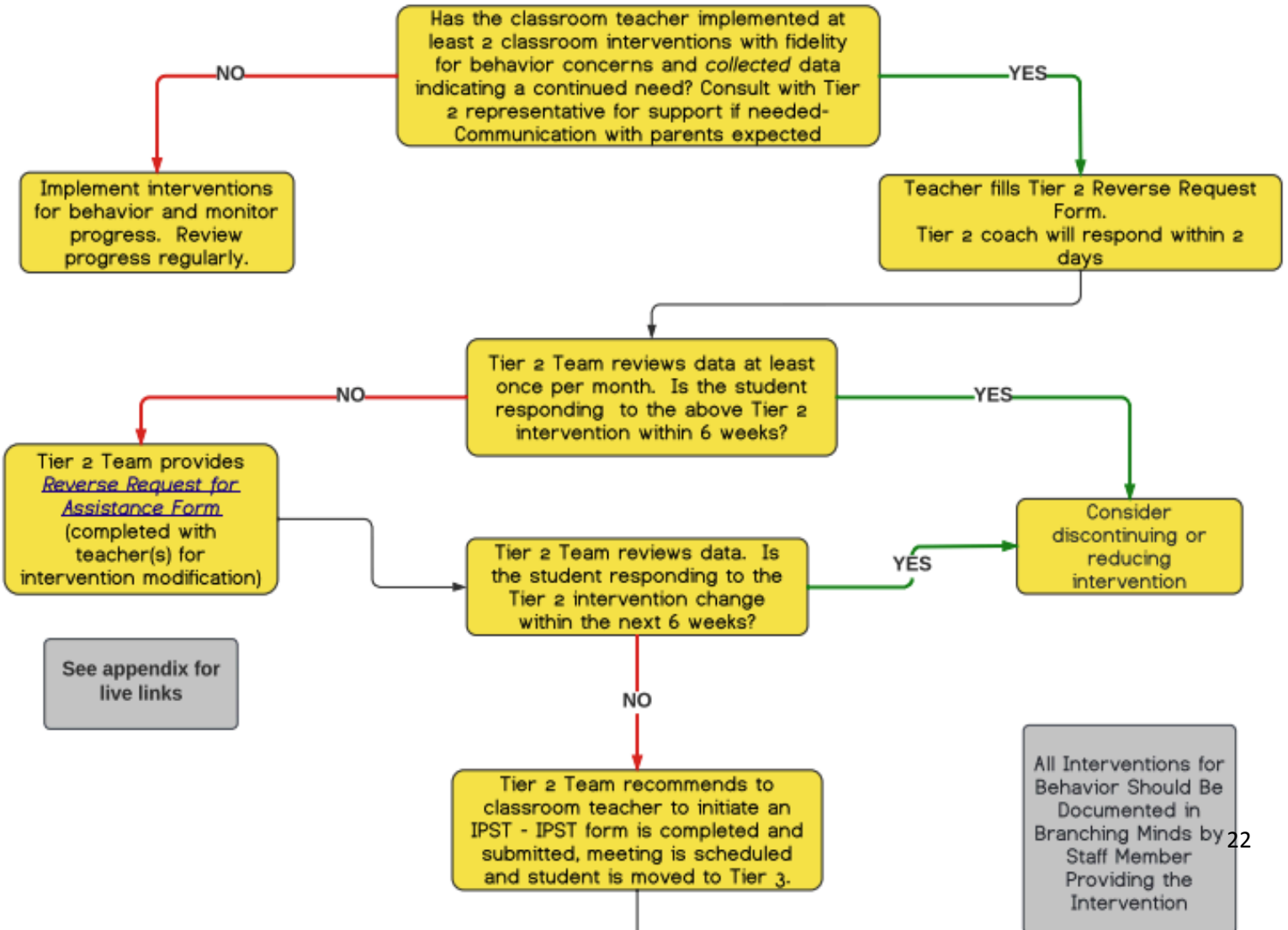
PBIS Flowchart

TIER 1



PBIS Flowchart

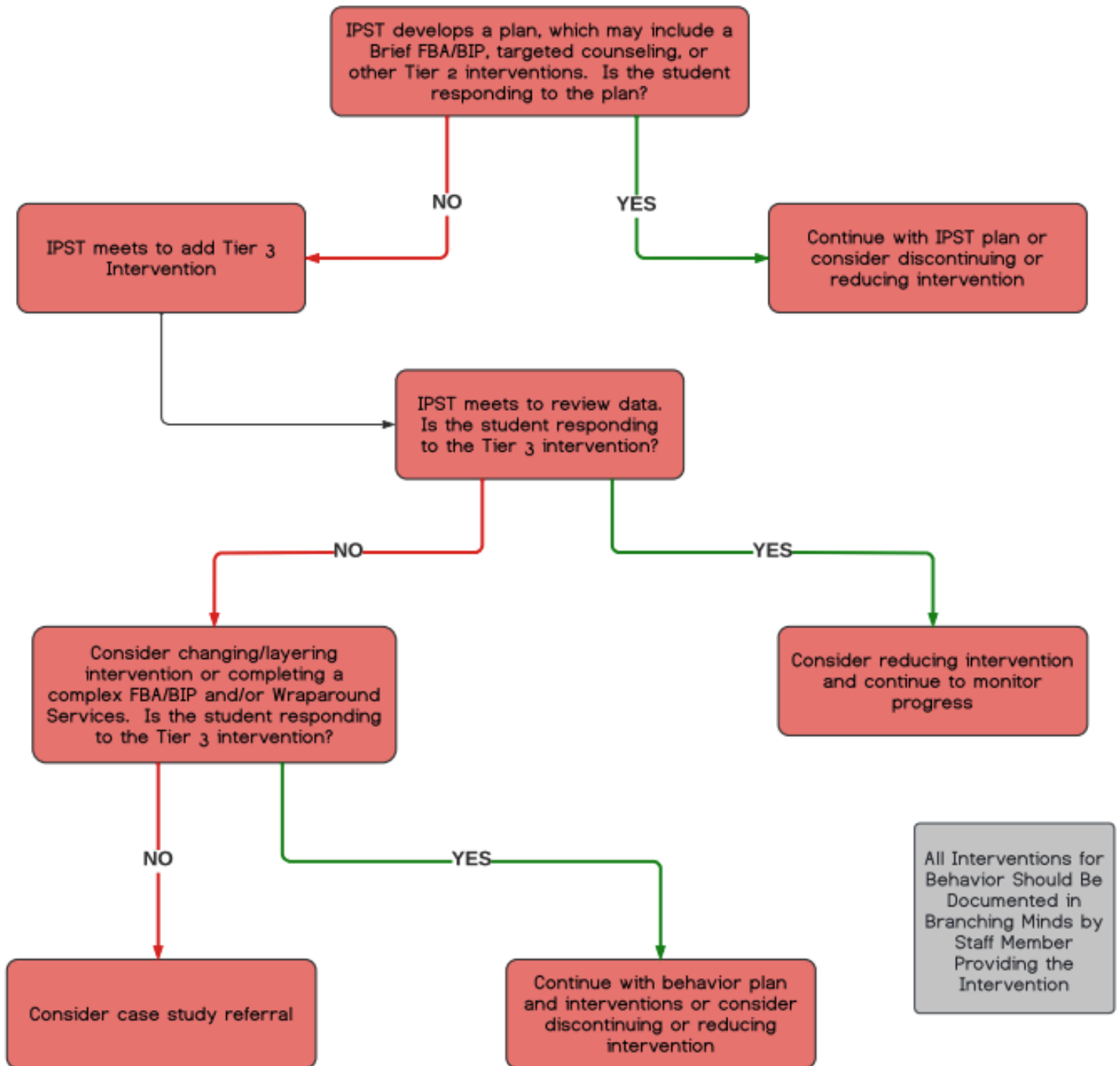
TIER 2



See appendix for live links

All Interventions for Behavior Should Be Documented in Branching Minds by Staff Member Providing the Intervention

PBIS Flowchart
TIER 3



Appendix

- [Proactive Classroom Management](#)
- [PBIS World](#)
- [Pre-Referral Intervention Manual](#)
- [Intervention Central](#)
- Reverse Request for Assistance Form
- MTSS Request
 - Elementary
 - AUGS