Louisville Elementary School

Positive Behavior Interventions and Supports (PBIS) Behavior System Handbook

24-25

Positive Behavior Interventions and Supports

What is "Positive Behavior Interventions and Supports" (PBIS)?

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

PBIS was developed from research in the fields of behavior theory and effective instruction. <u>PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students.</u> School-wide PBIS focuses on the development and implementation of <u>pro-active</u> procedures and practices to prevent problem behavior for all students and improve school climate.

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. <u>One of the keys is to focus on prevention.</u> 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 the students not responding to universal interventions will receive additional support through group and individual interventions.

The following pages describe the Louisville Elementary school-wide PBIS plans and programs for this year. **It is expected that all school staff will be active participants in the school-wide program, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.**

If a student doesn't know how to read, we teach.
If a student doesn't know how to swim, we teach.
If a student doesn't know how to multiply, we teach.
If a student doesn't know how to behave, we punish?
-John Herner

Teach, practice, reinforce, repeat
Punish, punish, punish, repeat?
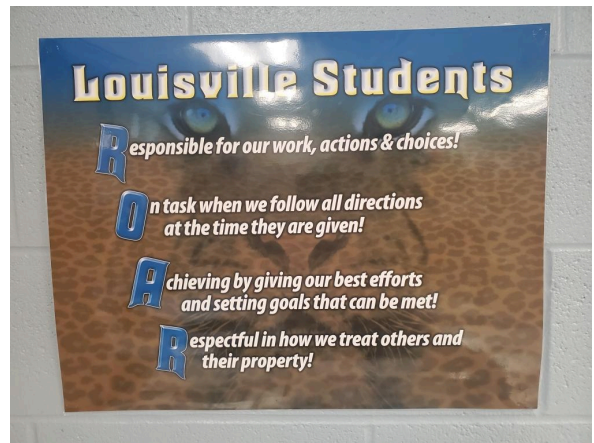Teach, practice, reinforce, repeat

Louisville Elementary School Expectations:

ROAR CHART
Louisville City School
Weekly Elementary ROAR Chart

Name _____ Week of _____ Class: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Homework					
Responsible					
On task					
Achieving					
Respectful					
	Parent/Guardian Initials	Parent/Guardian Initials	Parent/Guardian Initials	Parent/Guardian Initials	Parent/Guardian Initials

Louisville Students

R esponsible for our work, actions & choices!

O n task when we follow all directions at the time they are given!

A chieving by giving our best efforts and setting goals that can be met!

R espectful in how we treat others and their property!

Why do we have School-wide Expectations?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 4 simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

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

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

- Being prepared for class is an example of **Being Responsible** because you are coming to school prepared to learn for the day.

- Following directions and working on the task at hand is an example of **On Task** because you are doing what you are supposed to do to guide your learning.

- Trying your best on your work during and after class is an example of **Achieving** because you are achieving your potential through hard work.

- Using kind words and actions is an example of **Being Respectful** by acknowledging other students in a kind and respectful manner.

Louisville Elementary School PBIS Matrix Matrices:

Our **Behavioral Expectation Matrix** uses the school-wide rules to identify specific behavioral expectations across **all** school settings. School Expectations Posters will be distributed and will be posted in every room in the school, including all classrooms, the cafeteria, hallways, etc. This will help staff and students to pay attention to the school rules. The posters reflect the location and specific behaviors related to our four expectations. Click the links below to view a larger image of each matrix.

Playground

	Playground	
R	Listen to adults	Put equipment away
	Share with others	Report problems to adults
O	Stay on playground	Line up quickly and quietly
		Play!
A	Be Kind — UPSTANDER	Include others
	Be an Upstander	Be a good sport!
R	Play with kindness in mind	Buddy Bench check
	Take turns	Hands to yourself

Cafeteria

	Cafeteria
R	*Use restroom before lunch, *Inside voices, *Clean up area
O	*Focus on EATING first, *Talk to friends at your table after eating
A	*Be kind to others, *Be an Upstander — UPSTANDER, *Make healthy choices
R	*Eat your own food, *Use your manners, Say please and thank you

Bus

	Bus
R	*Use inside voices, *All items stay in backpack
O	*Listen for your bus number, *Stay in seat
A	*Do what is right even when no one is watching, *Be an Upstander — UPSTANDER
R	*Keep your hands and feet to yourself, *Listen to the bus driver

Kindergarten

Kdg	Classroom	Hallway	Restroom
R	listening ears, ready to learn	walking feet	flush, wash hands
O	Follow directions	Stay in line	Get in and get out!
A	Try your best	Be kind	Be an Upstander — UPSTANDER
R	Be kind to others & our things	quiet, hands to yourself	quiet, hands to yourself

K-2 Example

K-2	Classroom
R	ready to learn, listening ears
O	Follow directions
A	Try your best
R	Be kind to others & our things

3-5 Example

3-5	Classroom
R	*Clean your area, *Be prepared
O	*Listen to your teacher, *Stay on task, *Follow directions
A	*Try your best, *Be an Upstander — UPSTANDER
R	*Respect school property, *Hands to yourself, *Appropriate voice level

Blank Classroom

	Classroom
R	
O	
A	
R	

1-2 Hallway & Restroom

1st & 2nd	Hallway	Restroom
R	walking feet	flush, wash hands
O	Stay in line	Get in and get out!
A	Be kind	Be an Upstander — UPSTANDER
R	quiet, hands to yourself	quiet, hands to yourself

3-5 Hallway & Restroom

3-5	Hallway	Restroom
R	*Walk on the right side, *Quiet in a straight line, *Eyes facing forward	*Flush the toilet, *Wash and dry your hands
O	*Go straight to your destination and come right back	*Get in and get out, *Flush, wash, dry
A	*Be kind to anyone you see, *Be an Upstander — UPSTANDER	*Do what is right even when no one is watching, *Be an Upstander
R	*Keep your hands to yourself, *Respect school property, *Respect other classrooms working and learning.	*Keep hands, feet, and objects to yourself, *Respect the privacy of others, *Be quiet

<u>Teaching School-wide Rules, Behavioral Expectations, & Routines… Starting the Year off Right:</u>
During the first couple weeks of school, we will focus on teaching the four school-wide expectations and the Roaring Leopard Behavior System. To successfully communicate expectations and rewards/consequences, we will need participation and support from the entire staff.

<u>Why are Routines Important?</u>
Routines are the procedures and processes that students are expected to follow to keep things running smoothly and to prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, bathroom expectations and routines, etc. Choosing routines is a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught, retaught, and reinforced. *As an adult, you may be able to function without routine and in a state of disorder or "flexibility". This is not the case for students at this age.*

<u>Re-teaching the Rules, Expectations, and Routines:</u>
Like all good teachers, we must remember that we cannot simply teach the expectations and routines once, or wait to be "reactive" when problems among students arise. One recommended method for reviewing the expectations is to reteach the behaviors using the videos and hosting a "boot camp". "Boot camp" is showing the video in that area, going over the expectations on the matrix in that area, and having student(s) practice the behavior continuously until they have proven they have it. Another recommended method for reviewing the expectations and building community/relationships in your room is implementing a "Morning Meeting Time." Morning Meeting is especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, when current events lend themselves to appropriate conversations/teachable moments, and in specific class/building areas that continue to be problematic. Plus, students who have morning meetings are more likely to want to come to school.

Morning Meeting may include modeling and practice expectations, social and emotional skills. This is also a time to merge social, emotional and academic learning. Click here to access the morning meeting calendar example. Lessons are linked so you do not have to reinvent the wheel. However, based on what is happening in your classroom and how you want to insert your curriculum, you are welcome to change as needed.

Refreshers:
Use as needed. If you find any to add, please email to megan.lindsey@lepapps.org

- Area Specific Refreshers
- Responsible Refreshers
- On Task Refreshers
- Achieve Refreshers
- Respectful Refreshers

Consequences:

Consistent and fair discipline procedures are crucial to efficient school operations. Consequences should focus on teaching, remediation, and logical consequences. In providing consequences we also want to be mindful of the instructional time that students are missing. We want to send a message to kids that good day or bad day, you are going to *learn and grow* here at Louisville Elementary.

In order to maximize student instructional time, staff should build relationships with ALL students and develop a clear **incentives** system to supplement the building-wide plan. One incentive idea is to allow students to pick the activity for Friday Fun to motivate them each week. *Most importantly, it involves a team approach with parents/families.* If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the school PBIS Team, counselors, principals, or CARE team.

Louisville Elementary PBIS Behavior System:

Marks System, FAQ:
4 marks= TASK
1. A student will only receive one homework mark per day total. However, if there is a pattern or it has been determined that a student is manipulating the one homework mark a day rule, fill out a HAM form (Homework Assistance Meeting).
2. Student forgets folder/backpack at home= **1 homework mark**
   If no homework is involved= **1 responsibility mark**
3. Student forgets ROAR chart on Friday knowing they were in task= send to task with a note that this happened, task info should already have been filled out on Google form so they'll have info or you can keep track daily of student marks so there is no question. Use your best judgment.
4. **Yellow task form** not returned on Monday= **1 responsibility mark**

Celebrate Success:

The goal of Celebrate Success is just that, to celebrate the success of all students for showing progress. It is not to be looked at as a participation trophy, but as a growth reward. When setting goals, look at it as a goal they are working to show growth in, instead of a completed project or assignment or certain spot they need to reach. Goal setting can be done in your classroom in whatever way works best for you. The point is to teach students goal setting, and to track their progress over the nine weeks. As long as students have tried and are showing growth, they will attend Celebrate Success. When writing goals on your objects to display outside the office, you could refer to these as individual student goals.

Louisville Elementary School PBIS Posters:

Feel free to use as needed!

Responsible

Respectful

Cafeteria

On Task

Achieve

Playground

DEFINITIONS

MINOR (Staff managed)

DISRESPECT
"Speaking back" towards adults, name calling peers, mean looks towards peers and adults, or intentional bumping, shoving, etc. (with no injury)

TALKING OUT OF TURN
Not raising hand prior to speaking in class or not allowing others to share their thoughts

OFF TASK
Not completing the task given by the teacher or working on an unassigned task

UNTRUTHFUL
Not sharing truthful information, the first time

CLASSROOM DISRUPTIONS
Speaking when supposed to be quiet, throwing items around the classroom or walking around the classroom

LACK OF FOLLOWING DIRECTIONS
Not following a direction after 2+ redirections

ALTERCATIONS WITH PEERS
Verbal disagreements between students, using unkind words or minor pushing/shoving

RECKLESS PHYSICAL BEHAVIOR
Putting self or others in harm, such as frequently bumping into peers, running in hallways and stairways, or jumping on walls and hanging on bathroom doors

MINOR VANDALISM OF SCHOOL/PEER PROPERTY
Breaking school supplies or tearing up books

MAJOR (Office managed)

REPEATED DISRESPECT/DEFIANCE
Willful refusal or failure to follow or comply with an appropriate direction

FIGHTING/HITTING
Engaging in adversarial and/or aggressive physical contact. Primarily focusing on students punching, slapping, kicking or any other actions in a violent manner. Minor actions such as poking, pushing, shoving, or scuffling would not be deemed as a major fighting/hitting offense

PROFANITY OR OBSCENE GESTURES
Use of profanity or gestures that insinuate profanity or inappropriate actions

MAJOR VANDALISM OF SCHOOL/PEER PROPERTY
Defacing, cutting or damaging property that belongs to the school or others

WEAPONS OR LOOK-A-LIKE WEAPONS
Possession of any device or look-a-like device that may be used to harm others

FREQUENT CLASSROOM DISRUPTIONS
Frequent acts of speaking when supposed to be quiet, throwing items around the classroom or walking around the classroom and not correcting behavior when addressed by staff member

THREATS
An oral or written statement mentioning the intent to harm another

STEALING
Unauthorized taking of property of another person or receiving or possessing such property

BULLYING
"Harassment, intimidation, or bullying" means either of the following:
A. Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:
  a. Causes mental or physical harm to the other student;
  b. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.
B. Violence within a dating relationship.

REPEATED LYING
Repeated acts of providing untrue information

INAPPROPRIATE USE OF TECHNOLOGY
Violation of technology agreement according to student handbook

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Problem Behavior Definitions

- **HIB (Harassment, Intimidation, Bullying)**
  - One time harassment or intimidation, coercion,manipulation of others

- **Verbal Disruption**
  - Blurt out, off task comments, talking with peers during instruction or work time, distracting noises

- **Disrespect**
  - Name calling, eye rolling, talking back to an adult, teasing, putting others down, lying/dishonesty, comments about gender, race, ethnicity, sexuality, socio-economic status, disability

- **Safety Violations**
  - Misuse of materials, running in hallway, touching others, throwing objects that likely won't cause harm, physical horseplay, leaving the designated space without permission

- **Failure to Follow Directions**
  - Refusal, ignoring, failure to respond, doing something other than what is asked, not having materials, unprepared

- **Threats**
  - Transient threats (verbal and physical with no intent to harm)

- **Technology Misuse**
  - Misuse of physical equipment, logging in as someone else, going to a site that was not assigned, cell phone use

- **Theft**
  - Taking objects with nominal monetary/sentimental value

- **Cheating**
  - Having unauthorized materials out during a test or quiz, looking off of others' papers, misrepresenting a name on a quiz/test, copying from a peer

- **Work Refusal**
  - Occasional disengagement and/or passive refusal to complete work

- **Other**
  - Failure to abide by other rules that may be established from time to time by the Board, Superintendent, or Principal.

- HIB- Harassment, Intimidation, Bullying
    - Repeated and targeted, verbal, non- verbal, physical or threats, harassment, coercion or menacing, can be on electronics

- Verbal Disruption
    - Screaming/ yelling repeated and/or in a way that instruction can't continue, chronic minor verbal disruptions

- Disrespect
    - Derogatory racial/ethnic slurs, gender, race, ethnicity, sexuality, socio-economic status, disability, chronic disrespect, sexual gestures/ innuendos

- Safety Violations
    - Throwing objects that may cause harm, physical contact that may cause injury, physical fighting, out of bounds with the intent to disrupt, significant dama

- Failure to Follow Directions
    - Chronic failure to follow directions

- Threats
    - Substantive threats (verbal and physical - with planning and/or intention)

- Technology Misuse
    - Inappropriate adult site, cyberbullying, fraud

- Theft
    - Taking objects with significant monetary/ sentimental value, chronic theft of any value

- Cheating
    - Plagiarism

- Work Refusal
    - Refusal to engage and/or complete work/discuss assignments

PBIS Behavior Flowchart

Observe Problem Behavior

Teacher Managed (minor)
Use Minor Referral form

Office Managed (major)
Use Office Referral form

Is this a minor or major behavior?

Re-direct student

Intervention 1
- ✓ Re-teach appropriate behavior/ verbal reflection
- ✓ Document minor
- ✓ Appropriate classroom intervention

Intervention 2
- ✓ Re-teach/ written behavior reflection
- ✓ Contact home
- ✓ Document minor
- ✓ Appropriate classroom intervention

Teacher Managed (Minor)
- Disruptive
- Defiance/ Refusal
- Disrespect
- Dress Code
- Electronic Device Misuse
- Physical Horseplay
- Inappropriate Language
- Minor dishonesty
- Stealing
- Cheating
- Unprepared for class
- Failure to follow directions

Office Managed (Major)
- Fighting or Physical aggression
- Bullying/ Harassment
- Chronic/ Repetitive Minor Infractions
- Drugs, Alcohol, Weapons
- Sexual Harassment
- Verbal abuse
- Major dishonesty
- Severe defiance of authority
- Safety concern
- Electronic devices- severe

Intervention
- ✓ Complete Major Behavior Incident Report AND Behavior Assistance Meeting Referral form (BAM)
- ✓ Conference with student & parents

Administration:
- ✓ Admin Investigates written report
- ✓ Student conduct record is consulted
- ✓ Admin determines intervention
- ✓ Admin provides feedback to teacher

Intervention 3
- ✓ Parent/ teacher conference
- ✓ Discuss with parents and team

Intervention 4
- ✓ Fill out Behavior Assistance Meeting Referral form (BAM)

Possible Interventions (minor)
- Apology note
- Loss of a privilege
- Reflection form
- Time out
- Verbal warning
- See BAM