MIDWAY ELEMENTARY
School-Wide Positive Behavior Support - Parent Handbook
RESPECTFUL   *RESPONSIBLE*   *SAFE*

Introduction

Midway Elementary has been a part of Missouri's School Wide Positive Behavior Support Program for nearly ten years. The focus of this program is to instill a safe and positive learning environment for our students, staff, and parents. As our primary goal, the success of our students is always of the utmost importance. When teachers know and use positive and proactive measures, many of the common, minor behaviors can be reduced, if not avoided altogether. The implementation of SWPBS in a systemic approach, improves the consistency of expected behaviors, and the common language used among all students and staff results in students being prepared to be active learners.

What is SWPBS?

SWPBS is a data-driven, proactive, systemic approach for establishing the behavioral supports and environmental needs for all students in order to achieve social, emotional, behavioral, and academic success. It is formulated from the concept of the Response to Intervention (RTI) model.

There are three tiers within the SWPBS approach.

> ***Tier I -*** Core behavioral expectations are taught, modeled, and reinforced by all staff members in all school settings. This typically meets the needs of 80% of the student population.
> ***Tier II -*** Supplemental interventions are for small groups of students not meeting behavioral expectations or those needing more assistance. This intervention should meet the needs of approximately 15% of the student population.
> ***Tier III -*** This tier focuses on customizing interventions for individual students not meeting expected behaviors. This tier accounts for approximately 5% of the student population.

Midway Elementary Behavior Expectations

As a school, we have adopted three universal behavior expectations for our students. They are:
1. Be Respectful
2. Be Responsible
3. Be Safe

SWPBS Tier I - Universal Practices	
Define	● 3-5 school-wide behaviors ● Rules which support expected behaviors
Teach/Pre-Correct	● SWPBS lessons delivered bi-monthly ● Support lessons provided for individual classrooms
Model/Practice	● Adults model what they teach ● Students practice what is taught
Acknowledging	● Frequent Recognition (Viking Vouchers) ● Midway Market ● Spinning the Wheel ● Classroom Recognition (Crew Cards) ● Monthly Assemblies ● School-Wide Celebrations
Reteach	● Restate the expectations using different strategies

Implementation Process

Just like academic skills, behavior expectations and skills must be taught. Our goal is to create a positive environment within our school as a whole, as well as in individual classrooms. The focus on our behavior expectations: being respectful, being responsible, and being safe, are applied in all settings and in all scenarios. By teaching these core beliefs, staff equips all students with the knowledge to successfully achieve their individual potential.

Students Displaying Expected Behavior

All staff members in the building can acknowledge when a student displays expected behavior. One way to do this is by rewarding the students with **Viking Vouchers**. Students who display appropriate, expected behavior are given a voucher that consists of two portions. One portion represents currency which can be used at our **Midway Market**. Every class is scheduled to visit the Midway Market once a month. Students can purchase items with this portion of their voucher. Students put their names on the other portion, which goes into a weekly drawing. Those students whose names are drawn spin the **Wheel** to win a prize. All vouchers that went into the drawing are kept and put into a container. Once this container is full, there is a **School-Wide Celebration**. **Crew Cards** are awarded when the class as a whole is demonstrating positive, expected behaviors. These cards are awarded by any staff member, with the exception of that class's homeroom teacher.

Students Displaying Problematic Behavior

If a child displays a minor problematic behavior which does not follow our expectations, the child is given a ***redirect***. This is simply our way of redirecting a student's attention to appropriate behaviors, hence the term "redirect". The purpose behind this is to give that child the power over his/her behavior in order to take measures to correct it when inappropriate. Occasionally, a second redirect is needed if change hasn't occurred. Upon the third redirect, the office will be alerted to this child's repeated problematic behavior, otherwise known as an Office Discipline Referral (ODR). This is now tagged as a ***minor*** escalation of problem behavior.   In the event this escalates past a fifth redirect, parents will be notified via a written document sent home with the child. This subsequently is termed as a ***major*** escalation of problem behavior. If an initial behavior is severe, it immediately escalates to a major status.

Tier II - Interventions and Support

Some students will respond to the Tier 1 level of support but will still exhibit some specific difficulties. These students may be demonstrating academic and/or behavioral deficits that will require more intensive support. Tier 2 interventions can be effective in working with students at risk for academic and/or behavioral concerns.

Secondary interventions rest on the foundation of Tier 1 school-wide and classroom systems. Without school-side prevention, we cant' reliably identify students in need of targeted interventions. Tier 1 systems must be in place and used consistently and with fidelity by all staff. To correctly identify which students are in need of more intensive support and what types of support they need, the SWPBIS leadership team assists staff in reviewing data. Typically schools decide on a set of data-decision rules for identification. For instance, schools may decide that once a student has received a certain number of office discipline referrals (perhaps 2-5), that student's referrals will be automatically reviewed to determine the types, locations, and times of referrals. Other referral sources could include teachers, or families, counselor reports, or student-reported concerns.

Tier 2 small group interventions are strategies and procedures put into place to support a group of students who display similar needs or deficits as identified through the data review described above. Typically about 15-20% of students will continue to have problems and will need more intensive interventions. Approximately 10-15% will respond to the targeted group interventions.

When a student is part of a small group intervention the staff members who interact with him/her should be made aware of it so that they can also provide the right types of prompts and encouragement. Small group interventions provide an opportunity for the students to have a more personal, positive connection with at least one additional adult. This is important because many of these students' school experiences have not been successful.

Some of the critical features involved in establishing effective Tier 2 interventions are:
- The interventions should be consistent with the school-wide expectations ahd should incorporate similar language.
- Adequate resources and staff to support the interventions should be dedicated and available before the interventions are begun.
- The interventions should require low effort on the part of the teachers(s). The intervention(s)recommended should fit well within the classroom or other environments where it is implemented. Interventions that require too much time or too many resources will probably not be implemented consistently and with fidelity. It is important to have the teacher involved when deciding what interventions will be used so it will be workable.
- A system to refer and identify students should be in place, and procedures for referral and identification should be clear to all staff and families.
- A system should be in place to maintain data-based and timely monitoring of the interventions to decide if it should be maintained, revised, or restructured.

There are many different types of Tier 2 interventions. Some that have been successful across age and grade levels including (a) Check-in/Check-out, (b) Small Social Skills Groups, and (c) Positive Pals. These interventions provide a means for students to actively practice the skills that are being re-taught and reinforced through the intervention.

Check -In/Check-Out (CICO)
If a classroom teacher wants to recommend a student of CICO, a nomination form (FACTS form) will be completed by the classroom teacher. The administrator reviews tha forms to discuss possible candidates at the Tier 2 meetings.

Once students are accepted into the program, the classroom teacher is given a "Daily Progress Report" form (DPR) to complete baseline data on the student for a week. The DPR consists of transition periods for behavior or academics. Each transition consists of a 1-3 point scale: 3 points - 0-1 reminders; 2 points - 2 reminders; 1 point- 3 or more reminders. After each transition, the teacher conferences briefly with the student about the points accrued during that transition. Students take the DPR's to each transition: classroom, cafeteria, recess, special class, etc.

CICO team members meet with the student in the program to discuss Midway's 3 expectations: respect, responsibility, and safety. Discussions may include how a teacher can help the student, strategies on receiving higher points, ways to improve behaviro or academics.

At the end of the day, CICO members will record possible points, total points the student received, percentage,and student percentage goal. Members also discuss how the day went for the students, what worked or didn't work, how they could improve, etc.

The CICO staff member will make a copy of the DPR for each eligible student and send it home for parents/guardians to sign and return. If a student returns a signed DPR, the student will receive a Viking Voucher.

At the end of the week, the weekly DPR is filed in the CICO notebook and copies for the following week are prepared. The counselor inputs data from CICO into "Advanced Tier Spreadsheet", a computer data system.

At the end of each quarter, the students are reviewed for a possible exit plan. If a student is phasing out, CICO students meet with a CICO member 2-3 times a week, but a DPR is not filled out. Quarterly goal: if a student has met their goal of 100% for 4 consecutive weeks for academics, then they are eligible for phasing; if a student has met their goal of 90% for 90% of the time for behavior, then they are eligible for phasing. Phasing out would include meeting with students 2-3 times a week with their DPR form for week one. Week two would consist of meeting with the student in the morning, or afternoon, without the DPR. New candidates would be added as needed, depending on the FACTS form completed by the classroom teacher.

Small Groups:

The counselor, who is part of our Tier II team, or the classroom teacher, will bring names to the Tier 2 committee for consideration for inclusion in small group counseling. After speaking with the classroom teachers about students who could use additional support in social skills, a list will be compiled and a letter introducing the program will be sent home.

The groups will meet once a week for 20-30 minutes. Confidentiality will be discussed, guidelines are decided upon and personal folders will be used during these sessions. Social group times will consist of social games, either on the Ipad or on paper, books, videos, and hands-on-activities. The upper elementary students who meet on organizational skills rated the cleanliness of their desks, compared their desks to their rooms at home and brainstormed ideas that they could use to increase productivity and neatness in their work.

Positive Pals

This program consists of students being paired up with a staff member who meets with these students 1-2 times a week. Students can be recommended for this program by any staff member by reaching out to the Tier II team. Basis for recommendations can vary from students noticeably struggling with something here at school and/or home, or that they just need someone to talk to and/or look up to throughout the week.

What can I do to help support SWPBIS?
- Review the behavior expectations with your child.
- Ensure that your child is well rested and on time for each school day.
- Ask your child about his/her school day.
- Encourage your child to do his/her homework and keep up with his/her classes.
- Stay in contact with your child's teacher(s).

- Encourage your child to use proper language and tone.
- Practice polite phrases like "Thank you," "Please." and "Excuse me."
- Incorporate Be Respectful, Be Responsible, and Be Safe into your family values.
- Be involved with the school. Attend school functions and activities when possible.

<u>Online Resources</u>

This is a state program that a great majority of schools have adopted and developed to fit their needs. Several other states have the same program or something very similar. This program can also be referred to as Positive Behavior Support (PBS) and Positive Behavior Intervention and Support (PBIS). Many online resources exist in regards to School Wide Positive Behavior Support. Some major websites include:

Positive Behavioral Interventions and Supports http://www.pbis.org

Missouri Schoolwide Positive Behavior Supports http://www.pbismissouri.org

PBIS Maryland http://www.pbismaryland.org

Florida PBIS http://www.pbssurveys.org/pages/Home.aspx

The Arc Link http://thearclink.org/news/article.asp?IE=537

Positive Behavior Support Project http://www.delawarepbs.org/

University of Oregon Article http://www.delawarepbs.org/

Louisiana Schoolwide PBS http://lapositivebehavior.com

NASP Resources http://www.nasponline.org/resources/factsheet/pbs_fs.aspx