



Parent Handbook
For
PBIS

(Positive Behavioral Interventions & Support)

Table of Contents

- a. Purpose and Facts about PBIS
- b. SOL Matrix (posted in each environment with listed expectations)
- c. Disciplinary Policy (Staff vs. Office Behaviors)
- d. Reward System
- e. Behavioral Log (to be completed by staff members; based on our matrix)
- f. Behavioral Log (to be completed by staff members who do not have access to the Powerschool form)
- g. Let's Take a Break (first step for students to take a moment and turn their behavior around)
- h. SOL Behavior Reflection (to be completed by students to help them more thoroughly process and in turn, improve their behavior)



Ohio PBIS Network

FACT SHEET

Facts about the Implementation of
Positive Behavioral Interventions & Supports (PBIS) in Ohio

At the Ohio PBIS Network, our mission is to advocate for the adoption and implementation of the PBIS framework in the teaching of social competencies and development of safe and effective school environments...

Contact your **State Support Team** or **Educational Service Center** serving schools in your county for the regional consultants who can assist you with PBIS implementation!

What is PBIS?

Positive Behavioral Interventions & Supports (PBIS) is an *implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional and behavioral competence of all students.*

(PBIS.org, National Technical Assistance Center on PBIS, June, 2018)

Essential Components of PBIS

Clear Expectations

School communities identify 3 to 5 (2 to 3 for early childhood) school-wide overarching behavioral expectations that align with the mission of the school and guide behavior for all settings and situations for staff and students.

Comprehensive Instruction

Systematic, explicit instruction is provided on the school-wide expectations along with opportunities to practice and receive feedback on the expected behaviors for each area of the school setting.

Consistent Systems of Acknowledging and Correcting Behaviors

Consistent striving for a 5 to 1 ratio in acknowledging expected behaviors and correcting challenging behaviors is provided through:

- ✓ active supervision
- ✓ proactive scheduling
- ✓ logical consequences and reteaching
- ✓ clear procedures for responding to behaviors
- ✓ supportive environments designed to eliminate behavior triggers

Supportive Structure

Districtwide and schoolwide systems are created to enable accurate and sustained implementation of practices. Teams use data to make decisions as they focus on developing an infrastructure in schools that provides effective academic and behavioral multi-tiered systems of support for all students. Progress monitoring completed for fidelity and target outcomes.

Community Connections

With administrative commitment and involvement, schools and districts utilize team-based structures to focus on building positive relationships among all stakeholder groups, to ensure consistent implementation of culturally responsive practices.

Why Implement PBIS?

- Reduction in challenging behavior
- Increased academic performance
- Improved perception of safety
- Reduction in bullying behaviors
- Increased administrator time for instructional leadership
- Reduction in staff turnover
- Increased perception of teacher efficacy
- Improved social-emotional competence
- Increased positive school climate and culture

(Homer, 2013)

A Multi-Tiered System of Support Framework (The three tiers of PBIS)

Tier 1 Universal Prevention (all)

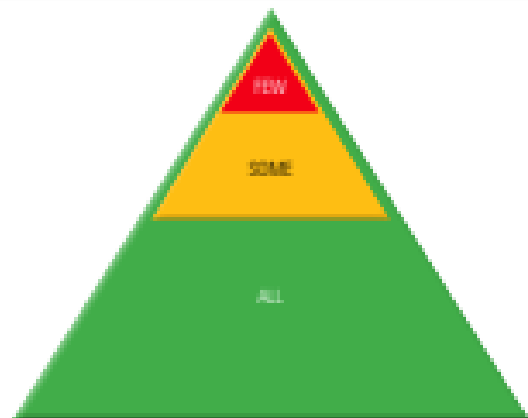
Tier 1 supports serve as the foundation for behavior and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and prevent future problems.

Tier 2: Targeted Prevention (Some)

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.

Tier 3: Intensive Individualized Prevention (Few)

Tier 3 supports are the most intensive supports the school offers. These supports are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Students' plans often include goals related to both academics as well as behavior support.



Integrating Initiatives for a Safe and Positive School Climate

District Leadership Teams use the Ohio Improvement Process (OIP) to design and implement schoolwide PBIS. In a PBIS school, the school administrator is then also collaborating to:

- ✓ Prevent bullying;
- ✓ Improve classroom management practices;
- ✓ Ensure student safety (preventing and reducing restraint and seclusion)
- ✓ Promote a positive school climate that improves outcomes for **all** students.

Consistent with Ohio law, the PBIS Network envisions all Ohio schools will implement PBIS as an effective and proactive framework for improving safety, social competence and academic achievement for all students.

Willoughby-Eastlake School of Innovation PBIS Behavior Expectations Matrix			
	SAFETY	OWNERSHIP	INTEGRITY
Technology	Take Care of Chromebook	Keep Chromebook Charged	- Use Tech Properly - Stay on Task
Learning Environment (Including Encore)	Use Rooms Properly	- Be Prepared - Stay on Task—Participate Appropriately	- Be Kind - Be a Good Teammate
Hallways/Transition Time	- Honor Personal Space - Walk	- Hold on to Your Belongings - Have an Appropriate Voice Level (2)	Lead by Example
Cafeteria	Remain Seated	- Keep Area Clean - Food Remains in the Cafeteria	- Be Kind - Have Appropriate Voice Level (3)
Bathrooms	Use Bathroom Equipment and Stalls Properly	- Wash Hands - Clean up After Yourself	Report Improper Behavior to Adults
Indoor/Outdoor recess (Including Advisory)	Appropriate Use of Equipment/Indoor Activities	- Keep Hands and Feet to Self - Use Calming Techniques When Necessary - Voice Level Lower when Inside for Recess (2)	Be Kind
Arrival/Dismissal	Follow all Bus Safety Rules	- Have Appropriate Voice Level (2) - Keep Hands and Feet to Yourself	Be Kind

*Posters are hung in each environment displaying the listed expectations of the matrix; student-made slides are displayed on school TV's.

SOI Behavioral Flow Chart

Teacher/Staff Managed Behavior

- *Take care of chromebook
- *Use rooms properly
- *Honor Personal Space
- *Walk
- *Remain seated
- *Use bathroom equipment and stalls properly
- *Appropriate use of equipment/indoor activities
- *Follow all bus safety rules
- *Keep chromebook charged
- *Be prepared
- *Stay on-task-participate appropriately
- *Hold on to your belongings
- *Have an appropriate voice level
- *Keep area clean
- *Food remains in cafeteria
- *Clean up after yourself
- *Dress Code violation
- *Unkind
- *Poor teammate behaviors
- *Properly use technology

Reteach appropriate PBIS expectations

Document Minor (google form)

Observe Problem Behavior
Is it office managed?

No

Yes

Office Managed Behaviors

- *Repeated Teacher/Staff Managed Behaviors
- *Abusive language
- *Fighting/physical aggression (intent to harm)
- *Leaving school grounds
- *Threat or intimidation/bullying
- *Vandalism of property
- *Weapons/dangerous items
- *Lying/cheating
- *Harassment
- *Theft
- *Throwing items that cause harm
- *Skipping class
- *Possession of illegal contraband
- *Inciting panic

Intervention I (Teacher-led)

- | | |
|---|-------------------------------|
| *Break down tasks | *Redirection |
| *Check for understanding | *Reinforce expected behaviors |
| *Classroom management system | *Repeated practice |
| *Clearly state choices | *Restate directions |
| *Consult student's SOH/IEP | *Rewards |
| *Defined areas | *Sensory tools |
| *Eye contact | *Setting limits |
| *Identify error/reteach | *Teacher proximity |
| *Ignore negative behaviors | *Tone of voice |
| *Model expectations (adult/peer) | *Transitional warnings |
| *Non-verbal signals | *Visual supports |
| *Pairing preferred with non-preferred behaviors | *Visual timer |
| *Positive phrases | |

Intervention II (Teacher-led)

- | | |
|---------------------------------|---------------------------|
| *1-to-1 conference | *Restitution |
| *Check and connect | *Reward chart incentive |
| *Coping skills | *School mentor |
| *Flexible grouping | *Self-monitoring behavior |
| *Loss/gain classroom privileges | *Social stories |
| *Parent communication | *Think and write |
| *Reflection Form | *Time out/break |

Intervention III (Teacher/guidance-led)

- | | |
|----------------------------|--------------------|
| *Behavior contracts | *Guidance groups |
| *Differentiate assignments | *Guidance referral |

Administration/Team Intervention IV

- | | |
|---------------------------------------|--|
| *Behavioral Intervention Plan | *Law enforcement |
| *Expulsion | *Out of school suspension |
| *Functional Behavior Assessment | *Referral to IAT |
| *In-school detention/suspension | *Referral to Juvenile Court |
| *Intensive behavioral leveling system | *Special privileges/loss of privileges |

Administrative Interventions (after referral completed)

- | | |
|------------------------------|----------------------------------|
| *removed from learning space | *parent contacted |
| *conference | *feedback given to teacher |
| *reflection/reteach | *incident entered in powerschool |
| *assign consequence | *may complete any from above |

Students will receive a Kudos Card on which to put their name and grade, once 10 STAMPS have been received for exhibiting positive behavior with SAFETY, LEADERSHIP, and RESPECT, it can be turned in to one of the two boxes in the school for a weekly reward. Each student may choose what he or she would like their reward to be. Choices include lunch with a buddy, hat day, dress down day, hoodie, day, play on chromebook during recess/advisory, or to sit in a rolling chair for the day.

* SAFETY * OWNERSHIP * INTEGRITY * _____ _____ Kudos Card _____	* SAFETY * OWNERSHIP * INTEGRITY * _____ _____ Kudos Card _____
--	--

PBIS RECOGNITION AWARD

Congratulations!

showed SAFETY, RESPECT, & LEADERSHIP at Sol!

You earned **LUNCH WITH A BUDDY!**

Date: -----

Keep up the GREAT work!

~Sol PBIS~

A certificate will be issued to each student who turned in a completed card the first day of the school week. They will redeem this reward on Recognition Wednesday, or the date stated on the certificate (due to holidays, the day of the week may change). Students will receive a sticker to wear on their redemption day showing everyone how awesome they are!

Furthermore, each school day, Mr. Bonick will draw one Kudos Card out of a bag that was turned in the previous week. That student will be invited down to his office where he will make a **KUDOS CALL** home to celebrate him/her showing **Safety, ownership, and Integrity** the week before. Each student called down will also receive a special certificate and prize for doing so well!



Teachers now use Powerschool in order to log entries about students' behaviors. There are set drop-down menus which provide teachers with such items as the area of PBIS being addressed, location, and the time at which the behavior occurred. In addition, there is a section that allows the teachers to share what interventions were attempted and provided before this log was completed. If a behavior was being logged just for documentation purposes, with no disciplinary action, that can also be noted in the form.

Incident Date	08/17/2022		Time  08:42 AM
Log Type	Discipline		
Subtype			
Title			
Log Entry			
PBIS Problem Behavior (Discipline Only)	Please Select from list below		
PBIS Perceived Motivation (Discipline Only)	Please Select		
PBIS Incident Location (Discipline Only)	Please Select		
PBIS Incident Time (Discipline Only)	Select Time from List Below		
PBIS Attempted Interventions? (Provide Description in Log Entry)	☐ Yes ☐ No		
PBIS No Administrative Follow up Needed (Discipline Only)	☐		

Student: _____ Date: _____

Staff: _____

Minor or Major infraction

Minor infraction - please give back to Grade Level Teachers

Major infraction - please give to Mr Bonick

<u>PBIS</u>	SAFETY	OWNERSHIP	INTEGRITY
Hallways Transition Time	• Honor Personal Space • Walk	• Hold on to Your Belongings • Have an Appropriate Voice Level (2)	• Lead by Example
Cafeteria	• Remain Seated	• Keep Area Clean • Food Remains in the Cafeteria	• Be Kind • Have Appropriate Voice Level (3)
Bathrooms	• Use Bathroom Equipment and Stalls Properly	• Wash Hands • Clean up After Yourself	• Report Improper Behavior to Adults
Indoor/Outdoor recess (Including Advisory)	• Appropriate Use of Equipment/Indo or Activities	• Keep Hands and Feet to Self • Use Calming Techniques When Necessary • Voice Level Lower when Inside for Recess (2)	• Be Kind

Comments/interventions: (Use Back if Necessary)

Name: _____ Grade: _____ Date: _____

Let's Take A Break

You deserve **SAFETY**.

Please use actions that make others feel safe.

You deserve to exhibit **OWNERSHIP**.

Please be respectful to everyone around you.

You deserve to exhibit **INTEGRITY**.

Please set a good example for those around you.



When was the last time you got at least 8 hours of sleep? _____

When was the last time you had a full meal? _____

What is one good thing that happened today?

What is something you wish went differently today?

What can I do to make it better when you return to class?

What can you do to make it better when you return to class?

Is there anything else you would like to tell me?

If disciplinary action needs to be taken, SOI now has a "Reflection Room." Students typically would be present in this room to reflect more thoroughly on their behaviors and in turn, make better choices. Here are a few examples of what students may be asked to complete.



You are in the reflection room because your behavior has not met the classroom/school expectations.

Answer each of the following questions in your three paragraph reflective essay.

(Paragraph 1) **Which specific parts of our SOI Behavior Matrix did you violate? What happened? How did you react? (3-4 sentences minimum required)**

(Paragraph 2) **Why was your behavior unfair to the classmates, teachers, or supervisors around you? What potential problems might your behavior cause? Who do you need to apologize to? (3-4 sentences minimum required)**

(Paragraph 3) **What can you do to follow our expectations better in the future? What do you need in order to be successful? Provide multiple examples. (3-4 sentences minimum required)**

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Name: _____ Date Started: _____

Reflection Room 6th-8th Grade Reflective Essay



You are in the reflection room because your behavior has not met the classroom/school expectations.

Answer each of the following questions in your five paragraph reflective essay.

(Introduction Paragraph) **Which specific parts of our SOI Behavior Matrix did you violate? What happened? How did you react? (5 sentences minimum required)**

(Paragraph 1) **Why was your behavior unfair to the classmates, teachers, or supervisors around you? What potential problems might your behavior cause? (5 sentences minimum required)**

(Paragraph 2) **What does good classroom/school/bus behavior look like? Explain what a good student role model acts like, provide multiple examples. (5 sentences minimum required)**

(Paragraph 3) **What can you do to follow our expectations better in the future? What do you need in order to be successful? Provide multiple examples. (5 sentences minimum required)**

(Closing Paragraph) **Who do you need to apologize to for your actions? Please explain your reasoning in detail. (5 sentences minimum required)**

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

REFLECTION ROOM REFLECTION SHEET A



Student Name: _____ Teacher: _____

Date: _____

What part of the behavior matrix did I violate? (Circle)

SAFETY

OWNERSHIP

INTEGRITY

In what way did I violate it? (Circle)

Technology

Learning Environment

Hallways/Transition Time

Cafeteria

Bathrooms

Recess/Advisory

Arrival/Dismissal

Which behavior did I violate? (Look at the behavior matrix)

How did I feel when I chose not to follow this rule? Circle one



Happy

Sad

Confused

Worried

Angry

What would have been a better choice for the next time? (Write here or draw on back)

Who should I apologize to? _____

REFLECTION ROOM ASSIGNMENT APOLOGY B



STUDENT NAME: _____ TEACHER: _____

DATE: _____

Dear: _____

I want to let you know that I am sorry for.....

At the time I felt.....

I now understand that I was wrong and you must have felt.....

I know I cannot change what I did, but I want you to know that I am really sorry. In the future I will.....

Sincerely, _____

(This needs presented to and signed by the other student(s) involved)

I _____ Accept your apology.