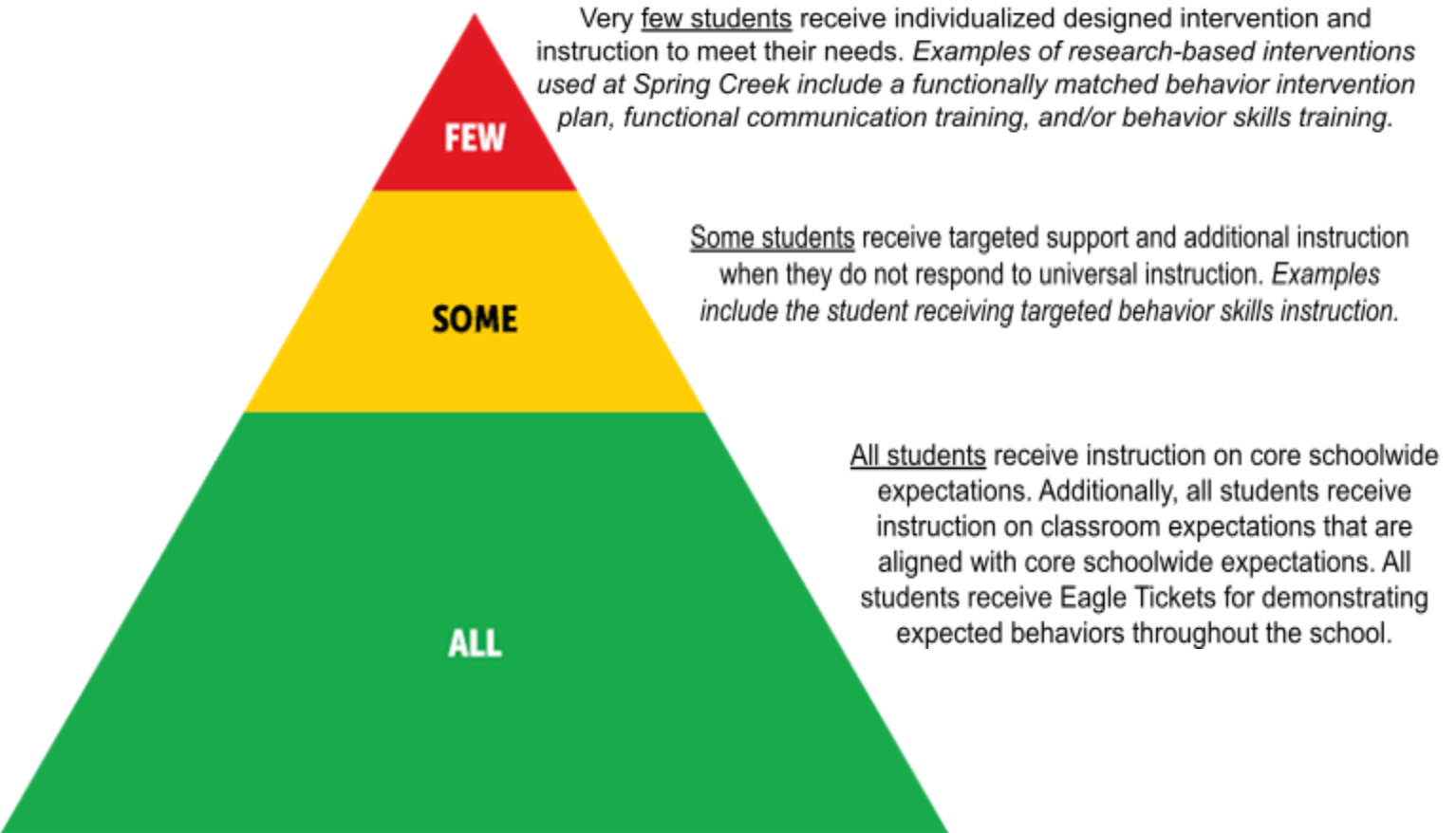




Spring Creek Elementary: PBIS Framework

Spring Creek Behavioral Support: Spring Creek Elementary utilizes a research-based Positive Behavioral Interventions and Supports (PBIS) framework to provide universal instruction of expectations and tiered intervention to students.



A successful whole-school PBIS system has 3 components:

1. Behavior Instruction
2. Behavior Reinforcement
3. Behavior Response

*Spring Creek students are Safe, Respectful,
and Responsible.*

Behavior Instruction

Similar to other acquired skills, student expected behavior must be explicitly taught, modelled, and reinforced. The Center on PBIS indicates that “repetition is key to learning new skills: For a child to learn something new, it needs to be repeated 8 times. For a child to unlearn an old behavior and replace it with a new behavior, the new behavior must be repeated an average of 28 times (Center on PBIS, 2011).”

Behavior instruction intends to provide ongoing instruction and reteaching in a variety of ways, including video presentation, visual posters, discussions, and specific site walkthroughs, with the primary goal of students learning what it means to be **Safe, Respectful, and Responsible**. Within the first week of the school year, students will be explicitly taught behavioral expectations for common school areas through a Behavior Bootcamp. Review of expectations following extended breaks will be done by the classroom teacher.

Reteaching expectations will often occur informally as teachers/staff respond to student disruptions, but each month, there will be an intentional focus area for teachers to explicitly review and reteach expectations. Families can support the behavior instruction by discussing the school expectations (i.e., Safe, Respectful, and Responsible) and reviewing what those expectations look like in different areas of the school.

Monthly Rule Checklist for Re-Teach on Area of Focus
August: All School Rules
☐ Watch Video and Discussion ☐ Review Poster and Discussion ☐ Walk-thru of Area of Focus ☐ Re-teach as Behaviors Occur ☐ Turn in Checklist for a chance to win

Citation

Center on PBIS. (2011). *Teaching expectations and reinforcement systems*. Retrieved from pbis.org.

Spring Creek Elementary: Behavior Instructional Matrix

	Safe	Responsible	Respectful
Bathrooms	- Wash your hands with soap - Tell an adult about any problems or messes	- Use 1 paper towel and put it in the garbage - Return to class quickly - Use a whisper voice	- Flush toilets - Respect the privacy of others - Keep the bathroom clean
Cafeteria	- Always walk - Carry your tray with both hands - Sit facing forward with your feet under the table - Only eat your food	- Follow directions - Use kind words - Make a space for everyone	- Use polite table manners - Say please and thank you - Keep the cafeteria clean - Use an indoor voice
Hallways	- Walk facing forward - Stay in line with your class - Keep your hands and feet to yourself	- Eat food only in designated areas - Respect the learning of others - Go to your location quickly	- Listen to all adults - Use a whisper voice - Keep hallways clean
Playground	- Use playground equipment appropriately - Listen to the recess adults - Play chasing/running games on the grass - If it's on the ground, it stays on the ground	- If you take it out, bring it in - Clean up any trash - Keep your hands, feet, and objects to yourself - Remember, it's just a game	- Include others - Play kindly - Disagree politely - Keep equipment nice
Classroom	- Always walk - Keep your hands, feet, and objects to yourself	- Follow directions the first time - Participate and complete your assignments - Use materials appropriately	- Be respectful to your teacher, classmates, and property - Ask for help - Keep the classroom clean
Assemblies	- Always walk - Keep your hands, feet, and objects to yourself	- Listen to your teacher - Sit with your class in the right spot - Use a whisper voice	- Clean up your area - Listen to the speakers
To & From School	- Use crosswalks - Wait for vehicles to stop before leaving the sidewalk - Know your "safe choice" for going home	- Be aware of others around you - Stay behind the yellow line when waiting for a ride	- Walk bikes/scooters on school grounds - Use bike racks - Watch for your ride at the end of the day
During Emergencies	- Stop everything immediately - Stay in line when leaving the classroom	- Listen to your teacher - Stay with your group or class - Leave all belongings	- Use a whisper voice - Respect others' space - Be helpful - Stay calm

Reinforce Student Behavior

Individual Rewards: Behavior reinforcement is key to the long-term success of a PBIS system and creates incentives for students to demonstrate appropriate behavior. Teachers/staff should provide students with Eagle Tickets for exhibiting Safe, Respectful, and/or Responsible behavior throughout the school. Tickets can be given to any student, regardless of grade level.

Once students earn enough tickets (increments of 25) and submit them to their teacher, they will receive an option to exchange tickets for a terminal reward (e.g., treat, prize, experience, etc.) from the Eagles Nest (i.e., treat cart; Administrator, SSL, and/or counselor managed) or given the option to bank earned tickets for a larger individual or whole-class prize (e.g., 200 Tickets = Class Cotton Candy). The goal is for students to earn 4-5 tickets each week, meaning they earn a terminal reward approximately every 5-6 weeks. Families can support the reinforcement of student behavior by praising appropriate behavior at school.

Specials Points: Historically, the school environments of greatest behavioral struggle have been during specials. These environments provide excellent opportunities for students to engage in learning activities that offer an alternative pace to the academic learning happening in the classroom, a wider variety of activities, a physical outlet, and greater peer access. What makes these environments great also tends to be some of the reasons why behavior escalations occur in these classrooms.

Similar to the behavioral instruction model outlined above, Spring Creek Elementary specialists will explicitly teach, model, and reinforce student expected behavior in their classrooms, and re-teach expectations as often as necessary. At the conclusion of the class period, the prep teacher will award the class Specials Points based on their ability to follow classroom expectations.

The classroom specialist will track the awarded Specials Points for each class and input earned points into the shared datasheet (see above). Aggregated Points correspond with whole-class rewards. For example, once a class earns 50 Points, they may earn 10 minutes of extra recess, or 100 Points earn a whole-class popcorn party. The datasheet will be monitored by members of the PBIS Team, and classroom point totals will be updated and displayed on a banner for students to monitor progress.

Respond to Minor and Major Behavior

When learning new academic skills, students make mistakes and require re-teaching. This cycle of learning (e.g., Exposure - Practice - Mistake - Reteach) can occur as many as 6 times before a new skill is acquired, and as many as 400 times for complex tasks. Student behavior requires similar support, scaffolding, and shaping. Inevitably, when learning new behavioral expectations, students will make mistakes and require patient correction and reteaching. Spring Creek Elementary's core expectations of being **Safe, Respectful, and Responsible** should guide the correction and reteaching of behavior. Asking students questions like, "Was that behavior Safe? Was that behavior Responsible? And was that behavior Respectful?" provides opportunities for review and discussion of what actions should be taken to restore relationships and change in future situations.

If, after providing initial correction and reteaching, students continue to display inappropriate behavior, the teacher/staff can follow the steps outlined in the **3 Strike Rule** for support (see below). Students with multiple (up to 3) 3 Strike Rule responses will trigger a comprehensive review of student behavior, possible development of a behavior support plan, and additional targeted supports (e.g., Check-in/Check-out, behavior skills training). Families can help with the response to minor/major behavior by reviewing the behavior, reteaching the expectations, and supporting in any needed restorative practices.

Any dangerous, significant, and/or severe behavioral incidents/escalations that may result in harm to the student or others will immediately be reported to the front office, and the school Safety Care team will respond to support.

*Spring Creek students are Safe, Responsible,
and Respectful.*

3 Strike Rule

After the third strike,

1. The office is notified, and the student is sent to the hallway. Mr. Cottrell will come to accompany the student to his office for a review of their behavior.
2. The student will complete a Behavior Refocus Sheet and help determine what they will do to avoid the problem in the future and how they can make amends for their current actions.
3. Parents will be notified and informed of the situation.
4. Consequences will be determined and administered.