Positive Behavior Intervention and Supports Handbook

McGuffey Elementary School

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Positive Behavior Interventions and Supports

What are Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate. Behavior data will be collected using SWIS and both major and minor incidents will be collected.

Why PBIS?

Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior are important aspects of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of PBIS is to establish a climate in which appropriate behavior is expected and becomes the norm.

Who is on the School-wide PBIS Team?

The PBIS team should be representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members:

Team Member	Grade Level or Position
Cynthia Baker	Principal
Erin Parsley	5th Grade Teacher
Kelsey Griley	4th Grade Teacher
Cortni Athey	3rd Grade Teacher
Felicia Fuller	Unified Arts Teacher
K'ree Kelton	Special Unit Teacher
Julie Poelking	Intervention Specialist (1st & 2nd Grade Representative)
Erin Jackson	Kindergarten Teacher
Jessica Steil	School Social Worker
Patrick Haren	District Behavior Specialist

What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems.
- The team is responsible for planning PBIS activities and programs and continually monitoring and updating PBIS programs.
- Attending district-wide meetings and training to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- Being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

District CATS Framework

CHARACTER	ACADEMICS	TEAMWORK	SAFETY
• Displays self confidence, resiliency & self reliance • Practices self awareness & reflection • Believes they have the power to make a positive difference • Acts with integrity and is trustworthy • Manifests kindness, gratitude & generosity • Desires to serve, fueled by empathy & respect • Possesses a Growth Mindset	• Fosters intellectual curiosity • Harnesses information, technology, & other resources to achieve goals • Recognizes needs & displays initiative & creativity in developing solutions • Displays perseverance & strong work ethic • Displays critical thinking, problem solving & communication skills • Shows interest in a wide array of issues & ideas	• Seeks to understand the world beyond his/her own experience • Exhibits leadership & values collaboration • Values diversity & is able to work effectively across differences • Builds community • Creates lasting, meaningful relationships • Commits to making positive contributions • Communicates efficiently & openly • Contributes their fairshare • Recognizes strengths & skills in self & others	• Displays courage to take considered risks • Practices “See something, say something” • Protects self and others from bullying & harassment • Communicates expectations for behavior clearly • Actively seeks to minimize disruptions • Contributes to sense of belonging for all • Solves problems in an ethically responsible manner • Commits to being involved & observant • Models & supports help seeking behavior

School-Wide Expectations

Character Academics Teamwork Safety

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:

- Making good choices in any situation is an example of having good **Character**.
- Having assignments and materials ready is an example of attention to **Academics**.
- Giving a friend a pencil who needs one is an example of **Teamwork.**
- Using walking feet in the hallway is an example of **Safety**.

The Expectations Posters (see the following pages) uses the school-wide rules to identify specific behavioral expectations across all school settings. All staff and students in the school are expected to know the School-wide Rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture. School Rules Posters will be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.


C
A
T
S
CHARACTER
ACADEMICS
TEAMWORK
SAFETY

The McGuffey Pledge

I Am A McGuffey Citizen

I Am Good

I Am Smart

And Today I Will Do My Part

Class Parties and Birthdays

McGuffey Classrooms celebrate **four classroom parties** during the year. Fall Festivities are held at the end of October, Holiday Parties at the end of December, Valentine's Day in February, and End of the Year celebrations in May. Two weeks before our parties, your teacher will send a Class Party Information via Parent Square. This message will communicate your student's classroom needs, such as Volunteers, Snacks, or Crafts. If you choose, you may sign up to provide any of those items.

To celebrate your student's Birthday, we ask that you **do not** send in food or drinks. Instead, we suggest pencils, eraser toppers, trinkets, a plant for the courtyard or donate a book in your student's name for the classroom library. We thank you for your assistance and understanding in this matter as we have classroom parties throughout the year for snacks.

Behavior Matrix

	Classroom	Restroom	Cafeteria	Playground	Hallway
C **Character**	Listening to teacher and peers Cleaning up the classroom Use respectful language when speaking to everyone in class	Giving friends privacy Cleaning up messes even when they aren't yours	Using appropriate voice level Cleaning up a mess you made without being asked Using manners such as please and thank you	Keeping hands and feet to self Taking responsibility for actions	Having eye contact Giving a friendly wave Smiling at others Opening doors for others
A **Academics**	Do your best on assignments Staying in your area Taking care of classroom and personal belongings Engaged in learning	Going to the restroom only when needed Going straight back to class when finished	Following procedures Knowing your lunch number	Taking care of equipment Know the rules of the game	Computer and belongings are held securely Getting to your destination and then getting back Using a whisper voice
T **Teamwork**	Listening when others are talking Sharing a pencil if a friend needs one Engaged in partner activities	Be a responsible bathroom buddy if asked	Notifying the custodian when a spill happens or asking to for cleaning supplies Clean up area, even if not yours	Following game rules Taking turns on equipment Cheer for others during game Help gather equipment	Using hand signals to remind others of hallway expectations
S Safety	Stay in your area Follow classroom procedures Following directions the first time	Using items in the restroom appropriately Washing hands	Using appropriate language Make sure to chew food Refrain from talking while eating	Taking turns on equipment Using equipment correctly Staying in designated area	Yielding to others Watching for doors to be opened for you Keeping your body in control Using safe walking feet

	Assembly	Safety Drills	Arrival & Dismissal	Transportation	Technology & Media Center	Home Connection
C **Character**	Raise hand if asking question Sit quietly Listen to speaker	Help others	Greet others, say hello and goodbye	Use appropriate language	Be on approved websites	Listen to your parents Say please and thank you Be a helper
A **Academics**	Actively listen to speaker Ask appropriate questions	Understand importance of practicing safety procedures	Have needed supplies Supplies are stored properly	Homework in book bag Take home correspondence for parents	Use technology to enhance learning	Read every night Complete homework Keep your work area tidy
T **Teamwork**	Stay with classmates in your assigned area	Follow classmates in straight line if needed	Hold the door for others to enter or leave building	Assist younger students when getting on or off the bus	Assist peers to troubleshoot before alerting teacher of technical difficulties	Offer to share your toys Use kind words with siblings Ask for help when needed
S Safety	Sit in assigned area or row Listen and follow directions given by staff	Remain quiet	Use walking feet	Remain in your seat at all times Face forward with bookbag on your lap	Use computers in at desk or table Store water bottles off desk when using computers	Know safe exit from home in case of emergency Reach out to school if in need of smoke detectors

Acknowledgement System Overview

PBIS Mission Statement

To create a more positive school environment that reinforces positive behavior, enhances student learning, and helps educate, support, and prepare students to become well rounded citizens.

Why and how do we recognize expected behaviors?

At McGuffey Elementary, we utilize a school-wide positive behavior support system to acknowledge students for demonstrating appropriate behaviors. Our system also allows us to implement individualized interventions for students needing extra behavior support. We believe that students should exhibit good **Character**, focus on **Academics**, foster **Teamwork**, and keep **Safety** a priority in all areas of the school building. McGuffey's behavior management system focuses on rewarding students for exhibiting positive behaviors in many ways.

School Wide Recognition

- **Daily -** Students are able to earn Classroom **Cat Cash** by exhibiting behaviors that go above and beyond typical behavior expectations. Cat Cash is used within each classroom and allows teachers to recognize students for engaging in behaviors that align with building expectations. At McGuffey, we recognize students for the following behaviors such as:

- Following Procedures
- Showing actions within the Character, Academics, Teamwork, or Safety matrix
- Having an Inside Voice
- Staying in their Area

At the end of each nine week period, students can use their tickets to purchase items from the School Store - **CatMart**! Specific items require a larger number of tickets, so students also have the ability to save their tickets to purchase a larger item once they have enough tickets. In addition to items, they can purchase passes for a day activity such as wearing a hat, bringing a fluffy friend, or 15 minutes on the Lego Wall. Periodically we also have special items that are donated for a raffle.

- **Weekly -** CATS Cards. Cat Cards are given to students - and whole classrooms - who go *Above and Beyond* expected classroom behavior. Their names and what behavior earned them the CATS card is read on the morning announcements.

- **Monthly** - Within each classroom, a reward system is created in order for students to set a monthly goal and determine the reward. By creating the goal and reward with the students, they are more likely to be engaged in the point system. The grade level team will determine the reward each month. Some examples of rewards are:

- Pajama Day
- Fidget Day
- Listening to Music While You Work
- Camping in the Classroom
- No Homework Week

- **Quarterly -** Quarterly school-wide behavior recognition celebrates students who consistently exhibit good **Character**, focus on **Academics**, foster **Teamwork**, and keep **Safety** a priority in all areas of the school environment. The following criteria will be used to determine participation in these events. **Criteria is reset after each event for the next academic quarter.**

  - → 4th and 5th no more than 9 missing assignments from combined subject areas
  - → No more than 3 assigned lunch workshops
  - → No after-school detentions
  - → No in or out-of-school suspensions or emergency removals

  Rewards that have been scheduled for the 2026 - 2027 school year are:

  - → **Start of School** - Freezer Pops
  - → **1st Quarter** - Musical Chairs
  - → **2nd Quarter** - YMCA
  - → **3rd Quarter** - Bowling
  - → **4th Quarter** - Rotary Park for Primary - Kickball Tournament for Intermediate

Attendance

Consistent school attendance is vital for the success of the whole student. At McGuffey Elementary, we recognize the importance of attendance and its impact on students' future success socially, emotionally, economically, and educationally. Within our CATS moniker, McGuffey Elementary will focus on celebrating students and their attendance achievements.

- Attendance Bands - Quarterly
  - Perfect attendance
  - 2 or less absences
  - No more than 4 absences
  - Colors will vary each quarter

- Attendance rewards may include the following:
  - Ice Pops for Lunch
  - Popcorn for lunch
  - Hat day or bring a Stuffy day
  - Free time in the Gym
  - Blizzards from DQ
  - Mystery prize
  - Treat

Monitoring and Assessing Progress

At McGuffey, we continuously monitor progress through the analysis of our SWIS (School Wide Information System) Behavior Data. At our monthly PBIS meetings, we analyze the disciplinary reports generated and compiled through this system. We also use the discipline reports to develop individualized behavior plans for students who fall within Tiers 2 and 3 of the behavior matrix. This information is then reported to staff members. Each grade level has a PBIS representative. Student data is analyzed during monthly Social and Emotional TBTs which are led by the School Social Worker.

Tiered Interventions:

Tier 1:

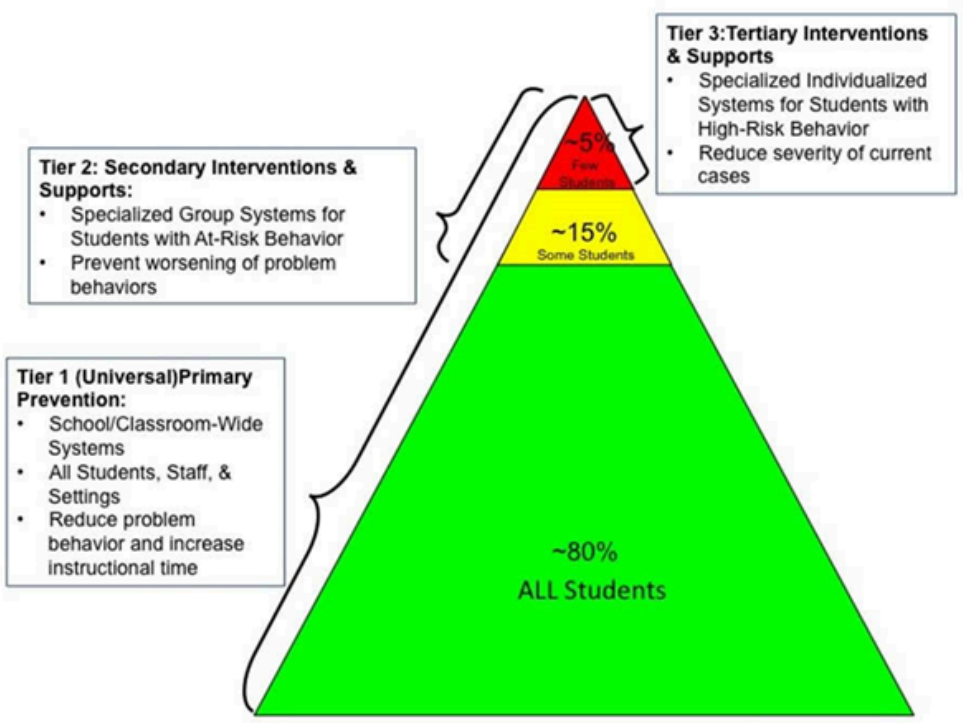
- Students who fall within Tier 1 meet classroom and school wide behavior expectations
- Universal interventions, such as Calm Classroom, calming areas, Sensory Path, and Second Step curriculum help to reduce problem behaviors and increase instructional time

Tier 2:

- Students who fall within Tier 2 exhibit some at risk behaviors
- Individualized behavior interventions are created collaboratively between the classroom teacher and PBIS team based on behaviors observed and disciplinary data
- Interventions are designed to help prevent problem behaviors from occurring and reward on-task behavior
- Interventions can include the following:
    - Check in - Check out - Students meet their buddy teacher twice a day to monitor daily goals
    - Social Groups - weekly lessons with school Social Worker or Linkage Coordinator
    - Staff Mentor - students meet mentor at least once a week to monitor goals
    - Individual Behavior Plan - created collaboratively between the classroom teacher, PBIS team, and parent/guardian

Tier 3:

- Students who fall within Tier 3 exhibit high risk behaviors
- When Tier 2 interventions have been exhausted, students then have more intensive individualized behavior plans created to reduce the severity of behaviors
- District Behavior Specialist becomes involved and may conduct a Functional Behavior Assessment to create an intensive individualized plans for the student which is created collaboratively between the classroom teacher, PBIS team, and the parent/guardian



In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaches expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or consultation by contacting the Principal or the School Social Worker.

It is essential that staff and administration agree on the following

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following pages contain materials outlining the consequence system at our school:

- Correcting behavior flowchart
- Office Versus staff managed
- Behavior Plans for Individual students
- How to Control Myself Chart

Menu for Effectively Responding to Classroom Misbehavior

	Mild Misbehaviors	Moderate Misbehaviors	Severe Misbehaviors
Behaviors	• Talking Out • Off Task • No Materials • No Homework • Delay in following directions • Non-compliance	• Disrespect • Defiance • Verbal Aggression • Mild Physical Aggression • Class Disruption • Repeat Offenses	• Strong and Repetitive Defiance • Physical Aggression • Severe Verbal Aggression • Severe/Repetitive Class Disruptions (i.e., Temper Tantrums) • *Non-negotiable items from your school handbook.
Responses	• Proximity • Change Seating/Location • Verbal Reprimand • Signal/Gesture/Look • Record Misbehavior • Model/Practice Expectation • Teaching and Practice of Expected Behavior • Discussion with Student • Planned Feedback • Humor • PLANNED ignoring • Parental Contact	• **Previous responses plus:** • Positive Practice • Conference with Teacher (paired with Behavior Improvement Plan) • Timeout • Time Owed • Loss of Privileges • Restitution • Detention • Teaching and Practice of Expected Behavior with Parental Involvement	• **Previous responses plus:** • Reference Level System • Individualized Behavior Intervention Plan • De-Escalation • Interagency Support • Suspension

Behavior Chart



When I can't control myself

Sometimes I lose control of myself. Some people might call it a tantrum while other people say that I am having a meltdown.



What does it look like?

I might do different things when I lose control. I might kick, scream, punch, yell, throw things, cry, get a red face and clench my arms.

My body might react differently to other people's bodies when I lose control.



Different ways I can feel

Different things can make me lose control. It might be because I am:

* Anxious
* Frustrated
* Angry
* Confused
* Over stimulated
* Overwhelmed
* Frightened



I have to try to be responsible for my behaviors and my feelings. I should not blame other people for making me lose control if they didn't mean to.

How does it make people feel?

Most people try to learn ways to control themselves, but sometimes it can be difficult for me.

When people see me lose control they might feel:

* Scared of me
* Upset or angry at me
* Disappointed in me
* Frustrated with me
* Confused at why I lost control
* Concerned for me



People don't like to see me lose control, especially if they don't know why. They might start having weird thoughts about me.

How can I calm myself?

Learning how to calm myself before, during or after I lose control will help me to feel better.

I can calm myself by:



* Taking slow, deep breaths
* Going to a place in the room where I feel ok
* Touching something that is calming
* Listen to some music
* Wearing my weighted vest/blanket
* Doing something active
* Telling someone how I am feeling
* Using other strategies that work for me

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Social Emotional Learning and PBIS

There is a strong positive correlation between behavior and social emotional learning. Students who have higher social emotional skills tend to behave better in school. Students who have skills gaps in their SEL may have behavior issues which result in a loss in instructional time. To prevent that, we need to help students develop these skills to succeed behaviorally and academically. SEL is a great way to understand the root causes of behavior issues. A goal of PBIS is to catch behavior problems before they become more critical issues and SEL can help with this.

Emotional Regulation in the Classroom Setting:

Many students struggle with regulating, or managing, their emotions. Especially for students who experience trauma in their lives.

Different techniques are utilized within our school to teach our students how to regulate their emotions.

- **Calm Classroom** - Calm classroom is a school-wide mindfulness training. It helps empower educators and students to care for their mental and emotional health by practicing mindfulness-based techniques throughout the school day.

- **Sensory Bins and Calming Areas** - Each classroom has a designated calming area for students to use when a break is needed. Within each calming area is a sensory bin. The sensory bin contains stress balls, sensory bottles, cards with calming techniques, coloring pages, fidgets, kinetic sand, and other sensory items. A student uses a timer to know when their break is up. At the end of their break, they fill out a survey to identify why the break was needed, what emotions they were feeling at the time, and what they could do next time to better handle the situation.

- **Sensory Path** - A sensory path allows students to complete a series of movements that are designed to release the child's internalized tension and allow their body and brain to refocus.

- **Social Groups** - Social groups are run by the Social Worker and Linkage Coordinator. Small groups of students are formed and different social lessons are taught weekly.

- **Social Lessons: Second Step** - Whole group social lessons are taught by the Social Worker. The lessons are designed to increase students' school success and decrease problem behaviors by promoting social emotional competence and self regulation. Lessons focus on skills such as empathy, managing emotions, and solving problems.

Student Behavior Management Process / Flowchart

Creating a Culture: Classroom Environment
Adult Strategies
- ➢ Build Relationships with Students
- ➢ Teach Behavioral Expectations
- ➢ Reinforce Positive Behaviors (4:1)

Observe, Identify, and Document Problem Behavior

How is Behavior Managed?

Staff | **Admin**

Verbal Warning / Social Conference - Talk with the student about the choice and consequence		**Minor** **Staff Managed**	**Major** **Admin Managed**	Referring Staff Member completes **ABRE** referral

Think Spot - Student takes a Calm Classroom break within the classroom		• Inappropriate Language/Body Language
		• Horseplay
		• Non-compliance
		• Off-task Behavior
		• Side-talking/ Noises
		• Inappropriate Affection/PDA
		• Lying/False Information
		• Tardy
		• Minor Destruction of Property
		• Copying/Cheating
		• Running
		• Stealing
		• Verbal Conflict/Arguing
		• Pretend Weapons/Drawing or Gestures
		• Rude Behavior
		• Teasing
		• Rumor/Gossip
			• Bullying - Repeated, unwanted, aggressive behavior that involves a real or perceived power imbalance
			• Harassment
			  ○ Racial
			  ○ Sexual
			  ○ Physical
			• Physical Fighting
			• Major Destruction of Property
			• Stealing (if items not returned)
			• Threats or Harm to Self/Others
			• Drug/Alcohol Use/Possession
			• Weapons/Weapon -like Implement Use/Possession
			• Serious Disruption of Class
			• Repeated Minor Infractions (3 Consecutive Days)
				Administrator or Social Worker **investigates** referral and responds

Buddy Classroom - Student reflects outside of the classroom				PBIS analyzes discipline referrals to determine tired **interventions** for students
Contact Parents - Discuss how to work together	**Discipline Referral -** Complete ABRE referral			

Did the Behavior Change?	**No - PBIS Team Referral and Possible Office Intervention**
	Yes - Reinforce and Recognize Corrected Behavior