

Positive Behavior Interventions and Supports Handbook

Table of Contents

Positive Behavior Intervention and Supports
- What is PBIS?
- The School-Wide PBIS Team: Members and Responsibilities

School-Wide Expectations
- Matrix

Teaching School-Wide Expectations
- Timeline
- Lesson Plans
- Signage

Acknowledgement of School Wide Expectations
- Golden Tickets
- Prize Wheel
- Otter Pop Fridays or Fun Treat Friday
- Award Assemblies

Consequence System
- Citations
- Behavior Matrix Chart
- Behavior Management Flowchart

Interventions
- Tier I Interventions
- Tier II Interventions
- Tier III Interventions

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Positive Interventions and Supports (PBIS)

What is PBIS?

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.

Who is on the School-Wide PBIS Team?
The PBIS team is representative of our entire school staff, including classroom teachers, support staff, and Special Education staff.

SCHOOL-WIDE PBIS TEAM (TIER I):

Year 1-2 Implementation Team	Year 3 Implementation Team
Maria Elena Alvarez - 1st Grade Teacher Shelley Whittaker – 3rd Grade Teacher Maria Llamas- 6th Grade Teacher Derek Nall- Middle School PE Teacher Kile Taylor– Education Specialist Shannon Taylor- Yard Supervisor Jazmin Martinez- Administrative Assistant Dianna Camarena- School Social Worker Maggie Sawyer – Administrator Ulises Tellechea – Administrator	Maria Lupita Esquivel - 2nd Grade Teacher Shelly Whittaker – 3rd Grade Teacher Jocelyne Duenas- Middle School Teacher Eden Wylie- Education Specialist Shannon Taylor- Yard Supervisor Jazmin Martinez- Administrative Assistant Dianna Camarena- School Social Worker Maggie Sawyer – Administrator Ulises Tellechea – Administrator

Responsibilities of the School-wide PBIS team:

- Meet monthly to plan and coordinate school-wide behavior systems; our PBIS Team Leader facilitates these meetings and serves as the liaison with PBIS Consultant. Plan PBIS activities and programs such as: Golden Ticket, Fun Treat Friday, Prize Wheel, award assemblies, lesson rotations of school rules, as well as continually monitoring and updating our programs.
- Attend meetings and trainings to continue developing and maintaining our PBIS program.
- Present PBIS news and updates at staff meetings and receive input and feedback from staff.

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Behavior Intervention TEAM- TIER II

Team Members:

Dianna Camarena, School Soc. Worker-BIT Facilitator and Progress Monitoring
Shannon Taylor, Yard Sup.- BIT Data Entry and Progress Monitoring
Leslie Lopez- Wellness Counselor
Noel Castrejon - GCOE Wellness Coach
Ariel Ellis- School Psychologist
Maggie Sawyer- Administrator
Ulises Tellechea- Administrator

Responsibilities:

- Meet monthly to discuss interventions for students who fall within the Tier II & III range based on the school-wide behavior screener/SWIS
- Meet monthly to discuss interventions for students who are referred to the BIT from staff.
- Monitor student progress who are receiving interventions
- Make Tier III referrals as needed
- Devise behavior support plans as needed (Functional Behavior Assessments, Behavior Support Plans).

Sample of Tier II Intervention

Middle School HOWL Report

Name: _____ Date: _____

Teachers: Please indicate YES (2) So-So (1), or no (0) regarding the student's achievement for the following goals.

Goal	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total							
Teacher Initials							

Check In = 6 points _____ initial **Check Out** = 6 points _____ initial

Daily Goal: 80% = 40/50 Goal = Met / Not Yet Daily Score = _____/50

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Wellness- TIER III Team:

Leslie Lopez- Wellness Counselor
Ariel Ellis- School Psychologist, GCOE
Piper Bravo- Mental Health Clinician, GCOE
Andrea Lopez-Mental Health Clinician, GCOE

Responsibilities:

- Meet monthly to discuss interventions for students who fall within the Tier II & III range based on the school-wide behavior screener/SWIS
- Contact parents and communicate with parents as needed
- Meet weekly or biweekly to provide counseling to assigned students
- Maintain records of counseling services provided
- Make referrals as needed

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Program Description

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

Be Safe, Be Respectful, and Be Responsible

Why do we have School-wide rules?
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 3 simple rules, students are able to understand and remember the expectations. 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, staff will be more likely to catch students engaging in the appropriate behavior.

HES's expectations are broad enough to talk about all potential problem behaviors and the PBIS can teach all specific behavioral expectations (across all school settings) according to these simple rules, for example:

- " You were **Being Safe** when you cleaned up your juice from the floor because someone could have slipped on the spill and gotten hurt."
- "You were **Being Very Responsible** when you asked your classmate to use the restroom and get a drink before the bell."
- "Thank you class, for **Being So Respectful** by raising your hands to speak and listening to what everyone else had to say about the lesson."

The **HES Behavioral Expectations Matrix** (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. Regular teaching of the school-wide rules is a part of our school culture and we will evaluate knowledge of the rules twice per year (Fall & Spring). The goal is for at least 90% of staff and students to know the school-wide rules.

School Rules Posters are shared and posted in every room in the school, including all classrooms, common areas, the cafeteria, hallways, and the front office. These visual reminders help to prompt staff and students to be mindful of our school rules.

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Behavioral Expectations

Be safe. Be responsible. Be respectful.

	Safe	Responsible	Respectful
Bathrooms	• Wash your hands with soap and water • Keep water in the sink • Always walk • Use the toilet properly	• Flush the toilet when done • Only flush toilet paper in the toilet • Promptly return to class • Tell an adult about any problem or unsafe conditions	• Use quiet voices • Give others privacy • Close the bathroom stall door
Cafeteria	• Sit on your bottom, feet on the floor, face the table • Eat your own food • Keep hands and feet to yourself • Stay seated until dismissed	• Use a quiet voice • Clean up after yourself • Food must stay in cafeteria	• Say "Please" and "Thank You" • Listen to adults • Chew with mouth closed • Allow anyone to sit next to you
Classroom TK - 5	• Keep all hands and feet to self at all times • Walk at all times • While seated: keep 2 feet and chair legs on the floor	• Complete all assigned tasks • Come to class on time • Be prepared: have all necessary materials	• Use quiet voice • Raise your hand and wait your turn to speak • Listen to all instructions and directions
Classroom 6 - 8	• Stay in your seat (unless you have permission to get up) • Keep hands, feet, and objects to self • Walk at all times	• Have learning materials ready • Turn in homework • Use active listening • Participate • Complete tasks	• Help others when appropriate • Follow directions the first time • Sit in a learning position • Treat others the way you would like to be treated • Keep a positive attitude • Use an inside voice
Hallways & Common Areas	• Hands at your side • Face forward • Walk	• Go directly to destination • Stay in line • Remain in walking areas only	• Be aware of others • Use polite greetings • Quiet voices or voices off
Library	• Enter and exit through the proper doors • Hold books and materials with two hands	• Enter quietly • Sit and wait for directions • Follow adult directions • Follow the library rules • Use place holders properly	• Handle books and materials with care
Playground & Field	• Keep hands and feet to yourself • Use equipment and play area appropriately • Rocks, sticks and other items must remain on the ground • Walk on blacktop • Run only on field	• Put equipment away at the end of recess • Use the restroom and get a drink at recess/break • Avoid water puddles • Follow playground rules	• Take turns • Share equipment • Include and encourage others during play • Listen and respect all adults on playground • Practice good sportsmanship

Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right During the first week of school, teachers work with their students on classroom and schoolwide rules and expectations. Within the first month of school, we focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team organizes a set of events that provide students and staff with a memorable and positive first month of school in which everyone learns the rules, expectations, and routines at Hamilton Elementary School.

Timeline:

- First month of school and first weeks of school after winter break
- There will be two days of rotations to introduce and re-teach expectations to all classrooms

Why teach the Rules, Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is to encourage all staff and students to be on the same playing field. When our staff and students have a common understanding of our rules, expectations, and routines, we have consistency across staff in enforcing the school rules and also the understanding that students have been exposed to the rules and may need positive reminders and reinforcement.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, and arriving and leaving school. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught during the first few weeks of school and consistently reinforced when needed.

Booster Sessions: Re-teaching the Rules, Expectations and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgement tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

Every **Friday** prior to the weekly drawing announcement, teachers refer to one expectation that will be the main focus for the following week. Staff is encouraged to reward students who are following that expectation with Wolf Buck and positive praise. The Appendix pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules including sample lesson plans.

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Incentive Programs

Wolf Bucks/Lobo Bucks

At Hamilton Elementary, students are rewarded for knowing the way, going the way and showing the way. If a student is caught being safe, respectful, and responsible, they are given a Wolf Buck. The adult that gives the Wolf Buck marks what quality the student was exhibiting and where on the campus it took place. It is important that when the adult recognizes this student for doing the right thing, that they have a conversation with the student about why they are being rewarded. The conversation is just as important as the Wolf Buck, because we want the student to clearly know what they have done well and relate it to the schoolwide expectations.

Wolf Bucks can be used in several ways. On a schoolwide level, students can turn in three wolf bucks on “Otter Pop/Cookie Fridays” to get a popsicle/cookie reward. They can also enter the Wolf Buck into a drawing in the classroom to participate in The Big Spin.

The Big Spin

Every Friday, an announcement is made over the loudspeaker to send the Wolf Buck winners to the lobo den to participate in The Big Spin. The students whose Tickets were pulled can spin a wheel that has reward options such as a gift card or certificate to local restaurants, a small prizes, or a special experience, which includes:

- “Lunch with a staff member”
- “First in line all week”
- “Homework Pass”

Monthly Core Values Assemblies - Each month, HES students and staff highlight a Core Essential Value. Teachers lead lessons with materials from the Core Essential Values website and students are encouraged and rewarded for exhibiting those values at monthly assemblies.

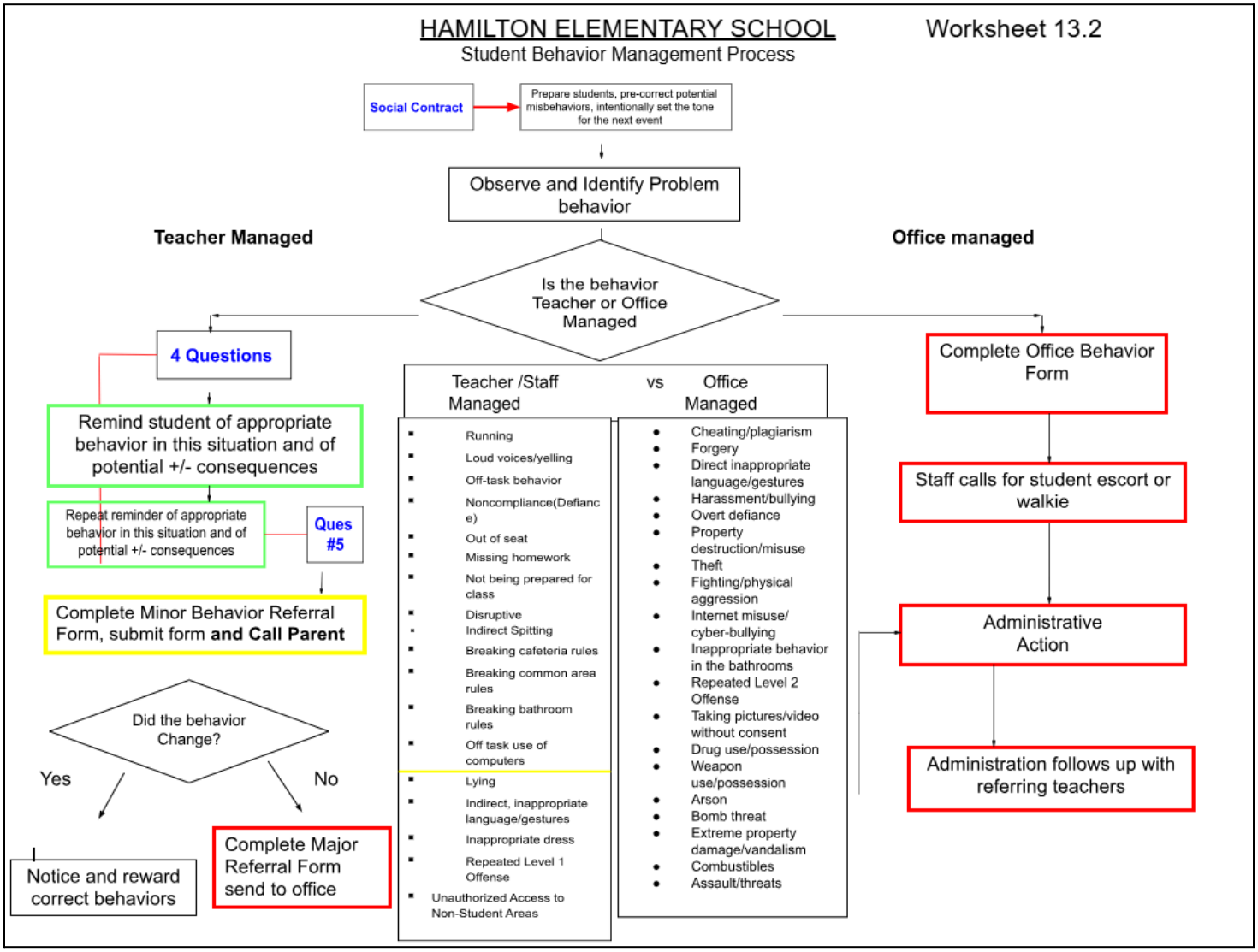
August - Wisdom
September - Initiative
October - Individuality
November - Contentment
December - Service
January - Self-Control
February - Compassion
March - Cooperation
April - Hope
May - Perseverance

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Hamilton Elementary Reminders & Consequences

In most cases, we capture student behavior and use it as a teachable moment. Other times we need to follow through with a citation and/or consequence.
Behavior Matrix

Behavior Flow Chart - this flow-chart explains the process we can follow to determine how to address issues that arise.



HES Citation/Referral

How to enter citations in

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Supports/Interventions

Tier I Supports:

Teaching of School-Wide Expectations
Reinforcement of Expectations
SEL Lessons in every classroom
Refocus Partner Classrooms
ASSIST Playground Support

All students receive Tier I support at Hamilton Elementary School. Lessons for social emotional learning (SEL) are provided by the classroom teacher. K-1 students receive lessons from the *Kimochis* curriculum which focuses on the development of a feelings vocabulary, as well as key skills needed for effective communication. Second and third grade classes receive SEL lessons from the *TOOLBOX* curriculum, focused on social-emotional skills that promote resilience in students. Fourth and fifth grade classes receive lessons based on the *Second Step* curriculum, which addresses empathy, emotion management, and problem solving skills.

Tier II Supports/Interventions:

Check-in/Check-out
Alternative Recess
Behavior Contract
Group Counseling
School-based Individual Counseling
SST Meeting (Behavior or Academic)
Student Self-Monitoring Protocol
Attendance Incentive
SART/SARB (Attendance)
School-based individual Counseling
Alternative Placement

Tier II support is provided for those students who have been identified as at-risk by teachers, staff or with the District Behavior Screener. If Tier I support has not been effective to support positive behavior choices, Tier II supports are implemented. Staff can also make a referral to the Wellness Team or the BIT/SST Coordinator for Tier II/III using the link below:

BIT/SST: Link

Tier III Interventions (coming in 25-26)
Student progress is monitored for Tier II interventions. CICO charts are used to monitor progress with behavioral goals, as well as discipline and attendance records. If students are not finding success following implementation of Tier II interventions/support, Tier III interventions will be considered by the Wellness Team.

Examples of Tier III Interventions:

Community Based Counseling
School-based Individual Counseling
Behavior Support Plan
Opportunity Program

SEE APPENDIX A for a explanations of interventions- PAGE 22

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Expectations Across School Settings

Library



Purpose: At the end of this lesson, Hamilton Elementary students will be able to enjoy the library and display appropriate library behavior.

Model: Teacher and students will walk into the library to model and practice expected library behaviors.

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1. Students will walk in their class line and sit down where it is indicated to sit and wait for the librarian's instructions..
2. Students will use quiet, inside voices the entire library visit.
3. Students will hold material with two hands and handle materials with care.
4. Students will walk and will keep hands and feet to self.
5. Students will use place holders properly.

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6. Students will patiently wait for other students, adults and the librarian.
7. Students will follow directions.
8. Students will respect others.

Discussion Points: Teacher and students discuss what expectations were practiced. This will help the following questions to be answered and discussed in a meaningful way.

1. Are there other places in our school that have the same expectations of us? ie: voice level, focus on speaker, hands and feet to self, etc...
2. Is there an expectation that you will need to work extra hard on?
3. How will you respect others around you?
4. Why do we use place holders?
5. Why do we need to handle materials with care?

Lesson Demonstration: Have students act out positive and negative examples of library behavior.

Conclusion: Consequences for inappropriate library behaviors (unexpected behaviors) are:

1. Someone might get hurt.
2. Reminder/Redirect/Verbal warning.
3. Major or minor referral if needed.
4. Students might be removed from the library so that others may enjoy and focus on selecting a book.

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Hallway and Common Areas



Purpose: By the end of this lesson, Hamilton Elementary Students will be able to use the hallways correctly.

Model: **In the hallways**, teachers and students walk through and model appropriate hallway expectations.

1. Students will go straight to the destination.
2. Students will look at displays without touching.
3. Students will use respectful soft voices.
4. Students will have hands at their sides.
5. Students will face the front.
6. Students will walk.
7. Students will use quiet voices.
8. Students will stay in line.
9. Students will let adults pass.
10. Students will use polite greetings.
11. Students will be respectful to others.

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Lesson Demonstration: Have students act out positive and negative examples of hallway behavior.

Discussion Points: After the lesson is demonstrated. Teachers and students will discuss the following questions and how it impacts positive experiences.

1. What is something you already do when you are in the hallway?
2. Did you see something that you will work hard to accomplish?
3. How do you walk in the hallway?
4. What will you do if you drop or see something on the floor?
5. How do you greet people in the hallway appropriately?

Conclusions: Consequences for inappropriate choices:

1. Someone might get hurt.
2. Reminder/Redirect/Verbal warning.
3. Students are asked to go back and model appropriate expectations.
4. Minor or major referral if needed.

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Bathroom



Purpose- By the end of this lesson, Hamilton Elementary Students will be able to use the school bathrooms correctly.

Model- Teacher and students will walk through and model appropriate bathroom behaviors/expectations.

1. Walk directly to the bathroom.
2. Walk directly back to class.
3. While in the bathroom, show others respect and courtesy.
4. Respect others' privacy.
5. Respect the facility.
6. After using the bathroom, **leave no trace**!! Flush the toilet, and wash hands with soap and water and dry hands.
7. Use a squirt of hand soap when washing your hands.
8. Use the garbage can for paper towels.
9. Wait your turn

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10. Use an inside voice; loud voices in the bathroom are too loud, as the high ceilings amplify noises.
11. Keep hands and feet to yourself.
12. Keep the area clean and pick up after yourself.
13. Report any issues in the bathroom to an adult.

Discussion Points- After the lesson is demonstrated, teacher and students will discuss the following questions and how the scope and sequence will guide student behavior.

1. What is something you already do when entering the bathroom?
2. Did you see something that you will work hard to accomplish?
3. What did the bathroom look like before your entry? Do you need to report the conditions to an adult?
4. How do you enter the bathroom?
5. What do you do if you need to wait your turn?
6. Why is it so important to wash hands after flushing the toilet?
7. Why do we want clean bathrooms?

Conclusion- There will be consequences for inappropriate behaviors.

1. Someone might get hurt or germs could be spread from student to student(s).
2. Reminder/Redirect/Verbal warning
3. Students review the expectations and then go back to model appropriate bathroom behaviors.
4. Minor or Major referral

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Playground



Purpose: By the end of this lesson, Hamilton Elementary Students will be able to use the playground for enjoyment while remaining safe.

Model: Teacher and students walk through and model appropriate playground expectations.

1. Students will tell the truth.
2. Students will use appropriate language.
3. Students will keep hands and feet to themselves.
4. Students will line up immediately and quietly when the bell rings.
5. Students will dress appropriately for the weather.
6. Students will play by the rules.
7. Students will take turns.
8. Students will share equipment.
9. Students will use and play on playground structures properly.
10. Students will include others.
11. Students will report situations to adults.
12. Students will be kind.
13. Students will play safely.
14. Students will return all equipment to the appropriate location at the end of playtime.

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Lesson Demonstration: Have students act out positive and negative examples of playground behavior.

Discussion Points: After the lesson is demonstrated teachers and students will discuss the following questions and how they impact positive expectations.

1. What rules do you already follow when you are at the playground?
2. Did you see something that you will work hard to accomplish?
3. What is an example of a reason for you to notify an adult?
4. What would you do if someone was bothering you during recess?
5. What would you do if you wanted to participate?
6. How can you respect others around you?
7. How should you enter and exit the playground?
8. What would you do with your coat or jacket if it is too hot outside? (wrap around waist)

Conclusions: Consequences for inappropriate choices:

1. Someone might get hurt.
2. Reminder/Redirect/Verbal warning.
3. Students are asked to go back and model appropriate expectations.
4. Minor or major referral.

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Cafeteria



Purpose: By the end of this lesson, Hamilton Elementary Students will be able to use the cafeteria/eating areas correctly.

Model: Teacher and students walk through and model appropriate cafeteria/eating area expectations.

1. Follow line rules.
2. Talk to students at your table only.
3. Eat a healthy lunch.
4. Use good manners (please and thank you).
5. Use appropriate language and a quiet voice.
6. Stand peacefully in line.
7. Be quiet immediately when you see or hear the signal.
8. Leave no trace you were there.
9. Keep food on the lunch tray.
10. Stay in line.
11. Stay at your table or area until excused.
12. Raise your hand if you have a question.
13. Take what you need the first time through the line.
14. Take what you ordered.

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15. Include others in conversation.
16. Empty tray and trash properly.
17. Raise hand to be excused for the bathroom or more food/condiments.

Lesson Demonstration: Have students act out positive and negative examples of cafeteria/eating area behavior.

Discussion Points: After the lesson is demonstrated teachers and students will discuss the following questions and how they impact positive expectations.

1. How should you enter and exit the cafeteria?
2. Did you see something that you will work hard to accomplish?
3. When would you need to notify an adult?
4. What would you do if someone was bothering you?
5. What should you do before leaving your table?
6. When can you leave your table?
7. How would you show good manners?

Conclusions: Consequences for inappropriate choices:

1. A loud and messy cafeteria.
2. Reminder/Redirect/Verbal warning.
3. Students are asked to go back and model appropriate expectations.
4. Minor or major referral if needed.

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APPENDIX A

School-Based Counseling: Students meet with our School counselor individually or with a peer group. Counseling is intended to help students build skills and process feelings. Group topics may focus on building friendships, social skills, emotion management, healthy coping strategies, or grief and loss.

Check-In/Check-Out (CICO): The student is assigned a mentor that provides daily behavior feedback and encouragement. CICO is an intervention that allows the student to connect with a trusted adult to discuss behavioral goals. The process provides accountability and the opportunity for reinforcement of success and/or corrective feedback. When the student is successfully meeting goals 80% of the time, the intervention is faded out by allowing the student to **Self-Monitor** behavior and check-in with their mentor, every other day or on a weekly basis.

Behavior Contract: A personalized contract between the student and teacher or administrator which defines the expected behavior and the agreed upon reward for meeting the behavioral goal. A behavior contract is negotiated between the student, teacher and parent. The contract is signed by all parties to show commitment.

Attendance Incentive: Student/family develops an attendance goal that is monitored weekly with our Social Services Coordinator. Incentives are provided when the goal is met each week.

Alternative Recess: Students spend lunch recess with an assigned supportive paraprofessional where they can safely play with a small group away from the playground. Students participate in alternative recess for 2 weeks and then they are given the opportunity to play independently on the playground during lunch recess, with clear expectations in place.

Student Attendance Review Team (SART): Parents meet with our SART team to problem solve barriers to regular and timely school attendance. The team agrees upon action steps and/or resources that may be provided to families to improve student attendance.

Class Pass: The class pass is an intervention designed for students who frequently engage in escape motivated behaviors. Students are given a pass which allows them to take short breaks. A specific number of break passes are allowed for each week and students are rewarded for unused passes at the end of the week. This intervention teaches students to take short and appropriate breaks as needed, while simultaneously teaching them to increase self-control so that breaks are not required.

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