Positive Behavior Interventions and Supports (PBIS) Handbook

Rivera Elementary Elementary School

2018/19 School Year
# Positive Behavior Interventions and Supports Handbook

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### 2018/19 School Year

**Positive Behavior Interventions and Supports Handbook**

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Mission Statement

The mission of Rivera Elementary School is to inspire students with an innovative and challenging curriculum. Students will be exposed to quality educational experiences that will ensure they reach their maximum potential. Students will learn and use the essential skills for success in today’s world- critical thinking, creativity, communication and collaboration. We will prepare our students to become caring, conscientious citizens of the world.
Positive Behavior Interventions and Supports

What is 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.

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. Teams are also encouraged to have a parent member. 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:

- David Sermeno - Communicator
- Carmen Martinez - Data Analyst
- Jacquelyn Alvarez - Facilitator/Coach
- Maria Ulibarri - Minute Taker
- Diana Mata - Facilitator
- Patty Contreras - Parent Representative

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 (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBIS programs.
- Attending district-wide meetings and trainings (approximately 4 per year) 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.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

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, Certificated and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.
Rivera Elementary Behavior Expectations

Every Eagle...
❖ Acts Responsibly
❖ Gives Respect
❖ Listens & Learns
❖ Encourages Kindness
❖ Stays Safe

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 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:

- Saying, “Thank you” to a classmate when they hold a door open for you is an example of Encouraging Kindness.
- You were Being Responsible when you asked your classmate to walk in a straight line in the hallway.
- Putting away your equipment in the gym is an example of Being Safe because someone could trip on it and get hurt
- You are Listening and Learning by using active listening during instruction time.

The 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. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90% of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.
Rivera Elementary School

Referral Flow Chart

Observe Problems Behavior

Re-teach
Re-direct
Re-inforce
Expected Behavior

Pre-correct/Teach

MINOR

Re-teach expectation, begin classroom intervention, contact parent

Contact a peer, support staff, or admin. for further intervention/suggestions

Write Minor Office Discipline Referral (ODR)

At least 6 or more MINOR ODR in same trimester write MAJOR ODR.

Intervention/Staff Best Practice (MINOR)

- Visibility
- Private conversation
- Seat change
- Contact
- Nonverbal/ visual cues
- Think time
- Sensory movement/ break
- Role play
- Redirecting
- Staff proximity
- Incentive/privilege
- Contact parent
- Modified assignment
- 5:1 positive feedback
- Self- monitoring

Intervention/ Administrator Best Practice (MAJOR)

- Student reflection
- Student role play
- Loss of privilege
- Conference with parent
- Alternative activities schedule
- In-house suspension
- Contact authorities
- Collect data
- Relationship building
- Positive feedback
- Check for progress

MAJOR

Write Major Office Discipline Referral (ODR) and send student to office

Administrator or designee determines action

Administrator follows through on action with student

Administrator provides teacher feedback; family contact

Document all MINOR and MAJOR offences and turn in ODR forms to office. (Make copy for your own records before turning it in to office.)

**Student are sent to the office only for MAJOR offences.**
Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right

During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and a positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

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 that so all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff has different expectations about what behavior is acceptable in different settings which can confuse the students.

A second major reason is that we cannot assume that students know the expectations and routines.

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, the process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

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 acknowledgment events, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

The following pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules, including Sample and Blank Lesson Plans.
Expectations Sample Lesson Plan
Setting: _______________________

**Step 1:** Review the School Wide Expectations of *Every Eagle*

- Acts Responsibly
- Gives Respect
- Listens & Learns
- Encourages Kindness
- Stays Safe

**Step 2:** Teach Expectations for the Setting (Refer to Rivera Elementary Matrix)

**Step 3:** Tell Why the Expectations are Important:
They allow everyone to move through the hallway quickly and safely without disturbing others.

**Step 4:** Demonstrate with Positive Teaching Examples and Negative Teaching Examples, not limited to examples listed

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Example</th>
<th>Non-example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts Responsible</td>
<td>Show a clean desk</td>
<td>Show a messy desk and being unprepared for work time.</td>
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<tr>
<td></td>
<td>Show being prepared with proper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>materials during work time.</td>
<td></td>
</tr>
<tr>
<td>Gives Respect</td>
<td>Model Smiling at others</td>
<td>Model talking in the hallway</td>
</tr>
<tr>
<td></td>
<td>Model saying “Please and Thank</td>
<td>Model frowning at others</td>
</tr>
<tr>
<td></td>
<td>You.”</td>
<td></td>
</tr>
<tr>
<td>Listens and</td>
<td>Model listening to directions</td>
<td>Model talking while others talk</td>
</tr>
<tr>
<td>Learner</td>
<td>given</td>
<td></td>
</tr>
<tr>
<td>Encourages</td>
<td>Model holding the door open for</td>
<td>Model high fiving or running out of line to hug others</td>
</tr>
<tr>
<td>Kindness</td>
<td>others</td>
<td></td>
</tr>
<tr>
<td>Stays Safe</td>
<td>Model walking with feet on the</td>
<td>Model running in the halls</td>
</tr>
<tr>
<td></td>
<td>ground</td>
<td>Model bumping into those in front of you in line.</td>
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<tr>
<td></td>
<td>Model hands to self</td>
<td>Model touching things around you while in line.</td>
</tr>
<tr>
<td></td>
<td>Model giving space and keeping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the pace in line</td>
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</table>

**Step 5:** Provide Opportunities for Practice

1. Have students watch the video corresponding to the setting that can be shown when needed.
2. Have students practice behavior before leaving the classroom.
3. Reward desired behavior and reteach when needed.
4. Use a problem-solving form to practice if needed.
# Rivera Expectations Lesson Plan

## Hallway

<table>
<thead>
<tr>
<th>Act Responsibly</th>
<th>Gives Respect</th>
<th>Listens and Learns</th>
<th>Encourages Kindness</th>
<th>Stays Safe</th>
</tr>
</thead>
</table>
| *Go directly to destination*  
*Keep hallway clean*  
*Report injuries, disturbances, & incidents to staff* | *Walk silently*  
*Move to right side of an oncoming classes.* | *Go directly to destination, so learning can continue.* | *Share the walkway with others* | *Hands by my side*  
*Eyes looking forward*  
*Stay to the right*  
*Leave a safe space between me and the person in front of me* |

### Positive Teaching Examples
- Face forward
- Keep personal space (Use an arm length to show personal space.)
- Follow directions
- Silent
- Leave bulletin boards alone
- Walk on the right side of oncoming classes

### Negative Teaching Examples
- Looking backwards
- Running hand or pencil along the wall
- Running
- Talking loudly
- Walking too close to another person
- Walking next to your friends in a group

## Practice/Role Playing Activities

## Check for Understanding
<table>
<thead>
<tr>
<th>Act Responsibly</th>
<th>Gives Respect</th>
<th>Listens and Learns</th>
<th>Encourages Kindness</th>
<th>Stays Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Avoid playing in the restroom. *Return promptly. *Report all misuses to an adult</td>
<td>*Value Privacy *Close and lock the stall door *Flush the toilets *Wash hands with soap and water</td>
<td>*Quickly return to class, so learning can continue</td>
<td>*Waits for a turn patiently</td>
<td>*Walk in/out of restroom. *Watch for others coming out the door *Keep water in the sink *Keep your hands, feet, and objects to yourself</td>
</tr>
</tbody>
</table>

### Positive Teaching Examples
- Wait quietly in line for your turn
- Flush the toilet
- Wash your hands: turn on the water, 1 pump of soap
- When finished, return quickly to classroom

### Negative Teaching Examples
- Throwing wet paper towels
- Standing in a group to get into restroom
- Yelling in the restroom
- Splashing water
- Looking under/over stalls
- Hanging on the doors

### Practice/Role Playing Activities

### Check for Understanding
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<tbody>
<tr>
<td>Positive Teaching Examples</td>
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<tr>
<td>Negative Teaching Examples</td>
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<tr>
<td>Practice/Role Play Ideas</td>
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<td>Check for Understanding</td>
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Acknowledgment System Overview

Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior; we also need to regularly recognize and reward students for engaging in inappropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative interaction (5:1 ratio). As a staff, it is very easy to get caught up on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Rivera Elementary we use Eagle Feather Tickets to acknowledge students for appropriate behavior. Through this program, we hand out Eagle Feathers to students for following the school rules and for going above and beyond without being asked.

When recognizing students with an acknowledgment (Feather Ticket), it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

“Ethan, I wanted to thank you for helping pick up the books someone knocked on the floor. You were being very responsible and it really helped me out. Here is an Eagle Feather ticket.”

Ideally, students should be given these acknowledgments immediately following the behavior and be told exactly why they received it. In order to promote expected behavior, it is important that students know when and why they are being acknowledged.

Who should be handing out acknowledgments?

All staff in the school should be provided with the EAGLE Feather ticket acknowledgments. The acknowledgment system will be posted in each classroom.

How many acknowledgments should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.

How often should assemblies/ announcements be held to recognize students for positive behavior?

During morning announcements an Awesome Eagle Nomination may be read on the PA system describing the positive behavior that was witnessed by a staff member. Assemblies are a chance for schools to celebrate positive behavior and regularly re-teach students the school-wide rules.
Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible. In providing consequences, we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time, staff is 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 additional consultation by contacting the principal or PBIS team lead.

It is essential that staff and administration refer to the **Discipline Flow Chart** when asking the following questions:

- 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:

- Office versus Staff Managed Behavior (Discipline Flowchart)
- Office Discipline Referral form (ODR)

**School-Wide Information System (SWIS)**

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about School-wide programming and individual students in need of additional support.
Rivera Elementary Behavior (School Rules) Posters

School Rules Posters will be disseminated and should 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.
Rivera Elementary
Behavior Expectations

Every Eagle
Acts responsibly
Gives respect
Listens and Learns
Encourages Kindness
Stays Safe