IMAGINE ACADEMY AT SULLIVANT

PBIS Handbook
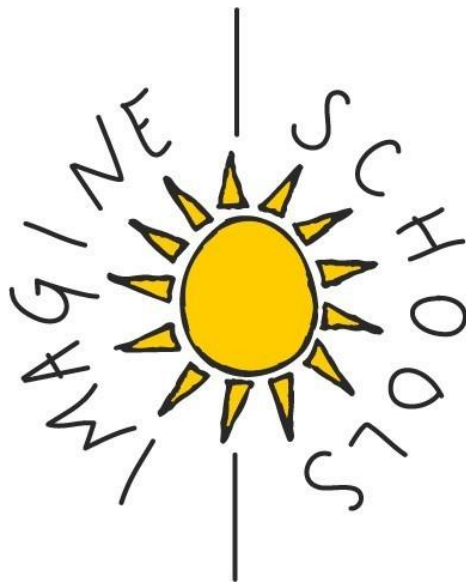
2018-2019 PBIS Handbook

A Toolkit for Staff in a PBIS School

Table of Contents

The purpose of this handbook is to guide and support Imagine Sullivant staff members as we continue to implement PBIS in our school. Our goal is to provide all of our students with a safe and effective school environment where they can experience academic and behavioral success.

PBIS Team Members

Emily Kerr- Assistant Principal

Tori Scheiderer- 3rd Grade Teacher

Kirsten Schoensee- 3rd Grade Teacher

Anne Vasser- Art Teacher

Laurie Moziejko – Library/Media Teacher

Positive Behavior Support

The goal of PBIS is to prevent the development and the intensifying of problem behaviors and maximize academic success for all students.

W hat is PBIS?

PBIS is an acronym for Positive Behavior Interventions and Support. PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning.

The Imagine Sullivant PBIS team strives to create a social-culture in our school that encourages positive behaviors and interactions by rewarding desired behaviors to encourage academic and disciplinary success.

PBIS is a school-wide integration of:

- A systems approach for building capacity
- A continuum of behavior supports
- Prevention focused efforts
- Instructionally focused behaviors
- Empirically sound practices
- Data information analyzed and utilized on a frequent basis

PBIS Components and Ideas

Imagine Academy at Sullivant's PBIS Program is based on creating positive relationships with all students we come in contact with during the school day. We believe that by developing a relationship with our students we promote the idea of not wanting to disappoint by poor behavior, poor academic performance, or lack of responsibility.

We believe that:

1. All students can learn and are always learning.

2. School is responsible for preparing students for life.

3. School expectations must be explicit, and taught to all students.

CLEAR EXPECTATIONS

Good Rules are Important

- They reveal the values of the school or district
- They provide guidelines for success. We teach students desired behavior, rather than telling students what not to do.
- They are critical lower order social skills. They are basic building blocks of successful relationships and communities.
- They can increase staff consistency.
- They can reduce problem behavior.
- They can increase school safety.

Expectations at Imagine Sullivant

As a student at Imagine Academy at Sullivant, I will be a SHARK.

I am a SHARK! I am:
Strong
Honest
Achieving
Responsible
Kind
Student
We are IMAGINE!

Students will be expected to exhibit these traits in all areas of the school.
These expectations are:

- Simple and easy to remember
- Positively stated: What we want
- Applicable to everyone (staff and students)
- Monitored and enforced by all
- Consistently applied

Imagine Sullivant Expectations Matrix

Imagine Shark Expectations

Expectations	Classroom	Hallway	Lunch	Playground	Restroom	Bus
Take Care of YOURSELF	Keep track of your belongings Set goals for yourself Follow directions Speak respectfully	Walking feet Eyes forward Mouths on silent	Walking feet Use utensils properly Sit in assigned area Practice good table manners	Be safe Listen to adults Line up when called	Conduct business in a timely manner Wash your hands Tuck in your shirt Look presentable	Stay in seat Listen to driver and follow directions Hold rail and step off of bus
Take Care of EACH OTHER	Value the property of others Work quietly Keep hands and feet to yourself Raise hand	Stay in line Keep hands and feet and other objects to yourself	Use inside voices Use kind words Remain in your seat Eat your own food	Take turns Share Include others in games Report injuries to the teacher Walk to your line	Respect privacy Take turns Use inside voices Beware of water on the floor	Use inside voices Use kind words Keep hands and objects inside the bus
Take Care of YOUR SCHOOL	Help clean the classroom Recycle paper	Walking feet Stay with an adult Keep it clean	Keep it clean	Keep it clean Take care of equipment	Keep it clean Flush toilet Treat doors, walls and sinks with care Report any vandalism	Keep bus clean Report any vandalism to driver Go directly to your bus when you're called

Take care of yourself, each other, and your school

EXPLICITLY TAUGHT EXPECTATIONS

PBIS: Teaching Behaviors

Two main rules around behavior:

1. <u>Stating rules positively encourages the desired behavior.</u>

2. <u>Rules for the classroom should reflect and support school-wide expectations.</u>

How to teach social behavior?

You teach behavior the same way you teach academics.

1. Communicate clearly to students what we want.
2. Create clear behavioral expectations.
3. Monitor student behavior.
4. Explicitly model desired behavior and provide practice opportunities.
5. Provide frequent and specific feedback.

When do teach behavior?

1. At the beginning of school year.
2. Often enough to achieve and maintain fluency.
3. Before times when problem behaviors tend to increase.
4. On-going throughout the year. (refresher lessons)
5. At teachable moments.

Where do we teach behavior?

1. Everywhere in the school.
2. Specific lessons taught during homeroom.
3. Embedded in other school activities.

Why do we teach behavior?

1. Many students arrive at school without these important skills.
2. They are necessary skills for success in life.
3. They are the basis for a positive and safe climate.
4. Doing so increases opportunities to teach other skills.

SYSTEMS FOR ENCOURAGING DESIRED BEHAVIOR

Reinforcement Menu

Research by Rath and Clifton (2004) indicates that individuals who receive regular recognition and praise

- Increase their individual productivity

- Are more likely to stay with their organization

- Receive higher loyalty and satisfaction

- Have better safety records

Refer to this Reinforcement Menu for ideas of how to recognize and reward students for following the rules on the matrix with small, medium, and large rewards.

Small	Medium	Large
Say "Thank you" Verbal Pat on the shoulder Smile Praise Use humor (not sarcasm) Listen to them Notice them	Talk to them Give them free time Pay attention Make eye contact Teacher's Helper DOJO Points/Dollars	Positive call home Positive care sent via mail to home address Rewards during class time Class prize box Reward coupons SHARK Character Cards

Student Recognition System – Teacher Reference

Scripts for Encouraging Desired Behavior – Common Language

1. Thank you for _____ (specific behavior). It shows that you have been _____ (strong/honest/achieving/responsible/kind).

2. Thank you for _____ (specific behavior). That's a great example of being _____ (strong/honest/achieving/responsible/kind).

3. I really appreciate how you _____ (specific behavior). That's a wonderful example of being _____ (strong/honest/achieving/responsible/kind).

4. By being _____ (specific behavior) in the library/hallway/classroom/etc, you show a good example of being _____ (strong/honest/achieving/responsible/kind).

5. Thank you, _____ (name of student) for _____ (specific behavior). That's shows how you are _____ (strong/honest/achieving/responsible/kind).
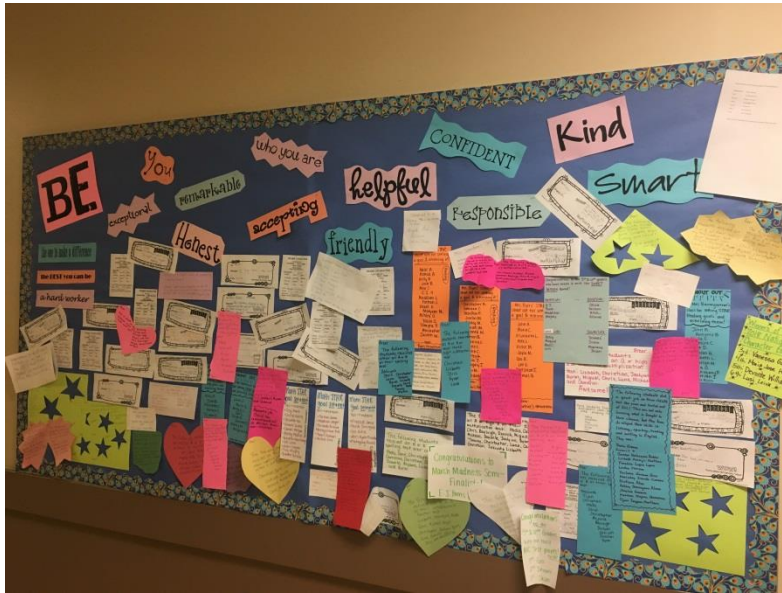
We don't reward kids; We reward behaviors:

- Bribery is an inducement to do something illegal, unethical, and immoral.

- Reinforcement is appropriate at school when it helps kids become successful at school, so they can be successful outside of school.

PBIS Staff Recognition

Employee of the Month: Employees who exhibit extraordinary performance in and out of the classroom may be nominated for this award by their peers and/or administrators.   Nominations will be collected during the entire month. Staff and/or parents can nominate employees. However, voting will be by staff only. The winning employee will have their picture and nomination displayed in the front office, school website, and will receive a special lunch.

Criteria for Selection:
1. Shared Values- Justice, Integrity, and Fun – actively implementing the Imagine shared values to achieve higher character and academic achievement.
2. Motivation – having the ability to motivate and encourage students to advance past their expectations both academically and socially.
3. Leadership – serving as a positive role model for students in the classroom, and throughout the school.
4. Creativity and Imagination – demonstrating creativity and imagination and teaching/interacting in a way that inspires students to learn.
5. Dedication – showing excellent attendance, punctuality and a desire to see students advance. Willingness to participate in events that require attendance outside of contracted hours to promote a sense of pride and community.
6. Communication and Collaboration – communicating articulately to their classrooms, colleagues, students' families, and beyond.

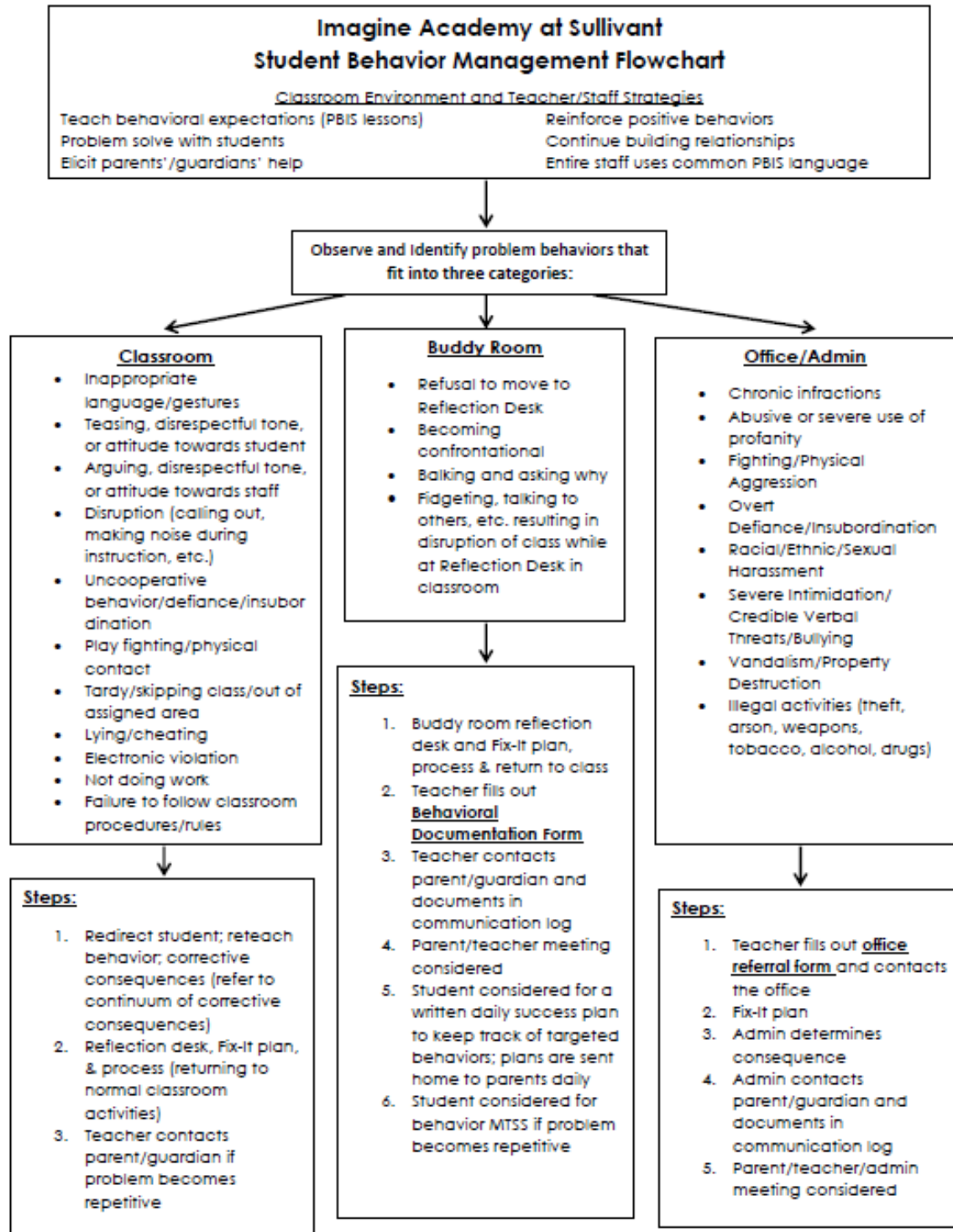# SYSTEMS FOR DISCOURAGING UNDESIRED BEHAVIOR

Correction Choice Chart

Our goal is to use positive feedback and acknowledgement when students follow the rules, and corrective feedback and consequences when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase our students' repertoire of possible appropriate responses.

Below is a hierarchy of possible behaviors, consequences, and the person responsible for carrying out the discipline. This list is not all encompassing and discretion will need to be used when determining responses/consequences.

PERSON RESPONSIBLE	POSSIBLE BEHAVIORS	POSSIBLE RESPONSES/CONSEQUENCES
Classroom Teacher If buddy room is used, complete a **Discipline Documentation Form**	-Disruptive Behavior -Refusing to do Work -Back Talking -Excessive Talking, Calling Out, Making Noise -Refusing to Follow Directions -Stomping Feet -Temper Tantrums -Drawing on School Property -Name Calling, Inappropriate Language -Cheating -Lying -Unsafe Behavior Not Resulting in Injury	-Re-teaching Classroom Expectations -Ignoring the Behavior -Peer Praise -Positive Reinforcements -Classroom Behavior System -Daily Success Plan -Reflective Writing/Think Sheet -Loss of a Privilege -Lunch Detention (with teacher) -Phone Call/Note Home -Change of placement in the Classroom -Take a Break in the Classroom -Take a Break in another Classroom (Buddy Room) -Teacher/Parent Conference -After/Before School Detention (with teacher)
Administrator -**Discipline Referral Form** completed -**DO NOT** dismiss student from classroom, call for escort	-Possession of a Weapon -Possession of a Banned Substance -Fighting -Violence towards self/others -Threatening staff/students -Touching/Exposure -Sexual Harassment -Habitual Violation of Rules	-Behavior Contract -Teacher/Parent/Admin Conference -FBA/Behavior Intervention Plan -School Community Service -In-School Suspension -Alternative to Out of School Suspension, OSS -Alternative to Expulsion -Recommendation for Expulsion, Expulsion

Active Response Flowchart

Imagine Academy at Sullivant
Student Behavior Management Flowchart

Classroom Environment and Teacher/Staff Strategies

Teach behavioral expectations (PBIS lessons)   Reinforce positive behaviors
Problem solve with students   Continue building relationships
Elicit parents'/guardians' help   Entire staff uses common PBIS language

Observe and Identify problem behaviors that fit into three categories:

Classroom
- Inappropriate language/gestures
- Teasing, disrespectful tone, or attitude towards student
- Arguing, disrespectful tone, or attitude towards staff
- Disruption (calling out, making noise during instruction, etc.)
- Uncooperative behavior/defiance/insubordination
- Play fighting/physical contact
- Tardy/skipping class/out of assigned area
- Lying/cheating
- Electronic violation
- Not doing work
- Failure to follow classroom procedures/rules

Buddy Room
- Refusal to move to Reflection Desk
- Becoming confrontational
- Balking and asking why
- Fidgeting, talking to others, etc. resulting in disruption of class while at Reflection Desk in classroom

Office/Admin
- Chronic infractions
- Abusive or severe use of profanity
- Fighting/Physical Aggression
- Overt Defiance/Insubordination
- Racial/Ethnic/Sexual Harassment
- Severe Intimidation/ Credible Verbal Threats/Bullying
- Vandalism/Property Destruction
- Illegal activities (theft, arson, weapons, tobacco, alcohol, drugs)

Steps:
1. Redirect student; reteach behavior; corrective consequences (refer to continuum of corrective consequences)
2. Reflection desk, Fix-It plan, & process (returning to normal classroom activities)
3. Teacher contacts parent/guardian if problem becomes repetitive

Steps:
1. Buddy room reflection desk and Fix-It plan, process & return to class
2. Teacher fills out **Behavioral Documentation Form**
3. Teacher contacts parent/guardian and documents in communication log
4. Parent/teacher meeting considered
5. Student considered for a written daily success plan to keep track of targeted behaviors; plans are sent home to parents daily
6. Student considered for behavior MTSS if problem becomes repetitive

Steps:
1. Teacher fills out **office referral form** and contacts the office
2. Fix-It plan
3. Admin determines consequence
4. Admin contacts parent/guardian and documents in communication log
5. Parent/teacher/admin meeting considered

DATA-BASED DECISION MAKING

Tracking Data

The PBIS Team uses Google Forms to help school personnel use behavior tracking to design school-wide and individual student interventions. Using Google Forms helps us gather information, enter data and generate reports, and have a practical process for using information for decision making.

These elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. This will allow teacher and administrators to shape school-wide environments to maximize students' academic and social achievements.

This data is looked at monthly during PBIS meetings. It is also shared with faculty by PBIS team members and at staff meetings.

Behavioral Documentation Form

(Hard-copy version of Google Form)

Imagine Academy at Sullivant
Behavioral Documentation Form

Name: _____

Date: _____ Time: _____

HR Teacher: _____

Grade: K 1 2 3 4 5 6

Referring Staff: _____

Location

☐ Playground ☐ Library

☐ Gymnasium ☐ Bathroom

☐ Hallway ☐ Arrival/Dismissal

☐ Classroom ☐ Other _____

All minors are filed with classroom teacher. Three minors equal a major.
All majors require administrator consequence, parent contact, and signature.

Minor Problem Behavior	Possible Motivation
☐ Inappropriate language/gestures	☐ Obtain peer attention
☐ Teasing, disrespectful tone/words towards student	☐ Obtain adult attention
☐ Arguing, disrespectful tone/words towards staff	☐ Obtain items/activities
☐ Disruption (calling out, making noise during instruction)	☐ Avoid Peer(s)
☐ Defiance/insubordination	☐ Avoid Adult
☐ Physical contact	☐ Avoid task or activity
☐ Tardy/skipping class/out of assigned location	☐ Don't know
☐ Lying/ Cheating	☐ Other _____
☐ Electronic Violation	
☐ Property misuse	
☐ Possession of other's property without permission (low value)	
☐ Other _____	

Teacher Decision	
☐ Logical consequence (e.g., clean up mess, apology letter, think sheet)	☐ Conference with student
☐ Temporary loss of privilege _____	☐ Parent contact/meeting
☐ Time out (separate area in classroom/in other classroom)	☐ Student Success Plan
☐ Individualized instruction	☐ MTSS referral
	☐ Other _____

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute ☐ Unknown

Description of incident/other comments (do not include any other student's name):

_____

_____

_____

_____

_____

Parent Signature: _____ Date: _____

☐ I need to talk to the students' teacher ☐ I need to talk to the administrator

Office Referral Form

(Hard-copy version of Google Form)

Imagine Academy at Sullivant
Office Referral Form

Name: _____

Date: _____ Time: _____

HR Teacher: _____

Grade: K 1 2 3 4 5 6

Referring Staff: _____

Location

☐ Playground ☐ Library
☐ Gymnasium ☐ Bathroom
☐ Hallway ☐ Arrival/Dismissal
☐ Classroom ☐ Other _____

All minors are filed with classroom teacher. Three minors equal a major.
All majors require administrator consequence, parent contact, and signature.

Major Problem Behavior	Possible Motivation
☐ Abusive language	☐ Obtain peer attention
☐ Fighting/ physical aggression on student/staff	☐ Obtain adult attention
☐ Overt defiance/insubordination	☐ Obtain items/activities
☐ Harassment/bullying ·	☐ Avoid Peer(s)
☐ Verbal or written attack/threat toward student/staff	☐ Avoid Adult
☐ Property destruction	☐ Avoid task or activity
☐ Inappropriate display of affection	☐ Don't know
☐ Theft (beyond items of nominal value)	☐ Other
☐ Leaving school grounds	_____
☐ Possession/use of illegal/dangerous substance	
☐ Possession of weapon	
☐ Other _____	

Administrative Decision

☐ Loss of privilege _____	☐ MTSS referral
☐ Time in office	☐ In-school suspension (____hours/ days)
☐ Conference with student	☐ Out of school suspension (_____ days)
☐ Parent contact/meeting	☐ Other _____

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute ☐ Unknown

Description of incident/other comments (do not include any other student's name):
_____
_____
_____
_____
_____

Parent Signature: _____ Date: _____

☐ I need to talk to the students' teacher ☐ I need to talk to the administrator

School-Wide Behavior Definitions

Problem Behavior	Definition
Inappropriate Language/Gestures	Student engages in low intensity instance of inappropriate language.
Abusive Language	Verbal messages that include language which insults, taunts, or challenges another under circumstances in which such conduct is likely to provoke a violent response.
Teasing	Student is provoking a response from someone else.
Bullying	Any act that is intended to threaten, harass, or intimidate another student. This extends to written and verbal, as well as physical actions.
Physical Contact	Student engages in non-serious, but inappropriate physical contact
Fighting/Aggressive Behavior	Any action, whether physical or verbal, that causes a student to feel as if they are in an unsafe situation; also, any action deemed by school administration or staff to create an unsafe or threatening environment. Intent to cause harm.
Defiance/Disrespect/non-compliance	Student engages in brief or low-intensity failure to respond to adult requests, talking back, and/or socially rude interactions.
Overt Defiance/Disrespect/Insubordination	Complete refusal to abide by a code of conduct established by the school.
Property Misuse	Any use of school property for anything other than its intended use; this includes using school resources in a manner other than directed by school personnel.
Property Destruction	Student participates in an activity that results in substantial destruction or disfigurement of property.
Inappropriate Display of Affection	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual.
Disruption	All students are expected to be a part of a classroom environment that allows learning for every student. Any behavior that prevents this is considered disruptive behavior.
Electronic Violation	Using a cell phone or other electronic device while under school supervision without permission of appropriate school personnel.

PBIS Walkthrough Instrument

PBIS Building Walkthrough

Purpose: This tool is meant for use as a quick glance when visiting a school to see if School-Wide PBIS is evident. It will allow the observer to provide feedback to the PBIS team and administration.

School Building/District: ___Imagine Sullivant_____

Observer: _____   Date: _____

School Expectations

☐ 3-5 positively stated expectations   (or)   ☐ Less than 3 or more than 5 expectations and/or any negatively stated expectations

Visibility
Visit each area on campus listed below and indicate where school-wide expectations posters are visible:

☐ Expectation posters visible in 5 of 5 classrooms *and* 3 other settings:

yes	yes	yes	yes
☐ Hallways	☐ Main Office	☐ Classrooms	☐ Cafeteria
☐ Media Center	☐ Gym/Playground	☐ Restrooms	☐ Other: _____

Record the area(s) on campus with the highest numbers of referrals in the spaces below (**excluding classroom**). Then indicate whether Rules Posters are visible in the area(s) by checking Yes or No under each setting listed.

☐ Setting(s) identified with   (or)   ☐ No data available and/or setting listed without Rules Rules Poster visible   Poster visible

Problem Area: _____ _____ _____ _____
Poster Visible: ☐ Yes ☐ No   ☐ Yes ☐ No   ☐ Yes ☐ No   ☐ Yes ☐ No

Classrooms
Visit a total of 5 classrooms (variety of grades/classes) and indicate how many classrooms have these posted:

- Classroom Rules posters are positively stated and easily visible   0 1 2 3 4 5
- Classroom/student acknowledgement system is clearly evident   0 1 2 3 4 5

Students
Interview a total of 5 students (variety of grades/classes) and indicate how many students verify the following:

- What are the school-wide expectations?   0 1 2 3 4 5
- Have you been recognized for following expectations?   0 1 2 3 4 5

Staff
Ask 5 staff members the following questions:

- What are the school-wide expectations?   0 1 2 3 4 5
  (indicate how many staff know all of the expectations)
- Have you taught the school-wide expectations?   0 1 2 3 4 5
  (indicate how many staff teach all of the expectations)
- Do you have a school-wide team to address behavior/discipline issues?   0 1 2 3 4 5
  (indicate how many staff know about the team)
- Have you seen your school's discipline data this year?   0 1 2 3 4 5
  (indicate how many staff report seeing the data)
- Can you describe your school's acknowledgement system?   0 1 2 3 4 5
  (indicate how many staff can describe the acknowledgement system)

Adapted from the Florida PBIS/MTSS Project