



Positive Behavior Intervention Support

Stanford Avenue Elementary School

Handbook
2018-2019

Positive Behavior Support

What is Positive Behavior Support?

Positive Behavior Support (PBS) is an approach to supporting students to be successful in schools. PBS was developed from research in the fields of behavior theory and effective instruction. PBS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBS 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 PBS Team?

The PBS 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 PBS programs in the school and should also improve involvement and buy-in throughout the school. The current PBS team consists of the following members:

Jessica North
Lori Phelps-Zink
Deb Williams
Shelly Stewart

Joe Vaughn
Shannon Capshew
Rhiannon Treat

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 PBS programs.
- Attending district-wide meetings and trainings (approximately 4 per year) to promote the continuing development and maintenance of PBS 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 PBS efforts through PBIS District Leadership meetings held every other month.

The following pages describe the School-wide PBS 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, even volunteers and substitute teachers.

School-Wide Rules – PAWS

P – Problem Solve

A – Act Respectfully

W – Work and Play Responsibly

S – Stay 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 3 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.

The **Bulldog PAWS** grid 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. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

School Rules Posters

School Rules Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, library, 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.



Bulldog PAWS

School Area:	Problem solve	Act Respectfully	Work and play responsibly	Stay safe
Classroom	What can you do on your own before you ask for help?	Take turns. Listen to who is talking.	Keep supplies in assigned areas. Take care of all classroom supplies.	Sit in chair properly. Use equipment safely. Walk into the classroom.
Playground	Try to resolve problems before you bring it to yard duty.	Listen to supervisor. Keep hands to yourself.	Play as a team. Put equipment away. Line up when told. Listen for the bell or whistle.	Play in approved areas. Keep hands and feet to yourself. Play approved games only.
Cafeteria	Get help with spills Stay seated.	Speak softly. Listen to the adult. Wait patiently.	Clean up after yourself. Walk into the cafeteria.	Stay in line while waiting. Keep food to yourself.
Bus Zone	Be ready at your stop.	Listen to the adult.	Be prepared with all of your belongings.	Walk to the line. No pushing
Bulldog Pickup	Know who is picking you up and where you are supposed to be.	Speak kindly to other students and be helpful.	Sit quietly and watch for your ride.	Wait for the adult supervising to excuse you before going to your car.
Restroom	Tell your teacher or Joe if the bathroom.	Give privacy to others. Keep area clean after use.	Get back to class quickly... Wash your hands.	Keep hands to yourself. Walk into the bathroom. Keep the water in the sink.
School Hallways	Carry equipment in hands. Walk on sidewalk.	Be quiet while passing other classrooms. Leave others' things alone.	Take classroom pass to next place. Stay in cafeteria before 8:00 am.	Always walk. Stay of railings. Stay on sidewalk.
Office	Come with office referral slip.	Wait for direction from office staff. Use a soft voice.	Sit or work quietly while in the office.	Walk into the office and keep hands and feet to yourself.
Assemblies	Sit on the floor with legs crossed and eyes on speaker.	Listen to the speaker. Remove caps and hoods.	Wait for direction to get up quietly and line up with class.	Sit with legs crossed while keeping hands to yourself. Stay with your class.
Library	Return your library book on time.	Be quiet and listen to the librarian for direction.	Be in line to check out books. Read quietly at a table.	Walk into the library. Take care of your books.

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 PBS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and 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 agrees 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, 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 tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area. See the next page for an example of the lesson plan format used to teach and reteach expectations.

Teaching School-Wide Expectations Lesson Plan	
<i>Step 1: Identify the expected behavior.</i>	
<i>Step 2: Rationale for Teaching the Rule</i>	
<i>Step 3: Identify a Range of Examples</i>	
<i>Positive Teaching Examples</i>	<i>Negative Teaching Examples</i>
<i>Step 4: Practice/Role Playing Activities</i>	
<i>Step 5: Prompt/Remind Expected Behavior</i>	

Acknowledgment System

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 appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. As staff it is very easy to get caught up focusing 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 Stanford Avenue, we use PBIS to acknowledge students for appropriate behavior. Through this program we hand out “PAWS” to students for following the school rules.

When recognizing students with a “PAWS” slip it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

Lisa, 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 a “PAW”.

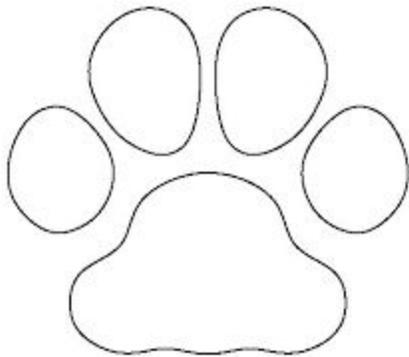
Ideally, students should be given tickets immediately following the behavior and be told exactly why they received the token. In order to promote expected behavior it is important that students know when and why they are being acknowledged.

Who should be handing out acknowledgment tokens?

All staff in the school should be provided with the acknowledgment tokens, including General and Special Education teachers, Classified staff, supervisors, and even substitute teachers.

How many tickets 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.



Problem-Solving
Act Respectfully
Work and Play Responsibly
Stay Safe

Name:
 Classroom:

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 (i.e. if a student breaks a window they work it off in restitution, etc.).

Staff develops a clear discipline plan, which teaching 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.

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?

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 PBS 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.

Parent/School Compact

The communication between the school and home is very important to best support a positive experience in the child's classroom and at the school. So that the school is aware that each parent understands the structures and routines provided to support each child have a great experience, it is necessary that each parent read the handbook and sign the attachment below.

Throughout the school-year, the teacher and parent communicates about academic and behavioral observations and/or needs. This handbook is used as an added tool for communicating Stanford Avenue strategies to support a Positive Behavior Intervention System intended to inform kids of the school expectations. This information will help guide kids to make better decisions that help them earn rewards rather than earn disciplinary consequences.

Cut the line below....

PLEASE RETURN TO THE TEACHER

I, as the parent/guardian, have read the Positive Behavior Intervention Support handbook supporting the work that Stanford Avenue School will do to help inform my child of the expectations at the school. I understand that there will be structured consequences and rewards given to my child, dependent on the decisions he/she makes. I understand that the school strongly believes in parent/school communication and will make every effort to help my child have a positive experience at school.

Student/Child: _____

Teacher: _____ Grade: _____

Parent Signature: _____ Date: _____

