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| Miller Elementary PBIS Staff Handbook |
| Tomah Area School District |
| 2018-2019 School Year |

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What is PBIS?

PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning.

Using the most current best practices, strategic teams are trained to positively impact behavior at three key behavioral tiers: Universal or primary (whole school); Secondary (individual child or group of at-risk children); and Tertiary or Intensive (children with complex needs and behaviors that severely impact the child, school and/or community functioning).



**Why is it so important to focus on teaching positive social behaviors?**

Frequently, the question is asked, “Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?” In the infamous words of a TV personality, “How is that working out for you?”

In the past, 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 is an important step of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

**What is a systems approach in school-wide PBIS?**

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



◦Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)

◦Practices: interventions and strategies that are evidence based. (How will you reach the goals?)

◦Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)

◦Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

**What does this mean for staff?**

* All staff must recognize and acknowledge children who are following the school-wide expectations.
* All staff must be ready to give out paws to students in the classroom and throughout the building.
* All staff must know the Behavior Flow Chart and be consistent with their responses.
* All staff must complete an Office Discipline Referral Form if a child’s response to a problem behavior indicates the need.
* Teaching staff must post the School-wide Expectations in their class and other areas that children often use.
* Teaching staff must include “Cool Tools” in their lesson plans as indicated on the Expectation Schedule and as needed (for whole group or individuals).
* All staff need to CELEBRATE successes as much as possible!

Team Information

**Tomah Area School’s District PBIS Mission Statement:**

*Tomah Schools is committed to proactively teaching student’s appropriate behaviors essential to valuing self, valuing others, and valuing learning.*

**Miller Elementary PBIS Teams:**

Universal Team:

* Diana Lesneski- Administrator
* Carrie Monfre- Internal Coach
* Emily Fasbender- Represents Special Education
* Tara Blount- Represents K-1.
* Tracy Perkins- Represents 2-3
* Brienne Heimermann- Represents 4-5
* Cheryl Schuster- Represents Support Staff
* Katy Gerke – School Counselor
* Ryan Weigel – School Psychologist

Building Intervention Team (BIT):

* Diana Lesneski
* Carrie Monfre
* Katy Gerke
* Ryan Weigel

2017-2018 Meeting Dates

**Universal PBIS Team: 3:10 in the learning center on first and third Monday of every month**

September 17, 2018

October 1, 2018

October 15, 2018

November 5, 2018

November 19, 2018

December 3, 2018

December 17, 2018

January 7, 2019

January 21, 2019

February 4, 2019

Tuesday, February 19, 2019

March 4, 2019

March 18, 2019

April 1, 2019

April 15, 2019

May 6, 2019

May 20, 2019

June 3, 2019

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**Building Intervention Team (BIT): 9:00-11:00 in the office every other D-day**

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| --- |
| Friday, September 7, 2018Friday, September 21, 2018Monday, October 8, 2018Tuesday, October 23, 2018Wednesday, November 7, 2018Tuesday, November 27, 2018Tuesday, December 11, 2018Thursday, January 3, 2019Thursday, January 17, 2019Friday, February 1, 2019Tuesday, February 19, 2019Tuesday, March 5, 2019Tuesday, March 19, 2019Monday, April 8, 2019Wednesday, April 24, 2019Wednesday, May 8, 2019Thursday, May 23, 2019 |
|  |  |

2018-2019 Expectations Schedule

Please follow the tentative schedule for teaching and refreshing school-wide and classroom behavioral expectations.

September

* PBIS Rotations
* Teach school-wide and classroom behavioral expectations as many times as possible.

October through November

* Teach school-wide and classroom behavior 2-3 times weekly

December through March

* Teach school-wide and classroom behavior expectations weekly

April through June

* Teach school-wide and classroom behavior expectations as needed.

Review/ Reteach School-wide and Classroom Behavior Expectations:

* After Thanksgiving Break
* After Winter Break
* After Spring Break
* Any other breaks
* Sometimes on Mondays after the weekend

Behavioral Support System

**Tier 1:**

Tier 1 provides high quality instruction and behavioral supports for all students in general education. More than 80% of students will be successful in this tier. Classroom management and individual student behavior is based on expectations, responsibility, and proactive feedback.

If a student fails to learn at a level/ rate similar to his/her classmates, the teacher will:

* Change the type of instructional or behavioral strategy (**intervention**)
* Increase the **intensity** or level of the intervention (for example, adding small group instruction to whole group instruction).
* Increase the **duration** of the intervention (for example, increase small group instruction from 15 to 30 minutes).
* Increase the **frequency** of the intervention (for example, from twice per week to four times per week).

Once several interventions have been unsuccessful, and the student is not responding adequately, the student will be referred to the Tier 2 Building Intervention Team to discuss further interventions.

Plan B

A teacher should attempt a Plan B with the student after completing an ALSUP. If need be a member of the ALSUP/Plan B committee can sit with the teacher during the Plan B to help facilitate.

**Tier 2:**

Check In/ Check Out (CICO)

Students may be referred to CICO by either acquiring 3 major or 6 overall discipline referrals within a four week period of time, or by teacher request. The student will be assigned to an adult mentor to follow the CICO procedures. Progress will be monitored and graphed for at least 6 weeks. If there are no improvements within 2-4 weeks, the team will re-evaluate.

How is CICO implemented? **\*See Resources for CICO form**

* A student checks in with a specific adult at the start of the school day.
* The adult gives the student a point sheet that has the goals/ expectations the student is working on.
* The adult speaks briefly with the student in a positive manner, to encourage them and remind them what they need to focus on to meet their goal.
* The student goes through their day with the point sheet having each teacher check how well they did during that time period (must happen in the moment).
* At the end of the day, the student checks out with the same adult they checked in with. The adult briefly talks with the student, asking them how they feel they did, what they did well on, and what they need to work on.
* A copy of the score should be turned into Ms. Monfre for monitoring student’s progress.
* The student then takes their point sheet home to show and discuss it with their parent to be signed and returned if need be.
* The daily goals may be used along with a reward system where the student receives an incentive for meeting their goal.

Social/ Academic Instructional Groups (SAIG)

When CICO isn’t working students may be referred to SAIG groups. These groups will meet weekly and will focus on re-teaching and practicing specific appropriate behaviors. Students will be placed in groups with same age peers, and length of participation may vary for each student. Behaviors will be observed to monitor progress. If after 4 weeks, the student is not responding to tier 2 interventions, a more intensive or additional intervention and/or consult referral may be considered.

Mentoring Program

Tier 2 students may be placed into a mentoring program with a peer of the same age or older, or an adult. They will meet with the student 1-2 times per week to practice behavior expectations or build a relationship. Students will participate for 6-8 weeks. If after 4 weeks, the student is not responding to tier 2 interventions, a more intensive or additional intervention and/or consult referral may be considered.

Teaching Cool Tools

**Helpful Tools for Teaching the Expectations of Value Self, Value Others, and Value Learning:**

1. Pre-Teaching: Review the behavior expectation for a particular common area before transitioning to and from that area. Develop a rhyme or song that reinforces the behavior as you transition.
2. Direct Experience: Take the students to a particular common area and have them “practice” the expected behavior (i.e. walking feet in the halls).
3. Get the children’s input: Use children’s literature to stimulate a group discussion about a common problem behavior, such as hitting. Have the students identify the problems with this behavior and brainstorm coping strategies or solutions with them. Use the behavior Expectations Matrix for that area to guide your discussion.
4. Role-Play: Have the students act out scenarios that address the expected behaviors in common areas to ensure their understanding as well as to provide them an opportunity for feedback. Encourage students to use the words on the Behavior Matrix.
5. Reflection: Have the students talk about any experiences they have had at school and process their responses in relation to the Cool Tools and Behavior Matrix.
6. Acknowledgement: Whenever possible positively acknowledge students who are demonstrating school-wide behavior expectations by utilizing the school-wide acknowledgement system.

**Videos:**

Cool Tool videos can be found on Miller’s PBIS Webpage. To get to them, go to the district website, click on buildings- Miller. Choose the PBIS link.

Acknowledgement System

**Classroom Acknowledgement: (Teacher Led)**

This acknowledgement is based on students earning paws for demonstrating school-wide expectations. All staff will carry paws with them and hand out to students who are “caught” following the expected behaviors. A student may not ask for a paw. Every two weeks a different cool tool will be focused on. The first of the two weeks will be teaching the expectations daily and recognizing frequently by handing out paws and giving verbal praise, stating exactly what the student is doing correctly. Each teacher will decide with their class a PAW goal to reach and an incentive to work towards (it is fine if the teacher would prefer to decide this on their own and present it to the class). Once that goal is reached, the class can have their incentive and a new goal will be set. Please let Ms. Monfre know what your goal and incentive is, and when you reach it!

**Incentive Ideas:**

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| --- | --- | --- |
| * Pajama Day
* Free Choice Time
* Extra gym time
* Lunch in the classroom
* Extra Recess Time
* Computer Use
 | * Teach a Lesson Outside
* Popcorn and a Movie
* Game Time
* Dance to Music
* Hot Chocolate
 | * Crazy Day
* Take a Walk
* Mentor/ Read to another Class
* Bring a Stuffed Animal for the Day
 |

**School-wide Acknowledgement: (PBIS Team Led)**

A school PAW goal will be set by the PBIS team. Once the PAW goal is met all students will be recognized through an all school celebration.

**Semester Acknowledgement: (PBIS Led)**

At the end of each semester students with two or less discipline referrals (two for first semester and four for second semester) will get to celebrate with an additional acknowledgement.

Discipline System

Correction Guidelines

Adult behavior when providing corrections is:

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| --- | --- | --- |
| * Calm
* Consistent
 | * Brief
* Immediate
 | * Respectful
 |

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| Prompt | Provide verbal and/ or visual cue. |
| Redirect | Restate the matrix. |
| Reteach | State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback. |
| Provide Choice | Provide an alternate choice that still accomplishes the same instructional objective. |
| Conference | Describe the problem. Describe the alternate behavior and explain why it is better. Practice. Provide feedback.  |

Strategies to respond to inappropriate behavior: **Correction Technique How this can be used** Part of these guidelines were adapted from: Center for PBS, College of Education, University of Missouri, MO SW-PBS

Specific student conference procedures:

|  |  |
| --- | --- |
| 1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative
4. Discuss why alternative is better
 | 1. Have student practice by showing or telling
2. Provide feedback
 |

Data Collection

When student behavior is unsafe or noncompliant after being redirected, staff will document the behavior. Keep in mind the developmental age of the student. This can be done by either completing a discipline referral form (see form in resources), and entering the behavior directly onto Infinity. You may refer to the behavior definitions in the resource section to assist in completing this form, if necessary. This data is compiled monthly and used to locate areas in need of re-teaching, as well as students in need of more intensive interventions. Please refer to the flow chart in the resource section for more information on providing consistency when correcting and documenting behaviors.

PBIS Assessments

**Self- Assessment Survey (SAS):**

The SAS determines the status of PBIS as perceived by all staff members and guides the action plan for improving PBIS.

* Completed annually in the **fall** by **ALL staff**.
* Fidelity is an average of **80%** or greater.

Miller Scores:

* 2011-2012 80%
* 2012-2013 83%
* 2013-2014 76%
* 2014-2015 74%
* 2015-2016 75%
* 2016-2017 82%
* 2017-2018 87%

Resources: Behavior Matrix



Resources: Classroom Matrix



Resources: Flow Chart



Resources: Behavior Definitions

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| Miller Elementary Behavior Definitions |
| **Minor Problem Behaviors** | **Definition** |
| Inappropriate Language | Student engages in low-intensity instance of inappropriate language that is not directed at someone. Student uses replacement words such as “fricking”, “gay”, “retarded”, etc. |
| Physical Contact | Student engages in non-serious, but inappropriate physical contact such as not keeping hands and feet to self, pushing/shoving, picking up other students, hugging in line, etc. |
| Defiance | Student engages in brief or low-intensity failure to respond to adult requests. Example: If a student is asked to complete assignment and responds, “No, I don’t want to”. |
| Disrespect | Student engages in brief or low-intensity verbal or non-verbal display of rudeness or discourtesy. Example: arguing, tone of voice, eye rolling, etc. |
| Disruption | Student engages in low-intensity, but inappropriate disruption such as noises, rocking chair, tapping pencil, etc. |
| Dress Code | Student wears clothing that is not within the dress code guidelines outlined in the student handbook such as wearing a hat, hood up, pants low, clothes with offensive designs or writing, etc. |
| Property Misuse | Student engages in low-intensity misuse of property such as writing on books, writing on walls, tipping chairs back, destroying pencils, etc. |
| Stealing | Student engages in minor acts of stealing. Example: takes pencils from another student. |
| Other | Student engages in any other minor problem behaviors that do not fall within the above categories. Example: running, inappropriate volume. |
| **Major Problem Behaviors** | **Definition** |
| Abusive Language | Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way that is directed at someone. |
| Fighting/Physical Aggression | Student engages in actions involving serious physical contact where injury may occur. Examples: hitting, punching, biting, hitting with an object, kicking, hair pulling, scratching, throwing chairs or other objects, etc. |
| Defiance | Student engages in refusal, or continuous refusal, to follow directions, talks back and/or delivers socially rude interactions. |
| Disrespect | Student engages in continuous verbal or non-verbal displays of rudeness or discourtesy such as inappropriate gestures, arguing, yelling, etc. |
| Harassment/Bullying | Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes. Disrespectful messages include negative comments based on race, religion, gender, age and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. |
| Theft | Student is in possession of, having passed on, or being responsible for removing someone else’s property without that person’s permission. |
| Lying/Cheating | Student delivers message that is untrue and/or deliberately violates the rules. |
| Other | Student engages in problem behavior that is not listed above. |

Resources: Discipline Referral Form

Please email Carrie Monfre if you are in need of these forms.



Resources: CICO Form



Lesson Plans

Available behavior lesson plans: (See Ms. Monfre)

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| AnnouncementsApologizingAsking for HelpAudience BehaviorBackpacksBathroomBus LineChecking out BooksComing From RecessCommunicating with OthersCompleting Homework Cross Age BuddiesDrinking FountainEating in CafeteriaEmergency DrillsEncouraging OthersEnding DayEntering AuditoriumEntering CafeteriaEntering ClassroomEntering LibraryExiting AuditoriumField TripFollowing DirectionsGetting in GroupsGoing to RecessGreetingsGroup WorkGuest SpeakerHallwayIndependent ReadingIndependent Work | Leaving ClassroomLining UpListeningMaintaining Your AreaMorning RoutineMusicPartner SharePeer TutoringPlaygroundPlayground EquipmentPledge of AllegianceProblem SolvingRaising HandRefocus- Graceful ExitRefocus- Graceful EntranceRefocus MomentRefocus- Welcome BackRespect PropertySharpening PencilSignal Clean UpSitting at DeskSubstitute TeacherTaking a TestTrying Your BestTurning in HomeworkTurning in WorkUsing Recess Time Problem SolvingRaising HandWalking in LineWashing Hands |

Updated 8/14/2018 by C. Monfre