PBIS STAFF HANDBOOK 2018-2019

Last Update: December 12, 2018

ALEXANDER ELEMENTARY SCHOOL | 3571 Sycamore St. SE | Iowa City, IA 52241

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What is PBIS?

At Alexander Elementary, we build a positive school environment where all students are successful. Just as all students receive instruction in subjects like reading and math, all children at Alexander receive instruction in our universal system of high standards and clear expectations for positive social behavior. All school staff and students participate in this system known as Positive Behavioral Interventions and Supports (PBIS), or School-Wide PBIS (SWPBIS).

What is a systems approach in school-wide PBIS?

An organization is a group of individuals working towards accomplishing a common goal. Systems support the collective use of best practices by individuals within the organization. The school-wide PBIS process promotes the creation of systems that support the adoption of evidence-based practices and procedures.
PBIS focuses on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems.

www.pbis.org/school
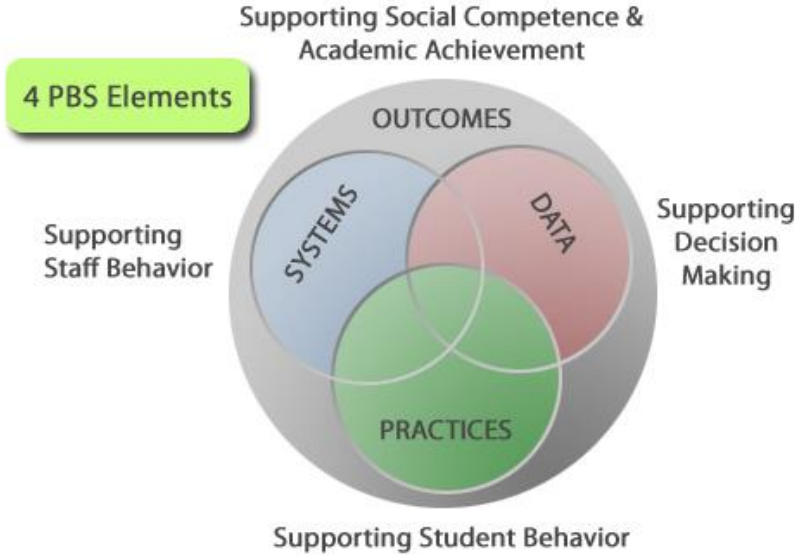
- **Outcomes**: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- **Practices**: interventions and strategies that are evidence based.
- **Data**: information used to identify status, need for change, and effects of interventions.
- **Systems**: supports needed to enable the accurate and sustained implementation of the practices of PBIS

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

In the past, school-wide discipline focused mainly on reacting to student misbehavior by implementing punishment-based strategies. Examples include reprimands, loss of privileges, office referrals, suspensions, and expulsions. The implementation of punishment, especially when used inconsistently and without other positive strategies, is ineffective. Teaching, modeling, and reinforcing positive social behaviors is an important step of a student's educational experience. The purpose of school-wide PBIS is to create a school climate with a high standard for appropriate behavior.

At Alexander Elementary School, you can expect to see:

Teaching and reinforcing expected behaviors.

- Posters around the building and in classrooms explaining behavior expectations using words and pictures.
- Small pieces of paper called "Talon Tickets" that are given to students for meeting expectations and exchanged for student privileges and rewards in each classroom.
- Monthly school-wide celebrations including student assemblies, family nights, and games.

Prevention of problem behaviors and predictable consequences when they occur.

- Throughout the school year, staff actively teach routines and procedures and practice them with students.
- Staff explicitly shares expected behavior and expected outcomes to both positive and problem behaviors. You may hear words such as "Above the Line and Below the Line" behavior.
- Each classroom has designated student spaces for refocusing and reflecting.

Regular communication and collaboration between families and teachers about student success and needs.

- Class newsletters, text messages, phone calls, and emails
- In-person meetings between families and school staff
- Home and community-based visits and activities

Team Information

School-Wide PBIS Team

Chris Gibson—Principal
Priscilla Culp—Assistant Principal
Fred Newell—Behavior Interventionist, Tier 3 Specialist
Diana Frisbie—Guidance Counselor, Tier 2 Internal Coach
Shannon Miner—Student and Family Advocate
Katie Gebhart—Grant Wood AEA Social Worker
Brandy Welch—Tier 1 Internal Coach, Sixth Grade Representative
Marty Milani—Kindergarten Representative
Brianna Blum—First Grade Representative
Jen Bertrand—Second Grade Representative
Kadie Farber—Fourth Grade Representative
Melanie Hester—Fifth Grade Representative

MTSS Intervention Team

Chris Gibson—Principal
Priscilla Culp—Assistant Principal
Fred Newell—Behavior Interventionist, Tier 3 Specialist
Beth Madden—Instructional Design Strategist
Diana Frisbie—Guidance Counselor, Tier 2 Internal Coach
Shannon Miner—Student and Family Advocate
Sam McVancel—School Psychologist
Katie Gebhart—Grant Wood AEA Social Worker

Team Member Responsibilities

Before the Meeting
- Recommends agenda items to the Facilitator

At the Meeting
- Responds to agenda items and
  - analyzes/interprets data
  - ensures new problems are defined with precision (What, Who, Where, When, Why) and accomplished by a Goal and Timeline
- Discusses/Selects solutions for new problems
- For problems with existing solution actions
  - Reports on implementation status (Not started? Partially implemented? Implemented with fidelity? Stopped?)
  - Suggests how implementation of solution actions could be improved
  - Analyzes/interprets data to determine whether the implemented solution actions are working (i.e. reducing the rate/frequency of the targeted problem to Goal level)
- Is active participant in meeting

Minute Taker Responsibilities

Before the Meeting
- Collects agenda items from Facilitator
- Prepares Meeting Minutes form and includes space for student updates.
- Is prepared to project the Meeting Minutes at the meeting.

At the Meeting
- Asks for clarification of tasks/decisions to be recorded on Meeting Minutes form, as necessary
- Is active participant in meeting

Data Analyst Responsibilities

Before the Meeting
- Describes potential new problems with precision for monthly SMART Goal and Action Plan
- Provides data (e.g. SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems
- Provides update on previously-defined problems
- Asks Facilitator to add potential new problems to agenda for meeting

At the Meeting
- Leads discussion of potential new problems
- Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g. additional Custom Reports)

Facilitator Responsibilities

Before the Meeting
- Provides agenda items to Minute Taker

At the Meeting
- Starts meeting on time
- Determines date, time, and location of next meeting
- Manages the "flow" of meeting by adhering to the agenda
- Is active participant in meeting

Meeting Dates

Alexander's PBIS Committee meets the 1st Wednesday of each month in the library from 3:10pm-3:40pm.

September 12, 2018

October 10, 2018

November 7, 2018

December 5, 2018

January 9, 2019

February 6, 2019

March 6, 2019

April 3, 2019

May 1, 2019

Behavioral Expectations Teaching Schedule

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

August 21, 2018
- Meet the Teacher and Ice Cream Social 5:30p-6:30p

August 23, 2018
- All-Staff Learning 2:00p-3:40p
  - Review school-wide and classroom expectations
  - Introduction to Tier 2 systems of supports

August 24, 2018
- First Falcon Friday Festivities in the gym 1:00p
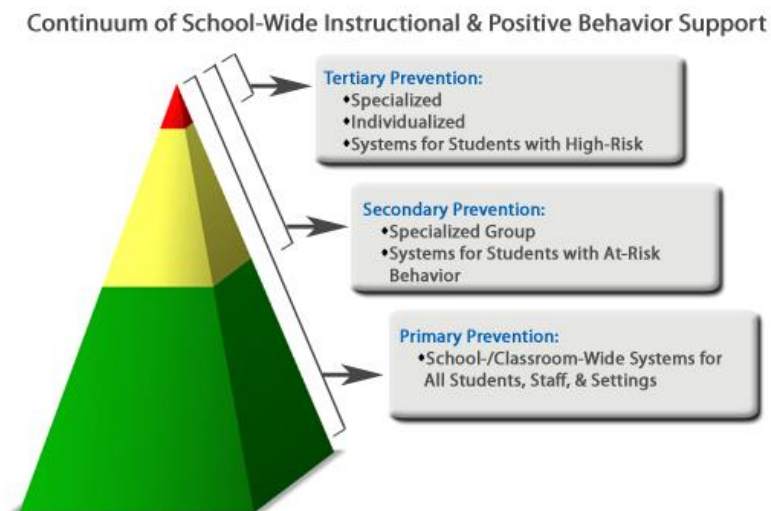
August 27-31, 2018
- All-school common area expectations lessons 9:00a-10:30a

Review/ Reteach School-wide and Classroom Behavior Expectations:
- Week of November 26, 2018 (After Thanksgiving Break)
- Week of January 7, 2019 (After Winter Break)
- Week of March 25, 2019 (After Spring Break)

Multi-Tiered System of Supports

The PBIS team is trained to positively impact behavior at three tiers: Tier 1 Universal (whole school); Tier 2 Secondary (individual child or small group of children); and Tier 3 Intensive (children with complex needs and behaviors that severely impact the child, school and/or community functioning).

Continuum of School-Wide Instructional & Positive Behavior Support

Tertiary Prevention:
- Specialized
- Individualized
- Systems for Students with High-Risk

Secondary Prevention:
- Specialized Group
- Systems for Students with At-Risk Behavior

Primary Prevention:
- School-/Classroom-Wide Systems for All Students, Staff, & Settings

www.pbis.org

Tier 1

Tier 1 provides high-quality instruction and behavioral supports for all students at Alexander. When implemented effectively, 80% or more of our students will be successful in this tier.

If a student is not performing at a level/ rate similar to their grade-level peers, the teacher will

- administer an **intervention** by changing the type of instructional or behavioral strategy.
- Increase the **intensity** of the intervention (i.e. adding small group instruction to whole group instruction).
- Increase the **duration** of the intervention (i.e. increase small group instruction from 15 to 30 minutes).
- Increase the **frequency** of the intervention (i.e. change intervention from twice per week to four times per week).

If a student does not respond to Tier 1 supports, the teacher may refer him/her to the Tier 2 Building Intervention Team by completing a Request for Assistance (RFA) form. Parents/Guardians may also ask for Tier 2 assistance.

Tier 2

Check In/ Check Out (CICO)

When a student is on CICO, he/she receives a daily goals sheet. This form is standard for all students within a grade level, and the goals reflect our school's Falcon Focus expectations. Each student on CICO is assigned an adult mentor who follows the CICO procedures at the start and end of each day. Additionally, classroom teachers provide the student with positive acknowledgement and corrective feedback through a review of those goals after each class period. Each child's goal is to earn 80% of their possible points daily. Progress is monitored and graphed for 4-6 weeks. The Tier 2 team evaluates the student's data to determine whether modifications or additional supports will be added at the end of the CICO cycle.

Social/ Academic Instructional Groups (SAIG)

SAIG groups focus on re-teaching and practicing specific appropriate behaviors. Students are placed in groups with peers, and the length of participation may vary for each student. Behaviors are observed and teachers will be consulted to monitor progress. Our guidance counselor provides this instruction.

Tier 3

Tier 3 interventions are specialized, individualized plans that outline supports for specific student who do not respond to Tier 1 and Tier 2 interventions. If you have a student on a Tier 3 plan, you will receive specific information about that child's needs from the school's intervention team. Tier 3 interventions may include the following:

- **School Based Therapy** – We collaborate with Family Systems to provide school based mental health therapy. This partnership allows for onsite treatment of students experiencing significant mental health symptoms during the school day and/or help in overcoming access barriers for children who may otherwise be unable to participate in community based services. Over time, therapy can build skills in emotional regulation, interpersonal relationships, conflict resolution, and more.

- **Behavior Interventionist Support –** The role of the behavior interventionist is to work with teachers/building staff and parents in developing supports for students exhibiting persistently challenging behaviors. The accommodations administered by the interventionist generally address a student's individual needs

and include: data-informed prevention and response plans, in-class coaching/support, skill instruction, mentoring, and regular reinforcement.

- **SFA Case Coordination** includes targeted student/family support for those experiencing mental health barriers to learning or temporary living/homeless situations as well as navigation of school based and community based resources as appropriate to student/family circumstances.

Iowa MTSS Model: Flow Chart
The following chart shows how students move through each tier of PBIS.
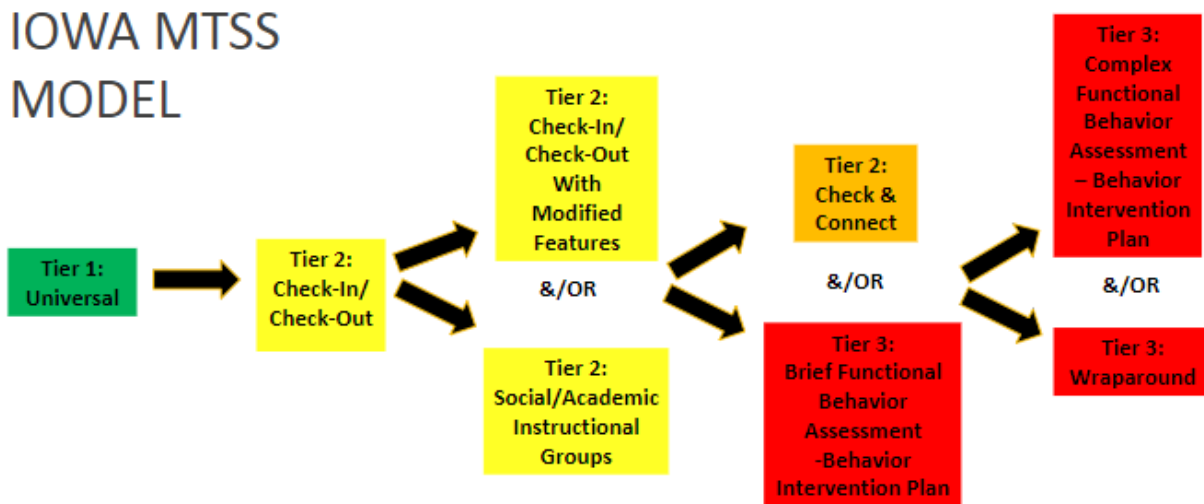
Understanding Behavior: A-B-C

What We Know About Behavior

Behaviors are learned, efficient, predictable, and serve a function. The 4 functions of all behaviors are **attention**, **escape**, **tangible**, and **automatic**.

Most of the behaviors we observe in the school environment have attention, tangible, and/or escape functions. To understand the function of a child's behavior, we can use the **Antecedent-Behavior-Consequence** (A-B-C) formula.

Antecedent	an event that occurs before the behavior
Behavior	a measurable action that can be observed and described
Consequence	events or conditions that occur immediately following an identified behavior

Defining Behaviors

A useful definition for a behavior is observable and measurable. **Observable** behaviors can be seen and/or heard. **Measurable** behaviors can be counted and/or timed. Our goal is to help students demonstrate pro-social behaviors that are appropriate to the school setting.

	Example	Non-Example
Measureable Behavior	Student does not begin assignment within 10 minutes of being asked.	Student keeps talking back.
Observable Behavior	Student sings loudly while teacher is giving directions.	Student is off-task and distracting peers.

Types of Antecedents

Antecedents center on social functions and represent what happens *before* a behavior occurs.

Function	Escape	Attention	Tangible
Example	demand presented	diverted attention	access to item or activity

Types of Consequences

A consequence is any immediate response (or absence of a response) to a behavior in an environment. They are also helpful when trying to determine the function of a behavior. When we know the function of a behavior, we can plan appropriate interventions in response to the behavior.

If a consequence is a **reinforcer**, it increases the likelihood of a behavior. If a consequence is a **punisher**, it decreases the likelihood of a behavior occurring again, or it has no effect on that behavior. Whether a consequence is a reinforcer or a punisher is contingent upon the *__effect__* of the consequence, not the action itself. This is determined through data collection.

Example 1: Jennifer sings while the teacher is talking during science class. She also engages other classmates in conversation while the teacher is teaching. The teacher gives her a warning, and then sends her to a neighboring teacher's class for the rest of the period. This happens every day for three weeks.

Antecedent	Behavior	Consequence	Function
teacher talks during science class	Jennifer sings and engages other students in conversation	Jennifer is warned, then sent to another teacher's room	Attention: peer Escape: work

In this case, the consequence is a **reinforcer** because it has increased the student's behavior over time.

Example 2: When the teacher call the class to the rug for story time, Aubrey cries and hides under his group's table. His teacher tells him to sit beside her. Aubrey stops crying and participates in story time. This continues for the next month.

Antecedent	Behavior	Consequence	Function
the teacher calls class to rug for story time	Aubrey cries, hides under table	teacher tells Aubrey to sit beside her	Attention: adult

The consequence in this case is a **punisher** because it has stopped the student's behavior over time.

Knowing the antecedent, consequence, and function of a problem behavior can help you plan an appropriate intervention for your student. Please contact your PBIS grade-level representative if you need assistance with responding to a problem behavior.

Acknowledgement System

Talon Tickets

Talon Tickets are small pieces of paper used to acknowledge positive behaviors throughout our school. Tickets are more than a token of acknowledgement for students. They also serve as a tool to remind teachers to seek and verbally recognize students who are meeting our positive behavioral expectations. Our school has set a goal for teachers to hand out of 25 tickets each day.

https://www.pbisapps.org/community/Pages/5-Ways-to-Reward-Students-the-Right-Way.aspx

The link above is for an article that explains why PBIS supports the use of tickets and provides recommendations for implementing a ticket system. It also speaks to many of the conversations we have had as a staff about the pros and cons of using tickets as part of our school-wide acknowledgement system.

School-Wide Celebrations

Once a month, we will hold a celebration for the entire school. Celebrations acknowledge the positive behaviors we see on a regular basis from students, and the effort that our staff puts into teaching and reinforcing those behaviors. All staff members participate in our school-wide celebrations.

September: Meet your buddy class (more information about buddy classes will be coming soon)

October: Door Decoration Tour & Snack

November: board games, card games, etc.

December: Storytime with the Principal, cookies and milk

January: DEAR at the beach

February: Kindness activity for buddy class

March: Schoolwide movie in individual classes

April: Buddy BINGO

May: Field Day

Behavior Management

These effective strategies can help you manage and/or prevent problem behaviors in school settings.

Continuum of Responses

When administering any of these responses, **adult behavior** must be

CALM · CONSISTENT · BRIEF · IMMEDIATE · RESPECTFUL

Proactive Strategies

1. **Door Greetings and Goodbyes**: Greet students each morning and afternoon at the classroom door with a hug, handshake, high-five, or fist bump. Use this time to gauge student attitudes as they enter and leave the classroom.

2. **Pre-teach Expectations**: Prior to starting a lesson or transitioning to new places and activities, tell students the expectations for that time. Use your expectations matrices to guide this discussion. If necessary, model the desired behaviors or ask a student to model for the rest of the class.

3. **Narrate the Positive**: Acknowledge students who are meeting expectations and praise them publicly with words and/or Talon Tickets.
   Example 1: "Class, I see (name of student) showing (respect/responsibility/building relationships/pride) by (specific, observed behavior)."
   Example 2: "The first group of students did an excellent job lining up. I see all of them meeting HALL expectations: hands at sides, all eyes are forward, and lips are zipped."

4. **Provide Choices**: Give choice to accomplish a task in another location, change the order of task completion, use alternate supplies to complete the task, or to choose a different type of activity that accomplishes the same instructional objective.

5. **Incorporate Movement**: Use activities or tasks that require movement, such as brain breaks, Total Participation Techniques (TPT), Total Physical Response (TPR), running errands, cleaning the board, or distributing papers.

6. **Circulate**: Moving around the classroom can deter students from engaging in undesired behaviors and help you monitor engagement and comprehension.
   - Break the plane. Within the first 5 minutes of instruction, leave the front of the classroom and move through the room.

- Move systematically. Create a route that allows you to monitor all students based on their academic and/or behavioral needs.
- Use proximity. Create a seating chart that meets the needs of your learners (i.e. closeness to the SMART Board, away from friends, close to peer who speaks the same language). Move closer to students who are off task or need academic support.

7. **2x10 Strategy**. Choose one student with whom you would like to build a relationship. Designate 2 minutes a day for 10 consecutive days during which you will talk with that child about the topic of his/her choosing. This is a useful way to build relationships with your students.

Responsive Strategies

8. **Wait**: Occasionally, a student will look like he/she is engaged in an undesired behavior. Waiting a few seconds before addressing the student can provide valuable insight into what is happening and save you the trouble of calling out a student who is actually on task.
Example: A student is whispering to a classmate during independent work time. After waiting and observing, you realize they are clarifying instructions for an English language learner.

9. **Ignore/Attend/Praise:** Ignore a student's misbehavior. Attend to another student who is behaving and verbally acknowledge that student's adherence to the expectations at the time. When the student who was initially misbehaving begins to meet expectations, praise him/her by verbally acknowledging what he/she is doing correctly.

10. **Signal Silently**: Use school-wide hand signals, picture cues, or eye contact to redirect a student who is not meeting expectations.

11. **Prompt Verbally:** Give students a verbal redirection. First, name the incorrect behavior. Then, tell them the desired behavior you expect to see.

12. **Reteach Expectations**: State and model the expected behavior. Have the student practice the behavior. Provide specific feedback as the child practices, and give specific praise when you observe the desired behavior.

13. **Student Conference**: When students look agitated or very distracted, you can pull them individually to your desk or outside of the door for a brief check-in. Reassure the students that they are not in trouble, and that you want to make sure they are able to return to learning. Consider offering a brief break in the Chill Zone, a chance to run an errand, or additional help with the assigned task.

14. **Buddy Classrooms**: Write a note to a neighboring teacher that is completely random (i.e. "Hey! May I have that cookie recipe from the last potluck? Thanks!). Then, ask the student who has repeatedly engaged in a distracting, minor misbehavior to deliver it. Your buddy teacher will know that this means you needed that child to leave the room temporarily, and he/she will keep the student for 5-10 minutes.

Chill Zone

The Chill Zone is a designated space in the classroom where students can go when they need to manage extreme emotions in a safe space. When a student needs to use this area, follow this procedure:

1. **The student shows this signal to the teacher.**
2. **The teacher tells the student they may go with a thumb up or head nod.**
3. **The student walks quietly, and sits in the chair.**
4. **When time is up (5-7 minutes), the student may calmly return to learning.**

If a student is still upset after going to this space, have the child write a note to you explaining the situation.

Students can also complete a self-referral to the guidance counselor, Mrs. Frisbie, to discuss their problem later.

Consequences of Problem Behaviors

Fix-It Procedure and Think Spot

Students who do not respond to proactive and responsive measures will need to go to the Think Spot. The Think Spot is a small time-out area in the room. Each Think Spot has forms for students to complete, a surface for writing, and a chair for a visiting student to sit. Only one student should be in the Think Spot at a time.

When you see misbehavior occurring, use the Fix It and Think Spot procedures on the next page.

Prior to sending a student to the Think Spot, you will give a warning using this procedure:

1. **The teacher shows this signal.**

2. **The student thinks about what they are doing and what they need to do.**

3. **The student shows their choice to their teacher and fixes it right away.**

4. **I stay with the group, learn, and avoid trouble.**

Students sent to the Think Spot follow this procedure:

1. **Student will walk to the Think Spot.**

2. **Student will sit in the chair and fill out paper quietly.**

3. **When the student is finished filling out the paper, they will turn and face the teacher.**

4. **When the teacher thinks the student is ready, invite them back to join the class.**

Discipline and Data Collection

Office Disciplinary Referral (ODR)

If a student fails to comply after the teacher has used management strategies from the continuum of responses, he/she needs to receive an office disciplinary referral (ODR). Major behaviors, as defined by the Iowa Department of Education, automatically result in an ODR. A sample ODR is in the "Resources" section of this handbook.

Behaviors that lead to an ODR can be classroom managed (handled by the teacher) or office managed (handled by office staff), depending on the severity of the issue. Examples of office-managed behaviors include:

- physical aggression with serious physical contact
- physical aggression with injury
- physical fighting with injury
- major disruption that impedes a teacher's ability to deliver instruction or the class's ability to learn

ODR's are an important part of our school's data collection. ODR data is used to identify problems and celebrate successes. Every month, the PBIS and MTSS teams review this data to determine the overall health of our school's systems of support, move students into more or less intensive interventions, identify specific areas in need of improvement, and develop action plans to address PBIS needs.

The *Resources* section contains guidance for managing misbehavior, including:

- a matrix with definitions and examples for determining if a behavior is a major or minor infraction
- a flowchart explaining the appropriate course for responding to student behavior, whether it should result in an office referral, and whether or not you may manage that behavior in the classroom.

If you ever feel uncomfortable handling a problem behavior without support, CONTACT THE OFFICE. They are happy to help you with any student. ☺

<mark>Anytime you write an ODR, you are responsible for contacting that child's parents/guardians to notify them of the incident.</mark>

Procedure for Contacting Families (ODR)

1. Find out the preferred method of contact for the family (consult homeroom teacher when needed).
2. Identify yourself as the child's teacher or a supporting staff member.
3. Describe the incident that resulted in an ODR. Include the date, time, location, and describe the behavior in observable terms. Avoid naming other students who were involved, when applicable.
4. Discuss the school's discipline response to the incident with regard to that child only (i.e. time in office, restitution, loss of privilege).
5. Ask for parental input as you determine next steps.
6. Set a date for follow-up. This can be a time in the future when you will praise the child's progress or share additional needs and/or concerns.
7. Thank the parent/guardian for their time.
8. Document the conversation in your home-school communication log, and tell the homeroom teacher (if applicable).
9. Give the ODR to Tianna Newell in the front office.
10. After the ODR is processed, it will be placed in your mailbox. Keep it in a classroom file for that student.

Sample Telephone Script

"Good afternoon. May I speak to _____? Hello, my name is _____ and I am _____'s teacher. Are you available to talk right now? I would like to share information about an incident that occurred at school today.

This morning/afternoon, while _____ was at _____, he/she (description of observed behavior). My/Our school's response to this was _____. Do you have any questions about this?

I would like to follow-up with you soon to share _____'s progress. Is there a good day to call back?

Thank you for your time. I look forward to talking to you in the near future. If you have any more questions about this, please contact me. Have a good evening!"

Annual PBIS Assessments

Self-Assessment Survey (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.

Alexander Elementary SAS Scores	
2014-2015	
2015-2016	
2017-2018	

Tiered Fidelity Inventory (TFI): used to guide the action plan for improving PBIS implementation.

- Completed in the **spring** by the **PBIS Team** and used to plan goals for the next school year.
- Fidelity is an average of **80%** or greater.

Alexander Elementary TFI Scores	
2014-2015	
2015-2016	
2017-2018	

RESOURCES

Teaching School-Wide Expectations
- Common Area Expectations Matrix
- Classroom Expectations Matrices
- Sample Lesson Plans for Teaching Common Area Expectations

Talon Tickets and Positive Acknowledgement
- How to give positive, specific praise
- Incentives for tickets

Responding to Misbehavior
- Major and Minor Student Behaviors and Definitions
- Behavior Management Flowchart
- Office Disciplinary Referral (ODR) Form

Tier 2 Resources
- Tier 2 Request for Assistance Form
- CICO Sample Form

Culturally Responsive Positive Behavioral Interventions and Supports (CRPBIS)
- CRPBIS Brief
- CRPBIS Field Guide

Family Engagement
- Language Line
- Core Beliefs and The Joining Process