PBIS Informational Handbook

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"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives."
*Willa A. Foster*

Positive Behavior and Intervention Support (PBIS) is a framework of effective organizational systems, interventions, and practices that have been empirically validated to reduce problem behavior and promote positive socially appropriate behavior.

The goal is to maximize academic engagement and establish a positive school climate by preventing the development and establishment of problem behaviors.

Big ideas of PBIS include:

- **Prevention:** An emphasis is on defining, teaching and supporting appropriate behaviors. The environment is arranged to prevent the occurrence of problem behaviors.

- **Instructional:** Staff explicitly teaches and encourages pro-social skills and behaviors in both classroom and non classroom settings.

- **Data:** Decision making and problem solving are based on an analysis of the data.

- **Interventions:** When a student is unresponsive to school wide efforts to promote appropriate behaviors, a continuum of scientifically based behavior and academic intervention and supports are available.

- **Team-based leadership:** A team of school staff evaluate the implementation of PBIS, analyze data to identify school-wide patterns and problem solve.

- **Systems approach:** Systems are established to ensure the collective implementation of best practices by all staff members. PBIS is a multi-level system that supports the needs of ALL children.

Continuum of School-Wide Instructional & Positive Behavior Support
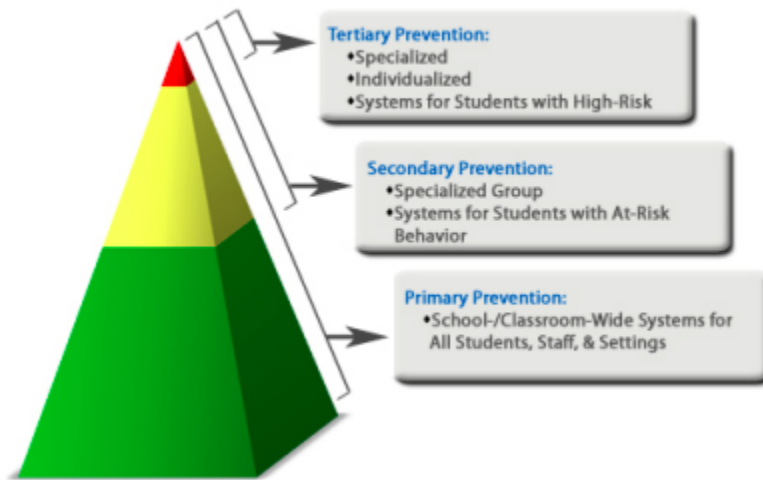
In addition, to the big ideas of PBIS, at Tumwata we believe that most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of pro-social skills is acknowledged. We believe that all students should be treated with respect and dignity. We believe that positive interactions and strong relationships between adults and students create a nurturing environment where middle school students can thrive.

In this handbook, the critical components to PBIS will be defined and operationalized for Tumwata Middle School.

The critical components are:
- Clear Expectations: Rules/expectations are clearly defined, examples identified, and documented on the rules matrix.
- Explicitly Taught: Each area in the rules matrix is accompanied by a lesson. A lesson schedule is developed to ensure that we teach and re-teach behavior skills to all students throughout the year.
- Reinforcement System: A reward and recognition system is in place to intentionally encourage positive and appropriate behaviors.
- Consequences: A correction menu is used to guide staff on how to respond to inappropriate behaviors.
- Data Collection: Data is used to evaluate both the implementation of PBIS and the student behavior. Decisions are based on our analysis of the data.

PBIS and Racial Achievement and Referral Gap

While the PBIS framework is an effective way to reduce exclusionary discipline practices and promote a positive school climate, there continues to be a gap between the proportions of referrals for students of color to white students as well as non-disabled to disabled students. This is a nationwide issue and Tumwata is no exception. However, we are committed to confronting the issue through our PBIS program. Data review and reflection is an integral part of the PBIS approach.

At Tumwata we regularly review data and disaggregate it by race, gender and ability.. We are engaged in equity work throughout the district in order to address the persistent disproportionality in school discipline and achievement. This work includes learning about culturally relevant teaching practices, Oregon history, nonviolent communication strategies and restorative justice. Additionally, the district engaged in a yearlong training of teams at each school building through Clackamas Education Service District as well as a discipline policy and practice review with Education Northwest during the 2017-2018 school year. We have continued to refine our policy and practice since. We will continue to develop our ability to close the achievement and referral gap in order to align our practices with the goal of educational equity.

Clear Expectations
If you want it, teach it.
Teach it where you want it.
If you want to see it, look for it.
If you see it, recognize and reward it. - Dale R. Myers

Expectations at Tumwata Middle School
Clear expectations/rules are important. They reveal the values of the school and guidelines for success. We recognize that students do not always know the skills for appropriate behaviors so we teach students what our expectations are, provide examples, and practice in both classroom and non-classroom settings. These critical social skills are the building blocks of successful relationships and communities.

Quality expectations/rules are:
    • Simple and easy to remember and to understand.
    • Positively stated as what we want students to do.
    • Applicable to staff and students.
    • Monitored and enforced by all.
    • Consistently applied across all settings.

At Tumwata, the school expectations are:

Be Safe
Be Responsible
Be Respectful
Be Kind and Caring

Top 5 Commitments:

Be On Time
Use the Pass System
Keep Hands and Feet to Yourself
Speak with Kind Language
Leave People's Stuff Alone

The following Rules Matrix further explains the expectations by providing examples of each expectation in multiple settings:

Tumwata Middle School
Behavior Expectations for Students, Staff and Visitors

Area/Rule	Be Safe...	Be Responsible...	Be Respectful...	Be Kind...
Schoolwide	•Keep hands and feet to yourself •Walk at all times	•Clean up after yourself •Be prepared and on time to class	•Use appropriate voice and kind words and actions •Respect property: yours and others	•Use kind words and tones •Be considerate and compassionate when interacting with others
Cafeteria	•Walk at all times •Eat only your own food •Remain seated unless getting lunch items •Stay seated while eating	•Clean up after yourself •Dispose of items appropriately •All food and drink stays in cafeteria	•Use appropriate voice and kind language • Respect property, yours and others	•Use polite words •Help others •Wait your turn
Recess	• Follow equipment rules •No food and drink allowed in designated areas • Keep hands and feet to yourself	• Show good sportspersonship • Return equipment to designated area	• Be a team player, encourage others	•Encourage others •Include all who want to play •Accept skill differences
Assemblies /Special Events	• Sit quietly during presentation • Do not hang on hoops • Wait for dismissal instructions	• Focus on presentation • Follow presenters directions	• Listen responsibly • Applaud appropriately • Participate respectfully	•Show appreciation for presenters •Be supportive of peer participation
Hub	• Use tables and chairs appropriately • Push in chairs when you leave	• Return materials to proper places on time • Use Internet appropriately; print only with permission	• Use appropriate voice level	•Be considerate of others •Take care of books/resources

		• Food and drink permitted in library only during designated times • Put unshelved books on top of shelf		
School Technology	• Use both hands to carry technology • Use only teacher recommended websites • Use school appropriate content only	• Store equipment properly: plug in charger, return laptop/iPad/camera	• Handle technology carefully • Report damage	•Share resources •Be considerate of others and assist them when needed •Be gentle with devices
Electronics	• Chromebooks, Cell Phones and Personal Electronics are off and away Door to Door unless instructed by an Adult.	• Cell phone is silent unless used for teacher-approved activity • No ear buds/headphones	• Hands off of other persons devices	•Use kind words and kind tones in situations where electronics are allowed
Hallways and Courtyard	• Walk at all times • Move to class on time	• No food or drink • Use drinking fountains appropriately • No cell phones	• Use inside voices • No huddling	•Use kind words and kind tones •Be considerate and compassionate when interacting with others
Office	• Use tables and chairs appropriately	• State your purpose politely • Obtain permission to use phone • No food or drink • Arrive with a teacher pass	• Wait in line patiently	•Use polite words •Be considerate when interacting with adults and peers
Bathrooms	• Keep water in sink • Wash hands • Put towels in garbage	• Flush toilets • Inform adults of vandalism	• Give people privacy	•Wait your turn •Report vandalism

Outside Recreation Areas	• Walk to and from activities • Stay within boundaries	• Show good sportsmanship • Return equipment to appropriate staff	• Play fairly • Include others	•Invite others to join •Include all who want to play •Accept skill differences • Use good manners and sportsmanship
Bus Area	• Walk at all times • No walking while reading cell phone screens • Stay behind yellow line • Wait for your bus in designated area	• Wait in line patiently • No gum • Clean up after yourself	• Follow all instructions • Use appropriate language	• Keep hands feets and objects to yourself • Wait your turn • Be kind to other passengers and driver
Visitors: Substitutes Volunteers Guest Speakers	• Follow adult instructions • Participate respectfully and follow school-wide rules	• Answer questions and assist if adults/guest speakers are unfamiliar with school or classroom procedures	• Use polite words • Show good manners • Welcome visitors to our school • Be appreciative	• SLANT •Show appreciation for guests • Be polite and encouraging

Teaching Behavior

We teach behavior the same way we teach academics:

1) Create clear objectives,

2) Communicate clearly to students what we want,

3) Model desired behavior and provide practice opportunities,

4) Monitor student behavior, and

5) Provide performance feedback.

Students are taught the expectations in all settings at the beginning of the school year. In addition, we teach and/or re-teach behaviors to achieve a desired behavior, at times during the year when problem behaviors increase (i.e. before winter break), and at teachable moments.

Ideally, behaviors are taught in the environments where the behavior is expected. For example, when students learn how to behave appropriately during lunch, the lesson takes place in the cafeteria.

Lesson objectives and sample plans are provided to teachers at the beginning of each year. School staff explicitly teach each skill using the following general sequence:

1. Describe the skill
2. Model
3. Provide examples and non-examples (never let students practice non-examples)
4. Practice (i.e. activities, roles plays)
5. Reinforce ([see menu options here](#))

School-Wide Review of PBIS Behavior Expectations

WHY should I do it?

- Refreshes the school rules and procedures with students
- Reminds students what expectations are
- Can apply to all students in class without "blaming" them for doing anything wrong or bad
- Non-threatening
- It is something all students are already familiar with, so no new teaching needs to take place, which makes it fast and more easily comprehended
- Going over the rules and expectations multiple times reinforces good behavior choices

WHEN should I do it?

- When a student, students, group, or class are not following PBIS rules and expectations
- When the class or school seems to be "slipping" in following PBIS expectations
- Midway through the year as a refresher and to help start off the after winter holiday period on a positive foot
- **On a regular basis as part of classroom management, for example, reviewing one PBIS rule or expectation per week**

HOW do I do it?

- Use a calm, neutral, non-threatening tone
- **Do short lessons, demonstrations, and discussions on PBIS concepts, routine, expectations, etc on a weekly, daily, and/or monthly basis**
- Randomly call on students to state specific PBIS expectations or concepts, then reward them with a small treat, for example, "Suzy, how are we supposed to walk to an assembly?"
- As part of regular redirection, for example, "start your assignment and work quietly to respect others who are working".

THE PLAN:

1. Once a month <u>major</u> reteach and once a week <u>minor</u> reteach.
   a. **5- 10 minutes on the FIRST Tuesday of the Month for Major Reteaching.**
   b. **2 minutes every other Tuesday of the Month for Minor Reteaching.**

2. During Tuesday meetings, take a poll with your team members to determine a behavior expectation in need of review (i.e. noisy transitions). This is team-specific so that you can address behaviors that you are witnessing with your team of students.

3. Come up with a plan of when/how to review and reteach that particular behavior and weave it in to your individual lesson plan.

A **Major** Monthly Classroom Reteach looks like:

    Define and teach 3-4 classroom expectations that are:

- Important across ANY activity
- Positively stated and succinct
- Easy to remember
- Posted in easily seen places in the classroom
- Consistent with school-wide rules/expectations
- Taught directly and re-taught
- Acknowledged regularly; Consistently enforced

    These expectations should already be listed and agreed upon in your Classroom Matrix (and/or use the School-Wide Matrix to reference).

A weekly **Minor** reteach looks like:

    Identify 1-2 routines/activities that your team (i.e. Dogwood) of students are having difficulties with. These should be specific to each class when possible.

    For **BOTH** major and minor reteaching, remember:

1. Introduce the expectations and behavior
2. Explain why it is important
3. Demonstrate (or have students) 3-4 examples of the behavior
4. Demonstrate one low key non-example that is a close confuser or common error pattern.
5. Have students practice
6. Provide corrective feedback and acknowledgements
7. Summarize and remind to practice in context

Reinforcing Desired Behaviors

Reinforcement is a response that is contingent upon a behavior and increases the probability of a behavior being repeated. Research by Rath & Clifton (2004) indicates that individuals who receive regular recognition and praise increase their individual productivity, are more likely to stay organized, and have better safety records. We never reward kids, we reward behaviors. When delivering reinforcement it is critical to be immediate, specific, and sincere so that the student makes the connection between the behavior and the reinforcer.

Improvement should be reinforced. Do not wait until the student's behavior is perfect to deliver reinforcement. You should recognize improvement and let the student know that you recognize their effort. Catch them being good!

The following is a reinforcement menu teachers may refer to when planning their own reinforcement system. The goal is always to move the student to more natural and intrinsic reinforcement. At times when we are teaching a new behavior (i.e. the beginning of the school year) it is important to deliver reinforcers more frequently.

Small:
• Say "Thank you" • Verbal praise • Pat on shoulder • Smile • High five • Listen to them • Note to the student • Eye contact • Thumbs up • Acknowledging phrases, "Super" • Nodding

Medium:
Give a Otter Claw coupled with praise • Positive Referral • Give them 1:1 time • Acknowledge them • Teacher's helper • Line leader • Extra game • Extra choice time • Points/marbles toward class reward • Pride Award • Display work • Certificate

Large:
• Phone call home • Positive postcard sent home • Tokens • Pizza lunch with teacher, friends, principal, mentor or counselor • Rewards • Time with friends playing a game
-Using Otter Paws to purchase items at the school store.

 Planned positive reinforcement is very effective in promoting desirable change in student behavior. Tumwata's reinforcement system includes Otter Paws, Applause slips, positive referrals, Bus Bucks, Pride Awards, Tokens, Positive Perks, Team Progressive Awards, Positive Postcards, and Honor Roll breakfast.

The following section describes **how** each of these recognitions are used.

Otter Paws
How to use Reinforcement Coupons
1. Name of coupon: Otter Paws (Safe, Respectful, Responsible, Kind)
2. Who can give the coupons out? Any adult who has been trained in PBIS use of reinforcements. Any adult can give it to any student in the school.
3. Who are they given to? Any student who is demonstrating any behaviors that are safe, respectful, or responsible. Staff will not give tickets to students who ask for them.
4. When are they given? Staff should hand out Otter Paws frequently (everyday). The goal is to give our 4+ positives for every reminder or re-direct.
5. Where are they given? Any area in the school.
6. What may students do with the Otter Claw? Student writes his/her name and teacher's name on the Otter Claw. Otter Paws can be used to 'spin the wheel of awesome', in the student store, and for various PBIS pushes during the year.
5. How are they given? Otter Paws are always given in conjunction with very specific verbal feedback from the adult.

Suggested scripts are:
Scripts for giving Otter Paws
1. Thank you for _____ (specific behavior). It shows that you have been _____ (Safe Respectful or Responsible).
2. I just noticed that you _____ (specific behavior). That's a great example of being _____ (SRR).
3. I really appreciate how you _____. That's a wonderful example of being _____ (SRR).
4. By being _____ (specific behavior) in the library you show a good example of being _____ (SRR).
5. Well done, _____ (name) for _____ (specific behavior). That's showing _____ (SRR).
6. Way to go, _____ (name) for _____ (specific behavior). You're showing a good example of being _____ (SRR).

Other reinforcements we use are Tumwata include:

Positive Referrals: Staff may write a positive referral which is then reviewed with the student by administration.

Team Progressive Awards: Each quarter, teams identify two students who have shown impressive effort and improvement either in behavior or academics. Team decides the rewards.

Community Builders: At the end of each term activities between students and staff will be organized to strengthen relationships.

Bus Bucks: Students who display Safe, Respectful, and Responsible behaviors on the bus will be given Bus Bucks from the driver. They work like Otter Paws.

Applause slips:

System for Discouraging Undesired Behavior
<p align="center">Kids do well if they can. ~Ross Green</p>

Students are not "born with bad behavior," and they do not learn positive behaviors when presented with aversive discipline for their negative behavior. The best way to address problem behavior is by increasing the emphasis on proactive practices (i.e. teaching and frequently reinforcing acceptable behaviors).

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 students' repertoire of possible appropriate responses.

Why not stricter punishment?
Many people respond to problem behavior with increased punishment. This reaction assumes that the application of the punishment will be so negative the student will not repeat the problem behaviors, they will "learn their lesson". In addition, the adult perceives that the punishment is successful because there is an immediate reduction in behavior when the student is removed, therefore creating a feeling of relief. Unfortunately, these reductions are temporary and problem behaviors typically recur, sometimes at higher rates and more intensive levels.

The use of aversive consequences can be effective for students who already are relatively successful in school (the 80%); however, these practices tend to be least effective for students with the most severe problem behaviors (the top 5%).

Most concerning, the research tells us that an increase in negative outcomes can occur with the exclusive use of more punitive discipline. For example, (a) problem behaviors get worse, (b) negative school climate is established, (c) relationships between teachers and students breakdown, and (d) academic achievement declines.

While our goal is always to teach students desired behaviors paired with positive reinforcement, reality is that some students demonstrate unacceptable behaviors. There are many reasons why a student may display unacceptable behaviors: lack of skills, low self-esteem, mental health issues, peer pressure, disability, or a sense that they do not belong to the school environment. When student behavior disrupts the learning environment, it is important that adults in the school respond quickly and consistently. Severe behavior problems, especially threats of safety, must be responded to immediately. The following chart outlines different types of problem behaviors and who is responsible for responding to the student:

A Student Behavior Continuum guide school staff in the response to student behavior
 OFFICE Versus STAFF Managed Behaviors

Hallways and other Non-Classroom Settings

Non-classroom settings can be challenging environments to manage student behavior. These are settings that have larger groups of students, less adults, lack structure, and many times the adults do not have established relationships with students.

When on supervision duty, remember the important qualities of active supervision:
- Constantly scanning the area
- Move around your designated area
- Interact with students (I.e. greet them, have conversations with them)
- Praise students for doing the right thing

The following describes the specific expectations of adults in responding to students in these settings:

Prevention
In effort to prevent problem behaviors adults must:
1. Be present in hallways- adults must be at assigned supervision areas and time, and during transition, teachers must be at the classroom door, greeting students by name.
2. Pre-correction- before dismissing students or before bell rings, remind them of the behavior expectations (i.e. "be on time", "ear buds out of sight before entering class").
3. Praise- catch students behaving appropriately and enthusiastically praise them (i.e. "Thank you for taking off your hat when you entered the building").

Reminders:
1. When you see a student demonstrating unacceptable behavior or that will be unacceptable when they enter the classroom (i.e. checking phone, horseplay), remind the student of the expectation.
2. Use please and thank you when making the request. "Remember the rule is to walk in the hallways."

We do not confiscate personal items, chase students, or engage in power struggles in hallways.

Data Based Decision Making

All office discipline referrals (ODRs) are entered into School-Wide Information System (SWIS). SWIS gives 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. SWIS™ reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

One of the PBIS teams' functions is to review, reflect, and report on Tumwata's data on a monthly basis. When patterns arise, the team problem solves ways to improve. For example, if ODRs increase in December the team would identify ways to re-teach expectations and increase reinforcements. The team will continue to disaggregate the data by race to monitor our progress in reducing the disproportionate representation of students of color in our discipline data.

Grade level team can use SWIS data to drive conversions about individual student interventions, Tier II referrals, and classroom reteaching needs. Grade level teams use data to identify at risk populations, times of day or routines that need to be addressed on a more individual basis. Teams can use data to create precision problem statements, driving decision making and monitoring the impact of interventions.