

Mary Stark Elementary School

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POSITIVE BEHAVIOR SUPPORT SYSTEM

2012-2013

Positive Behavioral Interventions & Supports at Mary Stark Elementary School

Positive Behavioral Interventions & Supports (PBIS) is not a curriculum or a program; it is a proactive systems approach for creating and maintaining a safe and effective learning environment at Mary Stark.

Positive Behavioral Interventions & Supports (PBIS) is a school-wide system intended to assist in fostering a positive school climate. It also provides a structure that allows student to academically achieve in an environment where they know the expectations and feel safe.

What is PBIS?

*PBIS is teachers working together to develop common expectations for students.

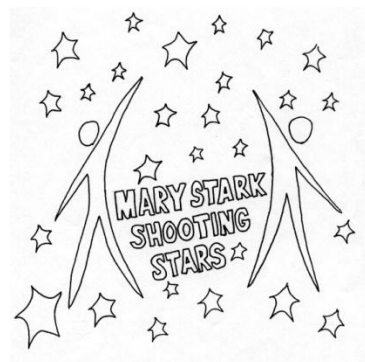
*PBIS emphasizes using common language by all staff members.

*PBIS is DIRECT TEACHING and re-teaching of the expectations. This provides students with an understanding of what is expected in all areas of our school.

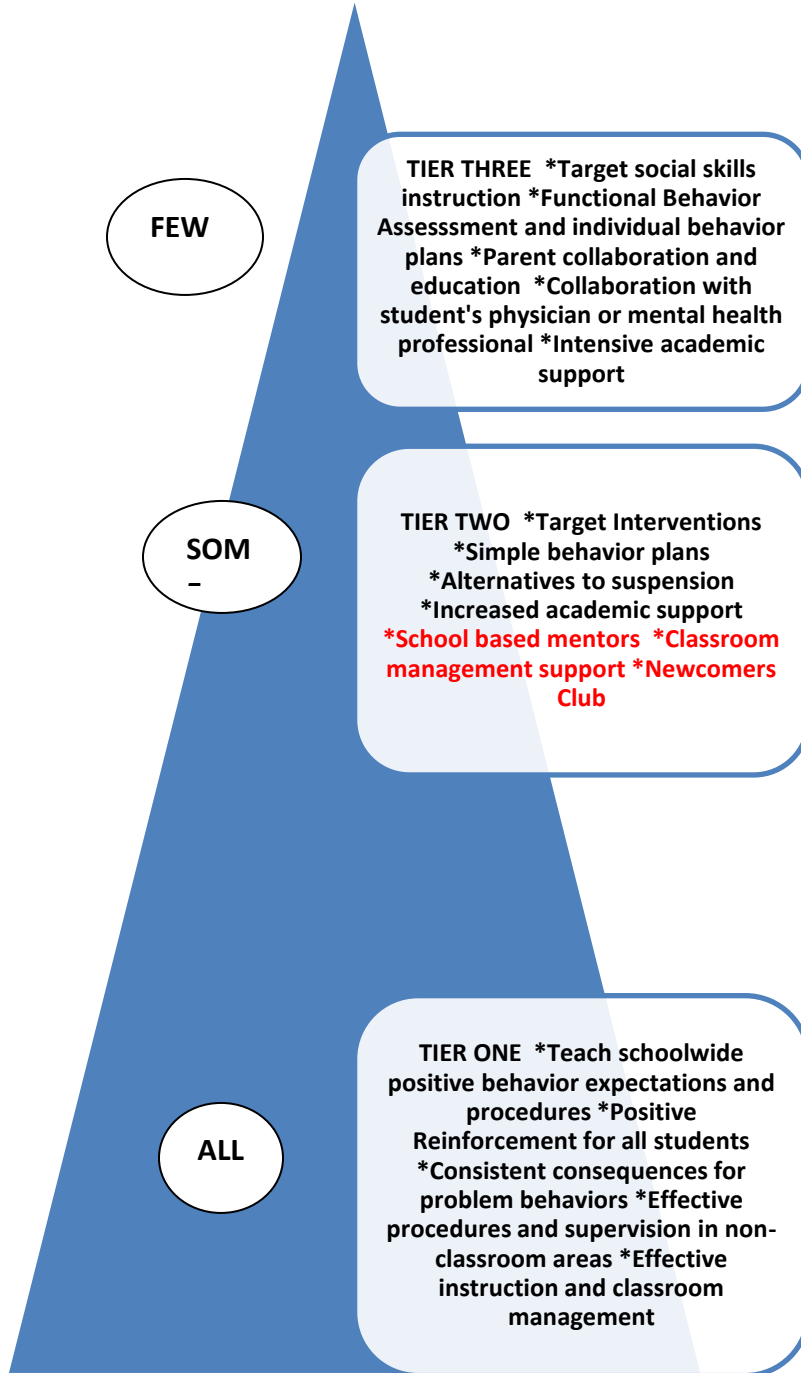
*PBIS is recognizing students for positive behavior. Building relationships is key, and teachers taking an interest in each student and building trust are critical components.

Our plan will focus on three areas:

1. Respect
2. Responsibility
3. Safety



THREE-TIERED MODEL OF SCHOOL-WIDE BEHAVIOR SUPPORT



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TEACHING POSITIVE BEHAVIOR EXPECTATIONS (Tier 1)

Guidelines for Teaching Positive Behavior Expectations

(The Matrix)

How long should it take to teach the behaviors on the matrix?

*Plan to teach the expectations listed on the matrix over the first two-three weeks of school. Lessons will need to be repeated a few times initially and reinforced strongly at the outset of the year. For PBIS to be effective, we must ensure all students receive systematic instruction on the expected behaviors versus simply assuming students will know what to do.

And then I'm done, right?

*Not quite. Plan to teach "booster" lessons throughout the school year. If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student enter the class is also a perfect time for a "refresher" course.

What do you mean by "teach" the expectations? I always go over the class rules.

*This is a little different. By teach we mean show, as in model, demonstrate, or role-play. Have the students then actually get up and practice exactly what you have shown them to do. Have fun with it! Give them feedback on how they did. Lastly, praise them for their effort (and reward).

*Team up with a colleague to plan and teach lessons.

*Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

* Matrix expectations are for ALL students and staff members, and should be modeled by students and staff throughout all settings of the school.

How much time am I supposed to commit to this?

*Keep the lessons brief. 5-15 minutes per lesson.

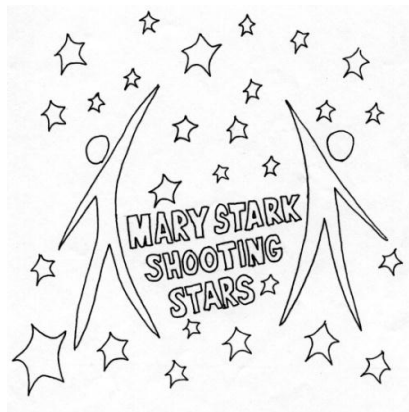
How do I fit this in with everything else?

*Accompany your students to the different areas of the school described on the Matrix and plan to conduct brief lessons. Or build it into intervention time or other activities you already do, like morning meeting. *Consider it an investment during the first part of the year that will pay off with more orderly behavior later.*

How is this different than teaching procedures?

*It is important to have clear classroom procedures that are defined and directly taught to students. These are the foundations of good classroom management.

*The positive behavior expectations defined in the Matrix may be included in classroom procedures, but they are grounded in the core values of **RESPECT, RESPONSIBILITY AND SAFETY**. Part of our objective is to teach these core values beyond the level of simple classroom procedures.



Mary Stark Elementary School STAR Expectations Matrix

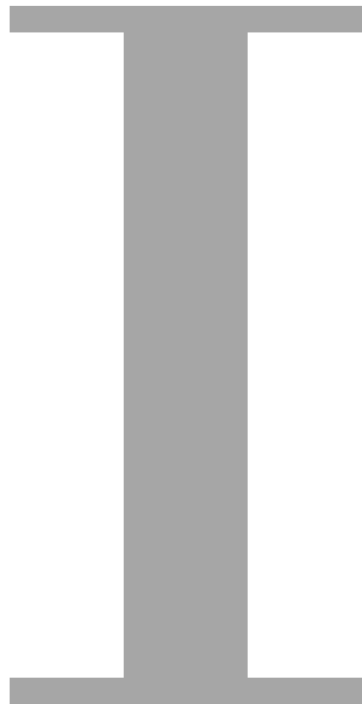
	Classroom	Bathroom	Office	Cafeteria	Arrival/ Dismissal	Hallway	Recess	Bus Line
Be RESPECTFUL	<ul style="list-style-type: none"> * Use kind words * Listen when others are speaking * Take care of school property * Dress appropriately * Help others * Give Me Five 	<ul style="list-style-type: none"> * Give others privacy * Use inside voice * Go, Flush, Wash, Leave. 	<ul style="list-style-type: none"> * Address the staff politely * Wait quietly * Say please, thank you, and excuse me * Be patient 	<ul style="list-style-type: none"> * Use kind words * Say please and thank you * Follow directions * Use inside voice * Help others * Give Me Five 	<ul style="list-style-type: none"> * Use kind words * Respect others' space and property * Follow staff directions 	<ul style="list-style-type: none"> * Use quiet walking feet * Use inside voice * Keep hands off walls, cubbies, and artwork * Help others * Give Me Five 	<ul style="list-style-type: none"> * Share and take turns * Be a good sport * Use kind words * Include everyone * Follow directions given by adults * Give Me Five 	<ul style="list-style-type: none"> * Follow directions * Treat bus driver and staff with kindness * Be polite
Be RESPONSIBLE	<ul style="list-style-type: none"> * Follow directions * Take care of your materials * Clean up after yourself * Always do your best * Do your job 	<ul style="list-style-type: none"> * Get permission * Return to class quickly * Put trash into garbage can 	<ul style="list-style-type: none"> * Be honest * Bring a phone pass 	<ul style="list-style-type: none"> * Stay in your spot * Get permission to leave your table by raising your hand * Keep food on tray * Clean up after yourself * Follow lining up procedure * Raise your hand for help 	<ul style="list-style-type: none"> * Be on time * Go to assigned area * Keep track of your belongings 	<ul style="list-style-type: none"> * Use star -stops as directed by staff * Go directly to location * Keep your cubby area neat * Place your belongings in assigned cubby 	<ul style="list-style-type: none"> * Wear clothing appropriate for the weather * Line up right away at designated area when bell rings * Clean up playground materials 	<ul style="list-style-type: none"> * Remain in bus line or assigned area * Know your bus number * Gather all belongings before getting on/off the bus
Be SAFE	<ul style="list-style-type: none"> * Keep hands, feet, objects to yourself * Use materials/equipment correctly * Push in chairs * Walk facing forward * Ask permission to leave the room 	<ul style="list-style-type: none"> * Wash hands with soap and water * One person per bathroom stall * Report problems to a staff member 	<ul style="list-style-type: none"> * Sit or stand in one place quietly 	<ul style="list-style-type: none"> * Use forward walking feet * Keep hands, feet, and objects to yourself * Eat own food * Keep food on your tray or in your mouth * Wait your turn 	<ul style="list-style-type: none"> * Walk bikes on school property * Use stranger safety * Be at designated drop off/pick up points promptly 	<ul style="list-style-type: none"> * Walk facing forward * Keep hands, feet, and objects to yourself * Report anyone without a badge to a staff member * Do not open outside doors to allow others in the building 	<ul style="list-style-type: none"> * Follow the rules of the game * Stay in assigned areas * Report bullying, injuries, or accidents to a staff member * Walk quietly while entering/exiting building 	<ul style="list-style-type: none"> * Walk to bus facing forward * Keep hands, feet, and objects to yourself

MARY STARK

BEHAVIOR PLEDGE

Today, I will DO my best to BE my best.

I will SHOW Star Behavior



will be **RESPECTFUL.**

will be **RESPONSIBLE.**

will be **SAFE.**



PROCEDURES TO PRACTICE WITH STUDENTS

Topics listed in red are common school-wide procedures that must be taught, practiced, and enforced by all.

- Line up in lunchroom or at recess
- Raise your hand
- Group work
- Quiet area
- **Computer Lab**
- Audience
- Guest
- Water Fountain
- **Bathroom**
- **Locker**
- Snack/milk room
- **Hallway**
- **Dismissal**
- **Arrival**
- Pencil sharpening
- Paper heading
- Daily Five
- **Assembly**
- Field Trip
- Politeness
- How to follow directions
- Accepting “no” answers
- Accepting criticism
- Ways to show respect to others
- Accepting compliments
- Accepting consequences
- Asking for help
- Completing homework
- Accepting loss or defeat
- Accepting winning
- Time management
- Interruptions during class
- **Meet and greet: using titles, introducing others, saying hello**
- **Library**
- **Lunchroom/recess procedures**
- **Dismissal to office**
- **Safety Drills**
- **Respecting staff as authority figures**

Sample Teaching Strategies/Lessons Ideas

- Use classroom discussions
 - Create looks like/sounds like charts
 - Brainstorm a list of actions that show respect, responsibility, safety, and citizenship
 - Photograph students exhibiting appropriate behaviors.
 - Have students talk about a person or character from a book they respect
 - Role-play both appropriate and inappropriate behaviors
 - Create bulletin boards showing respect, responsibility, safety and citizenship
 - **TEACH and practice procedures---**
 - If a student doesn't know how to read, we teach.
 - If a student doesn't know how to swim, we teach.
 - If a student doesn't know how to multiply, we teach.
 - If a student doesn't know how to behave, we punish?
- John Herner

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SUPPORTING AND REWARDING
APPROPRIATE BEHAVIOR

WAYS TO PROVIDE ON-GOING SUPPORT FOR DESIRED BEHAVIORS

PROMPTING DESIRED BEHAVIORS:

All Quiet Signal

Explain to students that throughout the entire school year when a staff member wants you to come to attention, they will raise their hand say "Give Me Five" The students will also raise their hand to show that they understand that the staff member needs their attention. The student will also show the following: Eyes on the speaker, mouth quiet, body still, ears listening, and hands free. To demonstrate, allow students to talk with a partner, getting to know them, asking about favorite subjects, sport, etc. After two minutes, *raise your hand*. See how long it takes them to come to attention. Surprise students by practicing this throughout the building.

Visual Cues

Use prompt cards at desks or posters in the classrooms to remind students of expected behaviors. These could include photographs of students engaged in appropriate behaviors.

Auditory Cues

Use music to indicate when an expected behavior should start and end. For example, when music is turned on, it's quiet working time.

Proximity

Move about room frequently to check on students' engagement. This is especially important in areas where there are a lot of children but few adults like the lunchroom, hallways, assemblies, or recess. Supervisors must be walking around and providing appropriate feedback on appropriate behaviors.

Modify the Setting

Be cognizant of environmental factors that may contribute to misbehavior such as seating arrangements, materials that could become distractions, too many children and too few supplies.

BUILDING FLUENCY/ MAINTAINING DESIRED BEHAVIORS:

Provide Verbal Feedback

Feedback need to receive clear feedback that connects their use of specific behaviors to the four universal behavioral expectations. When providing feedback, staff should use the school rule and the specific behavioral expectation listed on the matrix. For example: It was *responsible* of you to clean up your area. Or you were being *safe* when you walked with the scissors. All staff needs to use similar language to support behavioral expectations in all settings.

Peer Support

Encourage “peer tootling” rather than tattling. Children are encouraged to look for positive behaviors in their peers and then write about or verbally share it. Time is set aside daily to share the tootles, i.e. before or after lunch, at the end or beginning of the day, or at calendar or class meetings.

Set class goals to work toward a specific behavior goal such as lining up on the playground when directed. Reward with simple rewards: a hand stamp, treats, or free time.

Review Often

Learning and maintaining social behavior is very similar to maintaining academic skills. Behavioral expectations must be frequently reviewed, especially after breaks and long weekends.

School wide Reinforces

Our school will use several school-wide reinforces to maintain appropriate expectations: Be A Star tickets, Mystery Motivators, Be A Star Celebrations.

WHAT MAKES A GOOD REWARD?

- Readily available
- Appropriate to the environment
- Easy to deliver
- Can be controlled by the teacher
- Is powerful to the student

WHAT IS IT?

Positive Teacher Attention!

How often should I give positive attention?

4:1

Four positives to one correction



Make It Right Chart

As part of your classroom management plan, you should have a 5 step process for defusing behavior, the Make it Right Chart. A color system will be used. Students should have the opportunity to fix their behavior. Teacher may move up and down the chart as behavior changes, per teacher discretion.

Purple- Student is demonstrating outstanding STAR behavior/a good role model for others

Green- Student is demonstrating STAR behavior (Be RESPECTFUL, Be RESPONSIBLE, Be SAFE)

Yellow- Warning; behavior needs to be immediately corrected

Red- Consequence based on teacher discretion

Black- Call parent/guardian

** Rewards and consequences and are classroom managed.

“BE A STAR” Tickets

“BE A STAR” tickets are tickets that are given to students for showing “Star Behavior.” The tickets are given to students by ALL staff members to recognize when they have performed positive expectations identified in the matrix. When giving out tickets specifically describe and praise the expectation for which the ticket is being given. Make sure all students have the opportunity to earn tickets. Give generously. Students will take tickets to their classrooms, and place in classroom star jar. The tickets will be placed in the Star Jar located in the trophy case. Mystery motivators will be drawn at different times throughout the year. Mystery motivators will be announced over the intercom.

“Be A Star” Celebrations

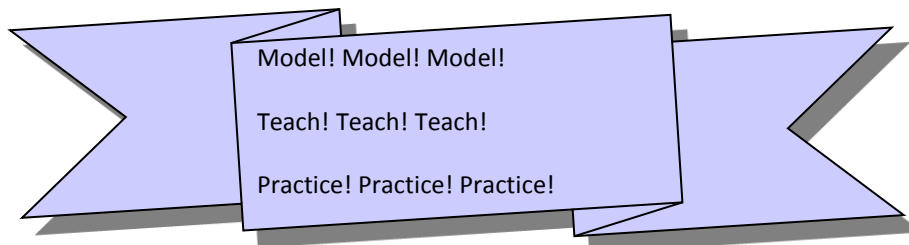
School Wide Celebrations will occur during the school year to celebrate students demonstrating STAR BEHAVIOR. Students will be recognized and participate in a fun-filled celebration to celebrate their accomplishments. All students will attend the celebrations, however, not all students will participate. Be a Star tickets will be drawn from the star jar to decide who will be participating at the celebration.

Assembly Procedures

Discuss appropriate behaviors for walking in the hallways. Practice walking to an assembly room and demonstrate appropriate manners and ways to sit. Remind students of the “all quiet signal” and that bathroom breaks and drinks should be taken care of before the program starts. Practice/discuss appropriate audience behaviors.

HOW TO SET A POSITIVE TONE AND INCREASE FOLLOWING DIRECTIONS

- **USE DIRECT REQUESTS---NOT QUESTIONS**
- **MOVE UP CLOSE----RESPECT PRIVACY**
- **ESTABLISH EYE CONTACT**
- **GIVE TIME TO RESPOND**
- **USE START REQUESTS MORE THAN STOP**
- **DON'T NAG---FOLLOW THROUGH**
- **DON'T' YELL. DON'T ARGUE**
- **ACKNOWLEDGE COMPLIANCE**



100 Ways to Praise a Child

Wow	You're Doing Well	You Belong
A+ Job	You've Got It	I Trust You
How Nice	Brilliant	Try Your Best
Marvelous	Phenomenal	Creative Work
Well Done	Wonderful	You're Perfect
That's Incredible	Splendid	You're So Smart
That's Super	Impressive	Fine Job
Good For You	Good	Outstanding
Fantastic Job	Out of This World	Superior
You're a Winner	You Did It	Cool
You're Important	You're On Top of	Good For You
You're Fantastic	the World	Fantastic
How Smart	Beautiful	You Made My Day
You're Catching On	Super Job	Radical
Looking Good	Good Job	Bravo
Tremendous	You're on It	Perfect
Fabulous	Good Thinking	You Care
Neat	Way To Be On Task	Excellent
Awesome	You're the Best	Nice Work
Dynamite	You Learned it Right	I Like You
Love It	You Go	I Respect You
Way to Go	Amazing	Beautiful Work
You Brighten My	Sensational	You're Darling
Day	Exceptional	Great Discovery
Magnificent	First-Rate	You Are Exciting
You're On Target	Congratulations	Hip Hip Hooray
You Are Responsible	Remarkable	Now You're Flying
You're Unique	Great	Thanks So Much
*You Tried Hard	Terrific	You're the Greatest
That's Correct	Good Stuff	Ideal
Spectacular Job	Superstar	I'm Proud of You
You're Beautiful	Hurray	Stupendous

Reward Suggestions

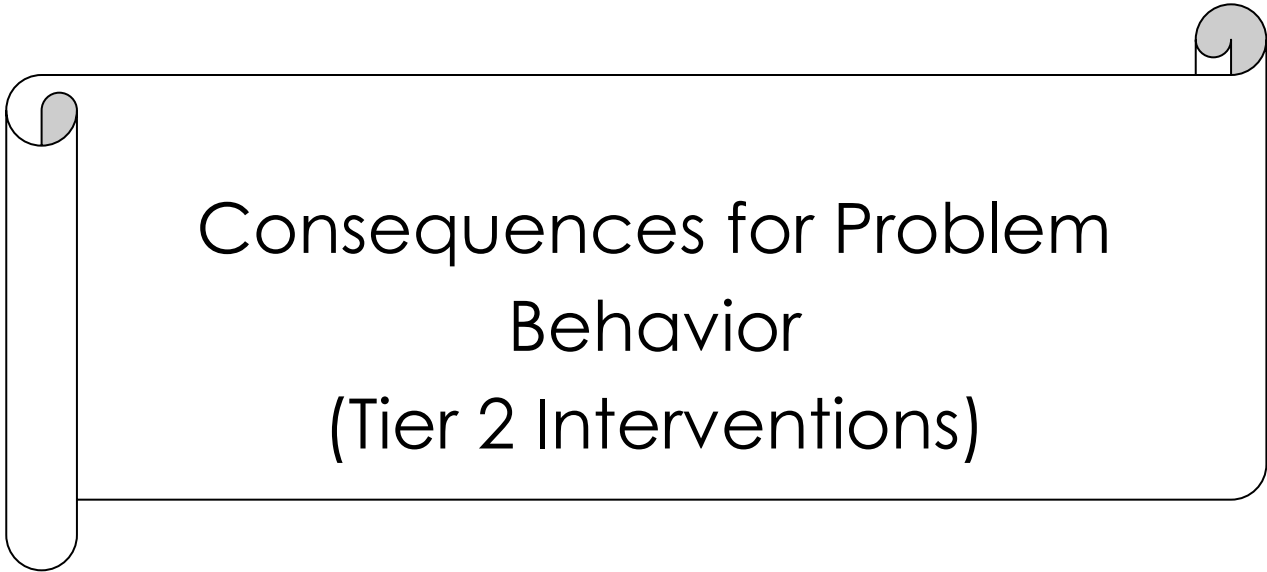
What can I do for those kids who stay on green? Below are some suggestions you may choose to use. Feel free to add your own creative ideas.

- Send a postcard home praising them for their efforts. Hint: ask the office to print off a page of address labels at the beginning of the year to help you keep track of what students you have sent a postcard to.
- If 90% of your class stayed on green or you feel your class had an exceptional day, let Mrs. Erickson know so she can make a school announcement.
- Breakfast Club- students who stayed on green get breakfast from their teacher.
- Homework pass
- Computer time

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A decorative graphic of a scroll with a vertical strip on the left side and a horizontal strip on the right side, both with rounded ends and a grey shadow effect. The text is centered within the horizontal strip.

Consequences for Problem
Behavior
(Tier 2 Interventions)

What is Tier 2 of school-wide PBS?

When the universal support of Tier 1 is fundamentally in place for all students, it forms the base for implementing Tier 2 strategies. Tier 2 of the PBS triangle model provides additional interventions to support that smaller percentage of students who do not sufficiently respond to Tier 1 strategies.

School-wide consequences: The Big Ideas

- The goal is to create a consistent approach so all staff members are “on the same page.”
- Consequences will then be predictable for students, staff, and parents.
- Consequences are not necessarily punishment but rather learning opportunities.
- All staff must be neutral, firm, and consistent. Reduce attention (and drama) for negative behavior.

When a student is not finding success with Tier 1 interventions, teachers and/or administrator may address the behaviors using targeted (Tier 2) interventions.

Targeted Interventions:

- Modify procedures/increase supervision in non-classroom settings.
- Increase classroom management support.
- Check in-Check out.
- Targeted instruction in social skills and replacement behaviors.
- School-based mentors.
- Simple behavior plan-based on a targeted behavior.
- Behavior contract.
- Increased academic support.
- Alternatives to suspension.
- Counselor referral.

Tier 2 practices involve analyzing office referral data to identify:

- Locations in the school or times of the day that are especially problematic, and then problem-solve simple solutions for those situations.
- Teachers or classrooms that may be in need of additional classroom management support.
- Small groups of students who are demonstrating similar behavior problems and provide them with more intensive instruction in social skills or replacement behaviors.
- Students who could benefit from daily monitoring, increased feedback, an adult mentor, a simple behavior plan in school, or a behavior plan coordinated between home and school.
- Students who need more academic or organizational support.
- Students who could benefit from alternatives to suspension for major violations.

Critical features of Tier 2 interventions

Tier 2 interventions are implemented through a flexible and systematic process. The following are essential features of a Tier 2 system:

1. Continuous availability to the students.
2. Rapid access to the intervention (within 72 hours).
3. Low effort by teachers with maximum benefits to student.
4. Consistent with universal school-wide expectations.
5. Implemented uniformly by all staff in a school
6. Flexible intervention based on student need and assessment of behavior.
7. Functional assessment of student's behavior of concern.
8. Adequate resources through administrative support and team meeting with time to implement and to follow up with review and revision.
9. Student voluntarily participates.
10. Continuous monitoring of student behavior for decision making.

11. Intervention packages based on student need that “fits” the culture of the school so that students can be connected to these packaged interventions.

How are students selected for Tier 2 intervention?

- Office referrals may trigger a Tier 2 Intervention.
- Students may be nominated by staff or family members.
- Office discipline referrals may not be helpful in identifying all students that need additional support. Therefore, teachers and staff may recommend a student for Tier 2 intervention based on observation and knowledge of the student of concern.

How is a particular intervention selected for an individual student?

- Targeted interventions include increased structure, prompts, and feedback for students with instruction on skills needed to be successful.
- The selection for a specific Tier 2 intervention for an individual student should be based upon a functional behavior assessment and should be done in collaboration with other team members.
- A quick sort tool that matches a student’s issue or need to a supportive intervention.

Behavior Contract

The following is an agreement between _____ and _____.

The student will _____ and the teacher will _____.

The following conditions apply:

1.

2.

3.

This contract is void if the student fails to achieve the goal. The contract will be reviewed on _____.

Student

Signature/date: _____

Teacher

Signature/date: _____

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Parent Information

Mary Stark Elementary School

We are here to learn!

Dear Parents,

Mary Stark Elementary School has always pledged to create a safe and stimulating environment for all students. In an effort to continue to improve our school climate, the staff at Mary Stark Elementary have worked together to develop a Positive Behavior Support system.

Your child has been learning about our behavior program. Our staff has created this program to promote the core expectations of BE RESPECTFUL, BE RESPONSIBILITY and BE SAFE.

We kicked off our behavior program with posters around the building and in classrooms, an assembly, and classroom lessons and activities. All of the staff at Mary Stark have agreed to take the time to teach their students the positive behaviors they are expected to demonstrate at school. They have also agreed to acknowledge and reward students who consistently demonstrate these positive behaviors.

Please take some time to review with your child the positive behavior expectations described on the attached matrix. Ask your child questions to make sure he/she understands the expectations in different environments around the school. Please discuss the importance of these concepts and encourage your child to be their best.

With your continued support and involvement, there is no question that Mary Stark Elementary will continue to be a place where students can learn and grow in a safe and stimulating environment.

Respectfully,

Dave Steckler

Mary Stark Elementary School

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I have reviewed the Mary Stark Elementary School Positive Behavior Support Expectations Matrix with my child and have assisted him/her in understanding the importance of accepting individual responsibility for his/her actions.

As a parent, I realize the importance of supporting the professional staff and students at Mary Stark Elementary School and pledge to guide my child in adhering to the expectations outlined in the matrix.

Parent Signature _____

Date _____

Student Signature _____

Date _____

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Appendix