Aurora Public Schools

PBIS Handbook

Fulton Academy of Excellence

2012-2013
Dear Fulton Academy of Excellence Staff,

We are excited to start a new school year and our 5th year of being a Positive Behavior Interventions and Support (PBIS) school. Behavior is a priority at Fulton Academy of Excellence.

What is PBIS? Put simply, it is a proactive approach to school-wide discipline. This initiative is meant to reinforce the positive behaviors of students as well as support students who need extra assistance to reach the following school-wide expectations: Polite, Always Responsible, Working for Success, and Safe.

Within your handbook you will find:
- Fulton Academy of Excellence PBIS Mission Statement
- How PBIS and RTI are connected
- What PBIS looks like at Fulton Academy of Excellence
  - Important PBIS Dates
  - PBIS Behavior Matrix
  - Acknowledgement System Matrix
  - PBIS Reward Coupons
  - Behavior Flow Chart
  - Office Managed Vs. Teacher Managed Behavior T-Chart
  - Think Sheets
- Family / Staff Responsibilities
- Sample Classroom Interventions

PBIS is truly a win-win initiative for our students, our staff, and our school. Our expectation is that we keep the excitement going throughout the year and impact student achievement through the use of Positive Behavior Support.

Thank you,
Positive Behavior Intervention Support Team
The mission of Fulton PBIS is:

To support and assist the Fulton Community in establishing and maintaining a safe and supportive school environment that maximizes the academic achievement and social emotional competence of all learners.

PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish a positive school culture.

Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RtI) work from the same multi-tiered model of instruction and intervention.
In the bottom tier, a large percentage of students perform as expected. This includes the majority of students (80-90%) who are rarely or never sent to the office, who behave appropriately in the classroom most of the time, complete their assignments, and move as expected through the school day. These students respond to the universal approaches of teaching.

The second tier includes those students who exhibit some challenging behaviors (5-15%). They may be sent to the office with some frequency. Teachers may experience them as somewhat challenging in the classroom. Their challenges may be moderate, occur intermittently, or only occur in specific areas. These students are at risk for displaying more challenging behavior. More targeted interventions may need to be put into place.

The third tier includes the most challenging students (1-5%). These students have already experienced many problems and are at high risk of failing. They consistently disrupt their own learning and the learning of others. They require more intensive, individualized intervention.
What will PBIS look like at Fulton?

1. Administrative Support

- Administrators have allocated time (for both professional development and the teaching of behavioral expectations) as well as resources (money and people) to ensure the success of PBIS in the building. The PBIS team is fortunate enough to have direct support by the administration within the building.

2. Team Based Implementation

- The PBIS team is represented by various professionals throughout the building including a representative from each grade level, support staff, a parent liaison, a school psychologist, a special education teacher, and an administrator. The team is also supported by a district level coach. The activities, updates, and progress of PBIS in the building come directly from this team. The PBIS team meets monthly and is responsible for sharing out information to staff. Information will be shared to all staff through meeting minute notes via email and at a staff meeting each month.

3. Concrete, defined behavior expectations

- Fulton Jaguars are:
  - Polite
  - Always Responsible
  - Working for Success
  - Safe

The Behavior Expectations Matrix

The PBIS team has created a Behavior Expectations Matrix that should govern all areas of the school. The language on the matrix is important. By using the language on the matrix, students will hear consistent vocabulary from all adults in the school setting. This consistency will allow students to be familiar with and understand the expectations for their behavior in all settings of the school, no matter which adult is monitoring behavior. Creating an environment where all adults are using the same common language will make expectations clear to students.

- Please refer to the PBIS Behavior Matrix for more detailed information.
4. Direct teaching of behavior expectations

- Behavior expectations are explicitly taught throughout the school year using social-emotional lesson plans. Students will be introduced to the 4 core value expectations at the beginning of the school year during a PBIS Kick-Off Assembly. There will also be periodic booster assemblies throughout the school year to re-teach these expectations.
- Second Step and the Random Acts of Kindness Foundation lesson plans will be utilized for teaching social-emotional wellness. These resources will be available for everyone to use, but will not be mandatory at this time. In order to maximize success with social-emotional wellness in the classroom, the use of these resources will be strongly encouraged.
- 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. The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. As the main premise of PBIS, it is best to take a proactive stance rather than a reactive approach to behavior. Setting aside the time for planned teaching of social-emotional skills will reduce the amount of time spent disciplining students each week.
- The first level of support in PBIS is universal. While many people desire to start with the most challenging students, it is best to start with the overall framework of the school in order to develop a consistent environment and language common to the entire school. This decreases the number of students who will require secondary and tertiary support.

Please refer to the PBIS Important Dates for the booster assembly dates.

5. Positive behavior is acknowledged

- Students are given Jaguar PAWS by any staff member that notices polite, always responsible, working for success, and/or safe behavior. When students have collected 3 PAWS, they may redeem those PAWS to earn a reward. Reward coupons will be provided to all teachers. Teachers may also choose to create their own additional coupons or provide rewards of monetary value. Students should give their 3 earned PAWS to their homeroom teacher who will put a mark next to the student’s name for data collection purposes. Students will also have the opportunity to randomly earn weekly recognition each Friday. Teachers will collect all PAWS turned in during the week and the office will draw names of students to wear the Fulton Jaguars PBIS shirts and potentially get a prize. At the end of each quarter, teachers will share which students have earned 15 or more PAWS (as indicated on their data sheet). Those students will get to partake in a PBIS celebration assembly.
- PAWS should never be taken away from students once they are earned.
- Students may not sell, buy, or give away tickets to other students.
• Write the first and last name of the student on the Paws ticket. If tickets are lost, they will not be replaced. Teachers should consider developing a system for students to keep their tickets (i.e. clear plastic wall pocket chart with a spot for each student to store their tickets, pockets on student desks, etc.). Students should also be encouraged to find value in keeping their tickets safe.

  • Please refer to the **Acknowledgement System Matrix** for more detailed information on behavior recognition.
  • Please refer to the **Coupons for PBIS** for student rewards.
  • Please refer to the **PBIS Important Dates** for the celebration assembly dates.

6. Behavior is monitored and corrected

• When misbehaviors are observed, they should be corrected. Staff should follow the discipline flow chart. The flow chart describes the appropriate steps to take in dealing with inappropriate behavior. It is recommended that teachers hang this flow chart in a visible location in their classroom for easy reference. A Think Sheet has been developed for both the primary and the intermediate level for use with problem solving during the discipline process. If a student continues to engage in the same behavior that results in an office discipline referral, please attach the Think Sheet to the office referral. It is also imperative that teachers have documented somewhere (parent contact log, phone spreadsheet, etc.) when contacts are made to parents for misbehavior. Administration will require that this step has been taken before accepting an office discipline referral for continued teacher manageable behavior. A T-Chart has also been created to differentiate between teacher-managed behavior and office-managed behavior. When misbehavior continues, or the behavior falls under the definition of “office managed”, an office discipline referral is written. Three office discipline referrals will result in a referral to IST (Instructional Support Team) for further support.

  • Please refer to the **Behavior Flow Chart** for the step by step discipline process.
  • Please refer to the **Office Managed vs. Teacher Managed Behavior T-Chart**.
  • Please refer to the **Think Sheet** for use in the discipline process.

7. Data is used to inform decision-making processes

• The PBIS team reviews office discipline referral data monthly. This data allows the team to analyze where changes need to be made. In addition, when the team notices a student has received 3 or more office discipline referrals, a referral to IST (Instructional Support Team) will be made.

• To look at data, the PBIS team uses SWIS (School-Wide Information System). School-Wide Information System is a web-based information system for gathering, entering, summarizing, reporting and using office discipline referral information. It is only useful if behavior data sheets are completed efficiently and consistently. This is an expectation of every staff member.
Data reviewed at the PBIS Team Meetings will be shared out with staff at one staff meeting per month to ensure staff is well informed.

Family Responsibilities

Family involvement has a positive effect on behavior. Positive behavioral interventions and support does not mean changing the child; rather, it means creating a new environment that supports the positive behavior you want to achieve.

- When families are involved, students exhibit more positive attitudes and behavior.
- When students report feeling support from both home and school, they have more self-confidence, feel school is more important, and they tend to do better in school.
- Student at-risk behavior decreases as parent involvement increases.

PBIS Staff Responsibilities

- Teach behavior expectations and social skills with fidelity
- Encourage and provide incentives for positive behavior
- Follow Behavior Flow Chart and complete Office Discipline Referral for all office managed behaviors, including multiple incidents of teacher managed behaviors
- Use student, classroom, and school-wide data to make classroom and team decisions
- Model expected behavior for students and provide classroom incentives
- Work within grade-level and vertical teams to problem solve behavior issues
- Keep administration informed of students with frequent or perpetual behavior issues
- After 3 Office Discipline Referrals, make a referral to IST (Instructional Support Team) to get additional support from other professionals within the building

After implementing the components of PBIS with fidelity, do you still have concerns for a specific student(s)? Have you used specific positive praise and planned ignoring with this student? Look at your data, both academic and behavioral. Connect with the PBIS team or IST team for support in making a referral for further analysis of the behavior of the concern.

Visit www.pbisworld.com for Tier 1, 2, and 3 interventions for a variety of behaviors!

- "If a child doesn't know how to swim, we teach."
- "If a child doesn't know how to multiply, we teach."
- "If a child doesn't know how to drive, we teach."
- "If a child doesn't know how to behave, we... .....TEACH ? Or... PUNISH ?"
- "Why can't we finish the last sentence as automatically as we do the others?"

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# Classroom/Teacher Interventions

<table>
<thead>
<tr>
<th>INTERVENTIONS</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Conference with student</td>
<td>Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.</td>
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<tr>
<td>Conference with parent(s)</td>
<td>Teacher communicates with student’s parent(s) by phone, email, written notes, or person to person about the problem.</td>
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<tr>
<td>In-Class Time Out / Chill Zone</td>
<td>Predetermined consequence for breaking a classroom rule. Short duration (five minutes or less, usually separated from group, but remains in class) and brief withdrawal of attention and other reinforcers (a time for student to reflect on his or her action). Use a timer or some other way of showing end of time-out period. Student simply rejoins group after time out is over. Student must comply with rules of time out. Time out procedure must be taught to students before implementing.</td>
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<tr>
<td>Think Sheet</td>
<td>A PBIS form used to help a student identify negative behavior including space to write a solution for the behavior.</td>
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<tr>
<td>Privilege Loss</td>
<td>Incentives given for positive behavior are lost. (i.e. five minutes off recess)</td>
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<tr>
<td>Out-of-Class Time Out</td>
<td>Student is assigned to another supervised environment for a period of time out (e.g., another classroom). Slightly longer duration than in-class time out (30 minutes or less). Student must comply with rules of exclusion time out. Reduction in reinforcement (it should be boring). May include completion of a think sheet. Time-out procedure must be taught to students before implementing.</td>
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<tr>
<td>Apology Restitution</td>
<td>Student makes amends for negative actions. Takes responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.</td>
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<tr>
<td>Corrective Assignment</td>
<td>Completion of a task that compensates for the negative action. Also triggers a desire not to revisit the negative behavior. Examples: clean-up, do something for another person.</td>
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<tr>
<td>Restitution</td>
<td></td>
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<tr>
<td>Home/School Plan</td>
<td>Parent(s) and teacher agree on a consistent approach. The plan should be consistent with PBIS practices-emphasizing teaching and rewarding of appropriate behavior and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.</td>
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<tr>
<td>Written Contract</td>
<td>Student, teacher, and parent(s) may formulate a document expressing the student’s intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone. It should include incentives but may also include consequences for misbehavior.</td>
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<tr>
<td>Check-In/Check-Out (CICO)</td>
<td>Student is provided with a positive adult to check in and out with everyday to ensure student success. Points are awarded throughout the day for following the PBIS expectations.</td>
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PBIS 2012-2013 Important Dates
(subject to change)

PBIS Kick-Off Assembly: August 9 @ 8:20 (Grades 1-5)
August 17 @ 8:30 (Grade K)

Celebration Assembly
Qtr 1: October 18
Qtr 2: December 14
Qtr 3: March 21
Qtr 4: June 3

Booster Assembly
November 27
January 10
February 27
April 17

PBIS Team Meeting Dates
- August 10
- September 7
- October 5
- November 16
- December 7
- January 11
- February 15
- March 15
- April 19
- May 17