

#paceswag



Safety First

Work Completion

Acting Kind

Goal Driven

PBIS Manual

2015-2016



PBIS at PACE West: A General Overview

The main focus of Positive Behavioral Intervention and Support (PBIS) is to provide a clear system for all expected behaviors at PACE West. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school members have clear expectations & understandings of their role in the educational process.

Proactive Approach to School-Wide Discipline

Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach while teaching appropriate behavior to every student in the school. This school year we aim to build successful school-wide discipline by accomplishing the following:

1. Behavioral Expectations will be defined with SWAG

#paceswag School-Wide Behavior Expectations will be defined using the teaching matrix below:

 <h2># paceswag</h2> <h3>School-Wide Behavior Expectations</h3> <h4>Teaching Matrix 2015-2016</h4>		Bus	Hallway/Transition	Bathroom	Cafeteria	Classroom
S afety first	Sit down and face forward	Positive interaction not negative instigation	Wash hands with soap	No throwing or running around	Use property for its intended use	
	Stay in your seat	Walk don't run in halls	Don't horseplay	Enjoy eating not inciting	Stay focused on instruction not issues	
W ork Completion	Follow bus rules	Arrive to location promptly and on time	Place all trash in trash can	Follow lunch line procedures	Accept staff directions	
	Listen to staff directions	Respect property and peers in the hall	Wait your turn	Clean up after yourself	Be ready to learn	
A cting Kind	Use respectful language on bus	Greet students and staff appropriately	Respect other's personal space	Use positive table manners	Encourage peers	
	Respect students and staff on bus	Walk calmly and use inside voices	Flush when finished	"Mix Up" where you sit down	Respect other's views and differences	
G oal Driven	Students	Will	Set	This	Goal,	
	Since	Achievement	Equals	Self	Control	

2. Behavioral Expectations will be Taught

#paceswag School-Wide Behavior Expectations will be taught to all Kindergarten through Twelfth grade students in the building, and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Specific behavioral examples of #paceswag in which staff members can display by example are as follows:

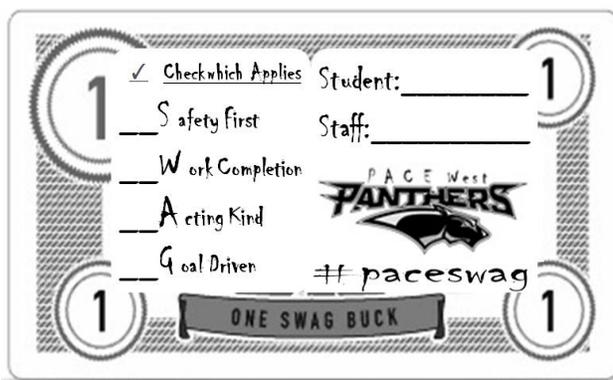
- *Safety First means* respecting each other to ensure a positive and safe learning environment
- *Work Completion means* completing and turning in assignments on the due date
- *Acting Kind means* even performing a small act of kindness can have a big effect on others
- *Goal Driven means* striving for a academic and/or behavioral success one tasks at a time

Behavioral expectations will be taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples (“right way”) are described and rehearsed, and negative examples (“wrong way”) are described and modeled. Students will be given an opportunity to practice the “right way” until they demonstrate fluent performance. Remember this prime example; Harry Wong emphasized that PROCEDURE and ROUTINES should be used to manage behavior rather than that of CRIME and PUNISHMENT.

3. Appropriate Behaviors will be Acknowledged

Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis to promote continuation. PACE West has designed a formal system that rewards these positive behaviors. **SWAG Bucks** will be incentive based “play money” awarded by the individual staff member, at their discretion, as a tool of encouragement and as student motivation. Please use **SWAG Bucks** to encourage and reinforce positive behaviors demonstrated on a consistent basis. Staff can award **SWAG Bucks** to students, whether they teach them or not.

Starting Friday September 4th PACE West students will be eligible to earn **SWAG Bucks**, which are to be awarded by staff to those students exemplify #paceswag on a daily basis on the bus, in the classroom, hallways, bathrooms, cafeteria and other areas of the building. **SWAG Bucks** are awarded to encourage and reinforce positive behaviors amongst our students. Any staff can award any student a **SWAG Buck** when any one of the #paceswag elements is displayed by a student.



Staff are to complete a **SWAG Buck** by writing down their name, the name of the student, and by checking off which ONE of the four components of #paceswag that the student has displayed (See #paceswag PBIS Teaching Matrix). Once a student receives a **SWAG Buck** they will be responsible for maintaining it along with others earned to promote independent responsibility and possession management practice.

Every Thursday afternoon SWAG Bucks will be collected, totaled and recorded. The student's with the most **SWAG Bucks** earned in each Homeroom class that week will be named to the

#paceswag Squad of the Week

In receiving this praise for positive behavior, the student's picture will be placed on the bulletin board in front of the school and they will receive a #paceswag reward to honor their week of positive behavioral acknowledgments from staff in the form of a #paceswag t-shirt, #paceswag bracelet (black, white, grey) and **SWAG Coupons** (seen to the right) that will add +1000 Bonus Points to the student's Friday Point Sheet total for PROWL Pantry or other purchasing usage. Additional rewards may be included later in the year. Also a weekly and monthly #paceswag data will be recorded for PBIS progress reports as well.



Also to further award and reward positive behaviors on a more individualized basis, #paceswag **Recognition & Reward Goals** forms will be provided to staff as additional encouragement for students. Such incentive goals based on earned **SWAG Bucks** during the week, month and/or quarter can also help self-motivate intervention and support to some of our student's that can benefit from the use of positive goals that can result in positive rewards.

Staff should strive to award at least 10 Swag Bucks to 10 different students each week = 2 a day

4. Behavioral Errors will be Corrected Proactively

When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, staff, and administrators all should be able to predict what will occur when behavioral errors are identified. In the case that such takes place **Student Daily Interaction Sheets (Point Sheets)** will document and record incidents managed by the staff witnessing the occurrence. **Reorientation Time Out** will be used in regards to minor incidents; **Seclusion Room and/or Handle with Care Physical Intervention** will be used in regards to major incidents. **Executions of Behavior Intervention Management and Examples of Behavior Intervention** on Page 5 and 6 will be used to help staff identify proper intervention management; distinguish major from minor situations, help define what behaviors warrant interventions beyond the classroom, when to write an Discipline Referral, and when students should/shouldn't remain in the classroom. Documentation forms used for all of the above can be found at the end of this manual for reference.

5. Decisions about Behavior Management will be Data Based

One of the most important features of PBIS is the continued use of the data management. Reorientation, Handle with Care and Time Out Logs tracks what types of discipline incidents are occurring, where, what time of the school day and who is involved in them. This eliminates guesswork from the decision making process about what is and is not working in with our school's behavior management system. It allows staff to create reports that enable them to devote resources and time to the precise place, parts of the school day and people that need them to better assist in preventing further documented problems.



Examples of Behavior Intervention Management (BIM)

Level 1- Classroom Intervention Managed Behaviors

Behaviors causing minimal to minor interference of the instructional process.

<p>Level 1 (BIM) <u>Examples</u> Classroom</p>	<p>Disruptive, Not-Following Directions, Minimal Peer Issues, Work Avoidance, Sleeping/Head Down</p>
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Level 2 - Counselor Intervention Managed Behaviors

Behaviors creating a threatening, emotional disturbance and/or distress to the student(s) involved.

<p>Level 2 (BIM) <u>Examples</u> Counselor</p>	<p>Bullying Complaint, Threats to Self or Others (Verbal /Documented), Continuous Peer vs. Peer Issues, Minimal Property Damage (ex. Paper)</p>
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Level 3 - Reorientation Intervention Manage Behaviors

Behaviors causing maximum interference of the instructional process and/or causing a safety risk.

<p>Level 3 (BIM) <u>Examples</u> Reorientation</p>	<p>Imminent Danger, Physical Assault to Self or Others, Bus Behaviors, Extreme Property Destruction (ex. Computers), 2nd Attempt at Property Projection (ex. Flipping Chair/Desk), Accumulated Level 1 and 2 Displayed Behaviors</p>
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Level 4 - Principal Intervention Manage Behaviors

Behaviors which surpassed Levels 2-3 causing extreme safety risk or harm to self, students or staff.

<p>Level 4 (BIM) <u>Examples</u> Principal</p>	<p>Accumulated Level 2 and 3 Displayed Behaviors, Weapons or Drug Paraphilia Found on Student, Student Under the Influence, Out of School/In the Community Incidents, Fire Drill Violation</p>
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Level 5 - Intervention Manage Behaviors

Behaviors which surpassed Levels 1-4 causing criminal safety risk or harm to self, students or staff.

<p>Level 5 (BIM) <u>Examples</u> Police</p>	<p>Accumulated Level 3 and 4 Displayed Behaviors, Legal Ramifications requiring Police Involvement (ex. Staff Pressing Charges, Parole Violation)</p>
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Executions of Behavior Intervention Management (BIM)

Level 1- Classroom Intervention Management

Behaviors causing minimal to minor interference of the instructional process.

Level 1 (BIM) <u>Executions</u> Classroom	Student Seat Rearrangement, Break, Lunch Detention (in Classroom), Referral Review (ex. detail verbally or email incident that occurred to Reorientation for evaluation prior to Discipline Referral submission)
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Level 2 - Counselor Intervention Management

Behaviors creating a threatening, emotional disturbance and/or distress to the student(s) involved.

Level 2 (BIM) <u>Executions</u> Counselor	Threat Assessment, Medication Verification, Assigned time in Occupational Therapy (OT), Lunch Detention (in Counselor's Office), Parental Contact, Referral Review (ex. detail verbally or email incident that occurred to Reorientation for evaluation prior to Discipline Referral submission)
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Level 3 - Reorientation Intervention Management

Behaviors causing maximum interference of the instructional process and/or causing a safety risk.

Level 3 (BIM) <u>Executions</u> Reorientation	Assigned time in Reorientation and/or Seclusion, Lunch Detention (in Reorientation), HWC Intervention, Discipline Referral
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Level 4 - Principal Intervention Management

Behaviors which surpassed Levels 1-3 causing extreme safety risk or harm to self, students or staff.

Level 4 (BIM) <u>Executions</u> Principal	Assigned time in School Within School (SWIS), Lunch Detention (in Reorientation), Assigned Suspension (ISS/OSS), Discipline Referral
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Level 5 - Police Intervention Management

Behaviors which surpassed Levels 1-4 causing criminal safety risk or harm to self, students or staff.

Level 5 (BIM) <u>Executions</u> Police	Legal Ramifications due to Police Involvement (ex. Charges Pressed)
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