

*South Tattnall Middle
School
PBIS Manual*



“Whatever It Takes”

Table of Contents

Positive Behavior Intervention and Supports.....	2
Implementation Directions.....	3-15
School Rules.....	16
Tier 1 Training.....	17-20
Acknowledgment System.....	21-22
PBIS Team Members/Roles/Dates.....	23
Nine Variables Affecting Compliance.....	24

Positive Behavior Interventions and Supports

Positive Behavior Interventions and Supports is a framework for delivering universal and additional tiers of behavior support to improve educational outcomes for all students (Horner & Sugai, 2015). As students need more support, interventions at each tier become more intensive. Tier 1 focuses on supporting all students with implementation of evidence-based practices and prevention of academic and behavioral difficulties. Approximately 80% will respond to Tier 1 (students with 0-1 office referrals); Tier 2 (students with 2-5 office referrals) should comprise about 10-15%. Tier 3 (students with more than 6 office referrals) will be the remaining 5%. Targeted interventions will be in place for each level beyond Tier 1.

Classroom observations will occur by members of the PBIS team on a quarterly basis. The Observation Tool is included in the handbook. School walkthroughs by district and state PBIS teams will occur twice during the school year typically in November and March.

Implementation Directions

In order to foster expected behavior, students must be reminded of expectations. Therefore, lessons will be taught at different times during the year particularly after long breaks. Lessons will be taught in: August, October, January, March, and April. The Google Presentations in the "Shared With Me" files will be utilized in the designated classes.

PBIS

Positive Behavior Intervention Support Lesson Plans

2019-2020

721 East Barnard Street
Glennville, Georgia 30427

"If a child doesn't know how to read, we teach. 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? ...punish? Why can't we finish the last sentence as automatically as we do the others?" T. Herner, 1998

South Tattnall Middle School Lesson Plans

PRODUCTIVE

RESPECTFUL

INVOLVED

DEPENDABLE

EXCELLENT

Area: Introduction of PRIDE

Time: 15 -20 minutes

<u>Productive</u>	<u>Respectful</u>	<u>Involved</u>	<u>Dependable</u>	<u>Excellent</u>
Use time and resources wisely.	Be kind and respect each other's' personal space and property.	Be actively engaged in the learning process. Participate in school activities and show school pride.	Attend school every day, be on time and come prepared.	Go beyond expectations!

Objective: Students will learn what PRIDE stands for and the behaviors that are expected at STMS.

Group Structure:

1. Save the rubric above to your desktop. Have students list behaviors that would demonstrate being Productive, Respectful, Involved, Dependable, and Excellent. This can be any behavior throughout the building...classroom, hallways, lunchroom, bathrooms, playground, etc.
2. Review the Powerpoint you received entitled PBIS PRIDE Introduction.
3. Return to the rubric and add any necessary PRIDE behaviors they may have thought of.
4. Review the rubric one final time. Print the rubric and leave it displayed in your room.

Note: DAY 1 OF PRIDE LESSON PLANS

Taught in Homeroom on August.

After this lesson is taught to introduce "PRIDE", Homeroom Teachers will then use the "STMS students strive for P.R.I.D.E." (see next sheet) to review STMS behavior expectations on the following months: October, January, March, April.

STMS students strive for P.R.I.D.E.

Productive: Use time and resources wisely.

Respectful: Be kind. Respect each other's personal space and property.

Involved: Be actively engaged in the learning process. Participate in school activities and show school pride.

Dependable: Attend school every day, be on time, and come prepared.

Excellent: Go beyond expectations!

South Tattnall Middle School Lesson Plans

PRODUCTIVE

RESPECTFUL

INVOLVED

DEPENDABLE

EXCELLENT

Area: Classroom Expectations

Time: 15 -20 minutes

<u>Productive</u>	<u>Respectful</u>	<u>Involved</u>	<u>Dependable</u>	<u>Excellent</u>
Remain in your assigned class; No Pass = Remain in class.	Keep hands, feet, inappropriate comments and objects to yourself; follow teacher directives.	Engage in all classroom instruction & activities	Be prepared for class with all materials & assignments	In showing your Bulldog PRIDE!

Objective: Students will learn what PRIDE stands for in the hallways and what behavior is expected.

Group Structure:

1. Save the rubric above to your desktop. Have students list behaviors that would demonstrate appropriate classroom behavior.
2. Review the STMS Rules & Consequences (included at the end of the lesson plan packet.)
3. Have students explain what the rules mean to them.
4. Teacher clarifies the rules and consequences.

Note: DAY 2 OF PRIDE LESSON PLANS

Taught in Math in August, October, January, March, April

South Tattnall Middle School Lesson Plans

PRODUCTIVE

RESPECTFUL

INVOLVED

DEPENDABLE

EXCELLENT

Area: Hallway Expectations

Time: 15 -20 minutes

<u>Productive</u>	<u>Respectful</u>	<u>Involved</u>	<u>Dependable</u>	<u>Excellent</u>
Be punctual to class and use your time wisely.	Keep hands, feet, inappropriate comments and objects to yourself; follow teacher directives.	Walk in a single file line to the right.	Visit locker, restroom & water fountain during designated times.	In showing your Bulldog PRIDE!

Objective: Students will learn what PRIDE stands for in the hallways and what behavior is expected.

Group Structure:

1. Save the rubric above to your desktop. Have students list behaviors that would demonstrate appropriate hallway behavior.
2. Review the Powerpoint you received entitled PBIS Hallways. Play our school PBIS video.
3. Discuss the behaviors they saw in the video.
4. Return to the rubric and add any necessary PRIDE behaviors they saw in the video.
5. Review the rubric for one final time. Print the rubric and leave it displayed in your room.

Note: DAY 3 OF PRIDE LESSON PLANS

Taught in ELA Classes in August, October, January, March, April

***LYP Principles taught at same months-- see bottom**

South Tattnall Middle School Lesson Plans

PRODUCTIVE

RESPECTFUL

INVOLVED

DEPENDABLE

EXCELLENT

Area: Restroom Expectations

Time: 15 -20 minutes

<u>Productive</u>	<u>Respectful</u>	<u>Involved</u>	<u>Dependable</u>	<u>Excellent</u>
Use restroom and wash hands quickly.	Respect others' privacy!	Keep restroom clean; leave no trace.	Only 3 students in restroom at a time; return to class promptly.	In showing your Bulldog PRIDE!

Objective: Students will learn what PRIDE stands for in the restrooms and what behavior is expected.

Group Structure:

1. Save the rubric above to your desktop. Have students list behaviors that would demonstrate appropriate restroom behavior.
2. Review the Powerpoint you received entitled PBIS Restrooms. Play our school PBIS video.
3. Discuss the behaviors they saw in the video.
4. Return to the rubric and add any necessary PRIDE behaviors they saw in the video.
5. Review the rubric for one final time. Print the rubric and leave it displayed in your room.

Note: DAY 4 OF PRIDE LESSON PLANS

Taught in Science in August, October, January, March, April

South Tattnall Middle School Lesson Plans

PRODUCTIVE

RESPECTFUL

INVOLVED

DEPENDABLE

EXCELLENT

Area: BREAK Expectations

Time: 15 -20 minutes

<u>Productive</u>	<u>Respectful</u>	<u>Involved</u>	<u>Dependable</u>	<u>Excellent</u>
Interact appropriately with peers.	Keep hands, feet, inappropriate comments and objects to yourself; follow teacher directives.	Interact appropriately with peers.	Report to and from your assigned area on time.	In showing your Bulldog PRIDE!

Objective: Students will learn what PRIDE stands for during break and what behavior is expected.

Group Structure:

1. Save the rubric above to your desktop. Have students list behaviors that would demonstrate appropriate break behaviors.
2. Review the Powerpoint you received entitled PBIS Break.
3. Review the rubric for one final time. Print the rubric and leave it displayed in your room.

Note: DAY 5 OF PRIDE LESSON PLANS

Taught in Engineering/AG/Music Tech/Computer Apps in August, October, January, March, April

South Tattnall Middle School Lesson Plans

PRODUCTIVE

RESPECTFUL

INVOLVED

DEPENDABLE

EXCELLENT

Area: Cafeteria Expectations

Time: 15 -20 minutes

<u>Productive</u>	<u>Respectful</u>	<u>Involved</u>	<u>Dependable</u>	<u>Excellent</u>
Move quickly & quietly through the lunch line.	Keep hands, feet, inappropriate comments and objects to yourself; follow teacher directives.	Clean up after yourself & put chair under table.	Only touch your food and tray.	In showing your Bulldog PRIDE!

Objective: Students will learn what PRIDE stands for in the cafeteria and what behavior is expected.

Group Structure:

1. Save the rubric above to your desktop. Have students list behaviors that would demonstrate appropriate cafeteria behavior.
2. Review the Powerpoint you received entitled PBIS Cafeteria.
3. Review the rubric for one final time. Print the rubric and leave it displayed in your room.

Note: DAY 6 OF PRIDE LESSON PLANS

Taught in Social Studies in August, October, January, March, April

South Tattnall Middle School Lesson Plans

PRODUCTIVE

RESPECTFUL

INVOLVED

DEPENDABLE

EXCELLENT

Area: Bus Expectations

Time: 15 -20 minutes

<u>Productive</u>	<u>Respectful</u>	<u>Involved</u>	<u>Dependable</u>	<u>Excellent</u>
Listen for your bus to be called & walk in a single file quiet line.	Keep hands, feet, inappropriate comments and objects to yourself; follow driver directives.	Follow driver's instructions and all bus rules.	Be at bus stop on time; load and exit the bus promptly.	In showing your Bulldog PRIDE!

Objective: Students will learn what PRIDE stands for on the bus and what behavior is expected.

Group Structure:

1. Save the rubric above to your desktop. Have students list behaviors that would demonstrate appropriate bus behavior.
2. Review the Powerpoint you received entitled PBIS Bus.
3. Review the rubric for one final time. Print the rubric and leave it displayed in your room.

Note: DAY 7 OF PRIDE LESSON PLANS

Taught in PE/Band in August, October, January, March, April

***ELA ONLY**

Area: LYP RESPECT

Time: 15 -20 minutes

<u>Contribute</u>	<u>Be Kind</u>	<u>Be Patient</u>	<u>Be Honest</u>	<u>Encourage People</u>	<u>Apologize</u>	<u>Forgive</u>	<u>Thank People</u>

Objective: Students will learn what RESPECT means and how to apply it.

Group Structure:

1. Save the rubric above to your desktop. Have students list behaviors that would demonstrate appropriate respectful behavior.
2. Review the Powerpoint you received entitled "LYP Respect".
3. Review the rubric for one final time. Print the rubric and leave it displayed in your room.

Note: DAY 1 OF PRIDE LESSON PLANS

Taught in ELA in August

PE/Band Classes in following months: October, January, March, April

Remember your Warrior PRIDE!

Matrix Review Lesson

Homeroom: Handout a copy of the matrix to your homeroom students. Go over our expectations “STMS students strive for **P.R.I.D.E.** Teachers and students should know what P.R.I.D.E. stands for. Remind students they will need this matrix in other classes and should keep it with their materials.

Math: Math teachers will use the “Remember your Warrior PRIDE!” matrix to review the **classroom** rules with their students. Teachers will relate each classroom rule to the PRIDE expectation. Teachers and students should know and understand what P.R.I.D.E. represents as it relates to behavior at STMS.

ELA: ELA teachers will use the “Remember your Warrior PRIDE!” matrix to review the **hallway** rules with their students. Teachers will relate each hallway rule to the PRIDE expectation. ELA teachers will schedule a date/time (possibly AR time) for Dr. Smith to teach **media center** PRIDE. Teachers and students should know and understand what P.R.I.D.E. represents as it relates to behavior at STMS. Teacher will also present RESPECT focus with LYP principles at each of the designated months.

Social Studies: Social Studies teachers will use the “Remember your Warrior PRIDE!” matrix to review the **Cafeteria** rules with their students. Teachers will relate each cafeteria rule to the PRIDE expectation. Teachers and students should know and understand what P.R.I.D.E. represents as it relates to behavior at STMS.

Science: Science teachers will use the “Remember your Warrior PRIDE!” matrix to review the **restroom** rules with their students. Teachers will relate each restroom rule to the PRIDE expectation. Teachers and students

should know and understand what P.R.I.D.E. represents as it relates to behavior at STMS.

Engineering/AG/Computer Apps: Engineering/AG teachers will use the “Remember your Warrior PRIDE!” matrix to review the **break** rules with their students. Teachers will relate each break rule to the PRIDE expectation. Teachers and students should know and understand what P.R.I.D.E. represents as it relates to behavior at STMS.

PE/Band: PE and Band teachers will use the “Remember your Warrior PRIDE!” matrix to review the **bus** and **gym** rules with their students. Teachers will relate each bus and each gym rule to the PRIDE expectation. Teachers and students should know and understand what P.R.I.D.E. represents as it relates to behavior at STMS.

South Tattnall Middle School Rules

1. Enter the room QUIETLY. Go directly to YOUR desk and BE SEATED. Begin your assignment IMMEDIATELY.
2. BE PREPARED for class. Have your paper, pencil, books, and completed homework assignments readily available.
3. FOLLOW DIRECTIONS the FIRST time they are given.
4. Raise your hand, BE ACKNOWLEDGED, and then speak.
5. Keep your hands, feet, objects and inappropriate comments TO YOURSELF.

Consequences for breaking STMS Rules can result in one or more of the following: Warning, Break Detention, Lunch Detention, Parent Contact, Teacher Conference

Tier 1 Training

*About 80% of students will respond to positive behavior interventions. All teachers must receive Tier 1 training each year to reorient to best practice.

Behaviors are prerequisites for academics.

Procedures and routines create structure.

Repetition is key to learning new skills.

For a child to learn something new, it needs to be repeated on average 8 times (Joyce and Showers, 2006)

Adults average 25 (Joyce and Showers, 2006)

For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times (Harry Wong)

Research-Based Behavioral Principles

- Behavior is **learned**.
- Behavior can be **changed**.
- Lasting behavioral change is more likely with **positive** rather than punitive techniques.
- No** student should be intentionally or unintentionally humiliated or belittled.

When children “push our buttons,” it can be hard to respond in ways that will build nurturing and responsive relationships.

Evidence-based Practices

1. Maximize **structure** in your classroom.

2. **Post, teach, review, monitor, and reinforce** a small number of positively stated expectations.
3. **Actively engage students** in observable ways.
4. Establish a continuum of strategies to **acknowledge appropriate behavior**.
5. Establish a continuum of strategies to **respond to inappropriate behavior**.

Source: Brandi Simonsen & Colleagues

Understanding Classroom Management

- The first step is to understand the nature of the **grand illusion** of the idea that you are going to “**manage**” or “**control**” **how someone else acts**.
- However, **what we do** (how we act) in the classroom does **directly influence** how our students act.
- A more accurate description of what effective classroom management requires is “**teacher self-management of instructional practice in group settings.**”

Tim Knoster, APBS Conference, 2016

Classroom Procedures

- Set of steps, methods or processes
- How things are done in classroom
- Teach, practice, reinforce procedures
- Procedures should become routines - automatic

Secondary Education Procedures

- Entering classroom

- Turning in assignments
- Group work
- Lab work
- Transitions
- Sharpening pencil

Increasing Academic Engagement

- Which aspects of instruction influence behavior?
 - Pacing
 - Rigor and Relevance
 - Variation (or lack thereof)
 - Teacher enthusiasm
- Always investigate academic connections to behavior problems.**

What are Strategies for Active Student Engagement?

- Active Supervision
- Checking In
- Opportunities to Respond
 - Plickers
 - Fruyer Model
 - Think Pair Share
 - Think Tac Toe
 - Task Cards
 - Fishbowl

Jigsaw

Student Engagement

"The students who are most engaged are the ones who think they matter to the teacher." Dr. Russell Quaglia

Student involvement = Increased Learning

Increased rates of responding + Improved learning = increase the amount of curriculum covered

Increased rates of opportunities to respond and student on-task behavior correct responses increase while disruptive behavior decreases

(Barbetta, Heron, & Howard, 1993; Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986).

- Teacher talk should be no more than **40-50%** of instructional time.
- New material: a minimum of **4-6** responses per minute with **80%** accuracy.
- Review of previously learned material: **8-12** responses per minute with **90%** accuracy.

(Council for Exceptional Children, 1987; Reinke, Herman & Stormont, 2013)

Positive Acknowledgement Specific and Contingent Praise

Teacher praise has been supported as among one of the most empirically sound teacher competencies. J.Maag, 2001

- Specific and contingent positive feedback
- A four-to-one ratio of positives to correctives
- Group contingencies

STMS Acknowledgment System

School

Teachers collaborate on Student of the Week in grade level meeting on Wednesdays.

On Friday, Mr. Kirby announces students who have exhibited PRIDE on intercom during morning announcements.

Students get picture taken to be featured on Daily Announcement Board and website. Students also receive free snack pass.

Class

Teachers acknowledge students in class for exhibiting PRIDE through rewarding with a snack pass. Students are told specifically how they were exhibiting PRIDE in class.

“Mackenzie, thank you for being dependable and assisting other students who have questions.”

Teachers acknowledge students in class for exhibiting PRIDE through a letter that will be sent home to parents.

STMS Student Behavior Incentives

PBIS Block Party: Students can accumulate points throughout the year to earn the opportunity to participate in the Block Party. Behavior points are accrued from the conduct reports that go home each nine weeks.

Weekly PRIDE Rewards: each week one student is selected from each grade level that has shown the ability to go above and beyond. These students are rewarded with a snack pass and are displayed on the DAB for the week.

Classroom PRIDE Rewards: each week teachers select students exhibiting some aspect of PRIDE. A letter is sent home to correspond with parents about student excellence.

Teachers reward students with snack passes daily and explain to them how they have exhibited PRIDE to earn it.

Bus PRIDE Rewards: each month the bus with the fewest bus referrals is designated as the bus of the month. All students that ride that bus are rewarded with candy.

STMS PBIS Leadership Team Members and Roles

2019-2020

Team Member	PBIS Role
Adam Kirby	Administrator/Data Specialist
Kerry Waters	Recorder
Hunter Copelan	Communications
Tim Stewart	Team Leader
Sherri Anthony	Behavior Specialist
Candice Altman	PBIS Coach

2019-2020 Meeting Dates

August 14th
September 11th
October 2nd
November 6th
December 4th
January 8th
February 5th
March 4th
April 8th
May 6th

*Meetings will be held from 3:15-4:15 in the Warrior Room (#204).

Follow up meetings will occur during Grade Level Meetings and will be led by grade level representative who will share data while encouraging

reflective practice-- asking teachers how they can adjust practice to impact data.

Nine Variables That Affect Compliance

1. **Using a Question Format-** The use of questions instead of direct requests reduces compliance. For example, "Would you please stop teasing?" is less effective than "I need you to stop teasing."
2. **Distance-** It is better to make a request from up close (I.e., 1 meter, or one desk distance) than from longer distances (I.e., 7 meters, across the classroom).
3. **Two Requests-**It is better to give the same request only twice than to give it several times (I.e., nag); Do not give many different requests rapidly (I.e., "Please give me your homework, please behave today, and do not tease the girl in front of you,")
4. **Loudness of Request-**It is better to make a request in a soft but firm voice than in a loud voice (I.e., yelling when making a request to get attention).
5. **Time-**Give the student time to comply after giving a request (3 to 5 seconds). During this short interval, do not converse with the child (arguing, excuse making), restate the request, or make a different request. Simply look the child in the eyes and wait for compliance.
6. **More Start Requests instead of Stop Requests-**It is better to make more positive requests for a child to start an appropriate behavior (e.g., "Please start your arithmetic assignment'). It is better to make fewer negative requests for a child to stop misbehavior (I.e., "Please stop arguing with me.").
7. **Non-emotional instead of Emotional Requests-**It is better to make a requests in a neutral, calm, non-emotional tone. Emotional responses (e.g., yelling, name calling, guilt inducing statements, and roughly handling a child) decrease compliance and frequently escalate behavior making the situation worse.
8. **Descriptive Requests-**Requests that are positive, clear and descriptive are better than ambiguous or global requests (I.e., "Please sit in your chair with your feet on the floor, hands on your desk, and look at me" is better than "Pay attention.")

9. **Reinforce Compliance**-It is too easy to request a behavior from a child and then ignore the positive result. If you want more compliance, genuinely reinforce it.