

UPSON-LEE NORTH

PBIS: Positive Interventions & Supports

2016-2017

PBIS HANDBOOK



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The purpose of this handbook is to guide and support ULNE’s staff members as we implement PBIS in our school. Our goal is to provide all of our students with a safe and effective school environment where they can experience academic and behavioral success.

2016-2017 PBIS Team Members

NAME	TEAM POSITION
TRAVIS BARBER	PBIS COACH
TYLER CARPENTER	TEAM LEADER
JENNA DUNAWAY	DATA ANALYST
MARYLYNN MONTANO	COMMUNICATIONS
STACEY SMITH	RECORDER
CHERYL BARKLEY	RESEARCHER/RTI REP (MATERIALS ORGANIZATION)
KAY DENBY	SWIS DATA CLERK
SHAMEIKA WORTHY	TIMEKEEPER
TRACY WAINWRIGHT SHAD SEYMOUR	ADMINISTRATORS
RHONDA WARD	BEHAVIOR INTERVENTIONIST
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What is Positive Behavior Interventions & Support PBIS?

Background Information

PBIS is an acronym for Positive Behavior Interventions and Support. It is a school-wide integration of:

- A systems approach for building capacity
- A continuum of behavioral supports
- Prevention focused efforts.

10 Critical Elements

- PBIS Team
- Faculty Commitment
- Effective Procedures for Dealing with Discipline
- Data Entry & Analysis Plan
- Expectations & Rules Developed
- Rewards/Recognition Program Established
- Lesson Plans for Teaching Expectations/Rules
- Implementation Plan
- Classroom Systems
- Evaluation of Procedures

ULNE Behavior Statement

I am respectful...

I am responsible...

I am safe...

I AM SOMEBODY!

Rules & Expectations

Be Safe, be responsible, and be respectful in all locations of the school. Specific expectations are outlined in the Noble Expectations Matrix.

Explanation of Student Recognition System

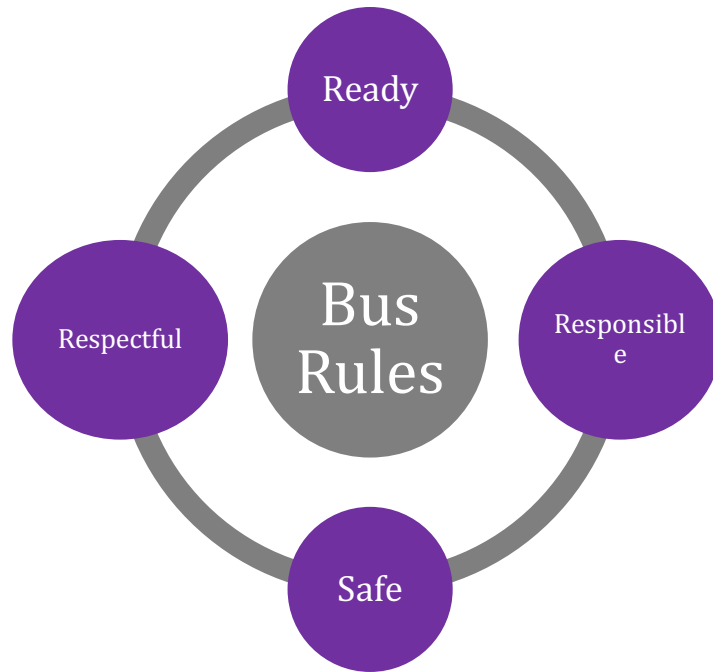
Noble passes will be awarded to students for exhibiting outstanding Noble behavior. All faculty and staff will have the opportunity to reward students for appropriate behaviors. Any student can be rewarded by any staff member. When students earn a given amount of passes they will be allowed to choose a reward from the Noble Knights Reward Menu (see attached.)

IT'S ALL ABOUT THE



Noble Expectations

	Classroom	Hallway	Cafeteria	Restroom	Media Center	Bus	Playground
Be Respectful	<p>Speak kindly and listen carefully</p> <p>Eyes on the speaker</p>	<p>Move quietly in the halls</p> <p>Stay an elbow length off of the wall</p>	<p>Eat only your food unless someone offers you food</p> <p>Keep food on your tray or in your area</p> <p>Assist others when spills occur</p>	<p>Stay in your private space</p> <p>Keep walls and stalls free of writing, etc.</p>	<p>Return books on time</p> <p>Handle books with care</p> <p>Ask for help if needed</p>	<p>Speak kindly and quietly</p> <p>Sit where the driver tells you to</p> <p>Respond kindly to driver and peers</p>	<p>Include others when playing</p> <p>Share equipment with others</p> <p>Speak kindly to others</p>
Be Responsible	<p>Do what your teacher asks of you</p> <p>Keep your area clean and organized</p> <p>Begin task immediately</p>	<p>Go directly to where you need to go</p>	<p>Use a quiet speaking voice</p> <p>Talk only to those around you at your table</p> <p>Clean your area before leaving</p>	<p>Flush the toilet</p> <p>Wash your hands</p> <p>Place all used paper towels in the trash</p>	<p>Bring agenda or pass</p> <p>Scan and place books quickly and calmly</p>	<p>Be on time to the bus stop</p> <p>Keep seat area clean</p>	<p>Line up when called</p> <p>Stop, Think, & Decide before you act</p>
Be Safe	<p>Stay in your personal space</p> <p>Keep hands and feet to self</p>	<p>Keep hands and feet to self</p> <p>Stay in designated area</p>	<p>Stay in your designated area</p> <p>Sit facing the table with feet in front of you</p>	<p>Keep hands and feet to self</p> <p>Use the facilities appropriately</p>	<p>Keep hands and feet to self</p> <p>Use equipment correctly</p>	<p>Sit in correct seat with feet on floor in front of you</p> <p>Keep hands, feet, and objects to self</p> <p>Only move when the bus is stopped and you have permission from the driver</p>	<p>Keep hands and feet to yourself</p> <p>Use equipment correctly</p>



- 1. Walk to and from the bus**
- 2. Be on time to get on the bus**
- 3. Sit where the driver tells you to**
- 4. Respond kindly and quietly to driver and peers**
- 5. Keep seat area clean**
- 6. Sit in correct seat with feet on floor in front of you**
- 7. Stay seated until the bus stops**
- 8. Keep hands, feet, and objects to self**
- 9. Report any problems to the driver**

Teaching the Expectations

Who? Behavior expectations are taught explicitly by ALL faculty to ALL students. Homeroom teachers are responsible for the direct instruction and all faculty members are responsible for continual re-teaching and reinforcement. In addition, targeted students are identified based on data.

What? Respectful, Responsible, & Safe are the Noble Expectations. Specific targeted behaviors are addressed with intentional lesson plans created by the PBIS team. Lesson plans are added based on data.

When? Explicit instruction of the desired behaviors is taught during the first weeks of school and in January of each school year. Additional lesson plans are developed based on data and are taught on-going as deemed necessary based on discipline data.

Where? Initial annual introduction to PBIS and NOBLE Expectations occurs in each homeroom. Desired behaviors are expected and acknowledged in all locations of the school.

Why? Explicit instruction of desired behaviors will decrease the incidents of undesired behaviors and will improve the positive climate of ULNE.

How? ULNE PBIS video is used to introduce the 'right way and the wrong way' to all students. A system for encouraging positive behaviors and discouraging negative behaviors is implemented using Noble Passes.

ULNE Lesson Plans for Teaching Positive Behaviors

Lesson Plan for <u>Respectful Behavior</u> in the <u>Classroom</u>	
Step 1: Identify the desired behavior and describe it in observable, measurable terms.	
<p><i>Respectful behavior: Students will interact with others by:</i></p> <ul style="list-style-type: none"> • <i>using good manners</i> • <i>choosing to follow teacher directions on the first request</i> • <i>responding calmly when addressed or corrected by an adult</i> • <i>responding calmly with kind words when solving conflicts with peers</i> • <i>accepting responsibility</i> 	
Step 2: List a rationale for teaching the behavior (Why is it important?)	
<p><i>It is important to be respectful to your peers and adults in school. Using words or actions to harass, tease or bully another student is inappropriate and can hurt others. Negative interactions in school interfere with learning and can cause problems at school and in the community.</i></p>	
Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?)	
Examples	Non-examples
<ul style="list-style-type: none"> • <i>Apologizing</i> • <i>Offering to help</i> • <i>Appropriate language</i> • <i>Speak kindly and listen carefully to others</i> • <i>Eyes on the speaker</i> • <i>Asking an adult to help when a conflict can't be resolved</i> • <i>Hands and feet to self (stay in your own physical space)</i> • <i>Beginning task immediately</i> 	<ul style="list-style-type: none"> • <i>Unkind words (cursing)</i> • <i>Teasing</i> • <i>Put downs</i> • <i>Pushing/shoving</i> • <i>Yelling</i> • <i>Getting into a person's physical space</i> • <i>Littering</i> • <i>Shrugging</i> • <i>Huffing/eye rolling</i> • <i>Making excuses</i> • <i>Not coming in from recess when called</i>
Step 4: Practice/Role Play Activities	

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.)

Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she thought Tina did it on purpose so she called Tina a “crazy fool”. Tina got angry and told Kristin she was ugly and stupid. Tina walked away and Kristin was late getting in the class. Kristin was mad and began to spread untrue rumors about Tina to her friends.

Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she thought Tina did it on purpose so she started to call Tina names. Tina recognized that she was not watching where she was going, apologized to Kristin and helped her pick up her books. Tina’s teacher gave both students a “Noble Pass” for resolving the conflict with respect.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Several students were sitting together at a table eating lunch in the cafeteria. Denyse spilled milk on Kim’s new dress. Kim called Denyse a “clumsy ox” and took her milk and poured it into Denyse’s food. Both girls began to scream at each other with tears in their eyes. The cafeteria monitor witnessed this and escorted the girls to the principal’s office.

Several students were sitting together eating lunch in the cafeteria. Denyse spilled milk on Kim’s new dress. Denyse apologized and got a wet paper towel from the cafeteria monitor and helped Kim clean her dress. Kim thanked Denyse for helping her. The cafeteria monitor witnessed this event and gave both girls “school bucks” for resolving a potential conflict respectfully.

Test to ensure students understand behavior (You do):

With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups.

Step 5: Provide opportunities for practice

- *Morning work - give weekly scenarios and have students create Multi-Flow Maps w/partners determining cause/effect relationships*
- *Publicly recognizing students who display respectful behavior*
- *Teacher regularly models respectful behavior*

System for Encouraging Desired Behavior

NOBLE PASSES

Students have an opportunity to cash in their Noble Passes with their homeroom teacher each week. The menu below reflects the current options available to each student. Students can collect and save passes to spend on higher priced items or they can spend them frequently. Teachers record the passes on a spreadsheet and turn it in, along with a list of prizes of requested, to the front desk. The front desk receptionist will keep a running total for each student in order for the student to earn the cumulative reward of having their drawing on the Wall of Fame.

POSITIVE BEHAVIOR REFERRALS

Teachers are encouraged to 'write children up' for exhibiting positive behaviors as much as possible. Positive referrals can be sent to the front desk and Mr. Seymour will call the student(s) to the front and congratulate them for showing Noble behaviors. He will give them a Noble Pass and attempt to call home to report the positive behavior. Students will be allowed to keep the positive referral to take home and share with family members.

CLASS 'REFERRAL FREE' INCENTIVE

Classrooms that go referral free each week will receive a purple shield to display outside their rooms. The shields will be presented to the class at lunchtime by administration each Monday based on the previous week's data. At the end of each nine weeks, the class with the most purple shields will be 'knighted' and rewarded with a silver knight poster to display. That class will be featured on the school's website and Facebook page.

BUS 'REFERRAL FREE' INCENTIVE

Bus cut-outs with bus #s will be displayed on the main hall bulletin board. When a bus receives a discipline referral, it will come off of the bulletin board for the remainder of the month. At the end of each month, buses who have remained referral free will receive a treat. The school will purchase treats such as suckers or other candy to give to bus drivers to give out on the referral free buses.

BUS BUCKS & NOBLE PASSES

Bus bucks will be give to drivers for ULSE and ULNE students. The bus bucks will not be specific to the schools. Drivers will give them out and then the schools will convert them to noble passes or royal coins. At ULNE, when bus bucks are turned in to front desk, they will then be placed in a container at the back cafeteria door for easy access to drivers.

AMBASSADOR PROGRAM

At the beginning of 5th grade and again at midyear, one student per homeroom will be designated as an Ambassador of ULNE. Ambassadors will be selected by the resource teachers. Students who are selected must maintain the attributes of an Upson-Lee Knight: responsible, respectful, and safe. If an Ambassador receives a disciplinary referral, they will be removed and an alternate will be assigned. The Ambassador's responsibilities will include but are not limited to the following: greet new students, mentor peers, etc. When outside groups come to tour our school, the Ambassadors will accompany the administration on these tours as well. All of this is contingent upon academics being the first priority; thus if any of the duties take away from essential classroom time, the Ambassador will not be used.

NUMBER OF PASSES	<u>NOBLE KNIGHT REWARD MENU</u> REWARD CHOICES	
5	FREE HAT DAY	FREE PENCIL/ERASER
10	HOMEWORK PASS	
15	TAKE YOUR SHOES OFF FOR A CLASS PERIOD	
20	FREE ICECREAM	ASSIST WITH MORNING ANNOUNCEMENTS
25	CLASS PJ DAY	
30	PICTURE WITH A FRIEND	
35	BYOT – MUSIC DURING CLASS (MUST HAVE HEADPHONES)	LUNCH MONITOR (ASSIST WITH DISMISSAL)
40	TEACHER SCREENSAVER FOR A WEEK	NOBLE KNIGHT BRACELET
45	CHOOSE YOUR OWN SEAT FOR THE DAY (CAFETERIA)	
50	15 MINUTES EXTRA RECESS FOR YOUR CLASS	NAME ON MARQUEE SIGN & ON SCHOOL WEBSITE
	KNIGHT BAG	KNIGHT T-SHIRT
75	ONE FREE SNACK AND ONE FREE DRINK AT A SCHOOL DANCE	
200	WALL OF FAME	

Verbal Prompts for Encouraging Desired Behavior – Common Language

1. Thank you (name) for (specific behavior). It shows that you have been (Responsible/Respectful/Safe).
2. Thank you (name) for (specific behavior). That's a great example of being (Responsible/Respectful/Safe).
3. I really appreciated how you _____. That's a wonderful example of being (Responsible/Respectful/Safe).
4. By being _____(specific behavior) in the library you show a good example of being (Responsible/Respectful/Safe).
5. Thank you, (name) for (specific behavior). That's showing (Responsible/Respectful/Safe).
6. Thank you, (name) for (specific behavior). You're showing a good example of being (Responsible/Respectful/Safe).

Staff Recognition

Five Below

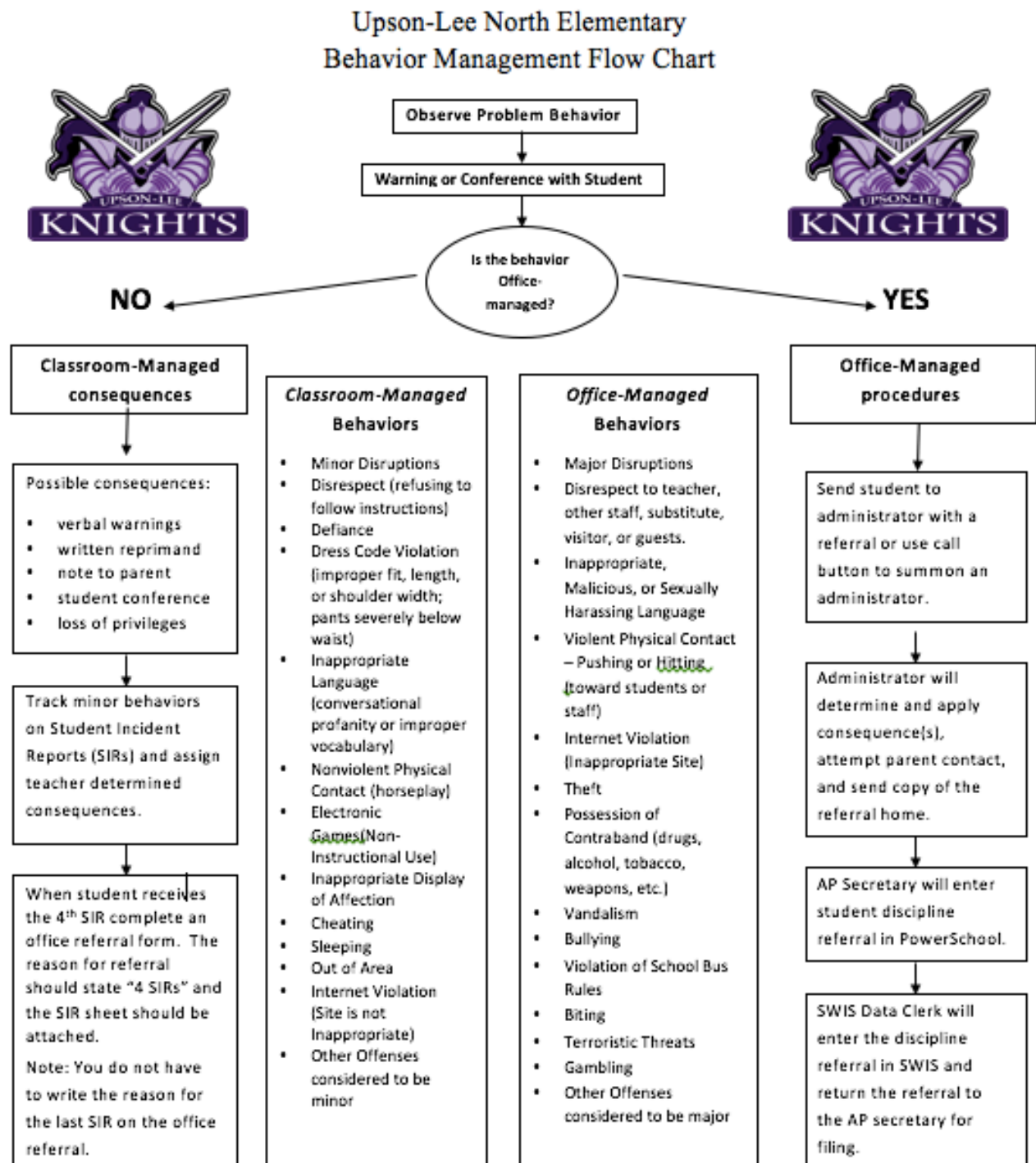
Just as students are expected to attend school regularly, so are the faculty and staff at ULNE. To encourage good attendance, we have implemented a Five Below incentive that allows teachers with fewer than six absences to have their names in a drawing. Individuals who have their names drawn may choose to come to school one hour late on an approved day the following week.

Principal's 200 Club

At ULNE we encourage teachers to write kids up for positive behavior acknowledgement. Any faculty or staff member can write a positive behavior referral on a student and have he/she recognized by the principal. In addition, parents are notified by phone call or note about this "write up."

We recently decided to reverse this process and allow students to write teachers up for exhibiting positive behaviors. Ten students each day are selected to write a positive referral on any adult they see being respectful, responsible, and/or safe. The teacher's name is announced and a number on the Principal's 200 grid is assigned to him/her. When there are 10 consecutive numbers covered on the grid, those 10 teachers receive a treat.

System for Discouraging Undesired Behavior



UPSON-LEE NORTH ELEMENTARY

Student Incident Report (SIR)

Student Name: _____ Teacher Name: _____

<p>SIR 1:Referring Teacher:</p> <p>Date: _____ Time: _____</p> <p>Location: _____</p> <p>Others Involved: _____</p> <p>Problem Behavior:</p> <p><input type="checkbox"/> Defiance</p> <p><input type="checkbox"/> Disrespectful</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Nonviolent Physical Contact</p> <p><input type="checkbox"/> Other _____</p> <p>Teacher Action (note date/time)</p> <p><input type="checkbox"/> Parent Contact: _____</p> <p>(circle one) agenda phone email</p> <p><input type="checkbox"/> Detention (recess/lunch)</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments: _____</p> <p>_____</p>	<p>SIR 2:Referring Teacher:</p> <p>Date: _____ Time: _____</p> <p>Location: _____</p> <p>Others Involved: _____</p> <p>Problem Behavior:</p> <p><input type="checkbox"/> Defiance</p> <p><input type="checkbox"/> Disrespectful</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Nonviolent Physical Contact</p> <p><input type="checkbox"/> Other _____</p> <p>Teacher Action (note date/time)</p> <p><input type="checkbox"/> Parent Contact: _____</p> <p>(circle one) agenda phone email</p> <p><input type="checkbox"/> Detention (recess/lunch)</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments: _____</p> <p>_____</p>
<p>SIR 3:Referring Teacher:</p> <p>Date: _____ Time: _____</p> <p>Location: _____</p> <p>Others Involved: _____</p> <p>Problem Behavior:</p> <p><input type="checkbox"/> Defiance</p> <p><input type="checkbox"/> Disrespectful</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Nonviolent Physical Contact</p> <p><input type="checkbox"/> Other _____</p> <p>Teacher Action (note date/time)</p> <p><input type="checkbox"/> Parent Contact: _____</p> <p>(circle one) agenda phone email</p> <p><input type="checkbox"/> Detention (recess, lunch)</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments: _____</p> <p>_____</p>	<p>SIR 4:Referring Teacher:</p> <p>Date: _____ Time: _____</p> <p>Location: _____</p> <p>Others Involved: _____</p> <p>Problem Behavior:</p> <p><input type="checkbox"/> Defiance</p> <p><input type="checkbox"/> Disrespectful</p> <p><input type="checkbox"/> Inappropriate Language</p> <p><input type="checkbox"/> Nonviolent Physical Contact</p> <p><input type="checkbox"/> Other _____</p> <p>Teacher Action (note date/time)</p> <p><input type="checkbox"/> Parent Contact: _____</p> <p>(circle one) agenda phone email</p> <p><input type="checkbox"/> Detention (recess/lunch)</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments: _____</p> <p>_____</p>

Common Language for SIR's

Defiance– disturbance that substantially disrupts the environment but doesn't pose a threat; **DISRUPTIVE BEHAVIORS**, includes general bus misbehavior; encouraging disruptive behaviors. Examples:

- Pulling out a chair making someone fall
- Swinging folders/paper/bookbag around
- Dancing around room
- Excessive and unnecessary noises, gestures, movements (barking, talking, yelling, singing, laughing, antics behind teachers back, etc.)
- Horseplay, minor/playfulness (picking up students, pulling, poking, wrestling, etc.)
- Running in hall or class

Disrespect– failure to comply with instructions; **INSUBORDINATION**
Examples:

- Refusing to do work
- Not coming in from recess when called
- Sleeping in class
- Off task
- Rolling eyes
- Talking back

Data-Based Decision Making

What is SWIS?

SWIS allows users to collect information about discipline events. The behavior data can be instantly accessed in tables, reports, and graphs allowing for teams to easily monitor and analyze behavior trends at the school-wide, small group, and individual levels. Information entered into SWIS is confidential and secure. SWIS protects data through the use of account-specific passwords and high-quality data protection procedures.

Dashboard School Summary The SWIS Dashboard displays a School Summary Report with the following graphs displayed:

- Average Referrals per Day per Month
- Referrals By Time
- Referrals By Location
- Referrals By Day Of Week
- Referrals By Problem Behavior
- Referrals By Grade
- Referrals By Student



The SWIS Dashboard

