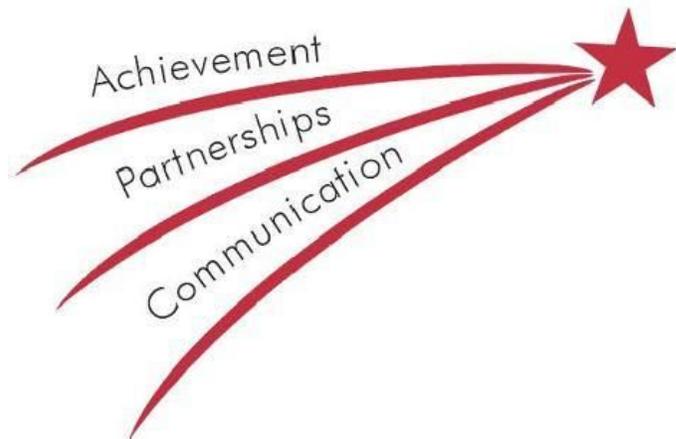


Pleasanton Unified School District



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Positive Behavior Interventions & Support

Lydiksen Elementary School



**PBIS
Handbook
2017-18**

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Positive Behavior Interventions & Support

What is Positive Behavior Interventions & Support?

Positive Behavior Interventions & Support (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the School-wide PBIS Team?

The PBIS team should be representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Teams are also encouraged to have a parent member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members:

Facilitator: Linda Wu-3rd Grade Teacher

Scribe: Renee Vernon- 4th grade teacher

Rachel Ensler- 2nd Grade Teacher

Member: Elizabeth Lyons-VP

Member: Vanessa Varrelman-School Counselor

Member: Heideh Farahmand-Science Resource Teacher

Member: Sharon Pilarski- Special Ed Assistant

Member: Clare Hanson - Parent Representative

What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBIS programs.
- Attending district-wide meetings and trainings (approximately 4 per year) to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that **all school staff will be active participants** in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.

School-Wide Rules

Be Respectful

Be Responsible

Be Safe

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on three simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBS team believes that we can then teach all specific behavioral expectations across all school settings according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of **Being Safe** because someone could slip on the spill and get hurt.
- You were **Being Very Responsible** when you asked your classmate to walk in a straight line in the hallway.
- Thank you class for **Being So Respectful** by raising your hands to speak and listening to what everyone else had to say about the story.

The **Behavioral Expectations Grid** (see the following pages) uses the school-wide rules to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90% of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

School Rules Posters

School Rules Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.



Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right

During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team has created quick lessons and videos to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. On the first day of school, we will have an assembly to introduce our school-wide incentive programs (“Lancer Likes”), and to build excitement about at school-wide reward when we reach a set number of “Lancer Likes”. To truly start the year off right we will need participation and support from the entire staff.

Why teach the Rules, Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is that so all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students.

A second major reason is that we cannot assume that students know the expectations and routines.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

Booster Sessions: Re-teaching the Rules, Expectations, and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgment tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

The following page provides tools staff are expected to use to guide the teaching of behavioral expectations according to the School-wide Rules. It is expected that each teacher will lead their class through each lesson/video at the beginning of the school year, and refer back to the lessons as needed (evidenced by student behavior).

Be ReSponSible - - - Be ReSpeCtful - - - Be Safe - - - Live the Lancer Life!

PBIS VIDEOS AND LESSONS FOR KICKOFF WEEK

Here are the videos that you can easily access as needed.

To bookmark this page, click the star in the address box.

Use these videos to quickly introduce expected behaviors in each environment. The expectation is that each teacher will show all videos within the first two weeks of school. Posters have been placed around the school in all locations listed below.

<u>PLAYGROUND</u>	HALLWAY	COMPUTER LAB	<u>BATHROOM</u>	<u>LUNCH TABLES</u>	SCIENCE LAB
<u>ASSEMBLIES</u>	DROP OFF/PICK UP	<u>FRONT OFFICE</u>	<u>CAFETERIA</u>	<u>LIBRARY</u>	MUSIC CLASSES

Below are the lessons that go along with the videos - please use these multiple times with your classes so that students are very familiar with our three rules and the expectations for each area.

LESSON PLANS [CLICK HERE](#)

FOR A VIEW OF ALL POSTERS [CLICK HERE](#)

Be ReSponSible - - - Be ReSpeCtful - - - Be Safe - - - Live the Lancer Life

Fall Kickoff (for parents)

- Share informational slide for Teachers to use at Back to School Night
- Share information at Principal coffee
- Parent info night
- PFC newsletter- PBIS corner for 3Bs tips

January Kickoff

During our January school-wide character education assembly, the PBIS team will create a staff-performed skit to reinforce expectations for behaviors in areas where data shows larger numbers of unexpected student behavior (minor and major incidences). Students will participate in the performance by indicating “expected” (thumbs up) or “unexpected” (thumbs down), and individual students will be given the opportunity to refer to the 3 Bes chart (displayed on the LCD screen) to explain why the behavior shown was expected or unexpected.

Also, during the assembly, Lancer Likes will be measured to determine if the school has reached the mark to earn the school-wide reward (note: manipulate the amount to be sure that the reward is reached if it hasn't already been reached!)

Procedure for new students:

Teachers are expected to share lessons about behaviors with new students as they enter school.

Suggestions:

Students can view the videos online, checking off each video viewed.

Classroom buddy can watch videos with the new student, sharing other examples.

Class as a whole can use the opportunity to review with the new student as they learn the expected behaviors.

Living the Lancer Life Matrix

Location - Lancer Life Rule:	A ssembly	H allways	P layground	L ibrary	L unch Tables	B athroom	C omputer Lab	D rop off/ Pick Up	C afeteria	O ffice
Be RESPECTFUL	<ul style="list-style-type: none"> - Eyes on the speaker - Eyes listening - Take hats off - Clap appropriately 	<ul style="list-style-type: none"> - Lips locked - Stand/walk away from the walls and bulletin boards - Acknowledge others in a quiet, friendly way - Walk with quiet feet - Honor personal 	<ul style="list-style-type: none"> - Include others - Use kind words - Remain quiet in the Quiet Zone - Check the Buddy Bench - Acknowledge others in a friendly way - Use your problem solving skills - Share equipment 	<ul style="list-style-type: none"> - Use an inside voice - When walking through the library, allow others to work without distraction 	<ul style="list-style-type: none"> - Use a conversational voice volume - Keep your hands to yourself - Patiently wait to be dismissed - Use polite table manners 	<ul style="list-style-type: none"> - Honor privacy - Use an inside voice - Be efficient - One person per stall 	<ul style="list-style-type: none"> - Use materials appropriately - Work without disturbing others - Follow the adult's instructions - Enter and exit with quiet voices - Cover mouth when coughing/sneezing 	<ul style="list-style-type: none"> - Be attentive - Acknowledge others - Say "good morning" - Wait patiently for gate to be opened or your ride to arrive 	<ul style="list-style-type: none"> - Listen attentively to adult supervisors - Stand patiently in line - Use a quiet voice - Acknowledge others - Use kind and polite words 	<ul style="list-style-type: none"> - Wait patiently for your turn to be seen - Use a quiet voice - Acknowledge others - Use kind and polite words
Be RESPONSIBLE	<ul style="list-style-type: none"> - Sit flat on your bottom - Keep your hands and feet to yourself 	<ul style="list-style-type: none"> - Go straight to your destination - Walk in the buildings - Carry your ball pass 	<ul style="list-style-type: none"> - Return equipment to its proper place - Follow playground safety rules - Walk safely in the yard and around the lunch tables 	<ul style="list-style-type: none"> - Put books where they belong - Keep computer area clean - Take care of books at home and at school 	<ul style="list-style-type: none"> - Put trash in the trash containers - Gather your lunch items (ie: water bottle, lunch box) before leaving the tables 	<ul style="list-style-type: none"> - Wash your hands - Use the restrooms at lunch and recess - Throw paper towels in the garbage - Flush the toilet after use 	<ul style="list-style-type: none"> - Remember to log out - Leave computer ready for the next person - Take all of your belongings with you when you leave the lab - Leave desktop icons where you found them 	<ul style="list-style-type: none"> - Come to school on time - Carefully watch for your ride - Be ready to get into your car 	<ul style="list-style-type: none"> - Clean up after yourself - Use serving tools appropriately 	<ul style="list-style-type: none"> - Visit the name only when necessary
Be SAFE	<ul style="list-style-type: none"> - Listen to directions - Walk at all times 	<ul style="list-style-type: none"> - Hands at your sides - Always walk - Low speed - All eyes forward - Stay to the right 	<ul style="list-style-type: none"> - Play in designated areas - Walk when lining up for PE or to return to your classroom - Hold ball after bell rings - Use equipment properly 	<ul style="list-style-type: none"> - Walk in the library - Push your chairs in as you leave 	<ul style="list-style-type: none"> - Be seated during lunchtime - Touch only your own food - Walk in the courtyard - Walk the whole way to and from the MPE - Remember to be food allergy safe 	<ul style="list-style-type: none"> - Stay in your stall - It's a potty, not a party - Wash your hands 	<ul style="list-style-type: none"> - Work only on the assigned task - Push in your chair when you get up - Keep all four chair legs on the ground - Use headphones for listening only 	<ul style="list-style-type: none"> - Use crosswalk - Wait for crossing guard - Stay behind the white line - Walk to the car 	<ul style="list-style-type: none"> - Walk through the cafeteria - Touch only your own food 	<ul style="list-style-type: none"> - Walk

Behavior Matrix

LESSON PLANS [CLICK Here](#)

Lydiksen Elementary Expectation Lesson Plan
At Lydiksen, we follow the 3 Bs.
Be Respectful. Be Responsible. Be Safe.

Location:

Be Respectful	Be Responsible	Be Safe

Teaching Point: “Today we are going to learn expected behaviors we use when _____”

Teach: (show video HERE)

- Ask students what is the expected way to behave while they are _____.
- Review the above 3 Bs expectations.
- Model the unexpected behaviors _____. The teacher models the unexpected way to behave _____. Next, a few students come up and demonstrate the unexpected way.
- The students point out what is unexpected (identifying **disrespectful**, **irresponsible**, and **unsafe** behaviors).
- Then select students model the expected way.
- Students then point out the expected behaviors they noticed (identifying **respectful**, **responsible** and **safe** behaviors).

Highly Structured Practice/ Guided Practice:

- Teacher and students model and practice expected behaviors for _____.
- Teacher observes and gives guidance as needed. Debrief.
- Thumbs up/down to check for understanding.

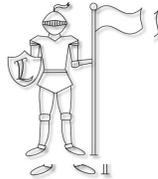
Closure: “Today we learned the appropriate way to _____ following the 3 Bs.”

Independent Practice/ Follow up:

- Students independently model expected procedures _____.
- Teacher assesses and praises accordingly.
- Check in with students regularly (monthly) to monitor progress.

Acknowledgment System “Lancer Likes”



	Lancer  "LIKE"
Name _____	
Teacher _____	
Given by _____	
<input type="checkbox"/> Lydiksen visitor?	
Someone saw me being:	
<input type="checkbox"/> Respectful	
<input type="checkbox"/> Responsible	
<input type="checkbox"/> Safe	

Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative interaction (**5:1 ratio**). As staff it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Lydiksen, we use “Lancer Likes” to acknowledge students for appropriate behavior. Through this program we hand out Lancer Like tickets to students for following the school rules. The student submits the white copy of their ticket into the class box in the administration building and keeps the yellow copy to show their parents.

When recognizing students with a Lancer Like it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

“Cita, that was so responsible of you to pick up the books someone knocked on the floor - that really helped me out. I want to give you a Lancer Like!”

Ideally, students should be given tickets immediately following the behavior and be told exactly why they received the token. In order to promote expected behavior it is important that students know when and why they are being acknowledged.

Who should be handing out acknowledgment tokens?

All staff in the school should be provided with the acknowledgment tokens, including General and Special Education teachers, Classified staff, supervisors, and substitute teachers. Lydiksen visitors (like substitutes) can check the “Lydiksen visitor” box on the Lancer Like, and if this ticket is drawn, the student will receive an extra prize.

How many tickets should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.

How often should announcements be held to recognize students for positive behavior?

Student names are drawn from the submitted “Lancer Likes” each Friday. Winning students are announced and applauded at lunchtime, and given the opportunity to select a “treasure”. Assemblies are a chance for schools to celebrate positive behavior and regularly re-teach students the school-wide rules, and they take place according to the following schedule:

Character Trait Assemblies

Character Trait	Tentative Dates
Responsibility	September
Compassion	November
Self-Discipline	January
Honesty	February
Respect	March
Integrity	May

Peace and Kindness Ambassadors (“The PAK team”)

Students in grades 3, 4, and 5 can volunteer to serve as Peace and Kindness ambassadors. The vice principal or teacher advisor train the PAK in a 45 minute course (slide deck linked here) to help students negotiate conflict, and to look for students performing acts of kindness.

At each morning and lunch recess, 2 PAK team members wear a vest, and carry a clipboard that includes three “thumbs up” stickers on which to write information about their recess session.

The goal of the PAK is to reinforce positive social behaviors at recess and to help students solve their own conflicts.

Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which includes teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

It is essential that staff and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following pages contain materials outlining the consequence system at our school:

- Office Discipline Referral form
- Office versus Staff Managed Behavior
- Discipline Procedures Flowchart

Behavior Data and School-Wide Information System (SWIS)

Data on unexpected student behaviors is collected via the minor/major incident form, which is reported to the vice principal. The PBIS tier 1 team looks at redacted behavior data on a monthly basis to make decisions about school-wide programming. The PBIS tier 2 team reviews the data for school-wide needs, and also for individual students in need of additional support.

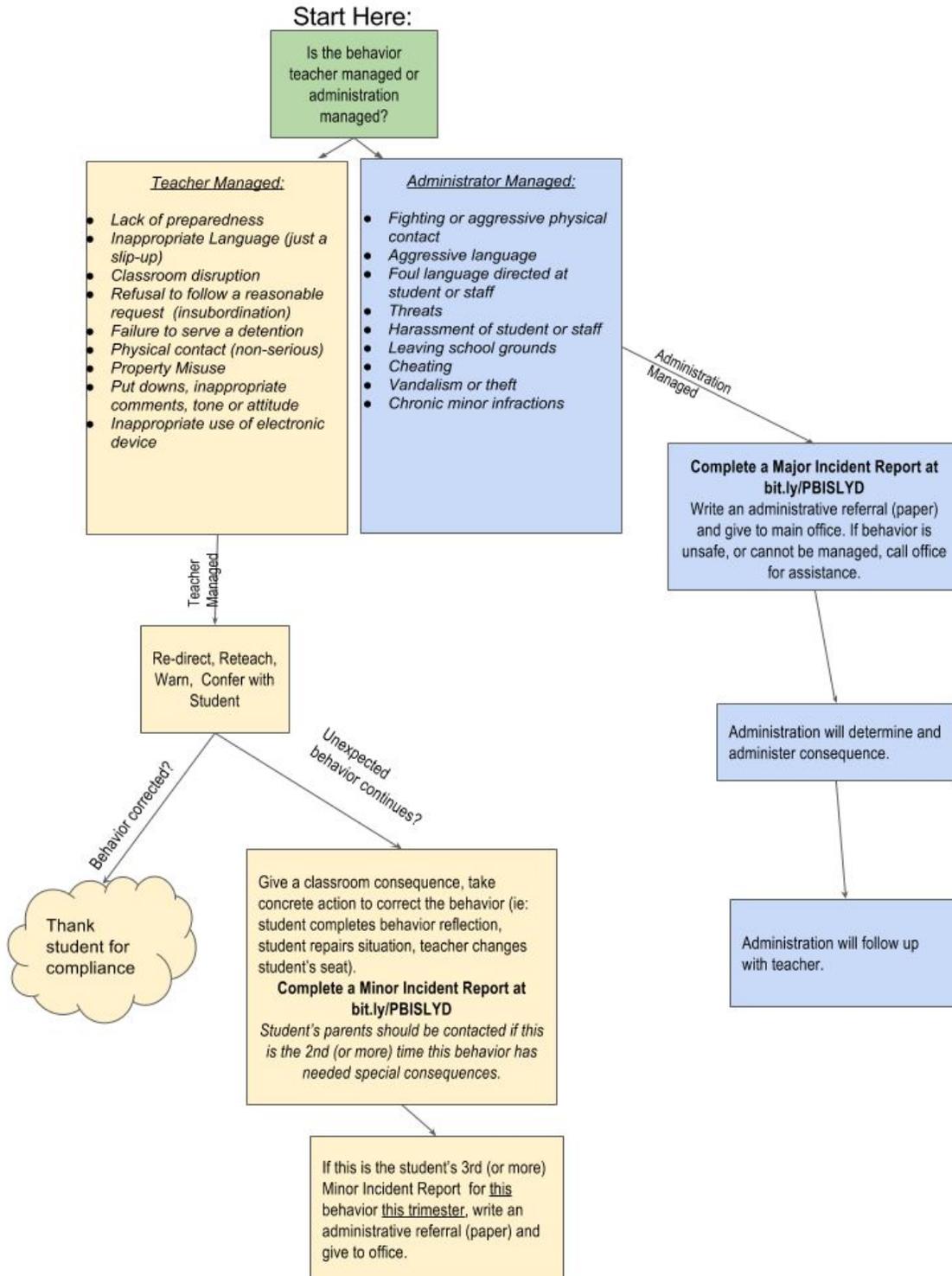
Once a school wide information system becomes available (through the district), office referrals (major incident reports) and suspensions will be entered into a database that provides easy access to discipline information across the school and for individual students. Until that time, redacted data will be shared regularly with the entire staff.

Minor and Major Incident Form (Online: bit.ly/PBISLYD)

Teachers will deal with unexpected student behaviors according to the flow chart below. The form (online) for completing a minor incident or major incident report sends an entry to the vice principal, as well as the teacher of the student.

Unexpected Student Behavior Flow Chart- [Unexpected behavior flow chart link](#)

Flow Chart for Unexpected Behavior (version 2)



Individual Student Systems

Check and Connect

This Tier 2 intervention is for students who enjoy adult interaction and are willing to work for a delayed reward. Using the check and connect data sheet (with goals developed to support the student by teacher in consultation with administrator and/or check and connect staff), student checks in with CNC staff before school in the morning to set a daily goal, checks with teacher(s) during the day (4 times), and checks in again with CNC staff at the end of the day to review progress and receive a CNC ticket (if goal reached). Student should select his/her own reward for when a certain number of CNC tickets are collected.

[Check and Connect Sample Sheet](#)

Mindfulness Training - *proposed*

A concept for a tier 2 intervention, mindfulness training is a program that could take place as needed during morning recess. Taught by various adults (parent volunteers, administrators, teacher volunteers), this tier 2 intervention would give students skills in breathing control, and other appropriate and effective physical responses to stress. The agenda for this program would be as follows:

Breathing

Have each child place one hand on their belly. Tell them to breathe in silence for one minute and notice how their belly moves up and down, and any other sensations that they notice. Tell them to imagine that the thoughts that come into their minds turn into bubbles and float away..

After one minute, guide the children through a cycle of “breathe in slowly and deeply - to a count of 8, then hold that breath - to a count of 10, then exhale - to a count of 12, imagining any negative thoughts or feelings being released in a bubble.

The Squish & Relax Meditation

Students squish and squeeze every muscle in their bodies as tightly as they can. Tell them to squish their toes and feet, tighten the muscles in their legs all the way up to their hips, suck in their bellies, squeeze their hands into fists and raise their shoulders up to their heads. Have them hold themselves in their squished up positions for a few seconds, and then fully release and relax.

Extended options:

Smell & Tell

Pass something fragrant out to each child, such as a piece of fresh orange peel, a sprig of lavender or a jasmine flower. Ask them to close their eyes and breathe in the scent, focusing all of their attention only on the smell of that object.

The Heartbeat Exercise

Have the kids jump up and down in place for one minute. Then have them sit back down and place their hands on their hearts. Tell them to close their eyes and feel their heartbeats, their breath, and see what else they notice about their bodies.

Heart-To-Heart

"Let's talk about feelings." Sit down and casually ask the children to tell you about their feelings. What feelings do they feel? How do they know they are feeling those feelings? Where do they feel them in their bodies? Ask them which feelings they like the best. Then ask them what they can do to feel better when they aren't feeling the feelings they like best. Remind them that they can always practice turning their thoughts into bubbles if they are upset, they can do the Squish and Relax Meditation if they need to calm down, and they can take a few minutes to listen to their breath or feel their heartbeats if they want to relax.

Taken from 7 Fun Ways To Teach Your Kids Mindfulness, by Kaia Roman, available:

<http://www.mindbodygreen.com/0-18136/7-fun-ways-to-teach-your-kids-mindfulness.html>

Counseling Groups

Counseling groups are developed by the school counselor to address behavioral needs. To participate in a counseling group, a student is referred by a parent or teacher, and the school counselor determines if a group would be an appropriate intervention. Groups are flexible and change according to the current student needs for tier 2 and tier 3 interventions.