

Westport School District PBIS Staff Handbook



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Team Contact Information

Universal Team (Tier I): (name & school position, indicate coach)

Building Intervention Team (Tier II): (name & school position, indicate coach)

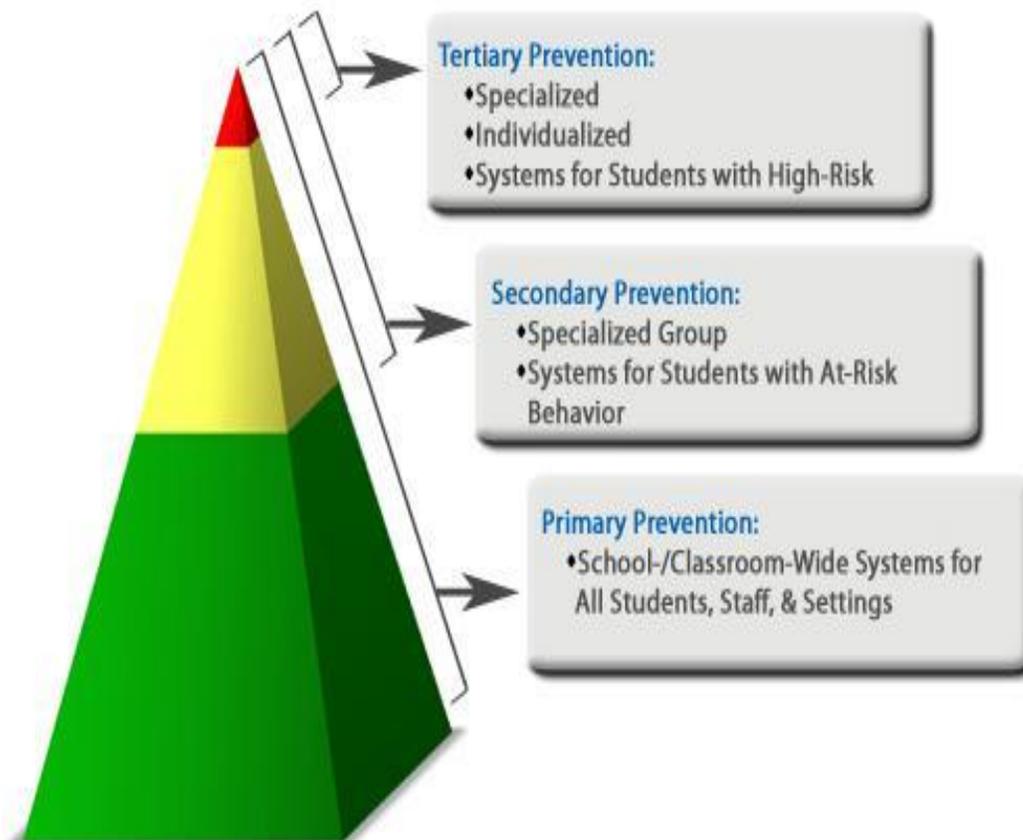
What is PBIS?

The Westport School District has always strived to create a safe and positive learning environment for all students. We are excited to announce that in an effort to continue to improve our school climate, staff are working together to implement a Positive Behavior Intervention and Support (PBIS) initiative.

PBIS is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. PBIS is not a program or curriculum; it is a framework that allows for team-based systemic problem solving, planning, and evaluation. The primary goal of this initiative is to create a positive school climate that fosters a safe, respectful and productive learning environment where teachers can teach and students can learn.

Using the most current best practices, strategic teams are trained to positively impact behavior at three key behavioral tiers: Universal or primary (whole school); Secondary (individual child or group of at-risk children); and Tertiary or Intensive (children with complex needs and behaviors that severely impact the child, school and/or community functioning).

Continuum of School-Wide Instructional & Positive Behavior Support



How is PBIS proactive and educative?

A PBIS school focuses on the teaching of behavioral expectations directly like academic skills. PBIS allows a framework that supports looking at inappropriate behavior as a skill deficit just like a problem in reading or math. It does not eliminate consequences to poor choices, but skill deficits are remediated through instruction and the teaching of the appropriate skills. PBIS promotes the teaching of pro-social skills so all students can succeed even when confronted with potential conflicts and an ongoing acknowledgement system for students who meet expectations.

Why is it so important to focus on teaching positive social behaviors?

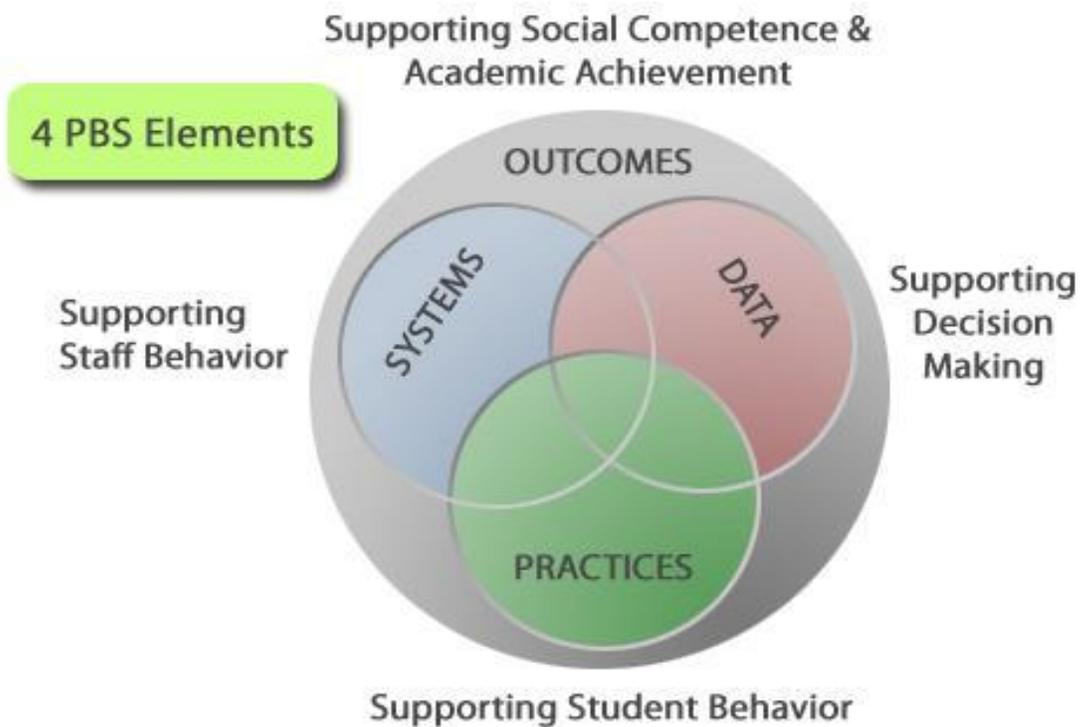
Frequently, the question is asked, “Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?” In the infamous words of a TV personality, “How is that working out for you?” Most students who struggle with social skills and behavior have not had an opportunity to learn these skills expected in school. The most efficient approach is to teach these behavioral and social skills directly.

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.

Teaching behavioral expectations and recognizing students for following them is a much more positive and effective approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to increase the number of positive interactions that occur within the school environment between all students and all staff, and to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

What does this mean for staff?

- Teaching staff need to directly teach behavioral expectations and social skills in various settings, as indicated on the Expectation Schedule and as needed (for whole group or individuals).
- All staff need to recognize “teachable moments”, and engage in teaching behavioral expectations directly and indirectly.
- All staff need to recognize and acknowledge children who are following the school-wide expectations, and teach these behaviors when appropriate.
- All staff need to be ready to give out wings to students in the classroom and throughout the building.
- All staff need to know the behavior definitions and Behavior Decision Flow Chart and be consistent with their responses.
- All staff need to complete an Office Discipline Referral Form if a child’s response to a problem behavior indicates the need.
- Teaching staff need to post the School-wide Expectations in their class and other areas that children often use.
- All staff need to CELEBRATE successes as much as possible!

The purpose of this handbook is to increase staff understanding and support them as they strive to implement these practices!

School-wide Expectations

Responsible

Respectful

Ready



Teaching Expectations Schedule

Please follow the tentative schedule for teaching and refreshing school-wide and classroom behavioral expectations.

First 3 days of school

- Follow *Tell, Model and Practice* Schedule of school-wide and classroom expectations

First week of school

- Teach, review *Responsible, Respectful, & Ready* definitions and behavioral expectations **across all settings**
- Model and practice school-wide and classroom behavioral expectations as many times as possible
- All classrooms will attend bus behavior expectations training

First month of school

- Teach targeted lessons for *Responsible, Respectful, & Ready* behavior expectations
- PBIS kick-off assembly

Review/ Reteach School-wide and Classroom Behavior Expectations:

- After Thanksgiving Break
- After December Break
- After February Break
- After April Break

Directly teach, model, and practice behavior expectations as needed throughout the school year. Staff is encouraged to directly teach expectations 2-3 times a month.

(Include specific lesson plans for each setting, if you feel like they are necessary. Lesson plans should specify setting, teacher language, and specific practices, including examples and non-examples of the expected behaviors. These may be useful for the common areas such as the lunchroom and playground, especially for increasing staff consistency in holding students to the expectations.)

Teaching Expectations

Why is it Important to Teach Social Skills?

Teaching social skills is one of the necessary essential features of the School-wide Positive Behavior Support process. The emphasis on teaching all students important expectations is based on two assumptions: 1) All behavior (both appropriate and inappropriate) is learned, 2) thus appropriate behavior can be taught using the same basic principles with which academic content is taught (Colvin, Sugai & Patching, 1993). Many students who struggle the most with social skills have not had an opportunity to learn the social skills expected in school. The most efficient approach is to teach social skills directly.

What is Direct Instruction of Social Skills?

Direct instruction of social skills is when teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular social skill. Direct instruction takes learners through the steps of learning systematically, helping them see both the purpose and the result of each step. Use the “Tell, Model, Practice” sequence for teaching these skills and expectations.

Are There Ways to Indirectly Teach Social Skills?

- After specific social skills have been directly taught, it is helpful to give students pre-corrects before they are asked to perform the skill.
- Often there are natural opportunities throughout the day to practice, practice, and practice social skills. Practice helps students maintain previously learned knowledge, focus on current lessons, tie current content with previously learned content, and generalize skills taught in class to other non-classroom settings.
- Identify times and places when it is difficult to use social skills they have been taught

What Roles Do Non-classroom Staff Have to Support Social Skills Instruction?

- All adults in the building should be fluent with the language of the school-wide *Responsible, Respectful, & Ready* expectations and use them when interacting with students.
- All adults in the building should model the behaviors we expect of the students.
- All adults can support students who are using the social skills they have been taught by giving students **specific and positive** feedback.

Helpful Tools for Teaching the *Responsible, Respectful, & Ready* Expectations

1. Pre-Teaching: Review the behavior expectation for a particular common area before transitioning to and from that area. Develop a rhyme or song that reinforces the behavior as you transition.
2. Direct Experience: Take the students to a particular common area and have them “practice” the expected behavior (i.e. walking feet in the halls).
3. Get the students’ input: Use literature to stimulate a group discussion about a common problem behavior, such as hitting. Have the students identify the problems with this behavior and brainstorm coping strategies or solutions with them. Use the behavior Expectations Matrix for that area to guide your discussion.
4. Role-Play: Have the students act out scenarios that address the expected behaviors in common areas to ensure their understanding as well as to provide them an opportunity for feedback. Encourage students to use the words on the Behavior Matrix.
5. Reflection: Have the students talk about any experiences they have had at school and process their responses in relation to the Cool Tools and Behavior Matrix.
6. Acknowledgement: Whenever possible positively acknowledge students who are demonstrating school-wide behavior expectations by utilizing the school-wide acknowledgement system.

Acknowledgement Systems

Individual Acknowledgement:

(Include description of how, when, where students can earn acknowledgment tickets: Be specific, make sure to comment on the frequency with which teachers should be acknowledging student behaviors, considering the novelty and frequency of behavior, and how to fade and use these acknowledgments strategically. Further, specify other forms of acknowledgment in addition to the tangible tickets, such as verbal praise, and nonverbal signals and gestures.)

Individual Acknowledgement Redemption:

(Include description of what and how student will redeem their acknowledgment tickets, whether it will be a part of a classroom and/or school-wide token economy)

For Acknowledgement Systems, you will want to consider other systems in addition to the individual. For example you may consider having each classroom develop their own token economy, a school-wide incentive system, and/or specific acknowledgment systems for common areas like the cafeteria and/or playground. Start with what is manageable and sustainable. It may be easier for classroom acknowledgement systems to incorporate tangible incentives, whereas more sufficient to use special privileges/ non-tangible group incentives for school-wide/ common area acknowledgement systems. Include a description of each acknowledgment system and an overview of the their redemption plans.

Handling Problem Behaviors

Correction Guidelines

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

Prompt	Provide verbal and/ or visual cue.
Redirect	Restate the matrix.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Provide an alternate choice that still accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternate behavior and explain why it is better. Practice. Provide feedback.

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative
4. Discuss why alternative is better
5. Have student practice by showing or telling
6. Provide feedback

Teacher Steps to the Office (optional)

- **Provide warning to change behavior**
- **Offer assistance/small break to student**
- **Hold a conference with the student**
- **Give in-classroom consequence**
- **Send to office and complete Office Discipline Referral form**

Problem Behaviors

Office Discipline Referral Behavior Definitions

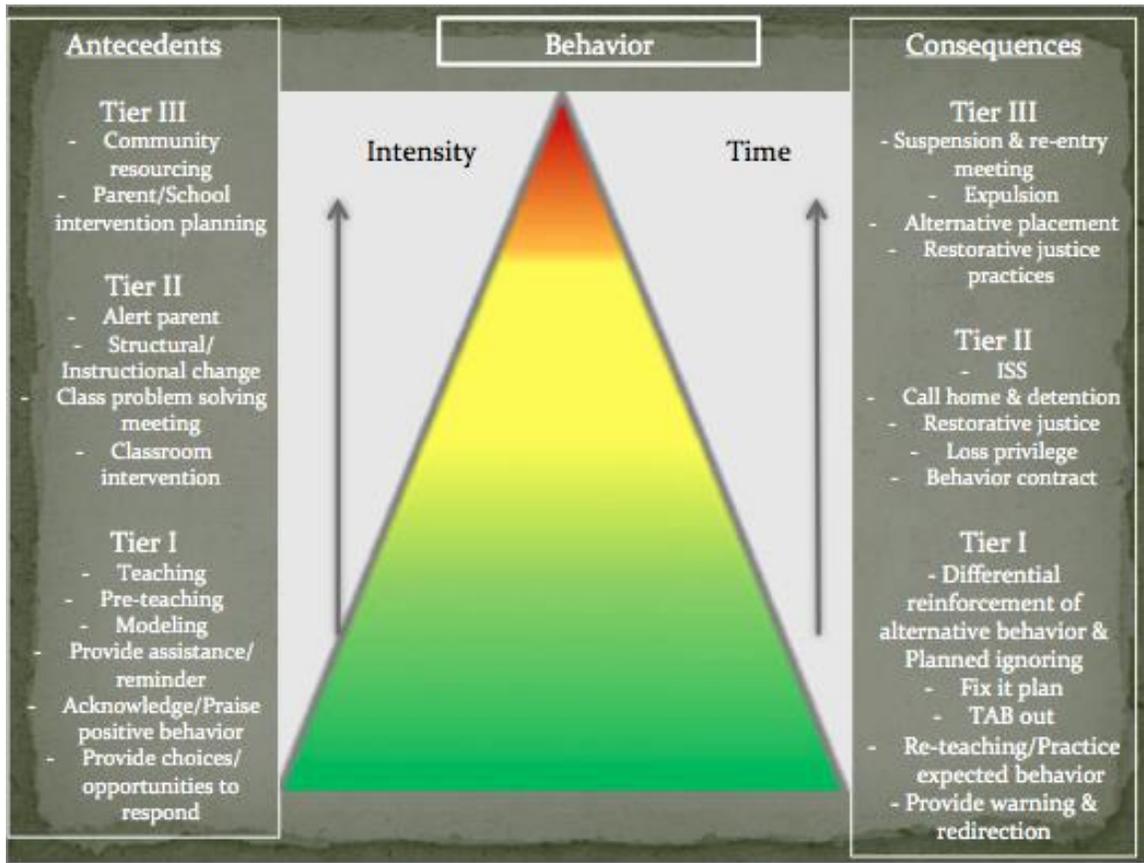
Minor Behaviors		
Name	Definition	Examples

Major Behaviors		
Name	Definition	Examples

Behavior Decision Flowchart

(Include your Decision Flowchart, including decision rules for students demonstrating minor but repetitive behaviors, major problem behaviors, and when more intensive supports may be needed, such as when the teacher has tried a number of classroom-based interventions already.)

Antecedent Strategies & Corrective Strategies



Office Discipline Referral Forms

- When a student violates the Student Code of Conduct, staff will document the behavior by completing an Office Discipline Referral (ODR) form. Keep in mind the developmental age of the student.
 - **If a staff member completes an ODR form for a student who is not in their homeroom class, that person must make a copy of the ODR form and put it in the homeroom teacher's mailbox.**
- Forms should be turned into the main office. The principal will review all forms and take action for major behaviors, or when appropriate.
 - When administrative action is taken, classroom teacher is provided a copy of the ODR form.
 - Teachers are encouraged to track behavior violations on the Student Discipline Policy Violation Tracking Form in order to monitor student behaviors and determine effectiveness of interventions.

- ODR data is entered weekly. It is compiled monthly and used by the PBIS team to locate areas in need of re-teaching, as well as students in need of more intensive interventions.
- ODR data will be shared with staff at monthly staff meetings.

Office Discipline Referral form

(Include copy of referral form)