

Ocean Avenue Elementary School PBIS Parent Manual



We are Responsible
We are Respectful
We are safe

PBIS Team
8/21/14

INTRODUCTION

This manual is for all parents of Ocean Avenue Elementary School students. Its goal is to explain our Positive Behavioral Interventions and Support (PBIS) plan. This is a living document, meaning that it will be updated as needed.

Since the opening of Ocean Avenue School in 2012, the PBIS Team has worked diligently to devise a universal (Tier 1) system of supports for all students in the school. These supports include clearly defining behavioral expectations, teaching these expectations to students, acknowledging appropriate behavior and correcting inappropriate behavior. The PBIS Team is made up of teachers, Ed techs and administrators and meets regularly to analyze behavioral data to determine which areas or specific behaviors may require additional support and teaching.

The ultimate goal of PBIS is to increase student academic performance, decrease problem behavior, increase safety and establish positive school climate through research based strategies and systems.

WHAT IS PBIS?

Positive behavior intervention and supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. It is based on a system of tools and strategies for defining, teaching, and acknowledging appropriate behavior, and correcting inappropriate behavior. Emphasis is placed on prevention of problem behavior and the development of pro-social skills. PBIS is for the whole school, it is preventative and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions. PBIS methods are researched based and have been proven to significantly reduce the occurrence of problem behaviors in schools. An important aspect of PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption in PBIS schools that students will learn social behavior automatically or pick it up as they go through life. This critical feature in PBIS leads to its effectiveness.

There are four main elements of an effective school-wide PBIS system:

1. Clearly defining and teaching a set of behavioral expectations
2. Consistently acknowledging and rewarding appropriate behavior
3. Constructively addressing problematic behavior
4. Effectively using behavioral data to assess progress

A PBIS school incorporates a few simple practices that are crucial to sustaining the program over time. These include the establishment of a representative, school-based PBIS team with a strong administrative presence and support. PBIS activities are embedded into existing school initiatives such as school improvement and RTI teams. The school establishes a system for using behavioral data to guide the design and implementation of additional behavior supports, especially at the targeted and intensive tiers.

MULTI-TIER SUPPORTS

School-wide means that all staff members support appropriate behavior in classroom and non-classroom areas such as bathrooms, cafeteria, and hallways. This support happens along a continuum from Tier 1 for all students, Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.

Tier One- Universal Interventions- (All Students)

- Teach school-wide positive behavior expectations and procedures in various locations in school
- Provide generous quantities of positive reinforcement to students for demonstrating positive behaviors
- Provide feedback and redirection for problem behaviors
- Provide predictable consequences for behavior infractions that are delivered consistently by all staff. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices made.

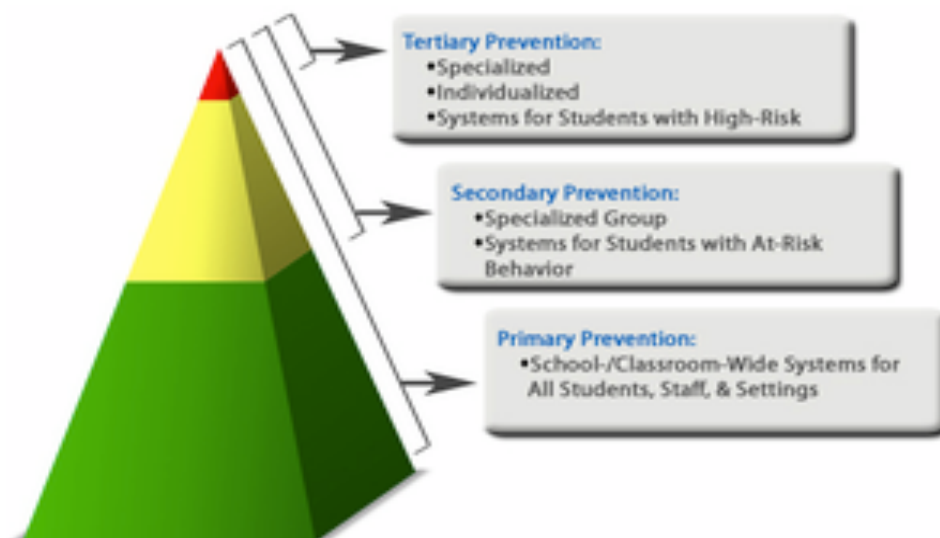
Tier Two- Targeted Interventions- (10-15% of Student Population)

- Check In Check Out
- Small Group Social Skills to target instruction in social skills and replacement behaviors
- Peer Assisted Learners (PALS)
- Simple generalized behavior plans

Tier Three- Intensive Individualized Interventions- (5% of student population)

- Functional behavior assessment (FPB) and individual behavior support plan (BSP)
- Parent collaboration and education
- Intensive social skills and replacement behavior
- Collaboration with student’s physician or mental health professional

Few students will rise to the second and third tiers when universal best practices are implemented in Tier 1. When Tier 1 and Tier 2 of school-wide PBIS are fundamentally in place, the foundation for implementing Tier 3 supports is established. Tier 3 supports are layered on top of Tier 1 and Tier 2 supports. Students receiving Tier 3 supports also need the foundation and structure provided by Tier 1 and Tier 2 supports. The goal of Tier 3 interventions is not only to diminish the problem behavior but to also increase the student’s adaptive skills.



Behavioral Expectations

Ocean Avenue has three behavioral expectations:

- **We are Responsible**
- **We are Respectful**
- **We are Safe**

Behavior Matrix

A school-wide behavior matrix shows the various school settings along the top with the behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators or what the behavior expectation looks like in that particular setting. The matrix establishes a common language for staff and students, and provides clarification on the concepts of each behavior expectation.

	Cafeteria	Hallways	Bathroom	Playground	Assemblies
We are responsible	<ul style="list-style-type: none"> • Clean up your space • Follow directions • Raise your hand for help • Stay in your seat 	<ul style="list-style-type: none"> • Walk • Put your belongings away and quietly close the locker door 	<ul style="list-style-type: none"> • Clean up after yourself • Use supplies appropriately 	<ul style="list-style-type: none"> • Clean up after yourself • Come in when it is time • Follow directions • Be a problem solver 	<ul style="list-style-type: none"> • Class sits in designated spot
We are respectful	<ul style="list-style-type: none"> • Use good table manners • Voice level 1 • Use kind words • Respect personal space, food 	<ul style="list-style-type: none"> • Enjoy the art work with your eyes only • Voice level 0 - 1 • Use kind words • Respect personal space 	<ul style="list-style-type: none"> • Knock first • Respect privacy • Voice level 0 - 1 • Do what you need to and get back to class 	<ul style="list-style-type: none"> • Respect nature • Use kind words • Follow game rules • Be a good sport • Voice level 1 - 3 • Peaceful play • Respect personal space 	<ul style="list-style-type: none"> • Use active listening <ul style="list-style-type: none"> ○ eyes on speaker ○ 0 voice level ○ bodies are still • Show appreciation with applause
We are safe	<ul style="list-style-type: none"> • Eat your own food • Stay seated until dismissal • Walk • Hands and feet to self 	<ul style="list-style-type: none"> • Go directly to your destination • Walk on the right side • Stay with your class • Face forward when walking • Close only your locker door 	<ul style="list-style-type: none"> • Wash your hands 	<ul style="list-style-type: none"> • Follow equipment rules • Tell an adult if you see an unsafe choice • Hands and feet to self • Stay within boundaries 	<ul style="list-style-type: none"> • Enter and leave in a line quietly • Keep hands and feet to self • Follow directions

<p>General Recess Procedures</p> <ul style="list-style-type: none"> ● Ask a teacher to retrieve an item (e.g. ball) that goes out of bounds ● Wood chips, rocks, sticks, snow are to remain on the ground ● Use Lobby bathrooms with permission ● Tag games on grassy areas, not on wood chip area. ● K-5 trickle in at the end of recess ● Play fair and follow rules of the games. ● Hands and feet to self ● Be a good sport 	<p>Recess Equipment procedures</p> <ul style="list-style-type: none"> ● Swings: sit only, one at a time ● Slides: feet first, face front, one at a time ● Monkey bars: head above feet ● Yellow spinner: for students who can reach without help <p>Recess Cold Weather Procedures</p> <ul style="list-style-type: none"> ● If too warm, students in grades 2-5 may take off coats during recess, place them by the gym door and pick up before returning to school. <p>● Sledding Procedures</p> <ul style="list-style-type: none"> ● Sleds are for pulling and pushing on fields or flat areas ● 2 kids on a sled; 2 pushing and pulling ● Students will bring sleds back to the buckets at the end of recess
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A System for Acknowledging Behavior

This section of the manual includes specific practices and supports around acknowledging responsible, respectful and safe behavior.

Individual Student Level

- Students receive positive, specific verbal praise
- Positive acknowledgement and attention should be given at a rate of 4:1. 4 positives to 1 correction.
- Students receive Catch a Wave Ticket for appropriate behavior

Adult behavior when providing acknowledgement is:

- Positive
- Specific, clear
- Applied immediately
- Focused on improvement

Catch A Wave Acknowledgment System.

- Staff “catch” positive behavior and hand out 10-15 Catch A Wave tickets per week to students who are demonstrating responsible, respectful or safe behaviors.
- Staff names the behavior as they give ticket to student, i.e. “I see Jimmy being safe; he is looking in front of him as he walks in the hall.”
- Students put their name on the back of the ticket and bring it back to his/her own classroom and place it into a raffle container.
- Classroom teachers draw two tickets from each classroom raffle every Wednesday and send names to office by 8:50 am for the names to be read over the announcements.
- Students whose names are drawn will go to the gym to play games on Wednesday afternoons from 1:30 to 1:50.

A System for Correcting Behavior

Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and the students' use of pro-social skills is recognized and acknowledged. Sometimes, however, students need adult support to correct a problem behavior.

Correction Guidelines

Adult behavior when providing corrections:

- Stay calm, use quiet voice
- Be consistent, brief and respectful
- Get down to student level; it's less threatening
- Use direct requests-not questions ("Please go to your seat" vs "Will you please return to your seat?")
- Give time to respond
- Acknowledge compliance

The continuum of strategies to respond to inappropriate behavior:

<u>Correction Technique</u>	<u>Words/actions an adult can use</u>
Prompt	Provide verbal and/or visual cue. Use positive directives more than negative. ("Be safe and walk in the hallway" vs. "Don't run in the halls.")
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	Privately discuss with student behavior interventions/solutions. Describe the problem. Describe the alternative behavior, or what the student should do instead. Tell why the alternative is better. Practice. Provide feedback

When student problem behavior is unresponsive to preventive school-wide and classroom-wide procedures, information about the student's behavior is used to understand why the problem behavior is occurring (function). Helping the student be more successful means teaching more acceptable alternative behaviors (social skills) while removing the antecedents and consequences that trigger and maintain the problem behavior. Some behavior, of a more serious nature, warrants immediate action. As with any incident of student behavior, school administrators will exercise informed judgment when giving consequences for extreme behavior.

Possible Administration Consequences:

Administrative Actions	Description
Conference with Student	Student meeting with administrator for direct re-teaching of expected behavior(s).
Think About It Sheet	Student written reflection on behavior that includes a mutually agreed upon plan for dealing with similar situation in the future.
Time in office	Student is required to spend a short period of time away from class or scheduled activity.
Restitution/Apology of Action	Student is required to make amends by taking responsibility to correct the problem created by the behavior. Verbal or written declaration of remorse, inclusive of positive affirmation to the person (s) harmed by student's action.
Community Service	Student is required to complete a task that compensates for the negative action, e.g. assignment to work detail or school service.
Loss of Privilege	Student is unable to participate in some type of privilege; special activity or event, etc.
Restricted Recess or Lunch	Student has recess or lunch in an alternative setting.
In School/Out of school Suspension	Removal of the student from the classroom, school activities or from the building. For Out of School suspension, student is sent home for the remainder of the day. Student and parent must meet with teacher and an administrator before returning to class after an out of school suspension.
Parent/Guardian Escort	An arrangement is made for the student's parent/guardian to be present in school with his/her child for some portion of the students school day.
Referral	A referral is made to school support staff or outside resources, including police when the student conduct is in violation of the

	law, in order to provide additional support to the student.
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