

# Midway Elementary School

## School Wide Positive Behavior Support Parent Handbook

*Rising to Excellence*



***RESPECTFUL***

***RESPONSIBLE***

***SAFE***

2014/2015

## ***Introduction***

The Midway Elementary School wants to provide a safe and positive learning environment for students, teachers, and staff through the implementation of School Wide Positive Behavior Support. In addition, we want to reduce behavior problems that interfere with student learning. SWPBS is a system that will help improve consistency in expected behaviors, resulting in students being prepared to learn.

## ***What is SWPBS?***

SWPBS is a data-driven, proactive, systematic approach for establishing the behavioral supports and social environmental needs for all students in a school to achieve social, emotional, and academic success. It conforms to the behavioral system of the Response to Intervention (RTI) model.

Tier I: Core behavior expectations are taught, modeled, and reinforced by all staff members in all school settings. This should meet the needs of about 80% of the student population.

Tier II: Supplemental interventions for small groups of students not meeting behavioral expectations. These interventions should meet the needs of 15% of the student population.

Tier III: Customized interventions for individual students not meeting behavioral expectations.



## ***What are our Behavior Expectations?***

Be Respectful  
Be Responsible  
Be Safe



### ***Tier I Universal Practice of SWPBS***

Define	<ul style="list-style-type: none"><li>* 3-5 school-wide behaviors</li><li>* Rules show what the expectations look like</li></ul>
Teach/Pre-Correct	<ul style="list-style-type: none"><li>* SWPBS lessons delivered bi-monthly</li><li>* Support lessons provided for individual classrooms</li></ul>
Model/Practice	<ul style="list-style-type: none"><li>* Adults model what they teach</li><li>* Students practice what we teach</li></ul>
Acknowledge	<ul style="list-style-type: none"><li>* Frequent recognition (Viking Vouchers)</li><li>* Midway Market</li><li>* Spinning the wheel</li><li>* Classroom recognition (Crew Cards)</li><li>* Monthly assemblies</li><li>* School-wide celebrations</li><li>* Quarterly acknowledgments for individual students</li></ul>
Re-teach	<ul style="list-style-type: none"><li>* Restate the expectations using a different strategy</li></ul>

### ***How will SWPBS be implemented at Midway Elementary?***

Behaviors will be taught just like academic skills are taught. Our focus is to build a positive environment in our school and classrooms. The school has chosen three core behavior expectations that can be applied in all school settings. They are:

1. Be Respectful
2. Be Responsible
3. Be Safe

By teaching these core behavior expectations, the school wants to equip all students with the knowledge necessary to achieve their unique potential.

### ***What happens when my child displays expected behaviors?***

Any administrator, teacher, or staff member in the building can acknowledge when a student is displaying the expected behaviors. This includes:

Viking Vouchers: Viking Vouchers are awarded when a student demonstrates positive behaviors. There are two portions to these vouchers. The top half of the voucher is kept by the student to be used as money at the Midway Market. Every class is scheduled to visit the Midway Market every month. The student puts his/her name on the bottom portion of the voucher and puts that

portion in his/her classroom voucher box for a drawing that is done every Wednesday. Those students whose names are drawn will spin the wheel to win a prize. All vouchers collected on Wednesday are kept until our school-wide container is full. Once it is full, we have a school-wide celebration.

Crew Cards: Crew Cards are awarded to a class for demonstrating positive behaviors as a class. These can be awarded by any administrator, teacher, or staff member with the exception of the classroom teacher for those students. Students can select an activity they choose to do once they have earned enough Crew Cards.

***What happens when my child needs to have the SWPBS expectations taught to him/her specifically?***

In addition to our school-wide expectations and rules, each teacher establishes his/her own expectations and rules that follow our SWPBS system, but are more specific to that age/grade level.

Each child is allowed two *redirects* daily. These are given if the behavior being displayed is considered minor, but we want to empower the student to recognize what he/she is doing and how to correct it. If this doesn't happen, the third behavior within a day will constitute the child's first *minor*. This will be the first time within a day that an Office Discipline Referral (ODR) is filled out. If the behavior persists, the child will get additional minors. Once a child reaches three minors within a day, it becomes a *major*. At this point the child will be referred to the office. The principal will then determine what action will be taken depending on the behavior. If a child gets a major, a copy of the ODR will be sent home with a sheet to be returned to the school verifying that a parent/guardian had an opportunity to see what occurred. We want to make sure we are communicating with parents at every point along the way, so if a child does not get to the point where he/she gets a major, the teacher will communicate the issues with the parent. This will be done in either the child's agenda or some other form of material used to communicate between home and school. This will depend on the grade level. Teachers will use a stamp that will simply tell parents how many redirects and/or minors the child received throughout the day.

***Tier II - Interventions and Support***

Some students will respond to the Tier 1 level of support but will still exhibit some specific difficulties. These students may be demonstrating academic and/or behavioral deficits that will require more intensive supports. Tier 2 interventions can be effective in working with students at-risk for academic and/or behavioral concerns.

Secondary interventions rest on the foundation of Tier 1 school-wide and classroom systems (remember the triangle above). Without school-wide prevention, we can't reliably identify students in need of targeted interventions. Tier 1 systems must be in place and used consistently and with fidelity by all staff. To correctly identify which students are in need of more intensive supports and

what types of supports they need, the SW-PBS leadership team assists staff in reviewing data. Typically schools decide on a set of data-decision rules for identification. For instance a school may decide that once any student has received a certain number of office discipline referrals (perhaps 2-5), that student's referrals will be automatically reviewed to determine what types, locations and times of referrals. Other referral sources could include teachers or families, counselor reports, or student-reported concerns.

Tier 2 small group interventions are strategies and procedures put into place to support a group of students who display similar needs or deficits as identified through the data review described above. Typically about 15-20% of students will continue to have problems and will need the more intensive interventions. Approximately 10-15% will respond to the targeted group interventions.

When a student is part of a small group intervention the staff members who interact with him/her should be made aware of it so that they can also provide the right types of prompts and encouragement. Small group interventions provide an opportunity for the students to have a more personal, positive connection with at least one additional adult. This is important because many of these students' school experiences have not been successful.

Some of the critical features involved in establishing effective Tier 2 interventions are:

- The interventions should be consistent with the school-wide expectations and should incorporate similar language.
- Adequate resources and staff to support the interventions should be dedicated and available before the interventions are begun.
- The interventions should require low effort on the part of the teacher(s). The intervention(s) recommended should fit well within the classroom or other environments where it is implemented. Interventions that require too much time or too many resources will probably not be implemented consistently and with fidelity. It is important to have the teacher involved when deciding what interventions will be used so it will be workable.
- A system to refer and identify students should be in place, and procedures for referral and identification should be clear to all staff and families.
- A system should be in place to maintain data-based and timely monitoring of the intervention to decide if it should be maintained, revised, or restructured.

There are many different types of Tier 2 interventions. Some that have been successful across age and grade levels include (a) Check-in/Check-out, (b) Small Social Skills Groups, (c) Mentoring, and (d) interest-based clubs (homework, art, chess, sports, and/or music). These interventions provide a means for students to actively practice the skills that are being re-taught and reinforced through the intervention. Here at Midway we have implemented two of these, the Check-in/Check-out and the Small Social Groups. The steps we have taken in this are as follows:

### **Check-In/Check-Out (CICO):**

#### **Procedure:**

If a classroom teacher wants to recommend a student for CICO, a nomination form (FACTS form) will be completed by the classroom teacher. The administrator reviews the forms to discuss possible candidates at the Tier 2 meetings.

Once students are accepted into the program, the classroom teacher is given a “Daily Progress Report” form (DPR) to complete baseline data on the student for a week. The DPR consists of transition periods for behavior or academics. Each transition consists of a 1-3 point scale: 3 points-0-1 reminders; 2 points-2 reminders; 1 point- 3 or more reminders. After each transition, the teacher conferences briefly with the student about the points accrued during that transition. Students will take the DPR’s to each transition: classroom, cafeteria, recess, special class, etc.

CICO team members meets with students in the program to discuss Midway’s 3 expectations: respect, responsibility, and safety. Discussions may include how a teacher can help the student, strategies on receiving higher points, ways to improve behavior or academics.

At the end of the day, CICO members will record possible points, total points the student received, percentage, and student percentage goal. Members also discuss how the day went for the students, what worked or didn’t work, how they could improve, etc.

CICO member will make a copy of the DPR for each eligible student and send it home for parents/guardians to sign and return. If a student returns a signed DPR, the student receives a Viking Voucher.

At the end of the week, the weekly DPR is filed in the CICO notebook and copies for the following week are prepared. The counselor inputs data from CICO into “Advanced Tier Spreadsheet”, a computer data system.

At the end of each quarter, the students are reviewed for a possible exit plan. If a student is phasing out, CICO students meet with a CICO member 2-3 times a week, but a DPR is not filled out. Quarterly goal: if a student has met their goal of 100% for 4 consecutive weeks for academics, then they are eligible for phasing; if a student has met their goal of 90% for 90% of the time for behavior, then they are eligible for phasing. Phasing out would include meeting with students 2-3 times a week with their DPR form for week one. Week two would consist of meeting with the student in the morning, or afternoon, without the DPR. New candidates would be added as needed, depending on the FACTS form completed by classroom teacher.

### **Small Groups:**

The counselor, who is part of our Tier II team, or the classroom teacher, will bring names to the Tier 2 committee for consideration for inclusion in small group counseling. After speaking with the classroom teachers about students who could use additional support in social skills (lower grades) or in organizational management (upper grades), a list was compiled and a letter introducing the program, along with permission slips, was sent home. Group sessions began when students returned after Christmas.

The groups met once a week for 20-30 minutes. Confidentiality was discussed, guidelines were decided and personal folders were decorated during the beginning sessions. Social group times consisted of social games, either on the iPad or on paper, books, videos, and hands-on activities. The upper elementary students who met on organizational skills rated the cleanliness of their desks, compared their desks to their rooms at home and brainstormed ideas that they could use to increase productivity and neatness in their work.

### ***What can I do to help support SWPBS?***

- Review the behavior expectations with your child.
- Ensure that your child is well rested and on time for each school day.
- Ask your child about his/her school day.
- Encourage your child to do his/her homework and keep up with his/her classes.
- Stay in contact with your child's teacher(s).
- Encourage your child to use proper language and tone.
- Practice polite phrases like "Thank you," "Please," and "Excuse me."
- Incorporate Be Respectful, Be Responsible, and Be Safe into your family rules.
- Be involved with the school. Attend school functions and activities when possible.

### ***Online Resources***

This is a state program that a great majority of schools have adopted and developed to fit their needs. Several other states have the same program or something very similar. This program can also be referred to as Positive Behavior Support (PBS) and Positive Behavior Intervention and Support (PBIS). Many online resources exist in regards to School Wide Positive Behavior Support. Some major websites include:

Positive Behavioral Interventions and Supports	<a href="http://www.pbis.org">http://www.pbis.org</a>
Missouri Schoolwide Positive Behavior Supports	<a href="http://www.pbissmissouri.org">http://www.pbissmissouri.org</a>
PBIS Maryland	<a href="http://www.pbismaryland.org">http://www.pbismaryland.org</a>
Florida PBS	<a href="http://www.pbssurveys.org/pages/Home.aspx">http://www.pbssurveys.org/pages/Home.aspx</a>
The Arc Link	<a href="http://www.thearclink.org/news/article.asp?IE=537">http://www.thearclink.org/news/article.asp?IE=537</a>
Positive Behavior Support Project	<a href="http://www.delawarepbs.org/">http://www.delawarepbs.org/</a>
University of Oregon Article	<a href="http://www.delawarepbs.org/">http://www.delawarepbs.org/</a>
Louisiana Schoolwide PBS	<a href="http://lapositivebehavior.com/">http://lapositivebehavior.com/</a>

NASP Resources

[http://www.nasponline.org/resources/factsheet/pbs\\_fs.aspx](http://www.nasponline.org/resources/factsheet/pbs_fs.aspx)