

POSITIVE BEHAVIOR AND INSTRUCTIONAL SUPPORT

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# TWIN PALMS HIGH SCHOOL



# PBIS HANDBOOK

# 2022-2023

*Twin Palms High School, created this handbook in consultation with Dr. Dale R. Myers and Dale R Myers & Associates, LLC, during the 2022-2023 school year. The purpose of this handbook is to guide and support Twin Palms High School as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.*

**Revised October 28, 2022**

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## PBIS INTRODUCTION

Twin Palms High School will pursue a singular vision of student success by becoming a learning organization with a strong commitment to personal and professional growth.

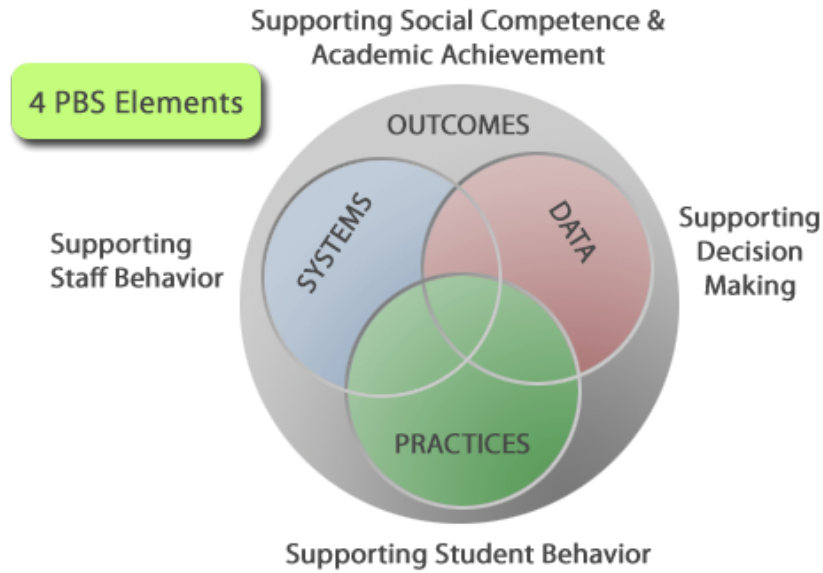
### Background Information

The goal of PBIS is to help all students acquire the social-behavioral skills and emotional intelligence and academic skills to have a fulfilling life. In order to achieve this, we are committed to create environments that are physically and emotionally safe, where teachers can teach and all students can learn.

### What is PBIS?

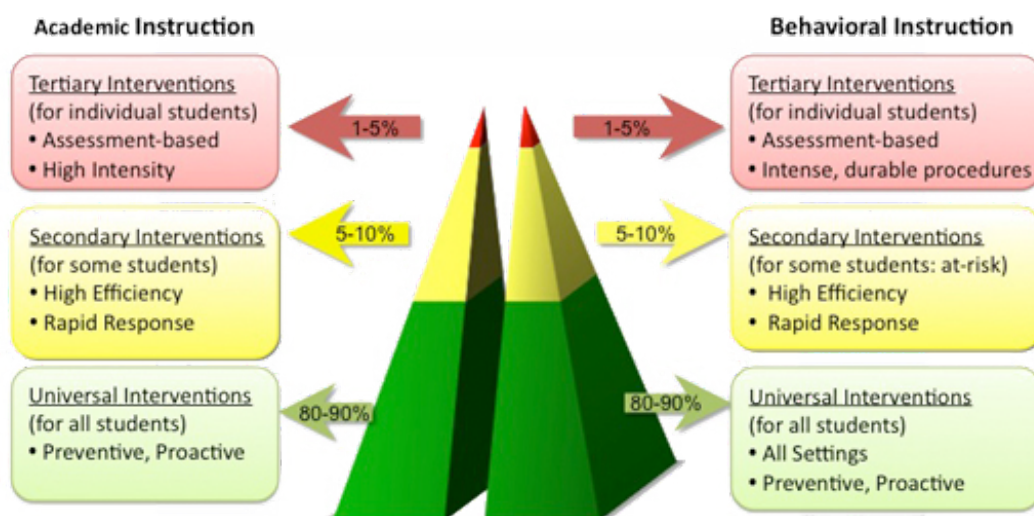
PBIS is an acronym for Positive Behavior Interventions and Support. It is a school-wide integration of:

- A systems approach for building capacity: everyone works together
- A process for capacity building: we use the process to achieve an outcome
- A continuum of behavior supports: appropriate supports for all students
- Prevention focused efforts: it is more effective to prevent than to remediate
- Instructionally focused: the best prevention, is good instruction
- Empirically sound practices: we use what has been shown to work
- Assessment information analyzed and used on a frequent basis



School-wide positive behavior intervention and supports is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. School-wide 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.

## Designing Schoolwide Systems for Student Success



### PBIS-School-Wide has 5 Critical Components

1. **Clear Expectations**
  - As defined in the rules matrix
2. **Explicitly Taught**
  - Each area in the matrix is accompanied by a lesson plan.
  - A schedule for teaching and re-teaching behaviors is used.
3. **A system for encouraging appropriate behavior**
  - Reward or recognition system, including a Reinforcement Menu for encouraging positive and appropriate behaviors.
4. **A system for discouraging inappropriate behavior**
  - A Correction Menu for how to respond to and correct Level One, Level Two, and Level Three behaviors.
5. **A data collection system**
  - Answering two important questions. Are we...
    1. Doing what we said we would do?
    2. Achieving the student outcomes we said we would achieve?
  - The data collection system analyzes data gathered from the school's Behavior Tracking Forms to monitor and adjust adult responses and school focus in responding to student behavior.

## **Dr. Dale's Big Five Ideas:**

1. All children can learn and are always learning!
  - *Children are learning all the time. If you work around children, you are a teacher.*
2. School is responsible for preparing students for life.
  - *Schools should teach important life lessons.*
3. School expectations must be explicit, and taught to all children.
4. The only way to change student behavior is to change adult behavior.
  - *We create the environments in which behaviors arise.*
5. Things aren't always as they appear!
  - *Human perception is often flawed. It is important to use data.*

## **A Year of Possibilities... What will we do with them?**

179 days of possibilities  
1,110 hours of possibilities  
66,600 minutes of possibilities  
3,996,000 seconds of possibilities

*"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives."*  
~William A. Foster (Medal of Honor Recipient)

## Section

# 1

## CLEAR EXPECTATIONS

*If you want it, teach it.  
Teach it where you want it.  
If you want to see it, look for it.  
If you see it, recognize and reward it.* - Dale R. Myers

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At Sherman County School, our school standards for behavior are:

**Be Safe**  
**Be Respectful**  
**Be Responsible**

### **Good Rules are Important because...**

- They reveal the values of the school or district.
- They provide guidelines for success. We teach students the desired behavior, rather than telling students what not to do.
- They are critical lower order social skills. They are the basic building blocks of successful relationships and communities.
- They can increase staff consistency.
- They can reduce problem behavior.
- They can increase school safety.

### **What Makes Good Rules?**

- Simple and easy to remember.
- Positively stated: What we want.
- Applicable to everyone, staff and students.
- Monitored and enforced by all.
- Consistently applied.

# Matrix of School Expectations

Our matrix serves two purposes:

1. Helps the adults “get on the same page”
2. Serves as the basis for developing school standards lesson plans  
(See next Section: Explicit Teaching and Appendix: Lesson Plans)

## School Standards for Behavior: Guidelines for Success

### Twin Palms High School PBIS Matrix

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
<b>All The Time Everywhere</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• No drugs, alcohol, vaping, smoking, tobacco, THC, marijuana, lighters or paraphernalia on campus</li> <li>• No weapons</li> <li>• No electronic devices</li> <li>• Follow all Health Safety Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite language; G-Rated, no put downs (i.e, ”please”, “thank you”, “excuse me”, “may I”)</li> <li>• Keep hands, feet and objects to self</li> <li>• If it is not yours leave it alone unless you have permission</li> <li>• Follow the dress code</li> <li>• Voice Level: Use the designated voice levelKeep hands, feet and objects to self</li> <li>• No drugs, alcohol, vaping, smoking, tobacco, THC, marijuana, lighters or paraphernalia on campus</li> <li>• No weapons</li> <li>• No electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Let someone know if there is a safety issue</li> <li>• Leave it as clean or cleaner than you found it</li> <li>• Be honest</li> <li>• Follow the dress code</li> <li>• Follow school rules and procedures, and encourage others to do the same</li> <li>• Follow staff directions the first time</li> </ul>

		<ul style="list-style-type: none"> <li>Follow all Health Safety Guidelines</li> <li>Use equipment safely</li> <li>Follow all Health Safety Guidelines</li> <li>Use with adult permission and supervision at all times</li> </ul>	
Office (1)	<ul style="list-style-type: none"> <li>Follow all Health Safety Guidelines</li> <li>Use level 1 voices</li> <li>Wait patiently when entering</li> </ul>	<ul style="list-style-type: none"> <li>Wait for secretary to call on you</li> <li>Hand notes/messages to secretary when she asks for them</li> <li>Use polite language; G-Rated, no put downs (i.e, "please", "thank you", "excuse me", "may I")</li> <li>Voice Level: 1</li> </ul>	<ul style="list-style-type: none"> <li>Stay where you are supposed to be.</li> <li>Use polite language; G-Rated, no put downs (i.e, "please", "thank you", "excuse me", "may I")</li> <li>Use Digital Hall Pass before coming and use digital Hall Pass when leaving.</li> <li>If it is not yours leave it alone unless you have permission</li> </ul>
Hallways (2)	<ul style="list-style-type: none"> <li>Walk directly to destination</li> <li>Keep your hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>When classes are in session, Be respectful of others' learning by being quiet and non distracting</li> <li>Voice Level: 2</li> </ul>	<ul style="list-style-type: none"> <li>Walk directly to destination</li> </ul>
Scorpion Den (3)	<ul style="list-style-type: none"> <li>Keep your hands, feet, and objects to yourself</li> <li>Walk at all times</li> <li>Be aware of all cords and outlets and plugs</li> </ul>	<ul style="list-style-type: none"> <li>Leave it as clean or cleaner then you found it</li> <li>If it is not yours leave it alone unless you have permission</li> <li>Use polite language; G-Rated, no put downs (i.e, "please", "thank</li> </ul>	<ul style="list-style-type: none"> <li>follow check in scanning procedure</li> <li>Wait your turn and share if others are waiting</li> <li>Keep your hands, feet, and objects to yourself</li> <li>Use polite language; G-Rated, no put</li> </ul>

		you", "excuse me", "may I") <ul style="list-style-type: none"> <li>• Voice Level: 2</li> <li>• Music Level: 2</li> </ul>	downs (i.e, "please", "thank you", "excuse me", "may I")
Quad Area (4)	<ul style="list-style-type: none"> <li>• Use sports equipment as taught so others do not potentially get injured</li> <li>• Stay in designated area</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite language; G-Rated, no put downs (i.e, "please", "thank you", "excuse me", "may I")</li> <li>• Voice level: As directed</li> </ul>	<ul style="list-style-type: none"> <li>• Leave as clean or cleaner then you found it</li> </ul>
Cafeteria (5a)	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• Follow all Health Safety Guidelines</li> <li>• Stay in designated eating areas</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite language; G-Rated, no put downs (i.e, "please", "thank you", "excuse me", "may I")</li> <li>• Keep hands, feet and objects to self</li> <li>• If it is not yours leave it alone unless you have permission</li> <li>• Take only what you will eat</li> <li>• Voice Level: 2</li> </ul>	<ul style="list-style-type: none"> <li>• Take your turn</li> <li>• Let someone know if there is a safety issue</li> <li>• Leave it as clean or cleaner then you found it</li> </ul>
Lunch Time (5b)	<ul style="list-style-type: none"> <li>• Stay in designated eating areas</li> <li>• Exit campus through outside gate</li> <li>• Re enter campus through office</li> <li>• Leave trafficways and walkways as unobstructed as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently exiting front gate (E.g. no shortcuts)</li> <li>• Use polite language; G-Rated, no put downs (i.e, "please", "thank you", "excuse me", "may I")</li> <li>• Keep hands, feet and objects to self</li> <li>• Voice Level: 4</li> </ul>	<ul style="list-style-type: none"> <li>• Have lunch pass ready to exit campus</li> <li>• Hang up backpack before exiting for lunch</li> <li>• No electronic devices</li> </ul>
Restrooms (6)	<ul style="list-style-type: none"> <li>• Leave it as clean or cleaner then you found it</li> <li>• Wash hands with soap and water</li> <li>• Put towels in garbage can</li> </ul>	<ul style="list-style-type: none"> <li>• Respect people's privacy</li> <li>• Max 2 people at a time</li> <li>• Go in, do your business, and leave immediately.</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class promptly(no loitering before or after you go)</li> <li>• Report all safety issues or property destruction to an adult</li> </ul>

	<ul style="list-style-type: none"> <li>• Use toilet, urinal and sink appropriately</li> <li>• No drugs, alcohol, vaping, smoking, tobacco, THC, marijuana, lighters or paraphernalia on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Leave it as clean or cleaner then you found it</li> <li>• Use restroom during passing periods.</li> <li>• Voice Level: 2</li> </ul>	<ul style="list-style-type: none"> <li>• Use digital Hall Pass to use restroom during class time</li> </ul>
Welcome Area (7)	<ul style="list-style-type: none"> <li>• Keep your hands, feet, and objects to yourself</li> <li>• walk at all times</li> <li>• Keep walkways clear</li> <li>• No drugs, alcohol, vaping, smoking, tobacco, THC, Marijuana lighters or paraphernalia on campus</li> <li>• No weapons</li> <li>• No electronic devices</li> <li>• Follow all Health Safety Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite language; G-Rated, no put downs (i.e, "please", "thank you", "excuse me", "may I")</li> <li>• Voice Level: 2</li> </ul>	<ul style="list-style-type: none"> <li>• Be honest</li> <li>• Follow the Dress Code</li> <li>• Turn in all prohibited items</li> </ul>
Arrival/Dismissal: Bus Riders/personal transportation (8a)	<ul style="list-style-type: none"> <li>• Stay back 12 ft from buses/cars unless loading or unloading</li> <li>• Ride only your designated bus or approved adult</li> <li>• Obey all traffic laws (stop when bus lights are flashing red and wait in your vehicle when the rear stop sign is out)</li> </ul>	<ul style="list-style-type: none"> <li>• If it is not yours leave it alone unless you have permission</li> <li>• Follow staff directions first time</li> <li>• Keep hands, feet and objects to self</li> <li>• Voice Level: 2</li> </ul>	<ul style="list-style-type: none"> <li>• Leave it as clean or cleaner then you found it</li> <li>• Let someone know if there is a safety issue</li> <li>• Have bus pass ready before boarding bus</li> </ul>
Arrival/Dismissal Drivers (8b)	<ul style="list-style-type: none"> <li>• Follow all driving laws and yield to buses</li> <li>• No loud music</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite language; G-Rated, no put downs (ex:compliment each other</li> </ul>	<ul style="list-style-type: none"> <li>• Let someone know if there is a safety issue</li> <li>• Follow staff directions first time asked</li> </ul>

		<p>positively) ex: "please," "thank you," excuse me," and "may I"</p> <ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self</li> <li>• If it is not yours leave it alone unless you have permission</li> <li>• Voice Level: 2</li> </ul>	<ul style="list-style-type: none"> <li>• Leave it as clean or cleaner than you found it</li> </ul>
Dismissal (8c)	<ul style="list-style-type: none"> <li>• Line up quietly to retrieve your phone</li> <li>• Keep your hands, feet, and objects to yourself</li> <li>• Follow all Health Safety Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Leave classroom only when dismissed by teacher</li> <li>• Leave school grounds immediately unless you have 6th period remediation</li> <li>• Voice Level: 2</li> </ul>	<ul style="list-style-type: none"> <li>• Follow safe Practices (E.g. use crosswalks, look both ways before leaving, drive safely etc.)</li> <li>• Arrive on time /leave on time</li> <li>• Put backpack on assigned hook</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>• Enter and exit quietly</li> <li>• Follow the rules and encourage others to do the same.</li> <li>• Keep hands, feet and objects to self</li> <li>• Follow all Health Safety Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Be a respectful listener:</li> <li>-Do not interrupt</li> <li>-Raise hand before speaking</li> <li>-Eye contact</li> <li>-Respond politely</li> <li>-No yelling or whistling</li> <li>-Sit quietly</li> <li>-No Side bars</li> <li>• Remove hats</li> <li>• Applaud politely</li> <li>• Voice Level: As directed</li> </ul>	<ul style="list-style-type: none"> <li>• Follow staff directions first time</li> <li>• Keep hands, feet and objects to self</li> <li>• Enter and Exit in an orderly fashion</li> <li>• Follow school rules and procedures, and encourage others to do the same</li> </ul>
Classrooms	<ul style="list-style-type: none"> <li>• <i>Each classroom will be expected to define their expectations for</i> <ul style="list-style-type: none"> <li>• <i>being safe, being respectful, and being responsible.</i></li> </ul> </li> </ul>		

## Section

# 2

## EXPLICITLY TAUGHT EXPECTATIONS

### Two main truths regarding behavior:

*If you want it, teach it.*

*You get more of what you pay attention to.*

### How do we teach social behavior?

You teach behavior the same way you teach academics.

- Create clear behavioral expectations.
- Communicate clearly to students what we want and why.
- Explicitly model desired behaviors and provide practice opportunities (Model—Lead—Test; I Do--We Do--You Do)
- Monitor student behavior.
- Provide performance feedback.

### When do we teach behavior?

- At the beginning of school year or activity before they need to perform it
- Often enough to achieve and maintain fluency
- Before times when problem behaviors tend to increase
- Ongoing throughout the year
- At teachable moments
- During subject area instruction

### Where do we teach behavior?

- Where you want the behavior performed
- Everywhere in the school
- Integrated into other academic activities

### Why do we teach behavior skills?

- Behavior skills are necessary for success in life.
- Many students arrive at school without these important skills.
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach and learn other skills.

### PBIS: Lesson Plans

Lesson plans were created for the following areas:

1. All the Time/Everywhere
2. Restrooms
3. After School Dismissal
4. Library
5. Computer Lab
6. Hallways
7. Cafeteria
8. Outside Recess

*See Appendix for Lesson Plans.*

### EXPECTATION STATIONS Schedule

	PBIS Expectations Stations - Period 2					
	1.ARR/DIS (Teacher)	2.Office (Schlehuber)	3.Restrooms (Ortiz)	4. Cafe/ Lunch (Teacher)	5. Hallway/Quad (Teacher)	6.Scorpion Den (Rubalcava)
9:25-9:30	Palafox	Pence	Tennefos	Gonzalez	Echeverria	Blansett
9:31-9:36	Blansett	Palafox	Pence	Tennefos	Gonzalez	Echeverria
9:37-9:42	Echeverria	Blansett	Palafox	Pence	Tennefos	Gonzalez
9:43-9:48	Gonzalez	Echeverria	Blansett	Palafox	Pence	Tennefos
9:49-9:54	Tennefos	Gonzalez	Echeverria	Blansett	Palafox	Pence
9:55-10:00	Pence	Tennefos	Gonzalez	Echeverria	Blansett	Palafox
					Updated 12/23/22	

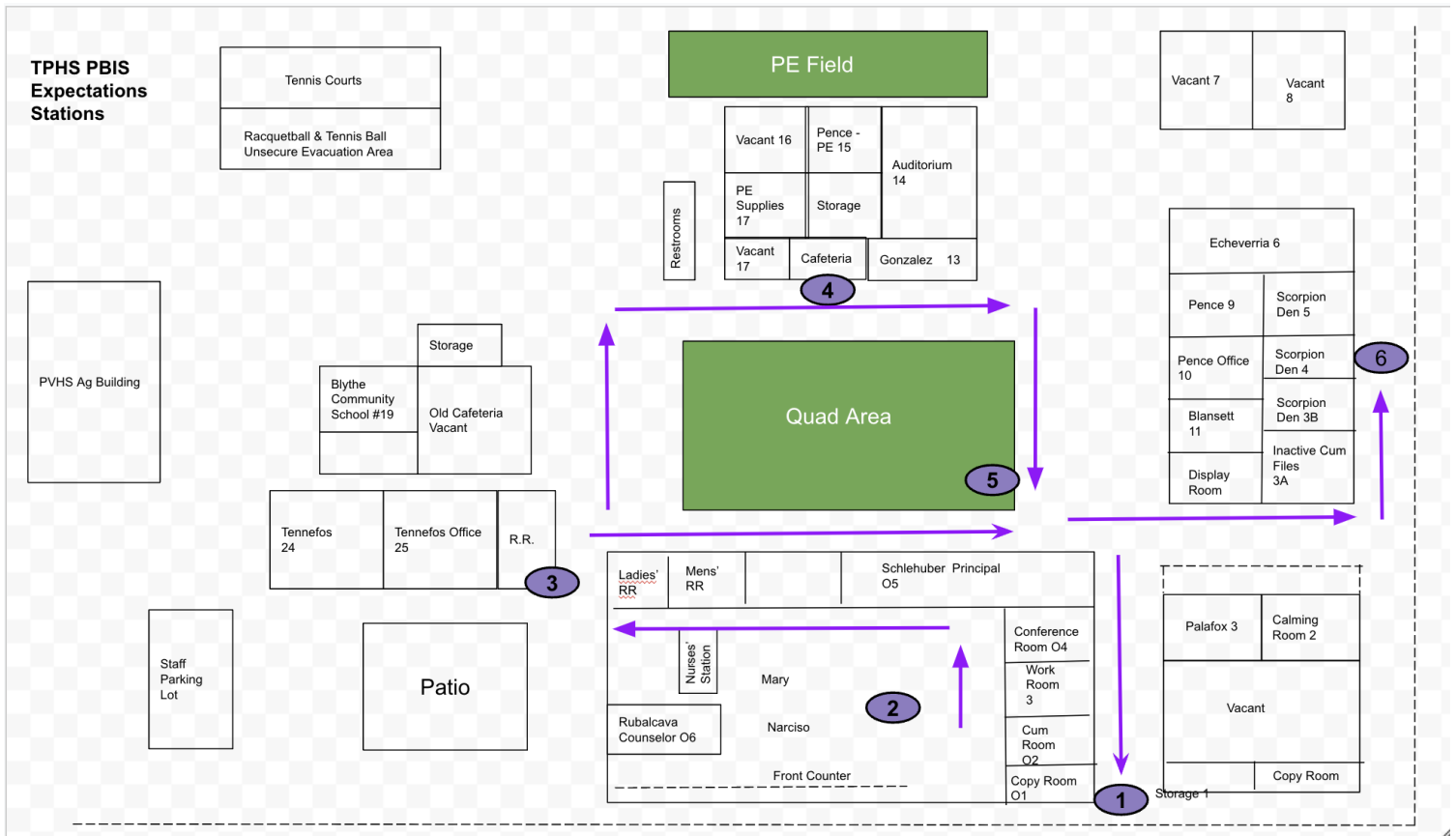
Pedroza will be the time

*Revised 10/28/2022*

	PBIS Expectations Stations - Period 4					
	1.ARR/DIS (Teacher)	2.Office (Schlehuber)	3.Restrooms (Ortiz)	4. Cafe/ Lunch (Teacher)	5. Hallway/Quad (Teacher)	6.Scorpion Den (Rubalcava)
11:10-11:15	Palafox	Pence	Tennefos	Gonzalez	Echeverria	Blansett
11:15-11:20	Blansett	Palafox	Pence	Tennefos	Gonzalez	Echeverria
11:20-11:25	Echeverria	Blansett	Palafox	Pence	Tennefos	Gonzalez
11:25-11:30	Gonzalez	Echeverria	Blansett	Palafox	Pence	Tennefos
11:30-11:35	Tennefos	Gonzalez	Echeverria	Blansett	Palafox	Pence
11:35-11:40	Pence	Tennefos	Gonzalez	Echeverria	Blansett	Palafox
					Updated 01/16/2023	



# EXPECTATION STATIONS MAP





## **VOICE LEVELS**

0 = NO TALKING. SILENCE.

1 = PARTNER TALK. WHISPER.

2 = TABLE TALK. SMALL GROUP.

3 = STRONG SPEAKER. PRESENTATION.

4 = OUTSIDE VOICE. PLAYGROUND

# 3

## SYSTEM FOR ENCOURAGING DESIRED BEHAVIOR

### Reinforcement Menu

Research by Rath & Clifton (2004) indicates that individuals who receive regular recognition and praise:

- Increase their individual productivity.
- Are more likely to stay with their organization.
- Receive higher loyalty and satisfaction.
- Have better safety records

### POSITIVE BEHAVIORS:

<b>SMALL: Expected Regularly</b>	<b>MEDIUM: Above Standard Expectations</b>	<b>LARGE: High Level of Initiative/ Accomplishment</b>
<ul style="list-style-type: none"><li>- Picks up own trash</li><li>- Participates</li><li>- Asks and answers questions</li><li>- Helpfulness</li><li>- In seat before bell</li><li>- Has supplies/ prepared</li><li>- Follows directions</li><li>- Classwork/homework done</li><li>- Anticipates transitions</li><li>- Follows class procedures</li><li>- Attends class</li><li>- Learning position:</li></ul>	<ul style="list-style-type: none"><li>- Picks up others' trash</li><li>- Helps/ tutors peers</li><li>- Admits to being wrong</li><li>- Takes steps to correct behavior</li><li>- Honest</li><li>- Shows persistence</li><li>- Shows initiative</li><li>- Seeks out help</li><li>- Comes in outside of class</li><li>- Willing and appropriate communication</li><li>- School event involvement</li></ul>	<ul style="list-style-type: none"><li>- Notify Staff of safety issues</li><li>- Willingness to participate and try new things</li><li>- Mentor new students</li><li>- Sticks up for friends</li></ul>

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### ACKNOWLEDGEMENT & REINFORCEMENT MENU:

SMALL	MEDIUM	LARGE
<ul style="list-style-type: none"> <li>- Husky Ticket</li> <li>- Smile/ "Thank You"</li> <li>- "Good Job"</li> <li>- Pat on the back</li> <li>- "I like it when you..."</li> <li>- "I noticed that you..."</li> <li>- "I really needed you to _____ and you did _____"</li> <li>- Use them as an example.</li> <li>- Put ups/ wall of fame</li> <li>- Showcase exemplary work</li> <li>- Circle/ highlight excellent work</li> </ul>	<ul style="list-style-type: none"> <li>- Husky Ticket</li> <li>- Small school supply items: stickers, pencils, bookmarks</li> <li>- Positive person cards/ tickets</li> <li>- Free homework pass</li> <li>- Preferred activity time</li> <li>- Contact parents (email/ phone)</li> <li>- Positive postcards</li> <li>- Special jobs</li> <li>- Certificate</li> <li>- Rent teacher's chair</li> <li>- Note from teacher to student for positive behavior</li> <li>- Sit in teacher's chair</li> </ul>	<ul style="list-style-type: none"> <li>- Husky Ticket</li> <li>- Student of the Quarter</li> <li>- Honorable Huskies</li> <li>- Class party/ treats</li> <li>- Field trip</li> <li>- Dance party- school</li> <li>- Campus wide event</li> <li>- Lunch with principal</li> <li>- T-shirt</li> <li>- Positive call/note home</li> <li>- Positive office referral</li> <li>- Thank you notes</li> <li>- Head of the lunch line (once per week for teachers)</li> </ul>

Refer to this Reinforcement Menu for ideas of how to recognize and reinforce all levels of **Safe, Respectful and Responsible** behavior.

# Our Reinforcement Stingers



Name:

Date:

- ☐ Be Safe
- ☐ Be Respectful
- ☐ Be Responsible

Positive Attitude Leads Me to  
Success

Teacher Signature \_\_\_\_\_

## How to use the Scorpion Stinger:

1. **Name of ticket:** Scorpion Stinger
2. **Who can give the Stinger out?**
  - Any adult who has been trained in PBIS uses reinforcements.
  - Any adult can give it to any student inside or outside of the classroom.
3. **How many are given out at one time?**
  - One Stinger at a time (**never more than 1 ticket**).
  - Staff members should hand out a minimum of 4-5 Stingers per day to different students.

#### 4. Who are they given to?

- Any student who is demonstrating any Safe, Respectful or Responsible behavior.
- **Staff will not give stingres to students who ask for them.**
- Staff will not offer to give a Scorpion Stinger if the student does a desired behavior. Stingers are always delivered after a behavior is observed, not as a lure to do an activity. For example: "If you take this to the office, I will give you a Scorpion Stinger."

#### 5. What may students do with the coupon?

Students are responsible for their own Stingers. There are two options for redeeming tickets:

- a. Weekly Drawing: Students will place Scorpion Stingers in the designated box within their classroom. Stingers will be drawn by the office staff and announced on Friday during the morning announcements. Surprise drawings may occur at any time without warning!

#### 6. What are some of the prizes?

- a. Weekly Drawings: small school supply items
- b. Monthly Drawings: three primary and upper grade students, gift cards, and school spirit items.

*\*See Appendix for Scorpion Stingers (Copy Sheet)*

### **We Reward Behaviors, Not Students!**

1. Reinforcement is a valuable tool to help students become successful in life.
2. "Scorpion Stinger" tickets reinforce the specific **Safe, Respectful, Responsible** behaviors we want to see as defined in our Standards Matrix.
3. Use scripts to help students learn our 3 concepts: Safe, Respectful and Responsible.

### **Scripts for Encouraging Desired Behavior**

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

7. Wow, great job of being ( safe/respectful/responsible) by (specific behavior).

## Section

# 4

## SYSTEM FOR DISCOURAGING UNDESIRE BEHAVIOR

### **Our Goal in PBIS**

Our goal is to use positive feedback (reinforcement and acknowledgement) when students follow the rules, and corrective feedback (re-teaching and negative consequences) when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

### **Levels of Undesired Behavior**

Student misbehavior has been categorized into three levels. This level system is designed to increase staff consistency in responding to misbehavior. The Behavior Tracking Form is for use in documenting level two and three behavior.

### **Correction Menu**

Refer to the Correction Menu for suggestions on how to respond to different levels of misbehavior. These levels are also articulated on the Behavior Tracking Form.

**Procedures for  
Violations**

**Correcting Rule**

**LEVEL ONE**

Definition	Examples	Procedures	Correction Menu
Behaviors that:  1. <u>Do not</u> require administrator involvement  <i>and</i>  2. Are not more than a minor disruption to the learning environment  <i>and</i>  4. Are not chronic (occur less than 3x per week)  <i>and</i>  5. Are low severity and low frequency	<ul style="list-style-type: none"> <li>- Passive non-compliance/not following directions</li> <li>- Crying or whining</li> <li>- Using inappropriate level of voice</li> <li>- Coming unprepared to class</li> <li>- Talk outs/chatting</li> <li>- Not paying attention in class</li> <li>- Using inappropriate language (not directed towards a person)</li> <li>- Wearing hats</li> <li>- Gum</li> </ul>	<ol style="list-style-type: none"> <li>1. Inform student of rule violated</li> <li>2. Describe expected behavior</li> <li>3. Use Small (Level 1) Corrective Menu</li> <li>4. These behaviors may be documented in the classroom, but <u>not</u> on a Behavior Tracking Form.</li> </ol>	<ul style="list-style-type: none"> <li>- Restate direction</li> <li>- Redirect to task</li> <li>- Reteach</li> <li>- Differential Reinforcement (Ignoring negative behavior while paying attention to what you want)</li> <li>- Nonverbal cue to task</li> <li>- Notice</li> <li>- Hand on shoulder</li> <li>- Proximity</li> <li>- Thank you to nearby student who is doing desired behavior</li> <li>- "The Look"</li> <li>- Clearly state choices/options</li> </ul>

**LEVEL TWO**

Definition	Examples	Procedures	Correction Menu
Behaviors that:	- Active defiance &	1. Complete Behavior	- Time-Out from

1. Are a moderate disruption to the learning environment  <i>or</i> 2. May require administrative involvement  <i>or</i> 3. Are chronic Level 1 behaviors (3+x/wk)	actively refusing to follow directions – Arguing with teacher/talking back/insubordination – Frequent talking out of turn – Inappropriate language or gestures directed at a person(s) – Academic dishonesty – Minor physical contact – Dress code – Tardy – Property misuse – Electronics violation – Mean-spirited teasing	Tracking Form when classroom interventions are not working. 2. Submit Tracking Form to office 3. Parent Contact Encouraged 4. Use Moderate (Level 2) Correction Menu	positive reinforcement – Conference with student – Reteach w/overcorrection – Problem-solving worksheet – Restate direction + mild consequences – Change seating – Modify assignment
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### LEVEL THREE

Definition	Examples	Procedures	Correction Menu
Behaviors that: 1. Pose a Danger to Themselves and/or Others.  <i>or</i> 2. Are Illegal.  <i>or</i>	– See list of <u>Definitions of Major Behaviors</u> – Possessing weapon or look-alike weapon – Drugs, alcohol, and/or tobacco – Student makes a specific and credible	1. Always complete Behavior Tracking Form 2. Contact Office Immediately 3. Student Escorted by Adult	– Send to Office – Alternative buddy class – Classroom – Detention – Suspension – Contact Law Enforcement – Conference with family – Call home

<p>3. Are a Major Disruption to the Learning Environment</p> <p><i>or</i></p> <p>4. Are Chronic Level Two Behaviors.</p>	<p>(target/method/mean ) threat to others</p> <ul style="list-style-type: none"> <li>- Making credible threats of suicide</li> <li>- Purposefully hitting a teacher or student</li> <li>- Throwing potentially dangerous objects at others</li> <li>- Self-inflicting wounds</li> <li>- Spitting or biting</li> <li>- Racial, ethnic, religious, or sexual harassment (i.e., bullying)</li> <li>- Vandalism that results in serious or permanent damage</li> <li>- Any act of fire starting or arson</li> <li>- Stealing</li> </ul>	<p>4. Referring person sends completed Behavior Tracking Form with escort.</p> <p>5. Parent Contact</p> <p>6. Administrative Options include:</p> <ul style="list-style-type: none"> <li>• SST</li> <li>• Suspension <ul style="list-style-type: none"> <li>o In school</li> <li>o Out of School</li> <li>o Off the bus</li> </ul> </li> <li>• Contact Law Enforcement</li> <li>• Detention</li> <li>• Restitution</li> </ul>	<ul style="list-style-type: none"> <li>- SST (Student Study Group- Tier 3 Intervention)</li> <li>- Reteach Groups</li> </ul>
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### **Script for Correction Cycle**

Step 1: What are the rules?

Step 2: Was your behavior safe, respectful, and responsible?

Step 3: What do you need to do?

Step 4: Are you willing to do that?

*\*See Appendix for Behavior Tracking Flowchart.*

### **Scripts for Correction**

“Thank You for Desired Behavior”

**Try this:** When a student is not meeting expectations, such as running in the hallway, the adult can say, “Thank you for walking in the hallway,” looking at the student, smiling and walk away. Stop and look back. If the student is walking, you can say or mouth “Thank you.”

**Try this:** When a student is yelling in the library, the teacher asks, “What is the correct voice level for the library?” The adult can say “Thank you for using an indoor voice.”

### **Script for Reteach**

**Try this:** A student is talking during a lesson. The adult gives a reminder of the rule, “Please show respect by paying attention to the lesson. Attention means being silent and listening.” If active ignoring is not working, then teacher can say, “I expect that all the students will show respect by giving full attention to this lesson. Attention means that students are listening and silent during the lesson. We will discuss this lesson together at a later point, if we need to. (Students name), what does giving attention to a lesson mean?” Student answers. Adult says, “Thank you, I am glad that we all understand this now.”

### **Positive Reminder (Pre-correction):**

Going to the (location) we need to remember to (expected behavior).

Example: We are going to the library. I know you will be safe, respectful and responsible.

Example: I know you will be respectful to the guest teacher tomorrow.

### **Negative Reminder (Pre-correction):**

Last time we had a problem with (problem behavior), this time we need to (expected behavior).

Example: You were not respectful last time we had a guest teacher. Today, you will be respectful to our guest speaker, showing me that you know how to be a respectful listener.

### **Scripts for Redirecting:**

1. **“What are you supposed to be doing right now?”**
  - (Student is playing with sharpener and was directed to take out a book.)
2. **“We are on page 3, please read the first paragraph out loud”**
  - (Student’s book fell on the floor and she is lost.)
3. **“Laura, please go to the board and show us how to do problem #12.”**
  - (Laura KNOWS how to work the problem. We wouldn’t ask her to go to the board if she couldn’t work the problem. She was visiting with a neighbor. The teacher is attempting to engage her again.)
4. **Stand next to student and point to where you are in the book or on the page.**
  - (It is apparent that the student is on the wrong page.)
5. **“Stop. Look at me. What should you be doing right now?”**

- (Student may have been directed once already but is still not following directions.)
- 6. **“Where are you supposed to be right now? Are you there? So what do you need to do now?”**
  - (Student is out of her seat and may be disrupting others. The teacher may be repeating an earlier direction.)
- 7. **“Please get in and stay in your SLANT.”**

## **Does Punishment Work?**

**It is only effective in the presence of the punishing agent.**

*Increased Covertness: When the adults are not present, then the students act out.*

**It requires greater resources to be effective:**

*Results in increasing severity spiral, and requires constant vigilance.*

**It may produce unintended negative consequences:**

*Damage to relationship, anger and aggression, “mean world” syndrome.*

**You get more of what you pay attention to.**

*Pay attention to desired behavior more often than undesired behavior.*

## **Schools & Risk Factors**

Research by Roy Mayer and Beth Sulzer-Azaroff (1991, 1995) indicates that schools that only use a punishment-based behavior management system have increased rates of:

- Aggression
- Tardiness
- Vandalism
- Truancy

## **WHEN ARE STUDENTS SENT TO OFFICE?**

**Students will be sent to the office when their behavior is:**

1. A Danger to themselves or others
2. Illegal and/or
3. Moderate or Major disruption to the learning environment

**Our goal is to maximize instructional time. Please keep students in the classroom and engaged in learning whenever possible.**

**Students will always be escorted to the office for Level Three Behaviors. Teacher should request an escort by (1) Calling the main office, AND (2) Sending a responsible student.**

### **WHEN ARE STUDENTS SENT TO OFFICE?**

<b>NEVER</b>	<b>SOMETIMES</b>	<b>ALWAYS</b>
<ul style="list-style-type: none"> <li>- Lack of work</li> <li>- No supplies</li> <li>- No homework</li> <li>- Blurt out</li> <li>- Cutting in line</li> <li>- Hat/hood in class</li> <li>- Bickering</li> </ul>	<ul style="list-style-type: none"> <li>- Chronic minor offenses</li> <li>- Language</li> <li>- Defiance</li> <li>- Disruption – extended</li> <li>- Lack of work (Opting Out)</li> <li>- Inappropriate clothing</li> <li>- Bullying</li> <li>- Inappropriate electronic devices use</li> <li>- Injuries</li> <li>- When class needs a break</li> <li>- Stealing</li> <li>- Chronic cheating/copy</li> <li>- Use of Cell Phones</li> </ul>	<ul style="list-style-type: none"> <li>- Loss of self-control</li> <li>- Throwing things (chairs)</li> <li>- Assault</li> <li>- Weapons</li> <li>- Drugs</li> <li>- Sexual harassment</li> <li>- Extortion</li> <li>- Vandalism of personal and school property</li> <li>- Verbal abuse of staff and students</li> <li>- Leaving campus</li> <li>- Major illness/injuries</li> <li>- Pulling fire alarm</li> <li>- Threatening (witness/reporter)</li> </ul>

### **OTHER INTERVENTIONS THAT SUPPORT APPROPRIATE BEHAVIOR**

- Build positive relationships – know names, notice
- Buddy classroom
- Greet each student and make personal/nonacademic comment
- Follow through/consistency
- Student helpers or Cross age helpers/tutors

- Positive phone calls/notes to parents
- Outside the classroom/job area social interactions
- High 5's
- Check-In / Check-Out
- Mentoring someone outside of class
- College mentors – adult /community mentors
- Peer buddy for new students
- Daily note w/happy face being tracked for a reward – principal involvement
- Empowering the student – choices – involvement in decision making
- School wide celebrations
- Etiquette
- Student work
- Including students names and cultures in lessons
- Technology
- Positive Climate Enhancers – posters, multicultural
- School pride/litter patrol
- Art project

## INTERVENTIONS THAT DO NOT WORK

Doesn't Work	Because...
<ul style="list-style-type: none"> <li>- Humiliation</li> <li>- Sarcasm</li> <li>- Promise something for good behavior</li> <li>- "Holding Pen" Suspension or Detention</li> <li>- Kicking kids out of school/class</li> <li>- Idle threats</li> <li>- Extended time out/sitting on bench</li> <li>- Rhetorical questions: "How many times do I have to tell you?"</li> <li>- Yelling vs. raised voice (which is sometimes necessary)</li> <li>- Showing teacher frustration (okay to be "real")</li> <li>- Taking rewards back</li> <li>- One size fits all rewards</li> <li>- Not delivering consequences</li> <li>- Not listening</li> <li>- Constant sitting outside classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Damages relationships</li> <li>- Don't understand until in high school</li> <li>- Bribing/paying off all the time</li> <li>- Does not teach or encourage desired behavior</li> <li>- Don't learn/doesn't change behavior</li> <li>- Follow through not good</li> <li>- They're the ones who need to run</li> <li>- No acceptable answer, it's a put down</li> <li>- Adult is not in control, raises student's receptive filter</li> <li>- Loss of control, becomes personal, doesn't model good emotional regulation during stressful events</li> <li>- Not fair, discouraging, why work for something that may get taken away?</li> <li>- May not be effective for everyone</li> <li>- Inconsistency leads kids to push limits harder</li> <li>- They don't get a chance to explain, damages relationships</li> <li>- Lack of opportunity to learn</li> </ul>

## Section

# 5

## DATA-BASED DECISION MAKING

### What is SWIS™?

The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use Behavior Tracking Form data to design school-wide and individual student interventions. The three primary elements of SWIS™ are:

- an efficient system for *gathering information*
- a web-based computer application for data entry and *report generation*
- a practical process for using information for *decision making*

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS™ reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

### WHAT GETS DOCUMENTED (SWIS Behavior Tracking Form)

NEVER	OFTEN	ALWAYS
LEVEL 1 Behaviors	LEVEL 2 Behaviors	LEVEL 3 Behaviors

### EVERY MONTH WE LOOK AT THE BIG 5 PLUS 1

1. Average Referrals per day per month
2. Referrals by Problem Behavior Report
3. Referrals by Location Report
4. Referrals by Time Report

5. Referrals by Student Report
6. Referrals by Grade Level

*\*See Appendix for BUSD Behavior Tracking Form*

## **APPENDIX**

### **Lesson Plans**

### **Expectation Stations: Map and Schedule**

### **Responding to Behavior Flowchart**

### **Behavior Tracking Flowchart**

### **Behavior Tracking Form**

### **Buddy Classroom Protocol**

### **Problem-Solving Worksheet**

### **SWIS Referral Definitions**

### **PBIS Posters**

### **Positive Stinger (Copy Sheet)**