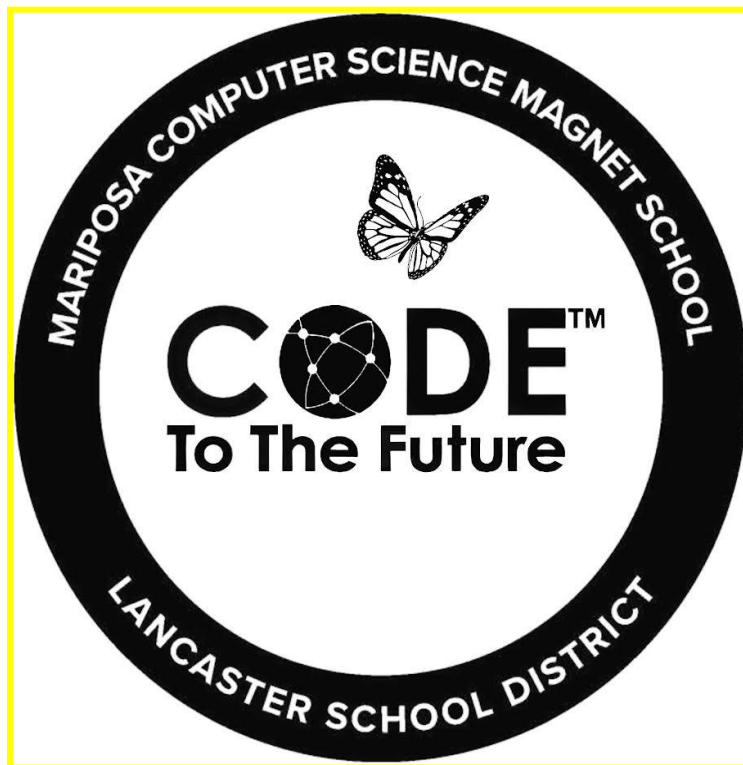


2022-2023



Mariposa PBIS Staff Handbook



Mariposa PBIS

Dear **Mariposa** Teachers, Staff, and Community,

The PBIS Team is pleased to present you with the PBIS Staff Handbook. The purpose of this handbook is to provide you with the tools to implement the framework our PBIS Team has developed with the goal of creating a school-wide system to help our students learn the skills they need to succeed socially, emotionally, and behaviorally.

Implementing PBIS in our classrooms will require our efforts, but the result will be a school that is more positive, more consistent, and more supportive.

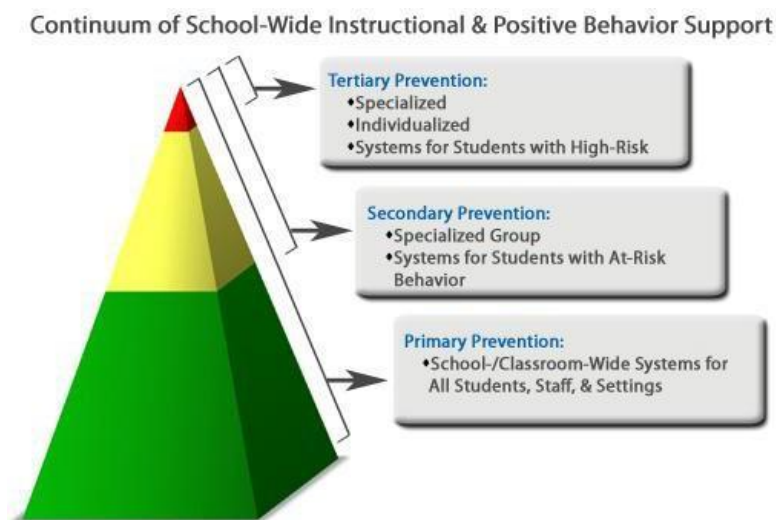
Sincerely,

The PBIS Team

What is PBIS?

PBIS (Positive Behavioral Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individual behavior planning.

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).



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

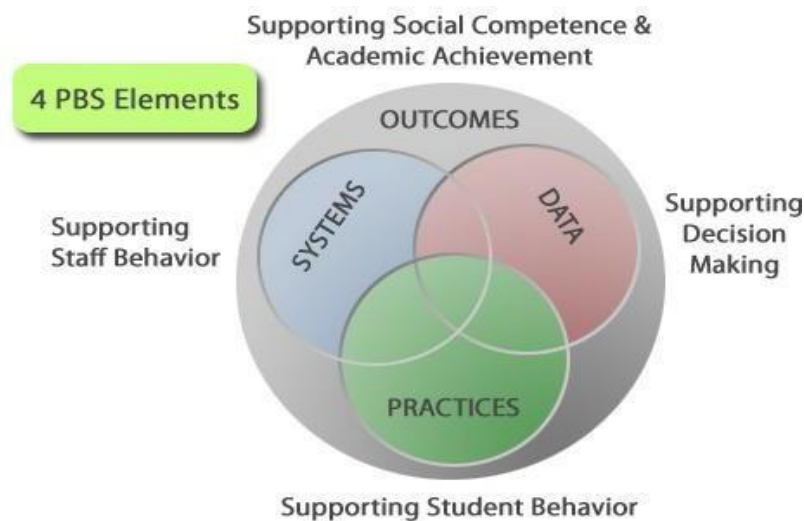
Frequently, the question is asked, “Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?” In the infamous words of a TV personality, “How is it working out for you?”

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, offices referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when 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 rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of

school-wide PBIS is 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 PBS 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?

- All staff need to recognize and acknowledge children who are following the school-wide expectations.
- All staff need to be ready to give out **Monarch Money** to students in the classroom and throughout the building.
- All staff need to know the Behavior 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.
- Teaching staff need to include the “Cool Tools” in their lesson plans as indicated on the Expectation Schedule and as needed (for whole group or individuals).
- All staff need to CELEBRATE successes as much as possible!

Mariposa & PBIS – A Positive Partnership

Positive Behavioral Interventions and Supports, also known as PBIS, is a systems approach to preventing and responding to school and classroom discipline concerns. PBIS develops school-wide systems that support staff to teach and promote positive behavior in all students. PBIS develops school-wide systems that support staff to teach and promote positive behavior in all students. By reducing behavioral problems, PBIS creates and maintains safe learning environments where teachers can teach and students can learn.

PBIS has been adopted by **Mariposa**. It is designed to teach and model positive ways to behave during the school day. Children are taught a variety of lessons such as hallway behavior and classroom behavior. Consistent language throughout the school is an integral part of the plan.

Mariposa students work daily to follow the **RULE MATRIX** at school: **R-respect each other, U-understand we are here to learn, L-lead by example, E- everybody is safe**. In turn, they are recognized for positive behavior and appropriate behavioral decisions. **Mariposa** PBIS Team has devised a plan for recognizing students. Student behavior is regularly reinforced with **Monarch money**. These serve as “money” for students to redeem for tangible or intangible prizes from our Monarch Market. We look forward to having you join our partnership.

Team Information

Mariposa PBIS Mission Statement:

Positive Behavior Intervention System

- We teach and model expected behaviors.
- We correct negative behavior, and we give the student the opportunity to correct it.

- We reward students, who RULE the school, by following this system at Mariposa:
 - **R**espect
 - **U**nderstand we are here to learn
 - **L**ead by example
 - **E**verybody is safe
- Look for a matrix in all areas of the school for expected behaviors.

Mariposa PBIS Team:

- Carrie Ramirez - Coach
- Eric Gold – Admin in charge of PBIS
- Shirleen Armstrong - Assistant Principal
- Angela Medina - Counselor
- Rosalinda Sparks – Psych
- Lisa Etherington - Family Ambassador
- Natalia Ciriza - 6th Grade Teacher
- Kym Hickman - Instructional Coach
- Tammra Freistadt - 5th Grade Teacher
- Val Foote - 4th Grade Teacher
- Laura Emery-Gonzales - 1st Grade Teacher
- Ghada Moreno - UTK Teacher
- Recco Smith - MTSS Para-Educator

2022-2023 Expectations Teaching Schedule

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

August 10, 2022

- Review school-wide and classroom expectations and schedule with staff

August 15-25, 2022

- PBIS Kick-Off Assembly (Principal to Schedule)
- Teach school-wide and classroom behavioral expectations as many times as possible.

September 2022 through November 2022

- Teach school-wide and classroom behavior expectations 3-5 times per week.

December 2022 through March 2023

- PBIS Booster Assembly (Must be completed between January 9 and January 20, 2023)
- Teach school-wide and classroom behavior expectations weekly.

April 2023 through June 2023

- Teach school-wide and classroom behavior expectations as needed.

Review/ Reteach School-wide and Classroom Behavior Expectations:

- November 28, 2022 (After Thanksgiving Break)
- January 9, 2023 (After Winter Break)
- March 27, 2023 (After Spring Break)

PBIS Kick-off/Launch/Booster Information

Review expectations and rules for classroom routines and procedures

- Review or make new social contract
- Reminders for next routine or procedure before transitioning (pre-correct)
- Discuss school-wide rewards for appropriate behaviors and consequences for inappropriate behavior
- Review matrix
- Review the PBIS “Let’s work it out” strategy poster to encourage students to solve problems with each other.
- Kelso’s Choices
- SEL weekly lessons

PBIS Spirit Week

Tuesday, TBA **date** – Friday , TBA **date**

To show our effort that we will RULE Mariposa we will celebrate with a spirit week.

Tuesday – Hero Day: You’re a Hero if you follow school rules. Dress in hero attire

Wednesday – Crazy Socks: Sock it to bad behavior. Wear crazy or mismatched socks

Thursday – Sports Gear: Team up against put downs. Wear sports gear, hat, or shirt

Friday – School Pride: Mariposa Monarch Pride. Dress in yellow and black. Followed by kick off assembly

Behavioral Support System

Tier 1:

Tier 1 provides high quality behavioral instruction and supports for all students. More than 80% of students will be successful in this tier. Classroom management and individual student behavior is based on expectations, responsibility, and proactive feedback. Oftentimes, academic deficits will lead to behavioral challenges.

If a student fails to learn at a level/rate similar to his/her classmates, the teacher will:

- Change the type of instructional or behavioral strategy (intervention)
- Increase the intensity or level of the intervention (for example, adding small group instruction to whole group instruction).
- Increase the duration of the intervention (for example, increase small group instruction from 15 to 30 minutes).
- Increase the frequency of the intervention (for example, from twice per week to four times per week).

Once several interventions have been unsuccessful, and the student is not responding adequately, the student will be referred to the Tier 2 to discuss further interventions.

Tier 2:

Check In/ Check Out (CICO)

Students may be referred to CICO by either acquiring **3# majors or # 6 overall** Discipline referrals within a 30-day period of time, or by teacher request. The student will be assigned to an adult greeter to follow the CICO procedures with a daily goal of 80%. Progress will be monitored for at least 6-8 weeks. If there are no improvements within 2-4 weeks, the team will re-evaluate. After students are meeting their goal on average for about 4 weeks, the interactions will be reduced and will begin to fade. This

means the student will complete their CICO form in pencil independently and the teacher will also complete using a pen. If scores agree and student is maintaining their goal, they will graduate from the program.

How is CICO implemented? * See Resources for CICO forms

- A student checks in with a specific adult at the start of the school day.
- The adult gives the student a point sheet that has the specific goals/expectations the student is working on.
- The adult speaks briefly with the student in a positive manner, to encourage them and remind them what they need to focus on to meet the goal.
- The student goes through their day with the point sheet having the teacher check how well they did during that time period.
- At the end of the day, the student checks out with the same adult they checked in with. The adult briefly talks with the student, asking them how they feel they did, what they did well on, and what they need to work on.
- A copy or score should be returned to **Susan Dorst (Campus Supervisor) or Angelia Medina (Counselor)** for monitoring progress.
- The student then takes their point sheet home to show and discuss it with their parent to be signed and returned if need be.
- The daily goals may be used along with a reward system where the student receives an incentive for meeting their goal.

Social Skills Groups

When CICO isn't working, students may be referred to Social Skills groups. These groups will meet weekly and will focus on re-teaching and practicing specific appropriate behaviors. Students will be placed in groups with same age peers and participate for 9 weeks. Behaviors will be observed to monitor progress. If after 4 weeks, the student is not responding to Tier 2 interventions, a more intensive or additional intervention and/or consult referral may be considered.

Tier 1

Support

Tickets, Super Tickets, Market, PBIS Rewards, CKH, Kelso's Choice, Conflict Resolution Classes, Second Step lessons SEL, Monarch of Month, Matrix, Direct Instruction of Expectations, Classroom behavior management systems

Responsible Parties

Teacher and Full Staff

Tier 2

Support

Informal: 2x10's

Formal: CiCO, Social Skills Groups, Targeted Second Step lessons (to class or individual)

Responsible Parties

Teachers, Counselor, Mentors, CICO Coordinator

Monitoring system

DPR's, Weekly Tracking Form, **Small Group Progress Monitoring Forms, CICO Progress Review (Request for Assistance)**

Tier 3

Support

Functional Behavior Assessment,
Behavior Intervention Form

Responsible Parties

Psychologist, Counselor, Tier 3 Team,
Teacher

Monitoring system

ABC

System to change Tiers

If BIP goals are successful: fade
to to Tier 2.

“Cool Tool” Teaching Tools

Helpful Tools for Teaching the Expectations of **Monarchs RULE:**

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 children’s input: Use children’s 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 System

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.

Scripts for Encouraging Desired Behavior – Common Language

- **R**espect
 - **U**nderstand we are here to learn
 - **L**ead by example
 - **E**verybody is safe
1. Thank you for _____ (specific behavior). It shows that you have been

_____RULE-ing Mariposa.

2. Thank you for _____(specific behavior). That's a great example of RULE-ing Mariposa.
3. I really appreciate how you_____. That's a wonderful example of being _____ and RULE-ing Mariposa.
4. By being _____(specific behavior) in the library/hallway/classroom, you show a good example of being _____ and RULE-ing Mariposa.
5. Thank you, _____(name of student) for _____ (specific behavior). That's showing _____and RULE-ing Mariposa.
6. Thank you, _____(name) for _____ (specific behavior). You're showing a good example of being _____ and RULE-ing Mariposa.

Acknowledgment System

Level 1 Acknowledgement: (Teacher and Team Led)

This acknowledgement is based on students earning **Monarch Money** for demonstrating school-wide expectations. All staff will carry with them and hand out to students who are following the expected behaviors. A student may not ask for **Monarch Money**. During the first two weeks of school, teachers will be expected to teach expectations daily and recognize frequently by handing out and giving **Monarch Money**, verbal praise, stating exactly what the student is doing correctly. We will continue this practice throughout the year.

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.

Level 2 Acknowledgement: (Team Led)

Each quarter, students with **0** discipline referrals will be recognized with an additional acknowledgment (i.e. donuts, award, field day).

Level 3 Acknowledgement: (Team Led)

Staff will hold all-school celebrations **monthly** throughout the year to recognize the hard work of all students. All school celebration activities could be things such as special dress days, fancy lunch, extra recess, popcorn party, etc.

System for Discouraging Undesired Behaviors

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 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?

Correction Guidelines

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

CORRECTION TECHNIQUE	HOW TO USE IT
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 or behavioral 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

**Mariposa Elementary
Behavior Flow Chart**

Observe Problem Behavior



Is the behavior a
Teacher/Staff Managed
Or Office/Admin Managed?

Teacher/Staff Managed Behaviors	Teacher/Staff Office/Admin Office/Admin Managed Behaviors
Prevention: Positive Recognition Always acknowledge students who are following rules within the matrix consistently	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Minor: teacher/staff can handle with steps intervention/consequence 1-3 </div> <div style="width: 45%;"> Major: office/admin can handle </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> Intervention step 1: Call to notify office of major infraction, student to be met in classroom or sent to office. Write ODR major, document in powerschool. </div> <div style="width: 45%;"></div> </div>
Intervention/consequence Step 1: Verbal warning and re-teach Appropriate behavior to meet RULE expectation. "Document in powerschool and write ODR minor	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Defiance -Saying "no, no, no" -Not doing work -Running away -Not listening </div> <div style="width: 45%;"> Defiance -sustained defiance 15 minutes or more -leaving classroom w/o permission </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> Intervention step 2: Admin to conference with student: Review reflection/reteach/rehearse behavior </div> <div style="width: 45%;"></div> </div>

Intervention/consequence Step 2: Re-teach and Think Sheet Reflection . 1. Discuss behavior 1 to 1. 2. Review RULE expectations. "Document in powerschool and write ODR minor.	Disrespect -Talking back -Making faces -Body gestures	Disrespect/bullying -verbal threats of aggression -harassment of any kind	Intervention step 3: Admin determines and assigns consequences according to policy.
Intervention/consequence Step 3: Written behavior expectation compact. 1. Review RULE expectations. 2. Have student write Think Sheet Reflection . 3. Contact home. "Document in powerschool and write ODR minor. Intervention/consequence Step 4: ODR major. Call office/send student with completed ODR Major.	Disruption -Talking/screaming -Throwing an object -Pounding their fist -Purposely dropping objects -Having a tantrum Stealing -petty theft (Little to no value)	Disruption/Threats -sustained interruption 15 minutes Stealing Major -major theft (Items of high value)	Incident entered into SWIS If behavior continues and interventions are not modifying behaviors, refer to PBIS team for CICO (nomination form in lounge). Student must have SST level 1 complete and 3 major ODR's for same offense. Must be approved by PBIS team to start CICO.
	Inappropriate Language -cursing to self -name calling -using unkind words	Abusive Language -hateful/racist comments -repeated name calling -cussing to someone	

	<table> <tr> <td>Physical Contact</td><td>Physical contact with intent to</td></tr> <tr> <td>-hitting/pushing</td><td>harm</td></tr> <tr> <td>-pinching</td><td>-biting</td></tr> <tr> <td>-tripping/kicking</td><td>-hitting/pushing</td></tr> <tr> <td></td><td>-pinching</td></tr> </table>	Physical Contact	Physical contact with intent to	-hitting/pushing	harm	-pinching	-biting	-tripping/kicking	-hitting/pushing		-pinching
Physical Contact	Physical contact with intent to										
-hitting/pushing	harm										
-pinching	-biting										
-tripping/kicking	-hitting/pushing										
	-pinching										

	-tripping/kicking
Property Misuse	Property misuse and
-throwing object	vandalism
-dropping an object	-of personal or school
-braking object	property of high value
Technology Violation	Technology Violation
-use of cell phone or	-cyber bullying
tablet/computer w/o	-inappropriate image or
permission	website

Please Note:

-Teachers are encouraged to use preventative strategies to prevent negative student behavior.

-Take concrete action to correct behavior (i.e. review matrix, expected behaviors, RULE: respect each other, understand we're here to learn, lead by example, everybody is safe), removal from activity, seat change, loss of recess, etc.)

Think Sheet Reflection For Students

Mariposa

Name: _____ Date: _____

1. What was my behavior?

2. What were the reasons for my behavior?

3. What is my plan to improve my behavior?

4. Do I need to apologize to anyone? If so, why?

Student sign _____

Parent sign _____

Teacher/Admin sign_____

Data Collection

When student behavior is unsafe or noncompliant after being redirected, staff will document the behavior. Keep in mind the developmental age of the student. This can be done by completing an office discipline referral form. You may refer to the behavior definitions in the resource section to assist in completing this form, if necessary. This data is compiled frequently and used to locate areas in need of re-teaching, as well as students in need of more intensive interventions. Please refer to the flow chart in the resource section for more information on providing consistency when correcting and documenting behaviors.





Resources: Behavior Matrix



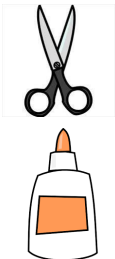



Mariposa's School-wide PBIS Matrix

	Playground	Restrooms	Hallways	Cafeteria	Assemblies
R espect others	<ul style="list-style-type: none"> ▪Let everybody play. ▪Take turns. ▪Share equipment with others. ▪Help others understand the rules. 	<ul style="list-style-type: none"> ▪Flush toilet after use. ▪Leave when finished. ▪Keep to yourself. ▪Wait your turn. 	<ul style="list-style-type: none"> ▪Use a quiet voice. ▪Hold all sports equipment. 	<ul style="list-style-type: none"> ▪Keep your area clean. ▪Wait in line patiently. ▪Throw away all your trash. ▪Stay in your own space. ▪Eat only YOUR own food. ▪Use your quiet voice. 	<ul style="list-style-type: none"> ▪Listen and watch attentively. ▪Keep hands and feet to yourself. ▪Remain seated. ▪Be silent.
U nderstand we are here to learn	<ul style="list-style-type: none"> ▪Teach others how to play. ▪Follow the rules of the game you're playing. 	<ul style="list-style-type: none"> ▪Use the restroom. ▪Wash your hands. 	<ul style="list-style-type: none"> ▪Walk directly to your destination. 	<ul style="list-style-type: none"> ▪Keep food and drink in the cafeteria. 	<ul style="list-style-type: none"> ▪Follow the instructions given. ▪Focus on the speaker.
L ead by example	<ul style="list-style-type: none"> ▪Be positive and encouraging: Say "Nice Try" and "Good Job." ▪Have fun!! ▪Line up when recess is over. 	<ul style="list-style-type: none"> ▪Flush toilet after use. ▪Leave when finished. ▪Keep to yourself. ▪Wait your turn. 	<ul style="list-style-type: none"> ▪Stand behind the person in front of you. ▪Use a quiet voice. ▪If you see trash, pick it up and throw it away. 	<ul style="list-style-type: none"> ▪Throw all trash away. ▪Keep your area clean. ▪Clean up your area before asking to be dismissed. 	<ul style="list-style-type: none"> ▪Listen and watch attentively. ▪Keep hands and feet to yourself. ▪Remain seated. ▪Be silent. ▪Participate if asked.
E verybody is SAFE	<ul style="list-style-type: none"> ▪Keep hands and feet to self. ▪Play in your area. ▪Walk to go line up. 	<ul style="list-style-type: none"> ▪Keep hands and feet to yourself. ▪Wait your turn. 	<ul style="list-style-type: none"> ▪Walk in a straight line. ▪Keep hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> ▪Keep hands, feet, and objects to yourself. ▪Wait in line patiently. ▪Walk in the cafeteria. ▪Wait to be dismissed. 	<ul style="list-style-type: none"> ▪Keep hands, feet, and objects to yourself. ▪Remain seated. ▪Walk patiently to and from assembly.









			▪Look straight ahead.		
--	--	--	-----------------------------	--	--


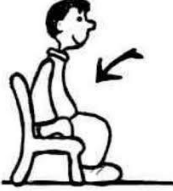

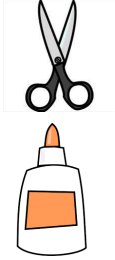


We RULE in Kindergarten!

	Entering	Large Group Lessons	Small Group Work	Working on My Own	Transitions	Leaving the Room
<u>R</u>espect Others	<ul style="list-style-type: none"> - Walk respectfully. - Use manners. 	<ul style="list-style-type: none"> -Respect our classroom and materials. -Listen attentively. -Keep your eyes on the teacher. 	<ul style="list-style-type: none"> - Respect our classroom and materials. -Listen attentively. -Keep your eyes on the teacher. -Use inside voices. 	<ul style="list-style-type: none"> -Respect our classroom and materials. -Share. -Take turns. -Allow others to learn. 	<ul style="list-style-type: none"> -Respect our classroom and materials. -Clean up your area. -Walk respectfully. 	<ul style="list-style-type: none"> - Walk respectfully. 
<u>U</u>nderstand and we're here to learn	<ul style="list-style-type: none"> -Follow your teacher's directions. 	<ul style="list-style-type: none"> - Use your own brain. -Follow directions. -Participate. -Try your best. 	<ul style="list-style-type: none"> - Use your own brain. -Follow directions. -Participate. -Try your best. 	<ul style="list-style-type: none"> -Finish your work on time. -Know what you are supposed to do. -Ask for help when you need it. 	<ul style="list-style-type: none"> - Take care of the task at hand. -Show the teacher you are ready for what's next. 	<ul style="list-style-type: none"> -Make sure you have your homework. -Leave your work area organized.
<u>L</u>ead by example	<ul style="list-style-type: none"> -Accept responsibility. - Manage your body. 	<ul style="list-style-type: none"> - Raise your hand. -Be ready to listen and learn. 	<ul style="list-style-type: none"> - Raise your hand. -Be ready to listen and learn. 	<ul style="list-style-type: none"> - Stay in your area. -Raise your hand. 	<ul style="list-style-type: none"> - Clean your area. -Manage your body. 	<ul style="list-style-type: none"> -Manage your body.


<u>E</u>verybody is safe	-Keep your hands and feet to yourself. 	-Use materials appropriately. -Sit properly. 	-Use materials appropriately. -Sit properly. 	-Use materials appropriately. -Sit properly. 	- Keep your hands and feet to yourself. 	- Keep your hands and feet to yourself. 
---------------------------------	---	--	--	--	--	--

We RULE in First Grade!

	Enterin g	Large Group Lessons	Small Group Work	Workin g on My Own	Transitio ns	Leavin the Room
<u>R</u>espect Others	 - Walk in quietly.	 -Listen politely. -Show compassion for others.	 -Use quiet voices. -Listen to other's points of view.	Use appropriate words and language.	 -Walk quietly.	 - Walk out quietly.
<u>U</u>nderstand we're here to learn	-Be prepared to learn. 	- Use your own brain. -Follow directions. -Participate. -Try your best. -Focus attention.	- Be an active learner.  -Focus attention.	-Make good choices. -Be assertive. -Use self talk. -Focus attention.	- Take care of the task at hand. -Show the teacher you are ready for what's next.	-Make sure you have your homework. -Leave your work area organized.
<u>L</u>ead by example	-Make good choices.	- Raise your hand. -Be ready to listen and learn.	- Be a problem solver. -Use problem solving steps.	- Stay in your area. -Raise your hand. -Use problem solving steps.	- Clean your area. -Manage your body.	-Manage your body.


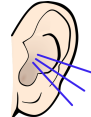

					-Use problem solving steps.	
<u>E</u>verybody is safe	-Keep your hands and feet to yourself. 	-Use materials appropriately. -Sit properly. 	-Work well with others. 	-Use materials appropriately. -Sit properly. 	- Keep your hands and feet to yourself. 	- Keep your hands and feet to yourself. 



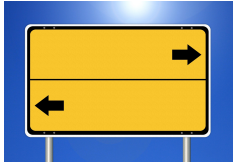


We RULE in Second Grade!

	Entering	Large Group Lessons	Small Group Work	Working on My Own	Transitions	Leaving the Room
<u>R</u>espect Others	- Enter in an orderly manner. -Put personal items away quickly. -Give personal space.	-Follow class signal . -Raise hand and wait to be called on.	- Stay in your spot. -Show empathy. - Use quiet voices. -Listen to other points of view.	-Let others do their work. -Stay in your assigned area.	- Let others do what they are supposed to do.	- Wait for your turn at the mailbox. -Give others time to move out of your way.
<u>U</u>nderstand we're here to learn	-Be ready to listen and learn. -Get materials ready quickly. -Take out homework.	- Be serious. -Participate. -Keep transitions short. - Ignore distractions	- Everyone participates. -Get to your group quickly. -Bring all needed materials.	-Finish your work on time. -Know what you are supposed to do.	- Take care of the task at hand. -Show your teacher you are ready for what's next.	-Make sure you have your homework. -Leave your work area organized.


			-Focus on your group's work.	-Ask for help when you need it.		
Lead by example	<ul style="list-style-type: none"> -Follow directions the 1st time. -Go to your seat quickly and quietly. -Show you are ready. 	<ul style="list-style-type: none"> - Take turns in conversations . - Manage your material neatly. 	<ul style="list-style-type: none"> - Be ready. - Follow group directions the 1st time you are asked. 	<ul style="list-style-type: none"> - Do your work on your own. -Have your pencil box with you. 	<ul style="list-style-type: none"> - Be quick. - Be quiet. - Be ready. 	<ul style="list-style-type: none"> -Clean your desk and the floor - Stand in line facing forward with your hands at your sides.
Everybody is safe	<ul style="list-style-type: none"> -Walk. -Keep personal items off the floor. -Say "excuse me" and wait for others to move. 	<ul style="list-style-type: none"> -Keep all 4 chair legs on the floor. -Keep two feet on the floor. -Give everyone personal space. 	<ul style="list-style-type: none"> - Walk to your group. - Stay in your area. 	<ul style="list-style-type: none"> - Keep hands, feet and materials to yourself. 	<ul style="list-style-type: none"> - Control your body and you voice. 	<ul style="list-style-type: none"> - Walk to the end of the line. - Keep your backpack on -Give personal space

Getting ready for 3rd grade!

	Entering	In Class	On My Own	Leaving the Room
Respect Others	<ul style="list-style-type: none"> -Let others get what they need. 	Use your eyes, ears, and brain.	<ul style="list-style-type: none"> - Ignore distractions. - Listen. 	<ul style="list-style-type: none"> -Line up quietly in number order. 


				
U nderstand and we're here to learn	-Go directly to your seat. -Take out materials.	Stay on task. 	-Be assertive. - Be a problem solver.	- Get what you need.
L ead by example	Follow directions 	Be a problem solver!	-Use self-talk. -Use time wisely. 	Listen for instructions. 
E verybody is safe	Enter one at a time.	Sit properly.	-Show empathy and compassion.	Face forward.

Fourth Grade RULES the Room

	Entering The Room	Large Group Instruction	Small Group Instruction/ Activity	Independent Work Time	Transitions	Leaving the Room
---	-------------------------	-------------------------------	--	--------------------------	-------------	------------------------


<u>R</u>espect Others	<ul style="list-style-type: none"> - Enter quietly one at a time. 	<ul style="list-style-type: none"> -Actively listen to the speaker. -Wait for permission to speak. 	<ul style="list-style-type: none"> - One person speaks at a time. -Use a quiet voice. -Share materials. -Show empathy. -Listen to other points of view. 	<ul style="list-style-type: none"> -Stay focused. -Work quietly. -Raise your hand for help. 	<ul style="list-style-type: none"> - Follow directions quietly and in a timely fashion. 	<ul style="list-style-type: none"> - Clean up your space. -Respect the personal space of others. -Leave silently one at a time.
<u>U</u>nderstand we're here to learn	<ul style="list-style-type: none"> -Go straight to your assigned area. -Get materials ready. 	<ul style="list-style-type: none"> - SLANT 	<ul style="list-style-type: none"> - Complete tasks together. -Resolve peer conflicts with problem solving steps. -Come prepared. 	<ul style="list-style-type: none"> -Follow directions. -Ask for help if you need it. -Complete your assignments. 	<ul style="list-style-type: none"> - Be prepared with materials needed. -Put unneeded materials away. 	<ul style="list-style-type: none"> -Line up safely and quietly.
<u>L</u>ead by example	<ul style="list-style-type: none"> -Get where you need to be. -Focus attention. -Show you're ready to learn. 	<ul style="list-style-type: none"> - Stay on task. -Actively participate. 	<ul style="list-style-type: none"> - Stay on task. -Work together. -Have productive conversations. 	<ul style="list-style-type: none"> - Stay on task. -Be a problem solver. -Try to find solutions independently. 	<ul style="list-style-type: none"> - Follow directions safely, quietly, and in a timely manner. -Be assertive to avoid distractions. 	<ul style="list-style-type: none"> -Line up safely, quietly, and in your spot.
<u>E</u>verybody is safe	<ul style="list-style-type: none"> -Walk in one at a time. -Respect the personal space of others. 	<ul style="list-style-type: none"> -Respect the personal space of others. -Stay in your assigned area. 	<ul style="list-style-type: none"> - Stay with your group. -Sit properly. -Use materials properly. 	<ul style="list-style-type: none"> -Stay in your assigned area. -Keep hands, feet and materials to yourself. 	<ul style="list-style-type: none"> - Keep the floor clean. -Walk. -Respect the personal space of others. 	<ul style="list-style-type: none"> - Walk. -Face forward. -Stay in line.

Fifth Grade RULEs the Room

	Enterin g The Room	Large Group Instructi on	Small Group Instructio n/ Activity	Independ ent Work Time	Transitio ns	Leavin g the Room
<u>R</u>espect Others	<ul style="list-style-type: none"> - Enter silently one at a time. - Use self talk. - Practice belly breathing to calm down. 	<ul style="list-style-type: none"> - Actively listen to the speaker. - Wait for permission to speak. - Focus attention. - Respect the speaker. 	<ul style="list-style-type: none"> - One person speaks at a time. - Use a quiet voice. - Share materials. - Be assertive. 	<ul style="list-style-type: none"> - Stay focused. - Work quietly. - Raise your hand for help. 	<ul style="list-style-type: none"> - Follow directions quietly and in a timely fashion. 	<ul style="list-style-type: none"> - Clean up your space. - Respect the personal space of others. - Leave silently one at a time.
<u>U</u>ndersta nd we're here to learn	<ul style="list-style-type: none"> - Go straight to your assigned area. 	<ul style="list-style-type: none"> - SLANT - Follow the zero noise signal. - Listen with attention to details. 	<ul style="list-style-type: none"> - Complete tasks together. - Resolve peer conflicts with calm words. - Accept differences. 	<ul style="list-style-type: none"> - Follow directions. - Ask for help if you need it. - Complete your assignments. - Use problem solving steps. 	<ul style="list-style-type: none"> - Be prepared with materials needed. - Put unneeded materials away. 	<ul style="list-style-type: none"> - Line up safely and quietly.
<u>L</u>ead by example	<ul style="list-style-type: none"> - Get where you need to be. - Show you're ready to learn. - Focus attention 	<ul style="list-style-type: none"> - Stay on task. - Actively participate. - Respond with compassion. 	<ul style="list-style-type: none"> - Stay on task. - Work together. - Have productive conversations. - Listen to other 	<ul style="list-style-type: none"> - Stay on task. - Be a problem solver. 	<ul style="list-style-type: none"> - Follow directions safely, quietly, and in a timely manner. 	<ul style="list-style-type: none"> - Line up safely, quietly, and in your spot.





			perspectives			
Everybody is safe	-Walk in one at a time. -Respect the personal space of others.	-Respect the personal space of others. -Stay in your assigned area.	- Stay with your group. -Sit properly. -Use materials properly.	-Stay in your assigned area. -Keep hands, feet and materials to yourself.	- Keep the floor clean. -Walk. -Respect the personal space of others.	- Walk . -Face forward. -Stay in line

Sixth Grade RULEs the Room

	Entering and Exiting	Small and Large Group Instruction	Independent Work Time	Transitions
<u>R</u>espect Others	- Respect the personal space of others.	-Listen to the speaker. -Speak at an appropriate volume. -Resolve conflicts with calm and assertive words.	-Stay focused. -Work quietly. -Ask for help if you need it.	- Follow directions quickly and quietly.
<u>U</u>nderstand we're here to learn	-Go straight to your assigned area.	-Participate. -Follow the class signals. -Be prepared with necessary materials. -Ask questions.	-Follow directions. -Complete your assignments.	- Be prepared with materials needed. -Put unneeded materials away.
<u>L</u>ead by example	-Use safe, quick and quiet movements. -Be prepared.	- Stay on task. -Have productive conversations. -Share materials.	- Stay on task. -Be a problem solver.	- Follow directions safely, quietly, and in a timely manner.





Everybody is safe	-Enter and exit quietly on at a time.	-Respect the personal space of others. -Stay in your assigned area. -Use materials properly.	-Stay in your assigned area. -Keep hands, feet and materials to yourself.	- Keep the floor clean. -Walk. -Respect the personal space of others.
--------------------------	---------------------------------------	--	--	---

We RULE the Cafeteria!

	Waiting to enter the Cafeteria	Entering	Waiting to get food or to eat	Eating in the Cafeteria	Leaving the Cafeteria	Walking to recess
Respect Others	 - Line up quietly.	-Walk slowly. -Walk quietly	-Be patient -Pay attention to when it is your turn.	-Raise your hand to get help.	-Raise your hand to leave. -Clean up after yourself.	 - Walk out quietly in the hall.
Understand we're here to learn	-Wait to be told to enter the cafeteria.	-Wait patiently.	 -Follow rules. -Get your food or lunch and sit at your table.	-Sit quietly, or use a quiet voice and eat.	-Throw your trash away when done.	-Eyes and body facing forward. -No talking in the hall.
Lead by example	-Set a good example	-Set a good example.	- Set an example for others.	-Try all your food. -Do not throw food.	- Clean your area. -Manage your body.	-Manage your body.





Everybody is safe	<ul style="list-style-type: none"> -Keep your hands and feet to yourself. -Voices are low. -Eyes and body facing forward. 	-Hands and feet to yourself.	-Do not share food.	-Keep your hands in your own area.	- Keep your hands and feet to yourself.	- Keep your hands and feet to yourself.
--------------------------	--	------------------------------	---------------------	------------------------------------	---	---

We RULE the bathroom!

	Entering	Waiting for the bathroom	Using the bathroom	Before leaving the bathroom	Leaving	Back to class or recess
Respect Others	 <ul style="list-style-type: none"> - Walk in quietly. 	<ul style="list-style-type: none"> -Take turns. 	<ul style="list-style-type: none"> -Use the restroom appropriately -Be kind - Shut and lock your bathroom stall. 	<ul style="list-style-type: none"> -Clean up after yourself. 	<ul style="list-style-type: none"> -Get out quickly 	 <ul style="list-style-type: none"> - Walk out quietly in the hall.
Understand we're here to learn	<ul style="list-style-type: none"> -Make good choices 	<ul style="list-style-type: none"> -Wait patiently. 	 <ul style="list-style-type: none"> -Follow rules. -No playing in the bathroom. 	<ul style="list-style-type: none"> -Set a good example. 	<ul style="list-style-type: none"> -Throw your trash away when done 	<ul style="list-style-type: none"> -Eyes and body facing forward. -No talking in the hall.
Lead by example	<ul style="list-style-type: none"> -Quiet in the bathroom 	<ul style="list-style-type: none"> -Set a good example. 	<ul style="list-style-type: none"> - Set an example for others. 	<ul style="list-style-type: none"> -Wash your hands with soap and water. 	<ul style="list-style-type: none"> - Clean your area. -Manage your body. 	<ul style="list-style-type: none"> -Manage your body.






<u>E</u>verybody is safe	-Keep your hands and feet to yourself.	-Hands and feet to yourself.	-Flush and keep it clean for the next person.	-Dry your hands with a paper towel and throw it away in the trash can.	- Keep your hands and feet to yourself.	- Keep your hands and feet to yourself.
---------------------------------	--	------------------------------	---	--	---	---

We RULE the Office!

	Enterin g the office	Waiting in the office	Talking to someon e in the office	Getting/Tak ing somethi ng in/to the office	Leaving	Back to class o recess
<u>R</u>espect Others	 - Walk in quietly.	-Wait patiently.	-Be respectful -Be kind -Listen to who is talking to you.	-Be quiet -Be respectful	-Go out quietly	 - Walk out quietly in the hall.
<u>U</u>nderstand we're here to learn	-Make good choices	-Do as you are told.	 -Follow rules. -No playing.	-Set a good example.	-RULE the hallway	-Eyes and body facing forward. -No talking in the hall.
<u>L</u>ead by example	-Be respectful -Quiet voice	-Set a good example.	- Set an example for others.	-Take care of the task at hand.	-Go back to where you are supposed to be.	-Manage your body.

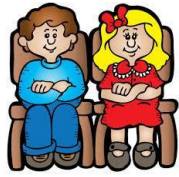
<u>E</u>verybody is safe	-Keep your hands and feet to yourself. -calm body	-Hands and feet to yourself. -calm body	-Calm body	-Calm body	- Keep your hands and feet to yourself.	- Keep your hands and feet to yourself.
---------------------------------	--	--	------------	------------	---	---

We RULE the playground/recess!

	Enterin g	Playing on/with equipme nt	Playing with others	Eating Snack	Bell Rings	Lining Up
<u>R</u>espect Others	 - Walk out quietly.	-Take turns. -Don't walk up slide or behind/in front of swings.	-Play nice -Be kind -Show compassion for others.	-Sit on the bench with food.	-Freeze when the bell rings. -Walk to line up when second bell rings -Walk quietly.	 - Walk quiet
<u>U</u>nderstand we're here to learn	- Listen to duty aids 	-Follow directions. -Participate. -Try your best.	- Be a friend.  -Follow rules.	-Throw your trash away when done.	-Show the teacher you are ready for what's next.	-Eyes and body facing forward.
<u>L</u>ead by example	-Make good choices. -	-Set a good example.	- Be a problem solver. -Use problem solving steps.	-Throw trash away when done.	- Clean your area. -Manage your body.	-Manage your body.

**Everybo
dy is safe**

-Keep your
hands
and feet to
yourself.



-Use equipment
appropriately.

-Work well with
others.



-No sharing
snack

- Keep your
hands
and feet to
yourself.



- Keep your
hands and
feet
to yourself



Resources: Behavior Flow Chart

Mariposa Elementary Behavior Flow Chart

Observe Problem Behavior



Is the behavior a
Teacher/Staff Managed
Or Office/Admin Managed?

Teacher/Staff Managed Behaviors	Teacher/Staff Managed Behaviors	Office/Admin Managed Behaviors	Office/Admin Managed Behaviors
Prevention: Positive Recognition Always acknowledge students who are following rules within the matrix consistently	Minor: teacher/staff can handle with steps intervention/consequence 1-3	Major: office/admin can handle	Intervention step 1: Call to notify office of major infraction, student to be met in classroom or sent to office. Write ODR major, document in powerschool.
Intervention/consequence Step 1: Verbal warning and re-teach Appropriate behavior to meet RULE expectation. "Document in powerschool and write ODR minor"	Defiance -Saying "no, no, no" -Not doing work -Running away -Not listening	Defiance -sustained defiance 15 minutes or more -leaving classroom w/o permission	Intervention step 2: Admin to conference with student: Review reflection/reteach/rehearse behavior
Intervention/consequence Step 2: Re-teach and Think Sheet Reflection 1. Discuss behavior 1 to 1. 2. Review RULE expectations. "Document in powerschool and write ODR minor."	Disrespect -Talking back -Making faces -Body gestures	Disrespect/bullying -verbal threats of aggression -harassment of any kind	Intervention step 3: Admin determines and assigns consequences according to policy.

<p>Intervention/consequence Step 3: Written behavior expectation compact. 1. Review RULE expectations. 2. Have student write Think Sheet Reflection. 3. Contact home. "Document in powerschool and write ODR minor.</p> <p>Intervention/consequence Step 4: ODR major. Call office/send student with completed ODR Major.</p>	<p>Disruption</p> <ul style="list-style-type: none"> -Talking/screaming -Throwing an object -Pounding their fist -Purposely dropping objects -Having a tantrum 	<p>Disruption/Threats</p> <ul style="list-style-type: none"> -sustained interruption 15 minutes 	<p>Incident entered into SWIS</p>
	<p>Stealing</p> <ul style="list-style-type: none"> -petty theft (Little to no value) 	<p>Stealing Major</p> <ul style="list-style-type: none"> -major theft (Items of high value) 	<p>If behavior continues and interventions are not modifying behaviors, refer to PBIS team for CICO (nomination form in lounge). Student must have SST level 1 complete and 3 major ODR's for same offense. Must be approved by PBIS team to start CICO.</p>
	<p>Inappropriate Language</p> <ul style="list-style-type: none"> -cursing to self -name calling -using unkind words 	<p>Abusive Language</p> <ul style="list-style-type: none"> -hateful/racist comments -repeated name calling -cussing to someone 	

	<p>Physical Contact</p> <ul style="list-style-type: none"> -hitting/pushing -pinching -tripping/kicking 	<p>Physical contact with intent to harm</p> <ul style="list-style-type: none"> -biting -hitting/pushing -pinching -tripping/kicking 	
	<p>Property Misuse</p> <ul style="list-style-type: none"> -throwing object -dropping an object -braking object 	<p>Property misuse and vandalism</p> <ul style="list-style-type: none"> -of personal or school property of high value 	

	Technology Violation	Technology Violation
	-use of cell phone or	-cyber bullying
	tablet/computer w/o	-inappropriate image or
	permission	website

Please Note:

- Teachers are encouraged to use preventative strategies to prevent negative student behavior.
- Take concrete action to correct behavior (i.e. review matrix, expected behaviors, RULE: respect each other, understand we're here to learn, lead by example, everybody is safe), removal from activity, seat change, loss of recess, etc.)

Think Sheet Reflection For Students

Mariposa

Name: _____ Date: _____

1. What was my behavior?
2. What were the reasons for my behavior?
3. What is my plan to improve my behavior?
4. Do I need to apologize to anyone? If so, why?

Student sign _____

Parent sign _____

Teacher/Admin sign _____

Resources: Behavior Definitions

Minor Problem Behaviors	Definition
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Dress Code Violation	Student wears clothing that is not within the dress code guidelines outlined in the student handbook.
Disrespect	Student engages in brief or low-intensity verbal or non-verbal display of rudeness or discourtesy. Example: arguing, tone of voice, etc.
Disruptive	Student engages in low-intensity, but inappropriate disruption such as noises, rocking chair, blurting out, etc.
Failure to follow school rules	Disregard to school-wide expectations. Examples: running in the halls, inappropriate voice, taking turns, etc.
Physical Contact	Student engages in non-serious, but inappropriate physical contact such as not keeping hands to self, playing roughly on playground, picking up others, etc.
Property Misuse	Student engages in low-intensity misuse of property such as writing on books, destroying school supplies or property, using playground equipment improperly.
Defiance	Student engages in brief or low-intensity failure to respond to adult requests. Example: when asked to do something, student says "No, I don't want to."
Stealing	Student engages in minor acts of stealing.
Major Problem Behaviors	Definition
Abusive Language	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way that is directed at someone.
Fighting/ Physical Aggression	Student engages in actions involving serious physical contact where injury may occur. Example, hitting, punching, throwing objects, etc.
Defiance	Student engages in continuous refusal to follow directions, talks back, and/or delivers socially rude interactions.
Disrespect	Student engages in continuous verbal or non-verbal displays of rudeness or discourtesy such as inappropriate gestures, arguing, yelling, etc.
Harassment/ Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property without that person's permission.
Lying/ Cheating	Student delivers message that is untrue and/ or deliberately violates the rules.
Failure to follow school rules	Repeated disregard for school-wide expectations.
Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

Resources: Office Discipline Referral Form

Mariposa

Student Name: _____ Grade: _____ Referring Staff: _____

Date of Incident: _____

Location	Minor Problem Behavior	Major Problem Behavior	Possible Motivation	Teacher/Staff Decision/Consequence
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Commons / <input type="checkbox"/> Common Area <input type="checkbox"/> Hall / <input type="checkbox"/> Breeze-way <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Library <input type="checkbox"/> Bus <input type="checkbox"/> Loading Zone <input type="checkbox"/> Parking Lot <input type="checkbox"/> Bus <input type="checkbox"/> Special Event / <input type="checkbox"/> Assembly / <input type="checkbox"/> Field trip <input type="checkbox"/> Off-Campus <input type="checkbox"/> Office <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other :	<input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact / <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Defiance / <input type="checkbox"/> Disrespect / <input type="checkbox"/> Non-compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress code violation <input type="checkbox"/> Technology violation <input type="checkbox"/> Tardy <input type="checkbox"/> Other:	<input type="checkbox"/> Abusive language / inappropriate language / profanity <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Defiance / Disrespect / Insubordination / Non-compliance <input type="checkbox"/> Lying / Cheating <input type="checkbox"/> Harassment / Bullying <input type="checkbox"/> Fighting <input type="checkbox"/> Disruption <input type="checkbox"/> Tardy <input type="checkbox"/> Skipping <input type="checkbox"/> Truancy <input type="checkbox"/> Property damage / Vandalism <input type="checkbox"/> Forgery / Theft <input type="checkbox"/> Dress code violation <input type="checkbox"/> Technology violation <input type="checkbox"/> Inappropriate display of affection <input type="checkbox"/> Inappropriate location / Out of bounds area <input type="checkbox"/> Gang affiliation display <input type="checkbox"/> Use / Possession of tobacco <input type="checkbox"/> Use / Possession of alcohol <input type="checkbox"/> Use / Possession of drugs <input type="checkbox"/> Use / Possession of combustibles <input type="checkbox"/> Bomb threat / False Alarm <input type="checkbox"/> Arson <input type="checkbox"/> Use / Possession of weapons <input type="checkbox"/> Other	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items / activities <input type="checkbox"/> Avoid tasks / activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult <input type="checkbox"/> Other Others Involved <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other:	<input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Conference with Student <input type="checkbox"/> Parent Contact <input type="checkbox"/> Time Out / Detention <input type="checkbox"/> Community Service (on campus and supervised by staff assigning consequence) <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Other :
				Other Comments:

Resources: Tier II/CICO Request for Assistance Form

Nomination Form

Date:

Student Name:

Grade:

Teacher Name:

Student Strengths:	What motivates POSITIVE BEHAVIOR for student?
--------------------	---

Concerns (check all that apply)

Social Skills/Behavior	<input type="checkbox"/> 2-5 ODR's per year <input type="checkbox"/> 2 or more time outs <input type="checkbox"/> Behavior interferes with friendships and/or academics	<input type="checkbox"/> Are ODR behaviors related? <input type="checkbox"/> Completed SST Level 1
Academic	<input type="checkbox"/> Does not master skills at same rate as peers <input type="checkbox"/> Does not complete class work or homework <input type="checkbox"/> Does not participate or engage in class activities	<input type="checkbox"/> Is aware of academic level
Socio-Emotional Concerns	<input type="checkbox"/> Withdrawn/disengaged <input type="checkbox"/> Socially isolated <input type="checkbox"/> Personal environmental circumstances that may impact performance (death in family, homeless, abuse, divorce) <input type="checkbox"/> Excessive absences or tardies	

What is the problem behavior?

<input type="checkbox"/> out of seat <input type="checkbox"/> excessive talking or talking out of turn <input type="checkbox"/> misuse of technology	<input type="checkbox"/> inappropriate language <input type="checkbox"/> defiance <input type="checkbox"/> physical aggression	<input type="checkbox"/> not following directions <input type="checkbox"/> fails to start or complete assignments
Clearly DEFINE the problem behavior. (What do you		

see and hear the student doing?)	
WHEN, WHERE and WITH WHOM are the behaviors likely to occur?	

Possible function of problem behavior

<input type="checkbox"/> obtain adult attention <input type="checkbox"/> obtain peer attention <input type="checkbox"/> obtain tangible or activity <input type="checkbox"/> obtain sensory stimulation	<input type="checkbox"/> escape/avoid adult attention <input type="checkbox"/> escape/avoid peer attention <input type="checkbox"/> escape/avoid tangible or activity <input type="checkbox"/> escape/avoid sensory stimulation
--	--

Evidence-based Strategies Tried to Address Problem Behavior FOR THIS STUDENT

FOUNDATIONS
SETTING: proximity to others, temperature, desk arrangement, under a vent, proximity to audio or visual aids, hearing/vision screening reviewed
TEACHING EXPECTATIONS: student can verbalize what is expected of him/her prior to starting task
TEACHING ROUTINES: student has access to schedule/agenda including when breaks occur, teacher individualizes breaks at teacher discretion
PREVENTION PRACTICES
SUPERVISION: student responds to peer-mediated instruction or behavioral support
ACKNOWLEDGEMENT: student responds to increased frequency of acknowledgment
PROMPTS AND PRE-CORRECTIONS: student responds to frontloading expectations or upcoming events
RESPONSE PRACTICES
Student responds to brief, consistent, unemotional, and specific error correction
Student responds to planned ignoring of targeted disruptive behavior.
Student responds to FAST (F unctional, A ccurate, S pecific, and T imely) feedback.
Student responds to having choices of expected tasks.
SEQUENCING: student responds to having flexibility in order of task completion
INSTRUCTIONAL PRACTICES
Student responds to having modified task difficulty or length.
Student responds to consistent participation in Second Step lessons/activities.

Date_____

Behavior_____

Perceived
Motivation_____

Intervention
Attempted_____

Outcome_____

Date_____

Behavior_____

Perceived

Motivation_____

Intervention

Attempted_____

Outcome_____

Resources: CICO Daily Points Record Form



Daily My Progress Report

Rule the school!

	morning	midday	afternoon	playground
Respect others	0 1 2	0 1 2	0 1 2	0 1 2
Understand we're here to learn	0 1 2	0 1 2	0 1 2	0 1 2
Lead by example	0 1 2	0 1 2	0 1 2	0 1 2
Everybody is safe	0 1 2	0 1 2	0 1 2	0 1 2

Note to Parents: Our goal is to focus on the things your child is doing right. Please acknowledge your student's successes today. Ask them what choices they made during that time that helped them succeed.

Parent/Guardian Signature_____

Date:

Today's Goal:

My Point Total:



000

My Progress Report

Rule the school!

	morning	midday	afternoon	playground
Respect others	0 1 2	0 1 2	0 1 2	0 1 2
Understand we're here to learn	0 1 2	0 1 2	0 1 2	0 1 2
Lead by example	0 1 2	0 1 2	0 1 2	0 1 2
Everybody is safe	0 1 2	0 1 2	0 1 2	0 1 2

Note to Parents: Our goal is to focus on the things your child is doing right. Please acknowledge your student's successes today. Ask them what choices they made during that time that helped them succeed.

Parent/Guardian Signature_____

Resources: PBIS Assessments

School-wide PBIS Tiered Fidelity Inventory (TFI)

The TFI gives teams a single survey to guide implementation and sustained use of SWPBIS. Using the TFI, teams measure the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Teams may take the TFI as an initial assessment to determine how well they are using PBIS, a guide for implementation of Tier I, Tier II, and/or Tier III practices, an index of sustained PBIS implementation, and a metric for identifying schools for recognition within their state implementation efforts.

As a progress monitoring tool, the TFI is typically used quarterly (3-4 times per year). When a team consistently scores more than 70% of the items on the TFI as fully implemented, the team may want to begin using the TFI annually instead of quarterly.

As part of the TFI assessment, a walk-through of the school and various classrooms may be conducted. Staff and students will be randomly selected to answer questions about the school's PBIS framework.

Staff will be asked the following questions during the visit:

1. What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
2. Have you taught the school rules/behavioral expectations this year?
3. Have you given out any _____ (rewards for appropriate behavior) since _____ (2 months ago)?

Students will be asked the following questions during the visit:

1. What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
2. Have you received a _____ (reward for appropriate behavior) since _____ (2 months ago)?

The Self-Assessment Survey (SAS)

The SAS is an annual multiple-response survey identifying staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student support systems. Results of the SAS help identify the staff priorities for promoting sustainability and improving SWPBIS implementation. The multiple-response survey is to be completed individually by as many staff at the school as possible. The SAS is completed annually. The frequency of administration may be increased as necessary.