

2022-2023
School
Year

West Wind Computer Science Magnet School
PBIS Staff Handbook



West Wind Computer Science Magnet School

PBIS TEAM

Dear West Wind Computer Science Magnet School 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.

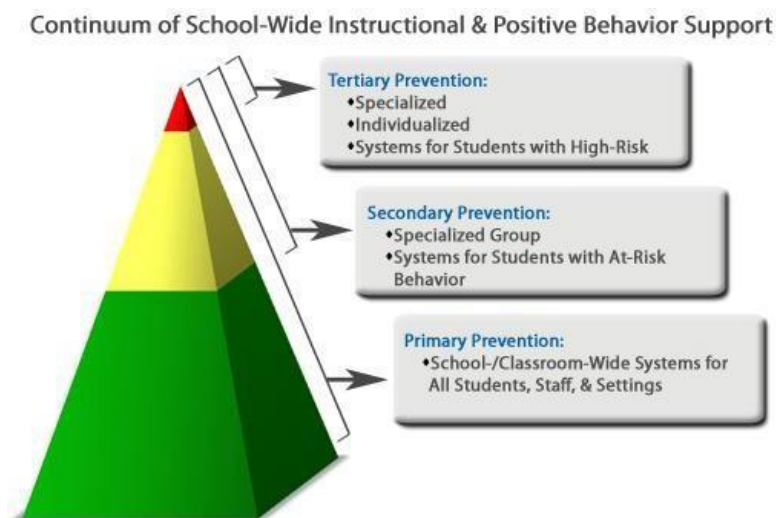
Sincerely,

The WWCSMS 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).



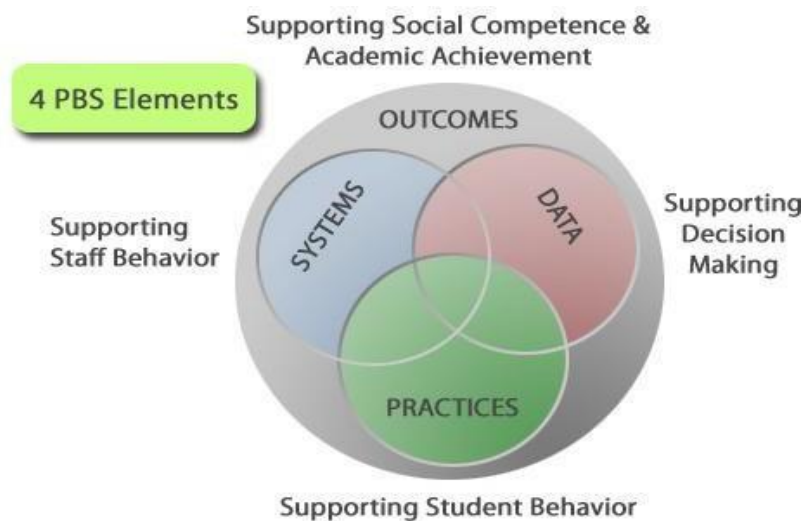
Why is it so important to focus on teaching positive school behaviors?

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, office 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 **PAWS of Praise** 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!

WWCSMS & 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 **West Wind Computer Science Magnet School**. 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.

West Wind Computer Science Magnet School students work daily to show **PAWS-itive behavior** at school: **Be Safe, Be Responsible, Be Respectful**. In turn, they are recognized for positive behavior and appropriate behavioral decisions. **West Wind Computer Science Magnet School** PBIS Team has devised a plan for recognizing students. Student behavior is regularly reinforced with **PAWS of Praise**. These serve as “money” for students to redeem for tangible or intangible prizes. We look forward to having you join our partnership.

Team Information

West Wind Computer Science Magnet School PBIS Mission Statement:

The mission of the West Wind Computer Science Magnet School PBIS team is to foster and promote a safe and positive school environment that enhances student learning through teaching and recognizing positive behavior.

West Wind Computer Science Magnet School PBIS Team:

- Teresa Cheney - Coach, Teacher
- Nancy Volkenant – Admin in charge of PBIS
- _____ – Counselor
- Flor Rios – Psychologist
- Jackie Duggins – Campus Supervisor
- Eun Park – Teacher
- Open – Family Ambassador
- Open – Student Council Member
- Open – Student Council Member

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

West Wind PBIS Kick-off

Wed , Aug 10

Teacher	Front of School (Sara/Dee Dee)	Cafeteria (Mrs. Volkenant)	Hallways/ Restrooms (Flor)	Playground (Jackie)
Hertel	8:20	8:30	8:40	8:50
Otero	8:50	8:20	8:30	8:40
Baldus	8:40	8:50	8:20	8:30
Gottenbos	8:30	8:40	8:50	8:20

Teacher	Front of School (Sara/Dee Dee)	Cafeteria (Mrs. Volkenant)	Hallways/ Restrooms (Flor)	Playground (Jackie)
McQuarrie	9:00	9:10	9:20	9:30
Richmond	9:30	9:00	9:10	9:20
Rosales	9:20	9:30	9:00	9:10
Winchell	9:10	9:20	9:30	9:00

West Wind PBIS Kick-off

Wed, Aug. 10

Teacher	Front of School (Sara/Dee Dee)	Cafeteria (Mrs. Volkenant)	Hallways/ Restrooms (Flor)	Playground (Jackie)
Medina	1:35	1:45	1:55	2:05
Forte	2:05	1:35	1:45	1:55
Holiday	1:55	2:05	1:35	1:45
Romero	1:45	1:55	2:05	1:35

West Wind PBIS Kick-off

Thurs., Aug. 11

Teacher	Front of School (Sara/Dee Dee)	Cafeteria (Mrs. Volkenant)	Hallways/ Restrooms (Flor)	Playground (Jackie)
Rain	8:20	8:30	8:40	8:50
Park	8:50	8:20	8:30	8:40
Thill	8:40	8:50	8:20	8:30
Langdale	8:30	8:40	8:50	8:20

West Wind PBIS Kick-off

Thurs., Aug. 11

Teacher	Front of School (Sara/Dee Dee)	Cafeteria (Mrs. Volkenant)	Hallways/ Restrooms (Flor)	Playground (Jackie)
<i>Grider</i>	9:00	9:10	9:20	9:30
<i>Crees</i>	9:30	9:00	9:10	9:20
<i>Gallegos</i>	9:20	9:30	9:00	9:10
<i>Smith</i>	9:10	9:20	9:30	9:00

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 **5 majors or 10 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 **Jackie Duggins** for monitoring progress.
- The student then takes their point sheet home to show and discuss it with their parent/guardian 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-aged peers and participate for 6-8 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.

“Cool Tool” Teaching Tools

Helpful Tools for Teaching the Expectations of **Be Safe, Be Responsible and Be Respectful**:

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

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

Acknowledgment System

Level 1 Acknowledgement: (Teacher and Team Led)

This acknowledgement is based on students earning **PAWS of Praise** for demonstrating school-wide expectations. All staff will carry **PAWS of Praise** with them and hand out to students who are following the expected behaviors. A student may not ask for **PAWS of Praise**. During the first two weeks of school, teachers will be expected to teach expectations daily and recognize frequently by handing out **PAWS of Praise** and giving 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 month, students with **20-50 PAWS** will be given the opportunity to purchase a special treat and be recognized with an additional acknowledgment. (ie. popsicles, popcorn, movie tickets, hot chocolate, etc).

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

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.



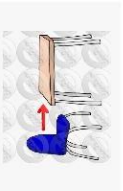

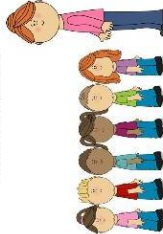








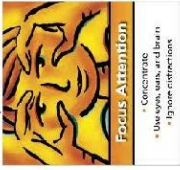




Resources: Behavior Matrix

Promoting "PAWS"-itive Behavior	Acting Responsibly Be Responsible	Working Safely Be Safe	Showing Respect Be Respectful
All Common Areas	<ul style="list-style-type: none"> Follow school rules Remind others to follow school rules Take proper care of all personal belongings and school equipment Be honest 	<ul style="list-style-type: none"> Walk facing forward Keep hands, feet, body, objects to self Get adult help for accidents and spills Use all equipment and materials appropriately 	<ul style="list-style-type: none"> Use kind words and actions Wait for your turn Clean up after self Follow adult directions
Cafeteria	<ul style="list-style-type: none"> Wait to be excused Get all utensils, milk, etc., when first going through the line Keep table and cafeteria clean Wait in line patiently 	<ul style="list-style-type: none"> Eat only your own food Sit with feet on floor, bottom on bench, and facing forward Walk at ALL times Keep hands, feet, body and objects to self 	<ul style="list-style-type: none"> Allow anyone to sit next to you Use a 1-2 voice Respect other's space Use polite table manners Clean up your area
Assemblies	<ul style="list-style-type: none"> Follow directions Be attentive Sit quietly before, during, and after the presentation 	<ul style="list-style-type: none"> Sit and stay seated Wait for arrival and dismissal signals Keep hands, feet, body and objects to self Walk slowly and safely 	<ul style="list-style-type: none"> Look at and listen to presenter Sit on bottom and face forward Applaud appropriately Use proper manners
Hallways	<ul style="list-style-type: none"> Keep hallway clean Walk facing forward Keep hands and bodies off walls Go directly to your destination 	<ul style="list-style-type: none"> Walk slowly and safely Walk at all times Stay to the right Keep hands, feet, body and objects to self Stay in your line 	<ul style="list-style-type: none"> Use a 0- 1 voice Respect others space Respect learning environment Follow adult direction
Restrooms	<ul style="list-style-type: none"> Flush! Return to room promptly Use a restroom pass One person at a time in stall Report any problems to an adult 	<ul style="list-style-type: none"> Keep feet on floor Keep water and soap in sink Wash hands Walk quietly into the restroom Keep hands, feet, body and objects to self 	<ul style="list-style-type: none"> Knock on stall door Give people privacy Use a 0-1 voice
Playground	<ul style="list-style-type: none"> Return equipment Stay away from fence Stop and listen when whistle blows Line up quickly and quietly when asked 	<ul style="list-style-type: none"> Use equipment properly Follow adult directions Get help from an adult when needed Stay in your designated area 	<ul style="list-style-type: none"> Take turns and play fairly Include everyone Be a good friend Follow school rules Keep hands, feet, body and object to self
Computer Lab/ Library	<ul style="list-style-type: none"> Honor others' right to work Leave backpacks in classroom Keep food and drink out of lab/library Leave computer settings alone Return all materials to original location 	<ul style="list-style-type: none"> Only touch and use your assigned computer Handle equipment appropriately and carefully Push in chairs when exiting 	<ul style="list-style-type: none"> Use a 0-1 Voice Level Use computer for assigned task only Remain at assigned computer
Before and After school	<ul style="list-style-type: none"> Be on time Line up quickly when bell rings Leave promptly at the end of the day Take proper care of personal belongings Be in class on time and prepared to learn 	<ul style="list-style-type: none"> Stay in supervised areas Use crosswalks and sidewalks Keep hands, feet, body and objects to self Walk at ALL time 	<ul style="list-style-type: none"> Follow the supervisors' directions Use a 2-3 voice Treat others the way you want to be treated Use appropriate language

Resources:

Classroom Matrices

West Wind Kindergarten Classroom Matrix

Classroom Behavior Expectations	Entering the Classroom	Carpet Time	Transitions	Independent Work	Hallway	Centers
Be Safe	Use Walking Feet 	Sit Criss Cross Applesauce Hands in your lap. 	Push in your chair.  Always walk.	Stay in your seat. Keep your body to yourself. 	Walk. Face Forward. 	Use materials the right way. 
Be Responsible	Put your things in the correct place (backpacks, jackets, lunches) 	Eyes watching Ears listening Voices Quiet Body Still 	Listen for directions. 	Follow Directions Use self talk  Use Self-talk	Hands behind your back 	Stay in your area. Do your activity only. 
Be Respectful	Keep hands, feet, and objects to your-self 	Focus attention on the speaker.  Raise your hand. * Concentrate * Use eyes, ears, and brain * Try your best	Be aware of others (Personal Space) 	Work quietly. Raise your hand (Be assertive) 	Zero voices. 	Play together, share, take turns. Clean up 

1st Grade West Wind Classroom Matrix

Classroom Behavior Expectations	Entering the Classroom	Starting the Day	PLT Independent Work Time	Teaching Time	PLT/Partner/ Small Group Instruction	Transitions	Carpet Time	Centers	Asking for Help	End of the Day/Exiting the Classroom
Be Safe	Put Lunch/Backpack in designated area Sit on carpet Wait for instructions	Focus Song	Listen and follow directions Complete your work Do your best! 	Try your best Stay on task	Be prepared Use material correctly Work quietly Voice Level 1 Clean Up together	Quick Quiet Be Ready	Stay focused Pay attention	Be prepared Use material correctly Work quietly Voice Level 1 Clean Up together	Belly Breathing Be Assertive STEP 	Respect other's space when in line to exit
Be Responsible	Walk In Quietly Keep hands, feet, objects to yourself	Focus Song	Use materials in the correct way	Stay in your seat quietly Be Assertive	Keep hands, feet, objects to yourself My Turn, Your Turn	Listen to directions	Keep hands and feet to yourself Walk to the carpet Sit in your space	Keep hands, feet, objects to yourself My Turn, Your Turn	Be Assertive STEP 	Remember personal items
Be Respectful	Sit quietly Listen for directions	Focus Song	Work quietly Stay focused on your own work	Listen to the lesson and participate My Turn, Your Turn	Share My Turn, Your Turn Appropriate Voice Level 1 Be kind and fair	Follow directions the first time.	My Turn, Your Turn (Take turns) Voices are off Eyes on Speaker	My Turn, Your Turn	Belly Breathing Be Assertive STEP	Respect other's space when in line to exit

West Wind 2nd Grade Classroom Matrix

Classroom Behavior Expectations	Entering the Classroom	Starting the Day	PLT Independent Work Time	Whole/Large Group Instruction	PLT/Partner/ Small Group Instruction	Transitions	Carpet Time	Asking for Help	End of the Day/Exiting the Classroom
Be Safe	Walk quietly One student at a time Go straight to your area	Put personal belongings in designated areas	Stay in designated area Use materials appropriately Take turns	Keep your body in your own space Be respectful of personal boundaries	Stay on task Focus attention Proper learning positions	Quiet hands and feet Voice Quiet	Keep your body in your own space Keep hands and feet to yourself	Wait for the teacher Exercise control	Walk quietly One student at a time Keep hands and feet to yourself
Be Responsible	Be on time Have all personal belongings with you Move directly to desk/assigned area	Organize materials Have homework ready to be checked Listen for instructions	Be a problem solver Clean up after yourself	Stay on topic Actively participate Appropriate learning position Focus attention	Share your ideas Work together Respect other's point of view	Put materials away neatly Follow teacher's direction Respect personal space	Respect personal space Focus attention	Raise your hand Be assertive, but respectful	Walk quietly One student at a time Remember to take all your belongings
Be Respectful	Hands feet and objects to yourself Respect other's personal space 0 voice level	Start morning work quickly and quietly Be respectful of others' learning time	Follow the teacher's directions the first time 0 voice level	Be an active listener Be a considerate audience	Follow directions quickly Use kind words and actions Encourage and help others 1 voice level	Listening ears Listening ears	Listening ears Keep hands and feet to yourself Don't talk while the teacher is talking/reading	Wait quietly in line	Show respect to each other-Don't push or trip each other

4th Grade West Wind Classroom Matrix

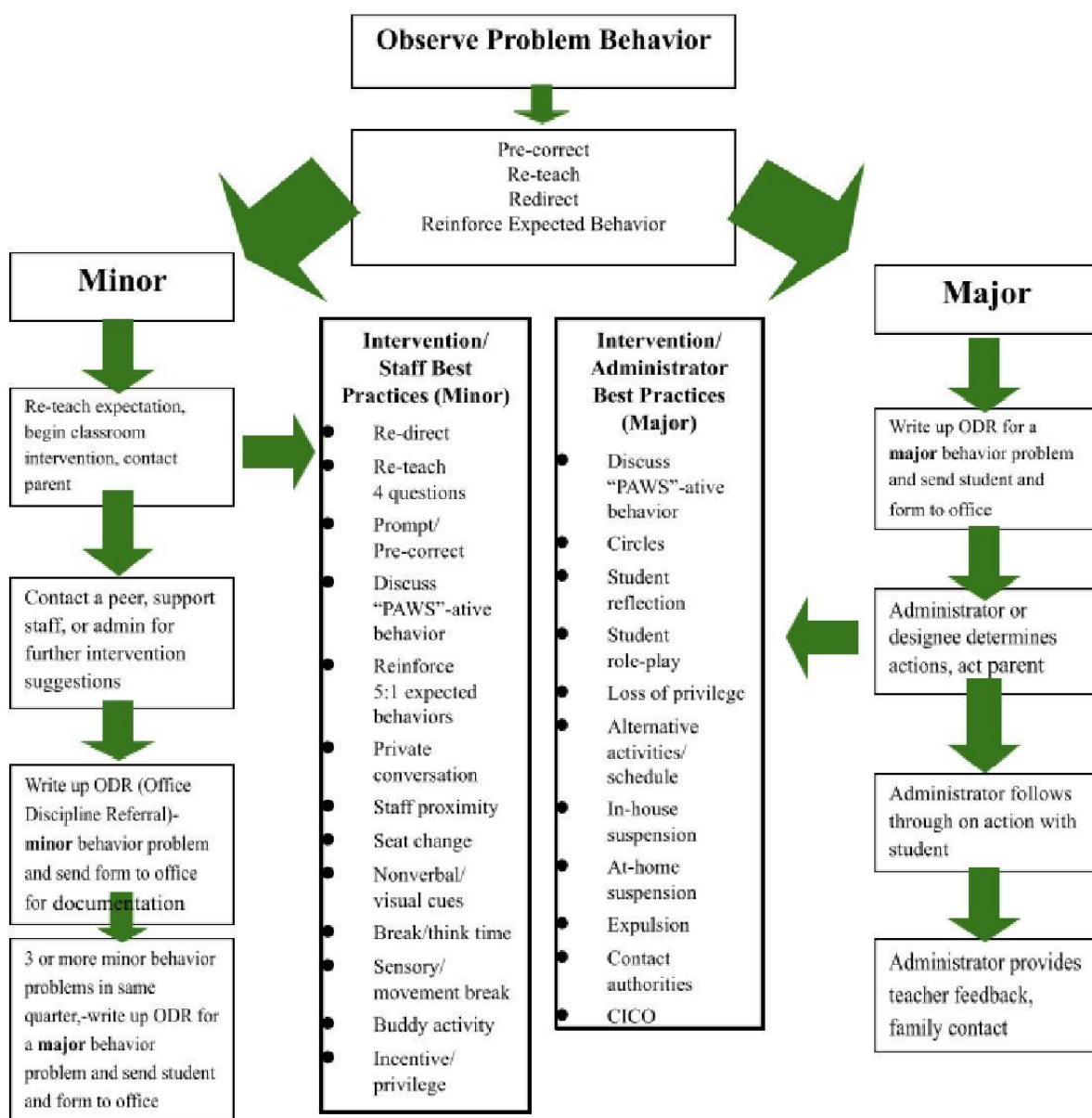
Classroom Behavior Expectations	Entering the Room	Starting the Day	Whole Group Instruction	Partners/Small Group Instruction	Independent Work Time	Transitions	Leaving the Room
BE Responsible	Be on time Have all Personal belongings with you Move directly to desk/assigned area	Put Personal Belongings in Designated area Have Homework and Planners Ready on Desk SLANT (Sitting up straight, lean forward, ask questions, nod head, track teacher)	Stay on Topic and Focus Attention on speaker	Follow Directions Quickly Take Turns and don't interrupt	Be a Problem Solver Stay on task Put Materials Away when Finished	Walk Quietly Put Materials Away Bring or Take All Needed Materials	Have All Materials Clean Workspace
BE Safe	Walk Quietly and Carefully	Backpacks zipped and on chair Ready to learn	Stay seated	Hands to Yourself Use Materials Properly and Safely	Hands to Yourself Use Materials Properly and Safely	Hands to Yourself Use Materials Properly and Safely	Walk Quietly and intentional with movements
BE RESPECTFUL	Hands, Feet, and Objects to Yourself 0 voice level Maintain Personal Space	SLANT (Sitting up straight, lean forward, ask questions, nod head, track teacher)	Be an Active Listener Be a Considerate Audience	Be a Good Listener but, assertive when needed Use Kind Words/Actions and show compassion Ask questions to find out more 1 – 2 Voice Level	Follow Teacher Directions the FIRST Time 0 Voice Level or Level 1 for Self-Talk	Move Quietly	Wait to be Dismissed

West Wind 5th Grade Classroom Matrix

Classroom Behavior Expectations	Entering the Classroom	Independent Work	Whole/Large Group Instruction	PLT/Partner/ Small Group Instruction	Transitions	End of the Day/Exiting the Classroom
Be Safe	Take turns entering single file Take care with belongings	Maintain control of your body in your own space Take care with belongings	Sit calmly in the chair Maintain control of your body in your own space Take care with belongings	Maintain control of your body in your own space Take care with belongings	Maintain control of your body in your own space Take care with belongings	Walk calmly Report any unsafe actions/inappropriate behaviors to school staff
Be Responsible	Control being on time Plan to have homework ready to turn in Focus attention on morning work	Control time focused and on-task Work calmly Be a problem solver Raise your hand (thumbs up) if you need help	SLANT Be assertive - Participate Share when prompted Don't interrupt/Control personal noises	Be assertive - participate Listen to others Stay on task/topic	Utilize breaks to use the restroom Transition calmly and quickly Level 0 voice	Take care to pack all needed materials Clean area Place journals/next day's work on desk
Be Respectful	Join in greeting your teacher Walk in intentionally ready to learn End outside conversations	Make a plan to use in-class time wisely and productively Level 0-1 Voices	Share when prompted Don't interrupt/Control personal noises Listen with attention	Listen to others Be polite while others are talking (take turns) Respect other opinions	Be mindful of others' personal space	Go directly to your exit gate Loitering is not permitted

Resources: Behavior Flow Chart

West Wind Computer Science Magnet School



Procedures for Minor Behavior ODR

- All minors turned into office for input to SWIS
- Minors returned to the homeroom teacher to file
- Teacher must contact parent for second and subsequent minors

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

Minor

West Wind <u>Minor</u> Incident Report				SWIS Entered _____
Student Name: _____		Grade: K 1 2 3 4 5 Teacher: _____		
Referring Staff: _____		Date: _____ Time: _____		Offense: 1 2 3 4 5 _____
Location	Minor Behavior	Perceived Motivation	Teacher Action	
<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Office <input type="checkbox"/> Restroom <input type="checkbox"/> Common Area <input type="checkbox"/> Library <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Disrespect <input type="checkbox"/> Defiance <input type="checkbox"/> Physical Contact <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Technology Violation	<input type="checkbox"/> Obtain Peer attention <input type="checkbox"/> Avoid Task/Activity <input type="checkbox"/> Obtain Items/Activity <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Avoid Adult(s) <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Alternative Placement <input type="checkbox"/> Time Out/Detention <div style="padding-left: 20px;"> <input type="checkbox"/> AM Recess <input type="checkbox"/> Lunch Recess/Detention <input type="checkbox"/> PM Recess </div> <input type="checkbox"/> Conference with student <input type="checkbox"/> In school Suspension <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Parent contact: <div style="padding-left: 20px;"> Phoned, Date: _____ Note Home, Date: _____ Conference, Date: _____ </div> <input type="checkbox"/> Time in Office <input type="checkbox"/> Action Pending <input type="checkbox"/> Other Action	
Others involved in incident (circle all that apply): Staff Student Visitor Other None				
Witnesses: _____				
Comments: _____				
Teacher/Staff Signature: _____				
Parent/ Guardian Signature: _____ Date: _____				

Major

West Wind <u>Major</u> Office Discipline Referral					SWIS Entered _____
Student Name: _____		Grade: K 1 2 3 4 5 Teacher: _____			
Referring Staff: _____		Date: _____ Time: _____		Offense: 1 2 3 4 5 _____	
Location	Major Behavior	Perceived Motivation	Teacher Action(s)	Administrative Action	
<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Office <input type="checkbox"/> Restroom <input type="checkbox"/> Common Area <input type="checkbox"/> Library <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Defiance/Non Compliance <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Harassment <input type="checkbox"/> Bullying <input type="checkbox"/> Fighting <input type="checkbox"/> Out of Area <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Technology Violation <input type="checkbox"/> Property Damage <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Dress Code	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Avoid Task/Activity <input type="checkbox"/> Obtain Items/Activity <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Avoid Adult(s) <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Verbal Warning <input type="checkbox"/> Class Behavior Chart <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Call/Note home <input type="checkbox"/> In person parent contact <input type="checkbox"/> Time out/Alternate class <input type="checkbox"/> Recess/ <input type="checkbox"/> Lunch detention <input type="checkbox"/> SST <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Alternative Placement <input type="checkbox"/> Time Out/Detention <input type="checkbox"/> Conference <input type="checkbox"/> In school Suspension <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Out of school suspension <input type="checkbox"/> Parent contact <input type="checkbox"/> Time in Office <input type="checkbox"/> Individualized instruction <input type="checkbox"/> Expulsion <input type="checkbox"/> Action Pending <input type="checkbox"/> Other Action	
Others involved in incident (circle all that apply): Staff Student Visitor Other None					
Witnesses: _____					
Last documented contact with parent/guardian: Date of contact: _____ Conference at school _____ Phone call _____ Note home _____					
Comments: _____					
Administrator/ Administrative Designee Signature: _____					
Parent/ Guardian Signature: _____ Date: _____					

Resources: Tier II/CICO Request for Assistance Form

PBIS Request for Assistance Form

Student Name: _____ Referred by: _____

Date of Referral: _____ Teacher/Advisory: _____

Grade: _____ IEP: Yes or No 504 Plan: Yes or No Title: Yes or No

1. Check the main area(s) of concern:

Problem Behavior		Academics Affected	Student Strengths and Support System
External	Internal		
<input type="checkbox"/> Aggression/Fighting <input type="checkbox"/> Noncompliant <input type="checkbox"/> Disruptive <input type="checkbox"/> Tardy <input type="checkbox"/> Excessive Absences <input type="checkbox"/> Lack of social skills <input type="checkbox"/> Off task <input type="checkbox"/> Upset/Crying <input type="checkbox"/> Self Injury <input type="checkbox"/> Other (specify) _____ _____ _____ _____	<input type="checkbox"/> Withdrawn <input type="checkbox"/> Depressed <input type="checkbox"/> Anxiety <input type="checkbox"/> Shy/timid <input type="checkbox"/> Avoiding social situations <input type="checkbox"/> Fearful <input type="checkbox"/> Unresponsive <input type="checkbox"/> Avoiding interacting with others <input type="checkbox"/> Other (specify) _____ _____ _____ _____	<input type="checkbox"/> reading <input type="checkbox"/> math <input type="checkbox"/> writing <input type="checkbox"/> study skills <input type="checkbox"/> organization <input type="checkbox"/> other (specify) _____ _____ _____ _____	

2. What seems to trigger the problem behavior (antecedents)?

Activity (environmental factors, time of day)	Others involved (teachers, peers, etc.)	Frequency			
		High			Low
		4	3	2	1
		4	3	2	1
		4	3	2	1
		4	3	2	1
Is there anything that makes behavior worse?	Others involved				
		4	3	2	1
		4	3	2	1
		4	3	2	1

3. Motivation for problem behavior:

Get/Obtain: <input type="checkbox"/> Adult attention <input type="checkbox"/> Peer attention <input type="checkbox"/> Desired object <input type="checkbox"/> Desired activity	Escape/Avoid: <input type="checkbox"/> Adult attention <input type="checkbox"/> Peer attention <input type="checkbox"/> Work <input type="checkbox"/> Activity	Provide Details: _____ _____ _____ _____
---	---	---

☐ Day of the week ☐ Home conflict ☐ Lack of sleep ☐ Peer conflict
☐ Hunger ☐ Recent trauma ☐ Illness/health ☐ Noise/distractions
☐ Homelessness ☐ Medication/changes in ☐ Overwhelmed ☐ Other (specify): _____
☐ Academic failure ☐ Grief ☐ Conflict in school _____

[illegible]

General Review	Modify Environmental Teaching	Teach Expected Behaviors	Interventions Attempted
___ Review cumulative file ___ Talk with parents ___ Talk with previous teacher ___ Seek peer help ___ Classroom assessment	___ Changed seating arrangement ___ Provide quiet space ___ Encourage work breaks ___ Change schedule of activities ___ Modify assignments ___ Encouraged parents to seek tutoring service	___ Individual reminders of expected behavior ___ Clarified rules & expected behavior for whole class ___ Practiced expected behaviors in class ___ Contract with student	___ Increased rewards for expected behavior ___ Phone call to parents ___ Office referral ___ Reprimand ___ Loss of privileges ___ Meeting with parents

(# of absences) (#of tardies)

Resources: CICO Daily Points Record Form

Grades TK-2

Name: _____

Date: _____




GOAL: _____
70% 80% 90% 100%

2 – Great Job! 1 – Some effort 0 – Did not meet goal

My point goal: _____ Total points earned: _____

Total Points Possible = 24 Today: _____%

Did I meet my goal? Yes No

Today....	I will follow teacher directions (stay in my seat, take care of personal objects) 	I will keep my hands to myself 	I will work on my classroom assignments 
Start – 1 st Recess	0 1 2	0 1 2	0 1 2
Recess – Lunch	0 1 2	0 1 2	0 1 2
Lunch – 2 nd Recess	0 1 2	0 1 2	0 1 2
2 nd Recess – End of Day	0 1 2	0 1 2	0 1 2

Comments: _____

CICO Signature: _____ / _____ Teacher Signature: _____

Grades 3-5

Name _____

Week of _____

GOAL :

2 = Great job! 1 = Some effort 0 = Did not meet goal

My point goal: _____ Total points earned: _____

Did I meet my goal? Yes No

Promoting "PAWS"-itive Behavior	Acting Responsibly Best effort, organization	Working Safely Safe use of objects and body	Showing Respect To adults, students, and self
Start - 1 st recess	2 1 0	2 1 0	2 1 0
Recess - lunch	2 1 0	2 1 0	2 1 0
Lunch - 2 nd recess	2 1 0	2 1 0	2 1 0
2 nd recess - end	2 1 0	2 1 0	2 1 0
CHECK-IN SIGNATURE			
CHECK-OUT SIGNATURE			
Student 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.