PBIS Handbook - A Toolkit for New Teachers in a PBIS School

Daphne M. Winkler

Murray County Schools - Bagley Middle, daphne.winkler@murray.k12.ga.us

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gapbs

Recommended Citation

https://digitalcommons.georgiasouthern.edu/gapbs/2016/2016/5

This event is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia Association for Positive Behavior Support Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
The purpose of this handbook is to guide and support BMS staff members as we continue to implement PBIS in our school. Our goal is to provide all of our students with a safe and effective school environment where they can experience academic and behavioral success.

PBIS Team Members

Daphne Winkler

Shalina Stone

Dustin Strickland

7 Gold – Christy Ballew

7 Black – Amanda Parrett

8 Gold – Hannah Wilds

8 Black – Joy Stiles

Team White – Stacy Roland

Bagley Middle School

4600 Highway 225 North

Chatsworth, Georgia 30705

Phone 706-695-1115 Fax 706-695-7289
# Table of Contents

1. **POSITIVE BEHAVIOR SUPPORT**  
   a. PBIS: Background Information  
   b. PBIS: Components and Ideas

2. **CLEAR EXPECTATIONS**  
   a. Good Rules are Important  
   b. Expectations at BMS  
   c. BMS Expectations Matrix

3. **EXPLICITLY TAUGHT EXPECTATIONS**  
   a. PBIS: Teaching Behaviors  
   b. How Do We Teach Social Behaviors  
   c. When Do We Teach Behaviors  
   d. Where Do We Teach Behaviors  
   e. Why Do We Teach Behaviors

4. **SYSTEM FOR ENCOURAGING DESIRED BEHAVIOR**  
   a. Reinforcement Menu  
   b. Student Recognition System  
   c. PBIS Staff Recognition

5. **SYSTEM FOR DISCOURAGING UNDESIRED BEHAVIOR**  
   a. Correction Choice Chart  
   b. Flowchart

6. **DATA-BASED DECISION MAKING**  
   a. Infinite Campus  
   b. Classroom Check Discipline  
   c. Office Referral Definitions  
   d. PBIS Walkthrough Instrument
POSITIVE BEHAVIOR SUPPORT

PBIS Background Information

*The goal of PBIS is to prevent the development and the intensifying of problem behaviors and maximize academic success for all students.*

What is PBIS?

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

- A systems approach for building capacity
- A continuum of behavioral supports
- Prevention focused efforts
- Instructionally focused behaviors
- Empirically sound practices
- Data information analyzed and utilized on a frequent basis

PBIS Components and Ideas

Bagley Middle School’s PBIS Program is based on creating positive relationships with all students we come in contact with during the school day. We believe that by developing a relationship with our students we promote the idea of not wanting to disappoint by poor behavior, poor academic performance, or lack of responsibility.

We believe that:

1. All students can learn and are always learning.
2. School is responsible for preparing students for life.
3. School expectations must be explicit, and taught to all students.
CLEAR EXPECTATIONS

Good Rules are Important

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

Expectations at BMS

As a student at Bagley Middle School, I will be **BRAVE**.

- **B**right
- **R**espectful
- **A**ccountable
- **V**irtuous
- **E**thical

Students will be expected to exhibit these traits in all areas of the school.

These expectations are:

- Simple and easy to remember
- Positively stated: What we want
- Applicable to everyone (staff and students)
- Monitored and enforced by all
- Consistently applied
## BMS Expectations Matrix

<table>
<thead>
<tr>
<th>BMS</th>
<th>Classroom Rules</th>
<th>Hall Rules</th>
<th>Cafeteria Rules</th>
<th>Restroom Rules</th>
<th>Bus Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be</td>
<td>Use time wisely</td>
<td>Keep halls clean</td>
<td>No grooming</td>
<td>Keep restroom clean</td>
<td>Report to your bus on time</td>
</tr>
<tr>
<td>Responsible</td>
<td>Do your best work</td>
<td>Keep on the right side of the hall</td>
<td>No gum</td>
<td>Report any damages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be prepared</td>
<td>Report significant damage</td>
<td>Demonstrate good behavior</td>
<td>Flush toilet before leaving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be on time</td>
<td>Demonstrate hall etiquette</td>
<td></td>
<td>Turn off water at the sink</td>
<td></td>
</tr>
<tr>
<td>Model</td>
<td>Lead by example</td>
<td>Walk quietly</td>
<td>Lead by example</td>
<td>Be polite to everyone</td>
<td>Listen to and respect your bus</td>
</tr>
<tr>
<td>Respect</td>
<td>Respect self</td>
<td>Have agenda with you</td>
<td>Respect self – low noise level</td>
<td>Keep noise levels to a</td>
<td>driver</td>
</tr>
<tr>
<td></td>
<td>Respect others</td>
<td>Obey teacher on hall duty</td>
<td>Respect others – no breaking line</td>
<td>minimum</td>
<td>Obey food and drink rules</td>
</tr>
<tr>
<td></td>
<td>Respect property</td>
<td>Be polite to everyone</td>
<td>Be polite</td>
<td>Use time wisely</td>
<td>Respect others’ space</td>
</tr>
<tr>
<td>Spot</td>
<td>Take pride in your school</td>
<td>Model appropriate behavior</td>
<td>Take pride in your school</td>
<td>Model appropriate behavior</td>
<td>Obey all bus rules</td>
</tr>
<tr>
<td>Success</td>
<td>Set high expectations</td>
<td>Earn your success</td>
<td>Compliment others</td>
<td>Wash your hands with soap</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make smart choices</td>
<td>Keep area clean</td>
<td>and water before leaving</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate with your classmates</td>
<td></td>
<td>Make smart choices</td>
<td></td>
</tr>
</tbody>
</table>
EXPLICITLY TAUGHT EXPECTATIONS

PBIS: Teaching Behavior

Two main rules around behavior:

1. Stating rules positively encourages the desired behavior.
2. Rules for the classroom should reflect and support school-wide expectations.

How do we teach social behavior?

You teach behavior the same way you teach academics.

1. Communicate clearly to students what we want.
2. Create clear behavioral expectations.
3. Monitor student behavior.
4. Explicitly model desired behavior and provide practice opportunities.
5. Provide frequent and specific feedback.

When do we teach behavior?

1. At the beginning of school year.
2. Often enough to achieve and maintain fluency.
3. Before times when problem behaviors tend to increase.
4. On-going throughout the year. (refresher lessons)
5. At teachable moments.
Where do we teach behavior?

1. Everywhere in the school.
2. Specific lessons taught during homeroom
3. Embedded in other school activities.

Why do we teach behavior?

1. Many students arrive at school without these important skills.
2. They are necessary skills for success in life.
3. They are the basis for a positive and safe climate.
4. Doing so increases opportunities to teach other skills.
SYSTEMS FOR ENCOURAGING DESIRED BEHAVIOR

Reinforcement Menu

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

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

Refer to this Reinforcement Menu for ideas of how to recognize and reward students for following the rules on the matrix with small, medium, and large rewards.

<table>
<thead>
<tr>
<th>Small</th>
<th>Medium</th>
<th>Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say “Thank you”</td>
<td>Talk to them</td>
<td>Positive Call home</td>
</tr>
<tr>
<td>Verbal</td>
<td>Give them free time</td>
<td>Positive card sent via mail to</td>
</tr>
<tr>
<td>Pat on the shoulder</td>
<td>Pay attention</td>
<td>home address</td>
</tr>
<tr>
<td>Smile</td>
<td>Make eye contact</td>
<td>Rewards during class time</td>
</tr>
<tr>
<td>Praise</td>
<td>Allow a “Teacher’s Helper”</td>
<td>PBIS athletics passes</td>
</tr>
<tr>
<td>Use humor (not sarcasm)</td>
<td></td>
<td>PBIS prizes drawn</td>
</tr>
<tr>
<td>Listen to them</td>
<td></td>
<td>PBIS trips</td>
</tr>
<tr>
<td>Notice them</td>
<td></td>
<td>PBIS committee rewards</td>
</tr>
</tbody>
</table>
Student Recognition System – Teacher Reference

Scripts for Encouraging Desired Behavior – Common Language

1. Thank you for _____________________ (specific behavior). It shows that you have been __________________ (courteous/honorable/accountable/motivated/prepared).

2. Thank you for ______ (specific behavior). That’s a great example of being (courteous/honorable/accountable/motivated/prepared)

3. I really appreciate how you________. That’s a wonderful example of being ________ (courteous/honorable/accountable/motivated/prepared)

4. By being ______ (specific behavior) in the library/hallway/classroom, you show a good example of being ____________ (courteous/honorable/accountable/motivated/prepared)

5. Thank you, ______ (name of student) for ________ (specific behavior). That’s showing ________ (courteous/honorable/accountable/motivated/prepared).

6. Thank you, ______ (name) for ________ (specific behavior). You’re showing a good example of being ________ (courteous/honorable/accountable/motivated/prepared).

We never reward kids; we reward behaviors:

- Bribery is an inducement to do something illegal, unethical and immoral

- Reinforcement is appropriate at school when it helps kids become successful at school, so they can be successful outside of school.
**PBIS Staff Recognition**

Teacher of the Month: Teachers who exhibit extraordinary performance in and out of the classroom may be nominated for this award by their peers and/or administrators.

PBIS Award Winner for Teachers – monthly drawing done by PBIS committee awarding teachers with recognition and lunch.
SYSTEM FOR DISCOURAGING UNDESIRED BEHAVIORS

Correction Choice Chart

Our goal is to use positive feedback and acknowledgement when students follow the rules, and corrective feedback and consequences when they are not following the rules. We want to use rule violations as an opportunity to teach correct behavior and increase our students’ repertoire of possible appropriate responses.

Refer to the Correction Choice Chart (CCC) for suggestions on how to respond to different levels of misbehavior.

<table>
<thead>
<tr>
<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Restate direction</td>
<td>➢ Time-out from positive reinforcement</td>
<td>➢ Office referral</td>
</tr>
<tr>
<td>➢ Redirect to task</td>
<td>➢ Conference with student (individual teacher or team teacher)</td>
<td></td>
</tr>
<tr>
<td>➢ Reteach</td>
<td>➢ Reteach with a secondary correction/consequence</td>
<td></td>
</tr>
<tr>
<td>➢ Differential Reinforcement</td>
<td>➢ Problem solving worksheet (How should you respond in this situation)</td>
<td></td>
</tr>
<tr>
<td>(Choosing which battles to fight)</td>
<td>➢ Restate direction with a secondary correction/consequence from level one.</td>
<td></td>
</tr>
<tr>
<td>➢ Nonverbal cue to task</td>
<td>➢ Change seating assignment</td>
<td></td>
</tr>
<tr>
<td>➢ Proximity</td>
<td>➢ Call/e-mail home</td>
<td></td>
</tr>
<tr>
<td>➢ Praise to a nearby student for doing the desired behavior</td>
<td>➢ Conference with parent/guardian</td>
<td></td>
</tr>
<tr>
<td>➢ “The Look”</td>
<td>➢ Break detention</td>
<td></td>
</tr>
<tr>
<td>➢ Clearly state the choices/options for the student</td>
<td>➢ Silent Lunch</td>
<td></td>
</tr>
<tr>
<td>➢ Bagley buck for all members of the class who are on task.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Procedures for Correcting Rule Violations - Flowchart

Observe Problem Behavior

Is the behavior office-managed?

YES

Administrator Determines Consequences

Administrator Gives Feedback to Teacher

Write Office Referral

NO

Use Teacher Consequence(s) from the previous page: Warnings, seat change, student conference, parent contact, etc.

Has Teacher Contacted Parent Regarding Specific Behavior?

NO

Contact Parent and Continue Teacher Management

Write Office Referral

YES

Office Managed
- Chronic Teacher-Managed Behaviors
  - Arson
  - Alcohol-Drugs
  - Extreme Disrespect
  - Forgery/Theft
  - Harassment-Bullying
  - Continual Insubordination
  - Property Damage
  - Skipping Class
  - Technology Violations
  - Weapons

Teacher Managed
- Academic Dishonesty
- Cell Phone Violation
- Disruption
- Dress Code
- Enforcement of Tardy Policy
- Inappropriate PDA
- Lack of Preparedness
- Minor Disrespect
- Minor Insubordination
- Property Misuse
- Off Task Behaviors
- Inappropriate Comments
DATA-BASED DECISION MAKING

Infinite Campus

The PBIS Team uses the Infinite Campus information system to help school personnel use behavior tracking to design school-wide and individual student interventions. Using Infinite Campus we have a system to gather information, enter data and generate reports, and have a practical process for using information for decision making.

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

This data is looked at monthly during scheduled PBIS meetings. It is also shared with faculty by PBIS team members and at faculty meetings.

<table>
<thead>
<tr>
<th>Discipline Referrals Per Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
</tr>
<tr>
<td>October</td>
</tr>
<tr>
<td>November</td>
</tr>
<tr>
<td>December</td>
</tr>
<tr>
<td>January</td>
</tr>
<tr>
<td>February</td>
</tr>
<tr>
<td>March</td>
</tr>
<tr>
<td>April</td>
</tr>
<tr>
<td>May</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
Classroom Step Discipline

**Step 1**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Date</th>
<th>Time</th>
<th>Teacher</th>
</tr>
</thead>
</table>

Describe Incident:

Location of Incident:

Intervention: 
- [ ] Redirect Student
- [ ] Seating Change
- [ ] Student Conference
- [ ] Parent Contact
- [ ] Student Contract
- [ ] Guidance Referral
- [ ] Other: ________________________________________________________

**Step 2**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Teacher</th>
</tr>
</thead>
</table>

Describe Incident:

Location of Incident:

Intervention: 
- [ ] Redirect Student
- [ ] Seating Change
- [ ] Student Conference
- [ ] Parent Contact
- [ ] Student Contract
- [ ] Guidance Referral
- [ ] Other: ________________________________________________________

**Step 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Teacher</th>
</tr>
</thead>
</table>

Describe Incident:

Location of Incident:

Intervention: 
- [ ] Redirect Student
- [ ] Seating Change
- [ ] Student Conference
- [ ] Parent Contact
- [ ] Student Contract
- [ ] Guidance Referral
- [ ] Other: ________________________________________________________

**Step 4**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Teacher</th>
</tr>
</thead>
</table>

Describe Incident:

Location of Incident:

Possible Motivation: 
- [ ] Avoid Adult
- [ ] Avoid Peers
- [ ] Avoid Task/Activity
- [ ] Obtain Adult Attention
- [ ] Obtain Peer Attention
- [ ] Obtain Items/Activities
- [ ] Other: ________________________________________________________

Others Involved: 
- [ ] None
- [ ] Peers
- [ ] Teacher
- [ ] Substitute
- [ ] Staff
- [ ] Unknown
- [ ] Others: ________________________________________________________

Administrative Decision:
# Office Referral Definitions

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive Behavior</td>
<td>Any action, whether physical or verbal, that causes a student to feel as if they are in an unsafe situation; also, any action deemed by school administration or faculty to create an unsafe or threatening environment.</td>
</tr>
<tr>
<td>Bullying</td>
<td>Any act that is intended to threaten, harass or intimidate another student will constitute bullying and will not be tolerated under any circumstances. This extends to written and verbal, as well as physical, actions.</td>
</tr>
<tr>
<td>Classroom Disruptions</td>
<td>All students are expected to be a part of a classroom environment that allows learning for every student. Any behavior that prevents this is considered disruptive behavior.</td>
</tr>
<tr>
<td>Contraband</td>
<td>Any contraband item, as determined by the school board, will be confiscated and returned to a parent or legal guardian at their request. Continued possession of contraband items will result in office referrals.</td>
</tr>
<tr>
<td>Disorderly Conduct</td>
<td>Any attempt to cause or encourage other students to disrupt the classroom or school environment will be treated as causing the disruption itself.</td>
</tr>
<tr>
<td>Dress Code</td>
<td>All clothing and accessories must comply with the school district’s published dress code; in summary, all items governed by the dress code will be considered in violation of it if they a. contain slogans, symbols or insignias that are deemed suggestive, crude, offensive or inflammatory. b. present a distraction to the classroom environment or school culture. c. fall outside of the established standards of modesty.</td>
</tr>
<tr>
<td>Electronic Devices</td>
<td>Possession of a cell phone or other electronic device will not be considered to be a violation of school rules; using such a device while under school supervision without permission of appropriate school personnel will be considered a violation of school rules.</td>
</tr>
<tr>
<td>Fighting</td>
<td>A conflict between two students that includes physical contact intended to cause harm, regardless of the outcome.</td>
</tr>
<tr>
<td>Insubordination</td>
<td>The refusal of a student to abide by a code of conduct established by a member of the school administration or faculty</td>
</tr>
<tr>
<td>Interpersonal Conduct</td>
<td>Students should conduct themselves in a manner that is respectful of other student’s property and possessions and considerate of other student’s personal space and privacy.</td>
</tr>
<tr>
<td>Misuse of School Resources</td>
<td>Any use of school property for anything other than its intended use; this includes using school resources in a manner other than directed by school personnel.</td>
</tr>
<tr>
<td>Physical/Verbal Abuse</td>
<td>Repeated actions by a student toward another person that marginalize or threaten that person.</td>
</tr>
<tr>
<td>Weapons</td>
<td>The possession or use of any device meant to inflict harm on another person, whether traditionally considered a weapon or not.</td>
</tr>
</tbody>
</table>
## PBIS Walkthrough Instrument

<table>
<thead>
<tr>
<th>Walk-through Name</th>
<th>Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bagley Middle School</td>
<td>On-Site PBS Walkthrough</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board Name</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murray County</td>
<td>Bagley Middle School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observer</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Rogers</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
</table>

### Rules and Expectations

1. **Behavioral expectations are posted.**
   - Hallway
   - Classroom
   - Cafeteria
   - Restroom
   - Media Center
   - Bus
   - Other

2. **Rules are posted**
   - Hallway
   - Classroom
   - Cafeteria
   - Restroom
   - Media Center
   - Bus
   - Other

### Staff/Student response

1. Ask five students if they know the expectations. How many are able to tell you?
2. Ask five staff members if they have a school-wide team to address behaviors / discipline. How many answered yes?
3. Ask five staff members if they can name the school-wide expectations. How many answered yes?
4. Ask five staff members if they have taught the school-wide expectations. How many answered yes?