



# PBIS Handbook

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

APRIL 2019



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# Overview of PBIS



# Positive Behavioral Interventions and Supports

## What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an approach to supporting students through interventions ranging from school-wide supports to individualized plans for specific students. School-wide PBIS focuses on the development and implementation of proactive practices designed to prevent problem behavior for all students and improve school climate. The goal of PBIS is to prevent the development and establishment of problem behaviors and to maximize academic success and social/emotional well-being for all.

PBIS is a framework for assisting school personnel in the use of evidence-based behavioral interventions that enhance academic and social outcomes for all students. PBIS *is not* a packaged curriculum, scripted intervention, or manual. PBIS is a prevention-oriented way for school personnel to, (a) implement evidence-based practices, (b) improve their use of those practices and (c) maximize academic and social behavior outcomes for students.

PBIS is a system of supports and interventions that help students improve their behavior while reducing problematic behavior. PBIS implementation in schools focuses on three levels or tiers of intervention. The PBIS approach concentrates on data based decision-making in schools. Schools implement PBIS by establishing clear expectations and then teaching, modeling, and reinforcing behaviors that match the expectations across all school settings.



# BGPS Positive Behavioral Supports Tiered Intervention Guidelines

## Tier 1: Universal Systems

Tier 1 of the PBIS model establishes universal supports for all. Supports include the development of school-wide expectations, a behavioral matrix, and acknowledgement systems to reinforce desired social behavior. School wide data is continually reviewed by a team to determine the effectiveness of the systems and to identify the need for additional resources and supports.

### Who:

- All students
- School wide PBIS team and all staff
- Classroom teachers (for individualized classroom systems)

### What:

- Students are held accountable and acknowledged for following school wide expectations
- Staff consistently teach and acknowledge appropriate behaviors
- All staff report and document major and minor behavioral problems

### How:

- Routines and expected behaviors are explicitly taught and are practiced regularly
- School wide acknowledgement system (i.e. Paws, Talons, Dragon Scales)
- Consequences (documented through major and minor forms)
- Classroom systems (Second Step, class drawings, group incentives, Schoolwide Response Plan)



## PBIS Tier 1

All Students School-wide PBIS

*The tenets of PBIS are that all students in school are capable of learning and using socially meaningful and productive behavior that is linked to their ultimate academic achievement.*

### Essential Features

- Behavior expectations defined, taught and posted
- System for acknowledging positive behavior
- PBIS Team is responsible for continuous implementation of Tier 1 PBIS
- System for responding to behavior problems
- Use of data to monitor & guide school-wide behavior support

### Problem Solving Process

#### Team Initiated Problem Solving

- Identify problem
- Identify goal for change and create a solution
- Implement solution with fidelity
- Progress monitor and make adjustments as needed

### Resources

#### Primary

- Second Step
- Zones of Regulation (optional)

#### Middle School

- Second Step
- Zones of Regulation (optional)
- Life Skills (optional)
- Prevention/Intervention specialist

### Evaluation of Student Outcomes

Increase percentage of students who have one or fewer office discipline referrals



## Tier 2: Targeted Group Interventions

Tier 2 supports the behavioral needs of students who are demonstrating at-risk behaviors. Targeted, group-based interventions are implemented to serve students who have not responded to Tier 1 interventions alone. Approximately 10-15% of students within a given building will require support from Tier 2.

### Who:

- **Tier 2 Team:** Administration, Support & Instructional staff (school psychologist, counselor, prevention/intervention specialist), general education teacher if possible

### What:

- Group-based interventions. Existing interventions for students that may include:
  - Mentoring
  - Check In/Check Out
  - Breaks are Better
  - Social Skills Groups (i.e. Zones of Regulation, Coping Cat, Second Step pre-teaching/reteaching)

### How:

- The Tier 2 team identifies students possibly needing Tier 2 intervention based on:
  - SWIS Data (example: 3 or more major/minor referrals in a month)
  - Teacher Request for Assistance Form
- Data is collected and reviewed at least once a month at Tier 2 meetings
- Students continue to receive Tier 1 strategies from classroom teacher



## PBIS Tier 2

Ongoing behavior

*Tier 2 supports the behavioral needs of students who are demonstrating at-risk behaviors. Targeted, group-based interventions are implemented to serve students who have not responded to Tier 1 interventions alone. Approx. 10-15% of students within a given school building will require support from Tier 2.*

### Essential Features

#### Screening and Identification:

- Request for Assistance Form
- Review discipline data
- Review attendance data

#### Problem Identification:

- Determine function of behavior
- Determine area of need regarding skills development

#### Intervention/Implementation:

- A few evidenced-based interventions linked to student need & motivation

#### Evaluation

- Regular progress monitoring, determine effectiveness of intervention
- Review fidelity of implementation every 2 weeks

### Possible Decision Rules

- Behavior: ongoing pattern of problem behavior
- Attendance: less than 80%
- Academic: 2-4 F's in classes
- Request for assistance form completed by teacher

### Tier 2 Interventions

- Prevention/Intervention specialist
- Life skills
- Check In/Check Out
- Mentoring
- Social Skills Group
  - Coping Cat
  - Zones of Regulation
  - Second Step
- Peer Mentoring
- Breaks are Better

### Evaluation of Student Outcomes

- Decrease in office discipline referrals
- Increase in academic grades
- Increase in attendance
- Check in, Check out-Exit criteria of 80% for 1 month
- Post intervention social skills checklist



## Tier 3: Intensive Individualized Interventions

In Tier 3, intensive interventions are put into place for students who have not responded sufficiently to Tier 1 and Tier 2 interventions. Generally, about 1-5% of the school population needs these individualized intensive services, which include a Functional Behavioral Assessment and Behavior Intervention Plan. In Tier 3, a team of people are supporting the student. The more intensive the student's needs, the more people may be needed on the team to support the student's behavior throughout the day.

### Who:

- A Student who demonstrates problem behaviors that are persistent, escalating rapidly, dangerous, or resistant to Tier 2 supports
- Tier 3 team: Administrator, the student's teacher(s), parent/guardian (when appropriate), and relevant support staff (counselor, school psychologist)
- Additional district resources such as the District Behavior Team may be consulted to support the school based team in refining the behavior intervention plan)

### What:

- Team meeting
- Functional Behavioral Assessment (FBA): Analyzing the student's behavior, including determining when and where the behavior is more likely to occur (antecedent) and why the behavior continues to occur (maintaining consequence)
- Behavior Intervention Plan (BIP): a written plan developed by a team with an emphasis on preventing problem behaviors, teaching replacement behaviors, and increasing the likelihood that the student will choose the desired behavior. The BIP is based on the results of the FBA.

### How:

- Referral to Tier 3 made by the Tier 2 team
- The FBA includes:
  - interviews (i.e. teacher, parent, student),
  - records/data review, and
  - student observations
  - analysis of antecedents and maintaining consequences
  - a precise definition of the problem behavior(s)
  - teams use the district FBA Forms
- The BIP includes:
  - student strengths
  - goals and teaching strategies for replacement behaviors, desired behavior, and prevention of problem behavior



- an acknowledgement system linked to the the use of replacement/desired behaviors
- access to Tier 1 and 2 supports
- teams use the district BIP Forms
- Data Collection and Review
  - Data is collected daily
  - After 2-3 weeks, plans are reviewed
    - If the student is making progress, continue
    - If the student is not making progress, the team considers:
      - Was intervention implemented with fidelity?
      - Changing the intervention
      - Review the FBA to determine if it is accurately defining the function of the behavior
      - Requesting support from the District Behavior Team
  - After continued progress, the team scales back Tier 3 interventions or returns the student to the Tier 2 level of support

## PBIS Tier 3

Behaviors resistant to Tier 2 interventions or unsafe behavior

*Tier 3 supports the behavioral needs of students who are demonstrating significant behavior difficulties. Individualized interventions are implemented to serve students who have not responded to Tier 1 and 2 interventions. Approximately 1-5% of students within a given school building will require support from Tier 3.*

### Essential Features

- Tier 3 Problem Solving Team
- Screening and Identification
- Individual plan created based on function and skill development
- Review plan for effectiveness every 2-4 weeks
- Adjust plan as needed
- Fade supports when there is significant reduction of problem behavior

### Possible Decision Rules

- Behavior-significant safety concerns to self or others
- Academic: 5-6 F's
- Attendance less than 60%
- Not responding to Tier 2 interventions after 6-8 weeks.

### Tier 3 Interventions

- School-Based Mental Health Services
- Functional Behavioral Assessment
- Behavior Intervention Plan
- Prevention/Intervention Specialist
- Consultation from District Behavior Team
- Individual/small group counseling/skills group

### Evaluation of Student Outcomes

- Increase in academic grades
- Increase in attendance
- Increase in socially appropriate behavior
- Decrease of problem behavior



# District Implementation Plan

The Battle Ground School District has been committed to the district wide implementation of PBIS since 2016-2017. Along with this commitment, structures have been put in place to facilitate the ongoing planning, support, communication, and sustainability associated with PBIS implementation.

DLT → DOAC → PBIS Coaches → Building PBIS Leads → Teams  
→ School Staff → Students/Parents

(→ means that they inform the next group)

**DLT: District Leadership Team.** A 25-30 member group that meets quarterly, composed of a representative cross-section of the district. This team advises and provides feedback on district level implementation of PBIS. The DLT annually completes a District Capacity Assessment (DCA), which guides the DLT in creating an action plan for the district in the coming year.

**DOAC: District Office Action Committee:** A 9 member subcommittee of the DLT that meets monthly. This team implements the action plan created by the DLT and reports back on progress to the DLT at the quarterly meetings.

**PBIS Coaches:** Two district-level PBIS Coaches support implementation at all three tiers of PBIS. The work of the PBIS Coaches is driven by the action plan created by the input from the DLT. The coaches divide the schools, so each school in the district has access to individualized coaching. A “How To Guide” for utilizing the skills of your building’s PBIS coach is provided in the appendix.

**Building PBIS Leads:** Each building has a PBIS Lead who attends collaboration and trainings with the PBIS Coaches. The Leads are provided with information and more in-depth training that they can then take back to their building PBIS teams.

**Building PBIS Teams:** Buildings have at least two levels of PBIS teams. First is the Tier 1 team, which supports the implementation of school wide PBIS, gathers feedback from staff on refining the system, and uses building level SWIS data to determine if additional support is required. The other is the Tier 2/3 team, which ensures access to interventions, evaluates the fidelity of systems and practices, and regularly utilizes data to monitor the progress of students. Some schools may have two separate teams for Tier 2 and Tier 3.

**School Staff:** Information regarding PBIS implementation in specific buildings is shared with staff through staff meetings, email, Google Drive, grade level chair, and annual (or more



frequently) surveys to staff for input. The PBIS Team members should be posted or readily accessible in Google Drive so staff may know who to contact to ask questions or share concerns.

**Students/Parents:** Information is shared with students and parents through assemblies, newsletters, events, and emails. In its truest sense, PBIS is intended to improve the climate and culture of a building by unifying staff, students, and families. To this extent, the foundational tenets of PBIS should be incorporated throughout communications and interactions with students and parents. Specifically, this includes the core expectations (i.e. safe, respectful, and responsible) and acknowledgements for a job well done.



# Tier 1 Systems



# Tier 1 Model

## PBIS Tier 1

All Students School-wide PBIS

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# Tier 1 PBIS Team

Each building has a Tier 1 PBIS Team that meets at least monthly. This team is responsible for ensuring there is a current action plan based on the previous year's behavior assessments. The team also analyzes ongoing behavior data to use for intervention planning, and communicates with staff and parents regarding PBIS implementation. The team also uses the Tiered Fidelity Inventory (TFI) to complete a yearly action plan that is constantly reviewed and updated.

## Who is on the School-wide PBIS Team?

The PBIS team should be representative of the entire school staff across grade levels, include an administrator, classified staff, special education staff, etc. Teams are also required to have a parent member who is not also a staff member. Having a representative team will improve the quality of the PBIS programs in the school and should also promote involvement and buy-in throughout the school.

## What are the responsibilities of the School PBIS team?

- Hold PBIS meetings on-site at least once per month to plan and coordinate school-wide behavior systems.
- Plan PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school expectations and continually monitoring and updating PBIS programs).
- Continually monitor School Wide Information System (SWIS) data to determine areas of need and create intervention plans based on this data.
- Have a building PBIS Lead who will attend district-wide meetings and trainings to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- Utilize the Team Initiated Problem Solving (TIPS) process to ensure effective, efficient meetings. When teams determine that a refresher in TIPS is needed, or if there are new team members who have not been trained in TIPS, contact your PBIS coach.

Attendance of all PBIS Team members is expected to be at or above 80%. The team should ensure that faculty are shown schoolwide data regularly (at least 4 times a year) and provide input on universal practices (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. In addition, stakeholders (students, families, and community members) have an opportunity to provide input on universal practices (e.g., expectations, consequences, acknowledgements) at least every 12 months. This can be done via informal surveys, class polls, and/or parent organizations.



## **Team Roles:**

Following are roles that members may choose to fulfill on their PBIS team:

### **1. Team Leader/Facilitator**

- a. Before meeting, provides agenda items to Minute Taker
- b. Starts meeting on time
- c. At meeting, determines date, time, and location of next meeting
- d. Manages the “flow” of meeting by adhering to the agenda
- e. Prompts team members (as necessary) to follow the TIPS process
- f. Attend meetings with other PBIS Leads to receiving training from district PBIS coaches

### **2. Recorder/Minute Taker**

- a. Before meeting
  - i. Collects agenda items from Facilitator
  - ii. Prepares Team-Initiated Problem Solving (TIPS) Meeting Minutes agenda form, including content from Data Analyst’s Report, as appropriate
  - iii. Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form
- b. At meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary
- c. After meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours (if the minutes are kept in a shared Team Drive in Google, this step is automatically complete).

### **3. Data Analyst**

- a. Before meeting
  - i. Describes *potential new problems* with precision (What, Who, Where, When, Why)
  - ii. Gathers data using School Wide Information System (SWIS) Dashboard. Creates drill down reports concerning the frequency/rate of precisely-defined potential new problems
  - iii. Provides update on *previously-defined problems* (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)
  - iv. Distributes the collected schoolwide data to team members
- b. At meeting
  - i. Leads discussion of potential areas of concern
  - ii. Responds to team members’ questions concerning content of the collected schoolwide data; produces additional data on request (e.g., additional Custom Reports)
- c. Attends training on how to create problem statements in SWIS

### **4. Other Team Members**

- a. Before meeting, recommends agenda items to Facilitator



- b. At meeting, responds to agenda items and:
  - i. Analyzes/interprets data; determines whether a new problem exists
  - ii. Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a goal and timeline
  - iii. Discusses/selects solutions for new problems
  - iv. Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?
    - 1. Suggests how implementation of solution actions could be improved
    - 2. Analyzes/interprets school-wide data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to goal level)?
- c. Is an active participant in the meeting

**5. Administrator**

- a. Should not be the primary facilitator, minute taker, or data analyst
  - i. Can serve as a backup member for any of those roles
- b. Encourages team efforts, provides planning time, gives feedback, supports initiative, and ensures implementation
- c. Is the team member with decision making authority



# Establishing Clear Behavioral Expectations

*If a child doesn't know how to read, we teach.  
If a child doesn't know how to swim, we teach.  
If a child doesn't know how to multiply, we teach.  
If a child doesn't know how to drive, we teach.  
If a child doesn't know how to behave, we... ?  
- Unknown*

The first line of prevention in a PBIS system consists of expectations, routines, and physical arrangements that are developed and explicitly taught by school staff to prevent initial occurrences of behavior. This includes the use of 3-5 school-wide behavioral expectations and a more detailed matrix of expected behaviors across school settings.

## **School-wide Behavioral Expectations**

Each school in Battle Ground Public Schools has 3-5 behavioral expectations that are positively stated, easy to remember, and significant to the school's climate. This naturally facilitates the teaching of behavioral expectations across school settings because all students will learn through the same language.

Having 3-5 simple expectations is easier for students to remember. It is also important for staff because focusing instruction on a few simple expectations will improve teaching and consistency across staff. Positively stated expectations are important because when school staff recognize students for showing *appropriate* behavior (rather than solely correcting inappropriate behavior), students are more likely to demonstrate appropriate behaviors. Simply stated, we get more of what we pay attention to.(e.g., "walk" instead of "don't run").

There certainly is still a place for correcting behaviors and having consequences in PBIS, but as a preventative measure, staff are encouraged to start by intentionally recognizing the behaviors they would like to see more of.

## **Matrix of School Expectations**

BGPS PBIS teams have each completed matrices of behavioral expectations specific to each school. This is the tool that school staff can use as an easy reference guide for teaching, modeling, and practicing the expected behaviors, in addition to using this language to correct inappropriate behaviors.

One axis of the matrix will state the 3-5 school-wide behavioral expectations. The other axis will list specific locations of the school campus. Within the chart, behavioral expectations will be defined in each setting.

To see examples of school-wide matrices, please contact a PBIS team member or one of the district PBIS Coaches.



# Teaching Behavioral Expectations

## Teaching Expectations: Overview

The building PBIS team is responsible for determining how and when the main school-wide expectations will be taught to students (taking staff input into account). The large-scale teaching and reteaching of location-specific expectations typically occurs three times annually. Schools accomplish this task in various ways. Some schools have stations and students rotate through each location for a quick lesson on the appropriate behaviors relevant to each area. Some teach a different location each advisory class with a PowerPoint slide prepared by the PBIS team. Some secondary schools choose to incorporate teaching expectations into morning announcements or have a student film class assist with a video that can be shown school wide. Each school may do this teaching in the way that best reaches their students, as long as all students, including new students who arrive mid-year, are taught the expectations for each setting.

*"We need to be reminded a lot more than we need to be taught."  
-David Kennedy*

## When do we teach behavior?

- At the beginning of the school year
- The first time an activity occurs in a certain setting (such as an assembly)
- After prolonged breaks, like winter break or spring break
- In specific settings that have been identified as problem areas by the PBIS team data review
- Before times when problem behaviors tend to increase, such as before half-days or when the routine will be different than usual
- In the moment when a student or group of students has demonstrated inappropriate behaviors

## How to Teach Behavioral Expectations

Regardless of the age of the students in your school, the same basic procedures can be used to teach behavioral expectations. Ideally, the expectations in each setting are taught by the person who will be most responsible for reinforcing the expectations (i.e. the recess aide on the playground or teachers for hallway passing period expectations).

Students should know what the expectations are for each setting, and they should be shown where the expectations for that area are posted for them to reference.

1. Introduce the expectation, using the exact language from the school's PBIS Matrix
2. Teach students what it looks and sounds like when the expectations for that area are being followed
3. Discuss with students various examples and non-examples
4. Practice examples (do not have students practice non-examples)



### **Posting Expectations**

Behavioral expectations should be clearly posted in each setting. The wording on the posters should be exactly what is stated in the PBIS Matrix. Take care to make the wording developmentally appropriate, and particularly with younger students, it may be beneficial to incorporate visuals on the posters. Older students may take ownership over the system if they are given the responsibility of developing the matrix language and the posters. When correcting behaviors in the moment, staff members may reference the posters to further reinforce the teaching and to ensure the common language is being used.



# A System for Encouraging Appropriate Behaviors

## Overview

It is not enough to just teach expected behavior, we also need to regularly recognize and acknowledge students when they engage in appropriate behavior. Research has shown that using explicit language to recognize students for engaging in expected behavior is more effective at preventing future behavioral issues than solely catching students breaking the expectations. In fact, research on effective teaching has found that teachers should aim to engage in a rate of 4 positive interactions with students to every 1 negative interaction (4:1 ratio). As staff, it is very easy to get caught up focusing on students with inappropriate behaviors. The goal of an acknowledgment system is to increase the likelihood of students engaging in positive behaviors and increasing the number of positive interactions that all school staff have with students.

The building PBIS team, with staff input, determines how to "catch" students exhibiting the expected behaviors. Specific praise is extremely important in increasing the recurrence of appropriate behavior. Some schools decide to give out small pieces of paper or tokens that represent the school's mascot. The token is not the point; it is merely the vehicle and the reminder of the praise. With the handing out of any kind of token needs to come specific verbal feedback on why; a student should be able to reiterate to another staff member what behavior they exhibited to earn a token.

The ultimate goal of PBIS is to change student behavior by first changing adult behavior. Therefore, the token is not the main focus in changing student behavior, it is the staff member acknowledging the student for behaving appropriately that will result in improved student behavior.

## Giving Acknowledgements

- The adult who observed the behavior is the one who gives the verbal praise and/or token of acknowledgement
- The adult identifies specifically what behavior the student engaged in, and links it to the appropriate school expectation
- Students should be given these acknowledgements immediately following the behavior and be told exactly why they received it

*"The token is not the point. It is a reminder to adults to acknowledge students."*

## Scripts for giving acknowledgement:

1. Thank you for \_\_\_\_ (specific behavior). It shows that you have been \_\_\_\_ (say which school expectation).



2. I just noticed that you \_\_\_\_\_ (specific behavior). That's a great example of being \_\_\_\_\_ (school expectation).
3. I really appreciate how you \_\_\_\_\_ (behavior). That's a wonderful example of being \_\_\_\_\_ (school expectation).
4. By being \_\_\_\_\_ (specific behavior) in the library you show a good example of being \_\_\_\_\_ (school expectation).
5. Well done, \_\_\_\_\_ (name) for \_\_\_\_\_ (specific behavior). That's showing \_\_\_\_\_ (expectation).
6. Way to go, \_\_\_\_\_ (name) for \_\_\_\_\_ (specific behavior). You're showing a good example of being \_\_\_\_\_ (expectation).

### **How to Use Reinforcement Systems**

Your building PBIS team has thoughtfully developed the reinforcement system for your school, keeping in mind the developmental age, climate, and culture of your building, in addition to other influences on your school community.

- Who can give the acknowledgement out?
  - o Any adult who has been trained in PBIS
  - o Any trained adult can acknowledge any student in the school
- Who are the acknowledgements given to?
  - o Any student demonstrating the behavioral expectations, at the staff member's discretion
    - Staff members can further encourage students who are engaging in low-level unexpected behaviors to follow expectations by using the token to reinforce positive behaviors in the proximity of those students.
- Staff do not give acknowledgements to students who ask for them.
  - o If a student asks for a token, kindly say, "We don't give (paws) to students who ask for them."

### **Reinforcement Menu**

Tokens are one method of reinforcing desired behaviors, but they are not the only method. Studies have shown that even adults who receive regular recognition and praise at work:

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

The positive benefits of recognition and praise are evident in school-age children as well. Students who are given positive reinforcement, recognition, and praise demonstrate increased



productivity, rate their school-experience more positively, are more likely to feel connected to their school community, and engage in fewer problematic behaviors.

Below are some possible reinforcement menus that can be used with primary and secondary populations:

### Primary Age Reinforcement Menu

| Small                                                                                                                                        | Medium                                                                                                                                                                                             | Large                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Say "Thank you"<br>Specific verbal praise<br>Sticker<br>Pat on shoulder<br>Smile<br>High five<br>Note to student<br>Eye contact<br>Thumbs up | Give a token with specific verbal praise<br>Brief 1:1 time<br>Teacher's helper<br>Line leader<br>Extra choice time<br>Points/marbles toward class goal<br>Positive phone call, email, or note home | Principal phone call home<br>Positive referral to the office<br>Raffle prizes<br>Lunch leader<br>Special technology time<br>Lunch with preferred school staff<br>Postcard home |

### Secondary Age Reinforcement Menu

| Small                                                                                                 | Medium                                                                                                                                                                                                                                                                                                                 | Large                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Say "Thank you"<br>Specific verbal praise<br>Smile<br>High five/fist bump<br>Eye contact<br>Thumbs up | Give a token with specific verbal praise<br>Brief 1:1 time<br>Teacher's assistant<br>Leadership opportunity<br>Extra choice time<br>Class Points<br>Homework Pass<br>Choice of where to sit<br>Quick pass to front of lunch line<br>Lunch with preferred teacher or friend<br>Positive phone call, email, or note home | Principal phone call home<br>Positive referral to the office<br>Raffle prizes<br>Special technology time<br>Reserved parking spot<br>Free entrance to a school event<br>Spirit day |



#### Staff Reinforcement Ideas:

- Have postcards available for staff to write for each other
- Provide a note slip for students to write staff recognition on
- Have a bulletin board in a staff area where people can write recognitions to each other
- Have a roving statue or item that is given to a different staff member each week with specific recognition (email, at a staff meeting, etc.)
- Have a drawing for special prizes ("get out of work early" card, donated gift cards, etc.)



# A System for Discouraging Unexpected Behaviors

## Overview

Our goal is to use positive feedback and acknowledgement when students follow the expectations, and to provide corrective feedback and meaningful consequences when they are not following the expectations. We want to use behavior violations as an opportunity to teach expected behavior and increase students' repertoire of possible appropriate responses.

*"You must connect  
before you correct."  
-Brandon Reyes*

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 teaches 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, assistant principal, or other support staff members.

It is essential that school staff agree on the following:

1. What is the sequence of disciplinary responses in the school, or what alternatives are there?
2. What problem behaviors are expected to be managed with in the classroom?
3. What problem behaviors should be sent to the office?
4. What are the procedures for an office referral?

The following pages contain materials outlining the correction/action taken system in Battle Ground Public Schools:

- Correction Menu
- Procedures for Correcting Unexpected Behaviors



## Correction Menu

Refer to the Correction Menu for suggestions on how to respond to different levels of misbehavior.

| Teacher Managed                                                                                                                                                                                                                                                                                                                                                     | Minor Referral                                                                                                                                                                                                                                                                                                                                                          | Major Referral                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <ul style="list-style-type: none"><li>• Restate direction</li><li>• Redirect to task</li><li>• "The Look"</li><li>• Reteach 1:1</li><li>• Ignoring negative behavior while acknowledging the positive behavior of students in proximity</li><li>• Nonverbal cue to task</li><li>• Proximity</li><li>• Clearly state choices/options (in a non-public way)</li></ul> | <ul style="list-style-type: none"><li>• Change seating</li><li>• Classroom Time-Out</li><li>• Alternative (Buddy) classroom with think sheet</li><li>• Community Service</li><li>• Conference with student</li><li>• Reteach w/overcorrection</li><li>• Restate direction + mild consequences</li><li>• Problem-solving worksheet</li><li>• Loss of privilege</li></ul> | See Major Behavior Response Plan |

### Correction Do's and Don'ts:

- Do keep it brief. Students don't need a long explanation or multiple examples; keeping it simple, short, and calm increases chances of compliance.
- Do acknowledge when they turn it around. After correcting a student, regardless of the level of behavior, it is important to recognize the student if they do change their behavior.
- Don't take it personally. When adults take behavior personally, they often become upset. When both the adult and the child are upset, rarely is a respectful and peaceful solution found.
  - It is ok to wait to handle a situation until you've had a chance to calm down. If you have a good relationship with a student, you can even tell them, "I feel frustrated right now, so I need to take some time to calm before we talk about this."
- Don't be hard on yourself for not handling a situation appropriately. We are all human, and it's ok to make mistakes.
  - It's ok to let a student know, "Hey, I didn't handle that quite right. Let's have the conversation again."

### Script for "Thank You for Desired Behavior"

Try this: When a student is not meeting expectations, such as wearing a hat in the cafeteria, the adult can say, "Thank you for taking your hat off," looking at the student, smiling and walk away. Stop and look back. If the student has the hat off, you can say or mouth "Thank you."

Try this: When a student is talking too loudly in the library, the teacher can find another student nearby who is using appropriate volume and can say, "Thank you for using an indoor



voice." If the first student then starts using an indoor voice, the adult can say "Ah, yes. Thank you for using an indoor voice."

### Script for "Reteach"

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

### Script for Correction Cycle

1. What are the school expectations?
2. Was your behavior meeting our school expectations?
3. What do you need to do?
4. Are you willing to do that?

### Scripts for Redirecting

"Remind me, what are the directions right now?"

(Student is playing with sharpener and was directed to take out a book. This directive would be stated privately and quietly in a neutral voice.)

"We are on page 3, please read the first paragraph out loud"

(Student is daydreaming and appears inattentive.)

"Laura, please go to the board and show us how to do problem #12."

(Laura knows how to work the problems. We wouldn't ask her to go to the board if she couldn't work the problems. She was visiting with a neighbor; the teacher is attempting to re-engage her.)



### Teacher Managed Behavior Procedures

| Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Examples                                                                                                                                                                                                                                                                                                                                                                                                                           | Procedures                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Behaviors that:</p> <ol style="list-style-type: none"> <li>1. <u>Do not</u> require administrator involvement</li> </ol> <p><i>and</i></p> <ol style="list-style-type: none"> <li>2. Are not more than a minor disruption to the learning environment</li> </ol> <p><i>and</i></p> <ol style="list-style-type: none"> <li>3. Are not chronic</li> </ol> <p><i>and</i></p> <ol style="list-style-type: none"> <li>4. Are low severity and low frequency</li> </ol> | <ul style="list-style-type: none"> <li>• Passive non-compliance/not following directions</li> <li>• Crying or whining</li> <li>• Using inappropriate level of voice</li> <li>• Coming unprepared to class</li> <li>• Talk outs/chatting</li> <li>• Not paying attention in class</li> <li>• Using inappropriate language (not directed towards a person)</li> <li>• Wearing hats</li> <li>• Gum</li> <li>• Note-writing</li> </ul> | <ol style="list-style-type: none"> <li>1. Inform student of expectation violated</li> <li>2. Describe appropriate behavior</li> <li>3. Use Teacher Managed Corrective Menu</li> <li>4. These behaviors may be documented in the classroom, but <u>not</u> on a Minor Incident Form.</li> </ol> |

### Minor Behavior Correction Procedures

| Definition                                                                                                                                                                                                                                                                                                                                                      | Examples                                                                                                                                                                                                                                                                                                                                                                                                        | Procedures                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Behaviors that:</p> <ol style="list-style-type: none"> <li>1. Are a moderate disruption to the learning environment</li> </ol> <p><i>or</i></p> <ol style="list-style-type: none"> <li>2. Do not require administrative involvement</li> </ol> <p><i>or</i></p> <ol style="list-style-type: none"> <li>3. Are chronic “teacher managed” behaviors</li> </ol> | <ul style="list-style-type: none"> <li>• Active defiance &amp; actively refusing to follow directions</li> <li>• Arguing with teacher/talking back/insubordination</li> <li>• Frequent talking out of turn</li> <li>• Inappropriate language or gestures directed at a person(s)</li> <li>• Minor physical contact</li> <li>• Property misuse</li> <li>• Electronics violation</li> <li>• Dress code</li> </ul> | <ol style="list-style-type: none"> <li>1. Conference with the student and use Minor Referral Correction Menu to choose a consequence</li> <li>2. Contact the parent by the end of the day. Email or phone are ideal. Leave a message if necessary</li> <li>3. Submit minor referral to office via paper or online within 24 hours of the behavior.</li> </ol> |



### Major Behavior Correction Procedures

| Definition                                                                                                                                                                                                                                                                                                                                 | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Procedures                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <p>Behaviors that:</p> <p>1. Pose a Danger to themselves and/or others</p> <p style="text-align: center;"><i>or</i></p> <p>2. Are Illegal</p> <p style="text-align: center;"><i>or</i></p> <p>3. Are a Major Disruption to the Learning Environment</p> <p style="text-align: center;"><i>or</i></p> <p>4. Are Chronic Minor Behaviors</p> | <ul style="list-style-type: none"> <li>● Possessing weapon or look-alike weapon</li> <li>● Student makes a specific and credible (target/method) threat to others</li> <li>● Purposefully hitting physically hurting a teacher or student</li> <li>● Throwing potentially dangerous objects at others</li> <li>● Theft</li> <li>● Racial, ethnic, religious, or sexual harassment</li> <li>● Bullying</li> <li>● Vandalism that results in serious or permanent damage</li> <li>● Any act of fire starting, arson or any knowledge of playing with fire, matches, etc.</li> <li>● Serious misuse of technology</li> </ul> | <p style="text-align: center;">See Major Behavior Response Plan</p> |



# Major and Minor Referral Forms

When problem behaviors occur, the observing staff member will start the data collection process on the appropriate form. The process for behavior management, documentation of problem behaviors, and communication between all stakeholders (administration, staff, students, and parents) is detailed on the following pages.

## **Paper Referrals**

Our primary schools and alternative campuses use the paper minor incident forms and major referrals forms. Teachers are to complete these forms and turn them into the office in the designated location by the end of the school day of the incident. The forms are then inputted into Skyward in a timely manner and information can be accessed by the general education teacher in Skyward.

## **General Office Major Referral Guidelines**

- All referrals should be entered into Skyward. Datalink will then pull the referrals nightly into SWIS.
- Administrators will process office referrals within 48 hours of receipt. Processing includes addressing the incident from beginning to resolution or communicating with the referring staff member to alert him/her that the referral is still “in process”.
- At the very least, referrals that remain “unresolved” in 48 hours should be communicated to the referring staff member with a timeline for resolution.
- Processed referrals will be entered into Skyward within 3 days of receipt.
- When the action taken by the administrator is entered, only enter the highest level of action taken. If it is warranted, please include any additional actions in the notes section.
- If the school is using paper referrals, once the administrator has processed the major referral a copy should be returned to the referring staff member and classroom teacher with the action taken by the administrator. If the referral cannot be returned, a face-to-face conversation or email sent directly to the referring staff member should occur within the 48-hour timeline. (Teachers at schools using Skyward entry should receive an automatically generated email once the consequence has been assigned in Skyward)
- Referring staff at all schools may go into Skyward and view referral information. In some instances, administrator may communicate the outcome to the referring teacher via email or face to face. With online submissions, a paper copy will not be placed in your box.
- Bottom line for administrators: Please over communicate with your staff about the action you take to deal with the referrals they are writing.
- Bus referrals:



- Bus minors and majors will be monitored at the building level. Bus drivers will give a copy of the bus referral to their supervisor who will then email a copy to the administration
- An administrator will communicate the major bus referrals to the parents of the student within 24 hours of receiving it in the office. Bus minors and majors will be entered into Skyward at the building level.

### **Skyward Teacher Data Entry Guidelines (Secondary)**

- Classified staff should write paper referrals and give them to the office secretary to input into Skyward
- Referring staff MUST notify the office of entry of referrals into Skyward for any physical altercation or safety concern (fighting, drugs, weapons, etc.). Otherwise it will not be seen until the principal or designee looks at their email.
- Referring staff may go into Skyward and view referral information. In some instances, administrator may communicate the outcome to the referring teacher via email or face to face. With online submissions, a paper copy will not be placed in your box.

**Directions for [Submitting a Major/Minor Referral](#) in Skyward can be found here**

### **Determining Motivation for Problem Behaviors**

In terms of being proactive, providing in-class supports, and collecting data on misbehavior, staff report that they experience the most difficulty with determining the motivation for problem behaviors.

In its most simplistic form, there is a need that a behavior is designed to achieve. All behavior is communication of an unmet need, and can be boiled down to two main functions: to obtain or to avoid. Taking it further, the person is trying to either obtain or avoid attention (in the case of students, either adult or peer attention) an item, or an activity. This is true for adults and children; even taking a deeper look at our own behavior will reveal that there are unmet needs that drive our actions. For instance:

- Near dinner time, a person snaps at her spouse. He could surmise that she is hangry, so the motivation is to obtain an activity (getting the family ready to go to dinner).
- A teacher tells the class they have all lost the privilege of Friday Free Time. This teacher is trying to obtain attention (from the students so that they will alter their behavior in the future).
- During the latest action movie in the theater, the person in front of you startles frequently, and then keeps offering to get popcorn refills for her family. A likely motivation would be to avoid an activity (she's avoiding the movie because it is too loud).



# Data Based Decision Making

## Overview

Having access to data to help teams make decisions around interventions and supports is central to the PBIS framework. Collecting major and minor referral data on problem behavior is critical to helping the PBIS team recognize emerging patterns of behavior for groups and individual students. This requires that ongoing data collection systems are in place and that resulting data are used at regular intervals by the PBIS Team to make informed intervention planning decisions.

## What is SWIS?

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

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

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

Each team has identified 3-5 PBIS team members who are responsible for the input, upkeep, and report-generation in the SWIS system. These team members are currently trained on SWIS by the district SWIS facilitators. Schools have committed to notifying the PBIS Coaches should the people in these positions change and retraining is needed.

## What is TIPS?

The Team Initiated Problem Solving (TIPS) process is a problem solving model established within a standard set of meeting foundations. It is a series of steps to aid teams in identifying a problem, implementing a solution, and measuring the process toward the goal. In Spring 2018, all building PBIS teams received training in the TIPS process. Teams will receive further coaching on using the TIPS process to analyze SWIS data and use that information to determine how to best support students in their school.

Teams at all three tiers will use the TIPS process to guide problem identification, solution formation, and evaluation planning. Teams using TIPS are more likely to use data, define problems with precision, have fewer elements to their solution, and implement their solutions with fidelity. This leads to better outcomes for our students and is a more efficient and effective use of the time and expertise of our educators.

There are three main parts of TIPS:

1. Meeting Foundations
2. Identification and Planning
3. Summative and Evaluative Decision Making



# Tier 2 Systems



# Tier 2 Model

## PBIS Tier 2

Ongoing behavior

*Tier 2 supports the behavioral needs of students who are demonstrating at-risk behaviors. Targeted, group-based interventions are implemented to serve students who have not responded to Tier 1 interventions alone. Approx. 10-15% of students within a given school building will require support from Tier 2.*

### Essential Features

#### Screening and Identification:

- Request for Assistance Form
- Review discipline data
- Review attendance data

#### Problem Identification:

- Determine function of behavior
- Determine area of need regarding skills development

#### Intervention/Implementation:

- A few evidenced-based interventions linked to student need & motivation

#### Evaluation

- Regular progress monitoring, determine effectiveness of intervention
- Review fidelity of implementation every 2 weeks

### Possible Decision Rules

- Behavior: ongoing pattern of problem behavior
- Attendance: less than 80%
- Academic: 2-4 F's in classes
- Request for assistance form completed by teacher

### Tier 2 Interventions

- Prevention/Intervention specialist
- Life skills
- Check In/Check Out
- Mentoring
- Social Skills Group
  - Coping Cat
  - Zones of Regulation
  - Second Step
- Peer Mentoring
- Breaks are Better

### Evaluation of Student Outcomes

- Decrease in office discipline referrals
- Increase in academic grades
- Increase in attendance
- Check in, Check out-Exit criteria of 80% for 1 month
- Post intervention social skills checklist

Tier 2 supports the behavioral needs of students who are demonstrating at-risk behaviors. Targeted, group-based interventions are implemented to serve students who have not responded to Tier 1 interventions alone. Approximately 10-15% of students within a given building will require support from Tier 2.

#### Who:

- **Tier 2 Team:** Administration, Support, & Instructional staff (school psychologist, counselor, prevention/intervention specialist), general education teachers if possible
- 

#### What:

- Group-based interventions. Existing interventions for students that may include:
  - Mentoring
  - Check In/Check Out



- Breaks are Better
- Social Skills Group (i.e. Zones of Regulation, Coping Cat, Second Step pre-teaching/reteaching)

**How:**

- The Tier 2 team identifies students possibly needing Tier 2 intervention based on:
  - SWIS Data (example 3 or more major/minor referrals in a month)
  - Teacher Request for Assistance Form
- Data is collected and reviewed at least once a month at Tier 2 meetings
- Students continue to receive Tier 1 strategies from classroom teacher



# Implementation Guideline Steps

In the following sections, steps for the implementation of PBIS for Tier 2 are described. Each step is designed to highlight key features of structures and practices needed to sustainably and effectively implement a Tier 2 support system for students.

**Step 1:** Determine readiness and orient staff to foundational knowledge of Tier 2.

**Step 2:** Establish a Tier 2 team, including membership, roles, and procedures

**Step 3:** Develop methods for student identification for Tier 2 supports

**Step 4:** Match interventions to student needs

**Step 5:** Monitor progress of students receiving Tier 2 interventions

**Step 6:** Evaluate Tier 2 systems



# Step 1: Determine Readiness and Orient Staff

The universal support of Tier 1 forms the base for the implementation of Tier 2 interventions. Without consistent implementation of Tier 1, schools may over-identify students in need of additional support. A school is deemed to have fidelity of implementation with respect to Tier 1 if they have achieved a score at or above 80% on the Tiered Fidelity Inventory (TFI) and no more than 20% of the student body have received more than one major behavior referral.

After consistent implementation of Tier 1 systems, research indicates that about 10-15% of students may continue to exhibit behavioral difficulties and need more intensive targeted interventions *in addition to* the supports given within Tier 1. Students in need of Tier 2 support may be at risk for developing chronic problem behavior but do not typically need the high intensity, individualized interventions of Tier 3 behavioral supports.

Tier 2 interventions systems are designed to prevent the development, or decrease the frequency and/or intensity, of problem behavior. These intervention systems are standardized in order to effectively and efficiently support students while not requiring the time and resources needed to develop individualized plans.

As such, standardized implementation requires a strong foundational understanding of PBIS. All staff providing and supporting Tier 2 intervention should be provided a basic understanding of essential features for design, implementation, and maintenance of Tier 2 interventions within a PBIS framework.

Additionally, parents and school community stakeholders should receive information regarding Tier 2 intervention systems through school publications (i.e. handbooks, newsletters, PTA/PTO).

## Tier 2 Readiness

Prior to fully implementing Tier 2, a school first must demonstrate a consistently functioning Tier 1 system. In the Battle Ground School District, the following criteria must be satisfied prior to moving forward with Tier 2:

1. Two consecutive TFI Tier 1 ratings of 80% or higher
2. SWIS data demonstrating that at least 80% of students are responding to Tier 1 systems
3. Conducting a Self-Assessment Survey (SAS) with the staff to determine staff buy-in and readiness
4. Organizing a Tier 2 team composed of a coordinator, an administrator, and members with one or more of the following: behavioral expertise, knowledge of students, and knowledge of the school operations, in addition to your school's PBIS coach

## Orienting Staff

There are many ways to orient staff to the principles and structures of Tier 2 PBIS. The PBIS team, including the administrator(s) should consider the school's culture, the level of



knowledge and practice of Tier 1 (which can be gleaned from the TFI and SAS results), and their familiarity with Tier 2 practices.

Some options for staff orientation include:

- Presentations created by the PBIS coaches, delivered by either the administrator, the PBIS team, or the PBIS coach(es)
- Tier 2 intervention training
- Gathering and sharing data with staff
- Reading and then processing an article related to Tier 2 in a staff meeting



## Step 2: Establish a Tier 2 Team

Essential to establishing, monitoring, and refining Tier 2 systems and practices is the creation of a school site Tier 2 team. This team ensures access to interventions, evaluates the fidelity of systems and practices, and regularly utilizes data to monitor the progress of students.

### Selecting Tier 2 Team Members

A team of 5-8 school professionals is the recommended size. The Tier 2 PBIS team should, at minimum, include:

- A facilitator (schedules the meetings, creates the agenda, and facilitates the meeting process)
- An administrator
- A professional with behavioral expertise (school psychologist and/or counselor)
- Someone with knowledge of students (classroom teacher)
- A member with knowledge of the school operations (this could include the administrator or a classroom teacher who serves as Grade Level Chair).

### What are the responsibilities of the Tier 2 PBIS Team?

- Hold Tier 2 meetings twice monthly to review student progress in Tier 2 interventions, identify students who may need Tier 2 supports, and to review teacher or parent referrals
- Develop team operating procedures, team member roles, an effective meeting process, and an action plan
- Use decision rules to guide determinations regarding interventions for students
- Review multiple data points including: SWIS data, attendance, academic functioning, and screening tools



## Step 3: Develop methods for student identification for Tier 2 supports

Multiple strategies can be used to identify students for Tier 2 supports. Example identification tools can include minor/major referrals, teacher nominations, and/or screening instruments. It is not necessary to exhaust all possible identification methods, however no single method is likely to identify all students who may need Tier 2 supports. It is recommended that schools select and use multiple techniques. Ideally, the process is developed so that all students have an equal chance to be considered for risk at least annually and preferably more than once per school year. Finally, the identification methods selected should be efficient in terms of cost and time requirements from school personnel.

### Existing School Data

Existing school data can be used to develop rules that create an entry point for access to the school Tier 2 Team. Specifically, teams can set criteria that when “triggered” automatically initiates discussion about a student who may be at risk. After reviewing student data, the Tier 2 Team can then determine if intervention is warranted.

To establish decision rules using existing school data, teams must first consider and document student data that already is routinely collected. Examples such as office discipline and/or classroom minor behavioral records, attendance and tardy rates, and grades are common types of data most schools collect and can easily access to use for decision making.

For instance a school team may decide that once any student has received a certain number of office discipline referrals (e.g., 2, 3, 4, or 5), the Tier 2 Team automatically will schedule a review of that student's referrals and other relevant data to be discussed during the next Tier 2 Team meeting. Ideally the data rule that teams establish will identify students who require more intensive assistance before their patterns of behavior have become chronic or intensive. Thus, an important goal is establishing data rules that support early identification of students who may be at risk for experiencing social, emotional and/or behavioral challenges.

The following are examples of a data rules:

- 3 or more minor and/or major referrals within one month
- Behaviors are similar in nature and show a pattern of behavior

### Teacher Request for Assistance

An effective identification system will include a process that allows teachers to submit candidate names to be considered for Tier 2 supports for behaviors that may not typically be documented through referrals. The following considerations will help teams as they make decisions to develop a nomination process or to revise an existing procedure.

- Designed for quick response; supports for classroom teacher and/or rapid access to intervention for student
- Short and simple, requires less than 10 min to complete



- Staff are trained to consider and nominate students with internalizing and/or externalizing characteristics
- Staff can make a nomination if there is a recurring concern through teacher request for assistance

### Universal Screening Instrument

A third method for systematically identifying students who may require additional support is use of a brief screening instrument. Typically, screening instruments require a response to short statements about emotional or behavioral characteristics of a student. These instruments can be used to generate risk scores for all students in a grade level, building or district. Use of a screening instrument at Tier 2 is designed for identification of students only and not for diagnostic purposes or progress monitoring.

Within a tiered framework of support one important goal is to “catch” students before behavioral challenges become severe. Universal screening provides an opportunity for all children to be considered for risk factors against identified criteria. It shifts focus from a traditional “wait to fail” service delivery model toward proactively seeking out children who may be at risk of behavioral difficulties that would potentially benefit from specific instruction or intervention (Glover and Albers, 2007). This proactive approach minimizes impact of risk and/or may impede further development of more severe problems (Severson, Walker, Hope Doolite, Kratochwill, 2007).

Screening tool for our district to be determined.



# Step 4: Match interventions to student needs

## Determining Function of Behavior

Behavior is a form of communication. Some children learn that problem behavior is the most efficient way to communicate to get their needs met. Misbehavior, which happens repeatedly, occurs for a reason. Identifying the reason (i.e., function or purpose) leads educators to more effective practices for preventing many problems and for responding consistently when they do occur. Correctly identifying the function of problem behavior is vital for effective intervention.

Behavior serves a purpose or function for the child; it is not good or bad. It is functional because it works. Therefore, the child is encouraged to repeat the behavior. There are two major functions of behavior: get/obtain or escape/avoid. A child may use particular behaviors as a way of getting attention from peers or adults, obtaining a certain tangible item or preferred activity, or to access some type of sensory stimulation. Alternately, a child may also use particular behaviors as a way to avoid or escape interactions with peers or adults, a particular task or activity, or sensory conditions they find undesirable or aversive.

Failure to base an intervention on the specific function or purpose it serves often results in ineffective and unnecessarily restrictive procedures. For example, consider the case of a child who is sent to Time Out for not getting his or her work materials out quickly and quietly. In some cases use of Time Out allows a child to very successfully avoid or escape a task. If the problem (not getting materials out quickly and quietly) persists and continues to result with the same consequence (Time Out) the child may be using inappropriate behaviors to purposefully get out of a certain task or activity that he or she finds aversive (e.g., boring, too difficult). Learning to recognize repeated patterns of behavior and interactions within the environment are key for successful intervention. To identify the function or purpose of a child's behavior, the Tier 2 Team will look for patterns by reviewing the academic and behavioral records of the child. Once a pattern is identified, the behavioral function can be determined.



## Selecting Function Based Interventions

The team will use SWIS data as well as any teacher data to determine the primary function of the students behavior. Based on the team's conclusions about the student's function of behavior, they will choose an appropriate intervention to meet the needs of the student. For example, if the data indicates the student's function of behavior is to access peer attention, Social Skills Groups would be an appropriate choice, but Check-In, Check-Out would not. Below are examples of various interventions to meet a variety of student needs.

|                       | Check In/Check Out | Skills Groups | Mentoring | Breaks Are Better |
|-----------------------|--------------------|---------------|-----------|-------------------|
| Get adult attention   | X                  | X             | X         |                   |
| Get peer attention    |                    | X             |           |                   |
| Get items/activities  | X                  | X             | X         |                   |
| Avoid adult attention |                    | X             |           | X                 |
| Avoid peer attention  |                    | X             |           | X                 |
| Avoid tasks           |                    | X             |           | X                 |



## CICO

Check-In/Check-Out (often referred to as CICO; Crone, Hawken, & Horner 2010) is a Tier 2, group-oriented intervention, designed especially for students whose problem behaviors (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts.

Because CICO is group-based, standardized intervention, it is efficient and cost-effective. For example, the program can accommodate a number of students, and students can enter the program within a few days following placement by the Tier II team. CICO also provides a built-in system for (a) monitoring students' progress in the program, (b) evaluating the fidelity of implementation, and (c) transitioning to a self-managed program.

Research conducted on CICO and similar programs have consistently demonstrated associated decreases in problem behaviors, office discipline referrals, and referrals for special education services.

CICO includes the following practices:

- Increased positive adult contact
- Embedded social skills training
- Direct link to school-wide behavioral goals and expectations
- Frequent feedback
- Daily home-school communication
- Positive reinforcement contingent on meeting behavioral goals

Who can benefit?

- Students with low level, disruptive problem behavior across settings
- Students with a pattern of office referrals
- Students who receive a number of office referrals above data decision mark
- Students who find adult attention reinforcing

For whom is the intervention not appropriate?

- Students with serious or violent behaviors
- Students for whom referrals are context driven (e.g., unsupervised playground)
- When referrals come from one location

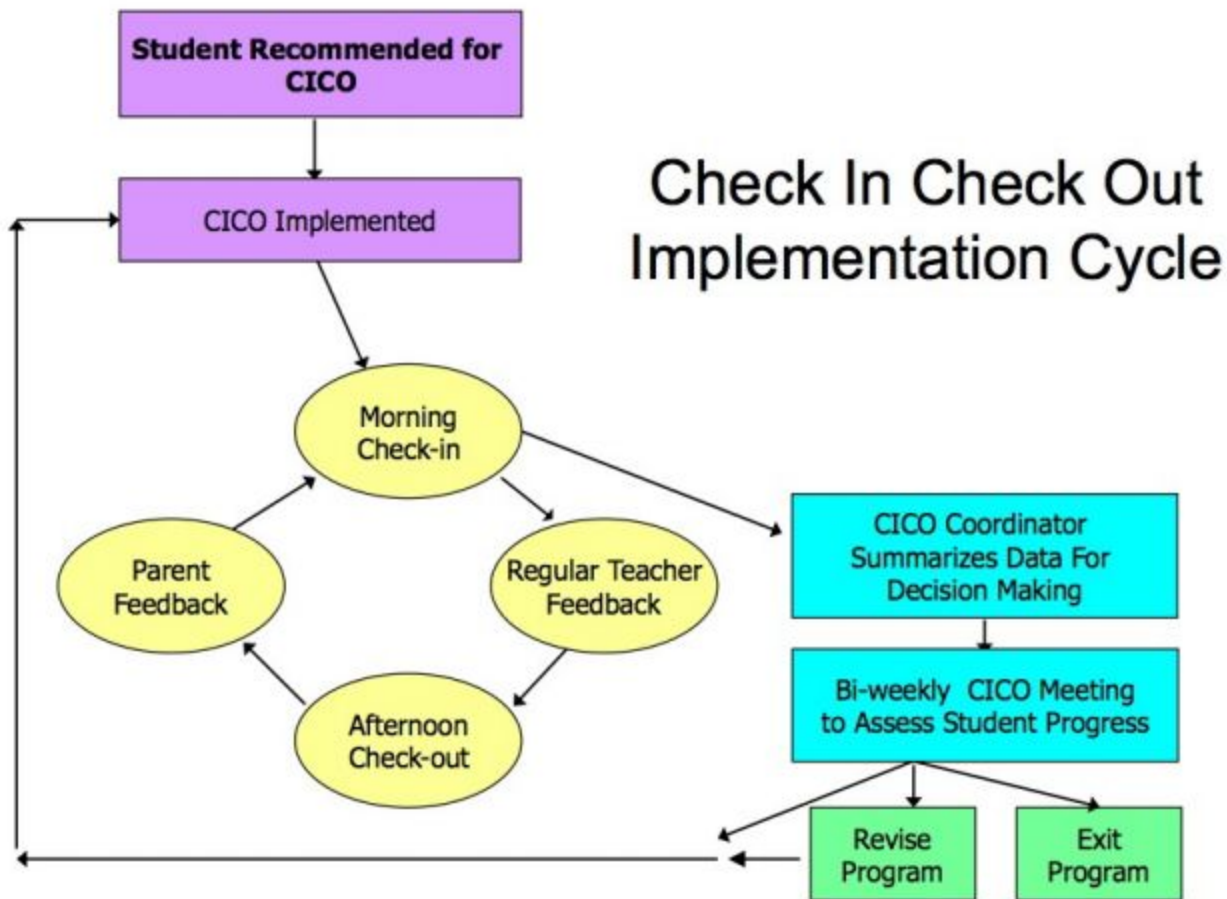
The intervention can be modified for some students by adjusting the reinforcer to match the function:

- Adult attention-check in with adult, teacher and parent
- Peer attention-use peer interaction or activity as earned reinforcer
- Escape/avoid-reduce adult interaction, use avoid options as reinforcer
- Lack of academic skills-focus goals on academic instruction



Basic approach:

- Define & teach behavioral expectations
- Build a regular cycle of checking in and checking out with adults
- Collect information for ongoing evaluation and adaptation



Students participating in a CICO intervention check in each morning with an adult staff member who, in a quick and efficient manner, greets the student, provides positive prompts for the day, and provides the student with a CICO Sheet. The student then carries the sheet with them throughout the day for their teacher(s) to give feedback regarding meeting behavioral expectations.

Students then return the completed sheet to a staff member and checks out; again, receiving prompts from the staff member and positive interaction with an adult. The DPR is then taken home so that the parent/guardian may see their student's progress. CICO sheets are compiled in CICO SWIS for progress monitoring purposes.



## Instructions for Coaches

### Morning Check In :

- Student comes to your office or you stop by their classroom and talk with student individually out in the hall or another quiet place.
- Ask about student's day so far, weekend, etc. "How was/is your...?"
- Give student a new point sheet for the day (and a clipboard if wanted). Record today's date, student name, and the goal (# of points) for the day. (Teacher will fill in the blocks for the day)
- Encourage student to remember to use the school expectations and remind him/her of the expectations.
- Say "Have a good day, and I'll see you at the end of the day"
- Interaction is positive and genuine

### Afternoon Check Out

- Take the student out of his/her classroom or have them come to your office and bring his/her point sheet (with clipboard, if used it).
- Total the points. Go over the report, acknowledging what went well and what to learn from the things that went not so well.
- Write something positive on the report, remembering out 4:1 ratio of positives to correctives.
- Take the yellow NCR form off the back and give the white copy to the student to take home. Give yellow copy to CICO coordinator to enter into the CICO/SWIS system.
- Have the student put a stamp on CICO calendar if daily goal was met.
- Students will have a multi-day goal to earn a bigger privilege. When the multi-day goal is met, student may pick from their list. Adjust multi-day goal from 4 to 5 to 6 as student's success increases. (Days do not have to be consecutive). Record on student's calendar when multi-day goals are met (use a highlighter to highlight the date) and begin the count again for the next multi-day goal.

## Instructions for Teachers

- Greet student in the morning.
- Review goal for the day and frontload a successful day with the student.
- At the end of each time block on the CICO sheet, assign points for how the student did in that block using the scale below:
  - 2-Few or no reminders, meet expectations
  - 1-Several reminders, almost met expectations
  - 0-Many reminders, overall didn't meet expectations
- Re-teach or provide guidance as needed for better choices
- Send student to CICO coach at the end of the day with their completed CICO sheet
- Consult with coach or CICO coordinator as needed



## TIPS for Providing Feedback during Check-in, Check-out and During Class

### Things to say at check in...

- Wow! Your ready for another day.
- You're here on time again -Great!
- Looks like you're all set to go
- It's great to see you this morning
- Looks like you're ready for a good day
- You're off to a good start
- You look so nice this morning
- You look happy to be here this morning
- I like the way you said "good morning"
- Thanks for coming to check in
- Sounds like you had a good weekend
- We missed you yesterday (if student was absent), nice to see you today
- Any comments your parents/guardians about your Home Summary you brought home?

### Things to say at check out...

- Glad you kept the log in good looking condition all day!
- You had a great (awesome, terrific, etc) day!
- You're right on target
- Your mom/dad/guardian is going to be so proud of you.
- You're really working hard!
- You made your goal- wow!
- Looks like today didn't go so well-I know you can do it tomorrow
- I know it was a tough day- thanks for coming to check out
- We all have bad days once and awhile- I know you can do it tomorrow
- You look a little frustrated- what happened?\* *\*If a student looks upset take a few minutes to "just listen"*
- Looks like you were having some trouble today. I know you can turn it around tomorrow.
- Look forward to a new day and new start with you tomorrow.



## Social Skills Groups

Some students may have skills deficits that lead to problem behaviors. Similarly, students may lack an understanding of code switching from the behavioral norms of home and other environments to that of the school environment, or the skill in problem solving difficult situations, thereby, leading to responses considered inappropriate in a school setting. Social/Organizational Skills Groups are designed to provide an intense dose of explicit instruction for students who have not acquired appropriate and/or adequate social or organizational skills.

Social Skills Groups includes the following practices:

- Explicit teaching of social and/or organizational skills
- Opportunities for role playing and problem solving using learned social and/or organizational skills
- Increased positive adult contact
- Direct link to school-wide behavioral goals and expectations
- Frequent feedback
- Daily home-school communication
- Positive reinforcement contingent on meeting behavioral goals

Who can benefit?

Students who demonstrate skill deficits in specific areas (e.g., how to perform skills, when to perform a skill, etc.) can benefit from groups. Some of the most common skills students demonstrate difficulties with include the following:

- Active listening
- Following directions
- Staying calm when receiving feedback
- Problem solving
- Appropriate social interactions (e.g., greeting others, sharing, etc.)
- Asking for help
- Respectfully disagreeing

Who will not benefit?

- Students who have requisite social or organizational skills
- Students with performance deficits or lack motivation
- Students disengaged from school

Basic approach:

- Define & teach skills based on identified deficits
- Build regular opportunities for role playing and feedback by all staff
- Collect information for ongoing evaluation and adaptation

Social and organizational skill groups may be taught by any staff member using a **defined** curriculum such as Second Step, Zones of Regulation, and/or Coping Cat.



# Mentoring

We recognize that all students need caring relationships and caring adults to foster growth and development. Adult mentors are critical supports in guiding students toward social/emotional, academic, and overall success in life. We mentor all students all the time.

*WHY do we MENTOR our students?*

- Mentors are highly instrumental in how teens learn to believe in themselves and tackle challenging goals.
- Provides a student with a personal connection and buy-in
- Helps student to feel like someone “has their back”
- Increases student morale & student motivation
- Source of accountability, encouragement, support, and advocacy
- Helps student to perceive school, teachers, work in a more positive light
- Disadvantaged youth are 2X as likely to attend college if they have a mentor.
- Less than ½ of disadvantaged youth have a mentor.
- Mentee-mentor relationships with adults should be naturally developed and organic.
- Teens grow intellectually, interpersonally, and emotionally from supportive mentors.
- Mentors provide the relational support to help students believe in their abilities and overcome difficult life challenges.

Remember that *your overarching goal as a mentor is to achieve a close bond between a young person and an adult*. Thus, **socialization and friendship** are your primary objectives.

## Intentional Mentoring for Tier 2 Students

Some students display a need for intentional adult attention and are identified as displaying a Tier 2 concern from Attendance, Behavior, or Academic data (ABA) as well as staff recommendation for the support. Once a student is identified as Tier 2 by the PBIS team and a review reveals that the function of the behavior is to Obtain Adult Attention then it is time to provide them the support of a Mentor with the intention of forming a close relationship and supporting the student with a goal associated to the qualifying ABA data. *WHY do we intentionally MENTOR Tier 2 students?*

- Data indicates a student need that can be supported with intentional adult interaction.
- Intentional form relationship with a student displaying a need.
- If the support is implemented with fidelity and properly matched to a student where the function of their behavior is to Obtain Adult Attention the student should return to Tier 1 status within 6-8 weeks.

## BENCHMARKS for Mentoring:

- **Build Trust** - Spend 1-2 weeks meeting informally with the specific focus of building relationship and trust with the student. Try to meet for 15-30 minutes weekly with 2-3 short check-ins just to say hi and show them you care.
- **Set Goal for Improvement** - By week 3 or when the mentor-mentee relationship has been established, bring up the need for improvement. There should be a pre-identified goal area established in collaboration by the Mentor and PBIS team. When meeting with the



student bring up that you have noticed (something that indicates the need to improve) and let them know you'd like to support them. Next, set goals with the student and share with them that you'll be checking in 1-2 times a week about their progress with the goal.

- **Work the Process** - Continue to meet with the student 1-2 times a week. Continue to build trust and further develop relationship. Check in on the goal. And support the student, be sure to use the *Guidelines: What Makes a Good Mentor*.
- **Monitor/Record Data** - Form will be provided to record weekly check ins on the data to monitor progress toward the established goal.
- **Monitor Attendance, Behavior, Academics/Coursework/Grades** - Weekly check these and reflect with your mentee on necessary areas.

### **Guidelines: What Makes a Good Mentor - "Mentoring Your Matters"**

**1. You are Supportive:** By far, the most important role of a mentor is to support and encourage young people, particularly as they struggle to overcome obstacles and solve problems. When young people feel down, upset with their families, or unhappy in their life situations, mentors are beside them, letting them talk about anything and reminding them of their innate value.

**2. You are an Active Listener:** Mentors listen first and speak last. Many teens mentioned how little they feel listened to by most adults. Often, they feel inferior even when they have good ideas. But mentors are different. They always listen, even when they are not obligated to do so.

**3. You Push -- Just Enough:** As [parents](#) can attest, most teens don't respond well to being pushed out of their comfort zones, particularly within families. But teens really like to have high expectations set for them – both academically and personally. They appreciate when mentors push them beyond what they may have imagined they could accomplish. In fact, this is likely the reason why mentored youth from disadvantaged backgrounds are twice as likely to attend college.

**4. You Have Authentic Interest in Youth as Individual:** Teens can tell the difference between adults who are authentically interested in them as individuals and those who are just playing a role. Mentors engage youth to understand all aspects of their lives and interests. They value young people's ideas and honor their changing feelings and moods.

**5. You Foster Self Decision-Making:** Good mentors don't judge young people or impose their own beliefs on them. Instead they remind teens who they are and help them believe they have the insights to make good choices. Knowing they are not being judged helps young people think through decisions critically, sifting through the deeper values that will inform the adults they become.

**6. You Lend Perspective:** Adult mentors provide perspective to young people from their additional years of life experience. When obstacles seem overwhelming, mentors help put those challenges in perspective. They also help young people see both sides of a situation, helping model the [skills of positive skepticism](#).

(Price-Mitchell, Marilyn. "Mentoring Youth Matters." Psychology Today. Sussex Publishers, 29 Jan. 2013. Web. 10 May 2017.)



## Breaks Are Better

Breaks are Better (BrB) is an intervention similar to Check-In/Check-Out, but it is designed for students who engage in problem behaviors maintained by escape or avoidance from academic activities, tasks, or assignments. Components of BrB include earning points and incentives for engaging in school-wide expectations, meeting with an intervention facilitator before and after school, receiving feedback on in-class behavior, and having explicit opportunities to take breaks in an appropriate way.

- [Find additional information in the Breaks are Better Implementation Manual](#)

**1. How does BrB link directly to our school-wide expectations?**

The BrB point cards correspond to the school-wide expectations. Students earn points for meeting each of the school-wide expectations.

- Find additional information on pages 6 and 12 of the implementation manual

**2. How is BrB continuously available for student participation?**

Available facilitators should be identified prior to the start of implementation. Students should be able to begin the intervention when they are identified, because they do not need to wait for the next “group” of students to begin.

**3. How do students receive rapid access to intervention through BrB?**

Once the team identifies students for the intervention, each student should be assigned to a facilitator and meet with them to start the intervention. Students should begin the intervention within 3-5 days of identification.

**4. How is BrB matched to the function of the student's behavior?**

BrB is specifically designed for students who engage in problem behavior that is maintained by escaping academic activities, tasks, or assignments.

**5. How do students receive specific feedback from staff with BrB?**

During morning check-ins, students receive brief (1-5 minutes) and positive feedback focused on instruction of desired behaviors. Students' home notes are checked and appropriate materials are given to students. If necessary, morning check-ins include a review of when and how to request a break. During the school day, students receive feedback on appropriate in-class behaviors and requests for breaks. During the afternoon check-outs, students receive feedback guided by their daily point card, review the points they earned, and complete their home note.

**6. How does BrB allow for students to practice new skills daily?**

BrB teaches students to request a break, take that break, and then return to work appropriately. Students practice these skills daily and progress is monitored using each student's point card. • Find additional information on page 14 of the implementation manual



**7. How does BrB teach students what to do in different situations?**

Students are taught how to engage in the appropriate behavior both when breaks are available and not available, and they also have an opportunity to practice these skills. For example, a student will hold up a letter “B” to indicate they need a break, and the teacher will either give the student a thumbs up which allows the student to take a break or a thumbs down which requires the student to return to work. When a student must return to work, he or she must wait at least 2 minutes before asking for another break. Students can use this routine with their teacher in a variety of situations.

- Find additional information on page 13 of the implementation manual

**8. How do families, students, and staff become oriented to BrB?**

Tier 2 teams should introduce the program to staff prior to implementing this intervention. The intervention coordinator should train facilitators and teachers in BrB procedures. The coordinator should also call parents and meet with students to explain the goals and benefits of the intervention. Student buy-in is critical, and there are many example resources available to help with this process.

- Find additional information on pages 10-11 and 15-18 of the implementation manual

**9. How can the BrB intervention be modified by data?**

Progress monitoring occurs for all students receiving the intervention, and each student should have predetermined goals. The objective is for students to eventually “graduate” from the intervention because they have the skills to succeed without the intervention in place. Data evaluation allows staff to modify the intervention to account for students meeting or not meeting their goals. Examples of modification include adjusting the number of breaks allowed, length of breaks, or break options. Additional modifications include using tangible and non-tangible incentives connected to the points students earn, modifying the point goal, and continuing morning and afternoon check-ins without a daily progress report. The team can use data to determine if the intervention was successful.

**10. How does BrB account for weekly school to home communication?**

A parent note is the primary home communication after the intervention begins. The student brings the note home, shows the parent, and brings back the signed note to the morning check-in. Parents are encouraged to provide positive or neutral feedback based on the parent note.

**11. Are there adequate resources available for Breaks are Better?**

Cynthia Anderson and Justin Boyd of University of Oregon developed a Breaks are Better Implementation Manual. The implementation manual includes information on planning for BrB, progress monitoring BrB, and implementing BrB including lesson plans and templates. Additional resources can also be found online.



## Step 5: Monitor progress of students receiving Tier 2 interventions

Consistent progress monitoring is essential to successful implementation of Tier II interventions as it allows the Tier II team to obtain data for decision making and refinement of Tier II systems. Approximately 6 to 8 weeks are needed for successful completion of an intervention. As such, data should be collected on all students receiving Tier II interventions. The Tier II team should use the data to evaluate progress and make decisions.

### Metrics for Monitoring

The metric used to monitor student progress should be determined before a student begins an intervention. Generally, CICO sheets provide a flexible method of gathering and recording data on student progress. Office Discipline Referrals (ODRs) may also be used to monitor progress concurrently or as a stand-alone measure. Students receiving mentoring support may receive CICO, SOSG, or another intervention concurrently. If students receiving mentoring support are not receiving a concurrent intervention, then a daily CICO sheet is generally not necessary. A weekly or bimonthly review of grades, the student's attendance during a defined period of time, or ODRs may serve as better indicators of the student's engagement in school.

CICO sheets may be tailored to fit the culture of the school. CICO sheets can be printed on two copy NCR paper to allow one copy to go home to the parent/guardian each day or done electronically. Generally, Tier 1 universal expectations are used in designing the expectations for a CICO. Individualized CICO sheets may be used, but should be considered for students who have failed to respond and need modifications to the intervention in order to be successful. A 3 point system is recommended for CICO sheets. The student is then scored by the teacher or staff member based on their performance during different periods of time throughout the day for each universal behavior listed on the sheet. Points can then be tallied and it can be determined if a student met their daily goal. A score at or above 80% of the total points is generally considered a successful day.

Goals for students should be based on an initial baseline of at least one week. Based on the baseline, a goal should be established that shows improvement, but allows for mistakes by the student. A general rule of thumb is that a student should be able to meet a daily goal at least once in a two week period. If not, the goal is most likely set too high and should be modified. CICO results should then be entered into CICO SWIS. The purpose of the data entry is to establish a pattern for decision making.



**Below are suggested guidelines for decision making:**

| If...                                                                                                                                                                                                                                            | Then...                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• A student is identified as needing Tier 2 supports and there is Tier 1 fidelity for the student,</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>• Identify appropriate Tier 2 supports for the student.</li> </ul>                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• A student is demonstrating improvement toward the goal,</li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li>• Continue with the current Tier 2 support.</li> </ul>                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• A student is consistently reaching his/her goals,</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>• Decide to maintain Tier 2 supports (if needed to remain successful in general education environment).</li> <li>OR</li> <li>• Begin to fade Tier 2 supports gradually (e.g., frequency, duration, intensity, etc.).</li> <li>OR</li> <li>• Move back to Tier 1 supports.</li> </ul> |
| <ul style="list-style-type: none"> <li>• A student is consistently not reaching his/her goals,</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>• Evaluate if the student was receiving the support with fidelity.</li> <li>OR</li> <li>• Modify the Tier 2 supports to be more effective.</li> </ul>                                                                                                                                |
| <ul style="list-style-type: none"> <li>• A student is consistently not reaching his/her goals and the Tier 2 supports were delivered with fidelity,</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>• Make adjustments to the interventions.</li> <li>OR</li> <li>• Increase support or try a different Tier 2 intervention.</li> </ul>                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• A student is not making progress in spite of repeated Tier 2 interventions that are being delivered with fidelity,</li> <li>OR</li> <li>• The student's behavior is escalating or dangerous,</li> </ul> | <ul style="list-style-type: none"> <li>• Consider a referral to the Tier 3 team to develop an individualized plan</li> </ul>                                                                                                                                                                                                |



## Step 6: Evaluate Tier 2 Systems

Monitoring of Tier 2 systems is essential to ensure fidelity of implementation and identify areas for refinement. When interventions are not applied with fidelity, student behavior generally remains unaffected. Failure to consider fidelity of implementation when making decisions regarding student progress may mislead Tier 2 team decision making.

Likewise, national SWPBIS assessment measures help to ensure the effective implementation of Tier 2, as well as provide feedback for refinement and action planning. This resource section of this step describes briefly the assessment measures used in BGPS, their purpose, and timelines for their administration. The following measures were chosen as valid and reliable measures of Tier 2 implementation. Measures have been designed to be done quickly and efficiently with a minimal time commitment to the school team.



# Classroom Systems



# PBIS: EVIDENCE-BASED CLASSROOM MANAGEMENT PRACTICES

## Critical Features of Classroom Management

### 1. Maximize structure in your classroom.

- Develop Predictable Routines
  - Teacher routines
  - Student routines
- Design environment to elicit appropriate behavior and minimize crowding and distraction:
  - Arrange furniture to allow easy traffic flow
  - Ensure adequate supervision of all areas
  - Designate staff and student areas
  - Seating arrangements (groups, carpet, etc.)

### 2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.

- Establish Behavior expectations/ rules
  - A small number (i.e., 3-5) of positively stated rules. *Tell students what we want them to do, rather than telling them what we do not want them to do.*
    - Publicly post the rules
    - Should match SW Expectations
  - Operationally define what the rules look like across all the routines and settings in your school.
    - One way to do this is in a matrix format.
    - This matrix should complement your school-wide matrix, but be specific to your classroom setting.
- Teach rules in the context of routines
  - Teach expectations directly.
    - Define rule in operational terms—tell students what the rule looks like within routine.
    - Provide students with examples and non-examples of rule-following within routine
  - Actively involve students in lesson—game, role-play, etc. to check for their understanding
  - Provide opportunities to practice rule following behavior in the natural setting.
- Prompt or remind students of the rules
  - Provide students with visual prompts (e.g., posters, illustrations, etc)



- Use pre-corrections, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule following or socially appropriate behaviors that are presented in or before settings where problem behavior is likely”
- Active Supervision (Colvin, Sugai, Good, Lee, 1997):
  - Move around/Look around (Scan)
  - Interact with students
    - Reinforce
    - Correct
  - Evaluate the effect of instruction
    - Collect data
      - Are the rules being followed?
      - If there are errors:
        - Who is making them?
        - Where are the errors occurring?
        - What kind of errors are being made?
    - Summarize data (look for patterns)
    - Use data to make decisions

### 3. Actively engage students in observable ways.

- Provide high rates of opportunities to respond
- Consider various observable ways to engage students
- Link engagement with outcome objectives
- Range of evidence based practices that promote active engagement
  - Direct Instruction
  - Computer Assisted Instruction
  - Classwide Peer Tutoring
  - Guided notes
  - Response Cards

### 4. Establish a continuum of strategies to acknowledge appropriate behavior.

- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies

### 5. Establish a continuum of strategies to respond to inappropriate behavior.

- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost
- Time out from reinforcement



# Classroom Management Basics

Effective Classroom Management strategies and practices implemented by classroom teachers are the foundation of both behavior and academic 3-tier interventions.

At the beginning of your school year or term, teach your students what you expect of them in your classroom. Then review/reteach your expectation when classroom behaviors slip or after breaks from school. Specific classroom expectations should be aligned to school-wide expectations, and should be posted in the classroom.

This teaching of expectations & routines/procedures should include: (not an all-inclusive list)

- When/ how to enter the class
- Where to sit
- How/ where to turn in assignments
- Expectation around sharpening pencils
- Use of the restroom
- Use of personal devices
- When/ How to exit
- How to work in table groups
- How your classroom is structured/ how it works
- What you expect students to do within the structure of your classroom
- How to respond when...

Use modeling, guided practice, re-teaching and review just as you do for your academic instruction. Remember, for younger/ less mature students, they need to see what this “looks” and “sounds” like.

Don't forget to include the positive reinforcers you will be providing for students will have the opportunity to enjoy for appropriate behaviors. Students need to know what is in it for them, as well. This is also a great time to establish your classroom community. It is also the best time to demonstrate how you will be correcting behavior when a student does not follow directions in the classroom.

Once your students have learned your expectations, structures, positive reinforcers and outcomes of inappropriate behavior and developed healthy teacher- students and student-student relationships you are well on your way to having a well-functioning, high performing academically strong classroom. Keep 5:1 as a reminder that five positives to one negative make the biggest changes in individuals both in the classroom and around the school.



Even with strong classroom PBIS community, some students will act out. In advance of this, the effective teacher has developed a plan for how to address minor infractions in the classroom. This plan should follow the PBIS philosophy.

Minor infractions signal the need to reteach and review classroom expectations.

Developing an informal behavioral plan, with the student providing input on its content, and sharing the data on improvement with the student as time goes by is an effective strategy for students with multiple infractions. Re-teaching classroom structures and expectations will help in many cases. For serious behaviors, use the school's office referral system, remembering that once you hand the power over to the school administration to handle a behavioral issue, your power with that student is diminished. However, an office referral might be the only solution for some behaviors; use the classroom managed/office managed flow chart for guidance.

In addition, use the Request for Assistance Form anytime you wish to request assistance from the Tier 2 team for additional support for a student. See Appendix B for an example of this form.

### **Consider this**

Many times the students whose behaviors are the most frustrating to you are those who need the most from you. In many cases, inappropriate behaviors signal lagging social skills or emotional development or are a sign that something significantly impacting has happened to the student inside or outside the school. Students who have experienced trauma in their lives frequently act out when something upsetting has occurred and sometimes may appear as ADHD like symptoms. This upset might even appear to be a minor event to you and to others. If you think about students with this in mind, and remind yourself about this consideration, you may have a second thought about handling the behavior punitively and instead choose to handle it restoratively.

# Suggestions for Building An Effective Classroom Management System

## Expectations:

- Teach, re-teach, role-play
- Reteach after long breaks or as needed based on data
- Acknowledge rule-following behavior
- Refer to the expectations often
- Link to consequences
- Embed into all interactions

## Response to Unexpected Behavior

- Pre-plan “consequences” and evaluate effectiveness
- Frequently reinforce the correct behaviors
- Address behaviors while they are small
- Utilize peer attention to your advantage

## Things to do Actively & Continuously Supervise

- Move around the classroom
- Scan
- Interact
- Remind/pre-correct
- Positively acknowledge
- Respond to unexpected behavior quickly, positively, and directly
- Respond efficiently
- Attend to students who are displaying appropriate behavior
- Follow school procedures for major problem behaviors

## Classroom Strategies and Modifications for Responding to Problem Behaviors

Try one or more of the previous strategies with student exhibiting problem behavior before responding with punishment or a referral for support. Remember that whatever strategies you try, be consistent in implementing them over a period of time (a minimum of 3-5 days is suggested).

Behaviors do not change overnight. Watch for and celebrate small incremental steps toward improvement. Inappropriate behaviors often follow lagging academic skills. Check to make sure the student is learning academically or needs academic interventions or supports before assuming the behavior is on the student is choosing to demonstrate.



# Tips for Teachers to Diffuse Emotional Situations with Students

1. Remain calm and breathe deeply.
2. Minimize verbal communication, keeping language simple and calmly mirroring what the student is saying.
3. Do not lecture, demand or ask the student to think about the outcome of actions while the student is in a heightened emotional state (this escalates the situation).
4. Avoid moving into close proximity to the student (this escalates the situation).
5. Remove observers (observers often enhance the emotional issue – removing observers/classmates often diffuses the situation on its own).
6. Wait the student out unless the student is causing serious bodily injury to others or self.



## Tier 1 Classroom Intervention Ideas

Tier 1 Interventions are used in all settings, with all students, are preventative and proactive. These interventions target 80 to 90% of our student population. Tier 1 Interventions are implemented by the classroom teacher and take place in the general education classroom setting. Interventions include Universal PBIS supports, majors and minors.

### **Assessment for Effectiveness:**

Tier 1 interventions are monitored by measuring behavior progress using informal behavior tracking methods. Examples include: tracking majors and minors, warnings, referrals and ODRs.

### **Examples of Tier 1 Interventions:**

- Post and teach classroom rules
- PBIS lessons to teach expected behaviors
- Second Step lessons
- Go Noodle Breaks
- Use team building activities found in Circle Forward Book available from your building administration
- Allow breaks between tasks
- Teach and review expected behavior
- Provide de-escalation strategies (see appendix C)
- Model desired behaviors
- Use nonverbal cues and signals: "The Look", tap on desk
- Use verbal praise/private praise
- Create classroom reward system using tangibles
- Use peer supports and mentoring
- Replacement behavior: give the student something productive and proactive to do that keeps him/her from practicing the problem behavior, and then reinforce the replacement behavior
- Provide a Time Out/Take a Break card and teach for when to use it
- Clarify classroom expectations and target them frequently and clearly
- Refer to [PBISWorld.com](http://PBISWorld.com) for additional Tier I, II and III Intervention strategy ideas and forms
- When giving feedback, provide in a 4 (Positive) to 1 (Negative) ratio

If progress monitoring and data indicate the need for more specific and intense intervention, teacher should bring the student and data to PBIS if it is just behavior related by completing a Teacher Request Assistance Form.



## Tier 2 Classroom Intervention Ideas

Tier 2 Interventions support the behavioral needs of students who are demonstrating at-risk behaviors. They provide targeted group-based interventions to serve students who have not responded to Tier 1 interventions alone. Approximately 10-15% of student within a given building will require Tier 2 supports.

### **Assessment for Effectiveness:**

Tier 2 interventions use specific data collection methods to determine effectiveness and these are unique to each intervention. The team can also continue to use SWIS referral data to determine if referrals are decreasing over time.

### **Examples of Tier 2 Interventions:**

- Expected/ Unexpected behavior teaching
- Have student participate in Check In/Check Out plan
- Daily Point Sheet
- Refer to PBISWorld.com for additional Tier 1, 2 and 3 Intervention strategy ideas and forms
- Use anxiety/stress reducers
- Use of a structured warning system
- Include student in lunch/social skills group
- In school/out of school counseling services
- Communicate/review with parent and student through daily or weekly home/school notes
- Rehearse before making an attempt (ex: what to do at recess, how to get started on work, how to ask for help, what to say when you are teased)
- Provide a time out/take a break card and teach for when to use it
- Give student opportunities to burn off excess energy through movement breaks
- Develop social stories targeted at behavior that will explicitly teach skills
- Give student a “special job” within the classroom
- Zones of Regulation
- Individual or small group counseling targeted at specific behaviors
- Provide a Time Out/Take a Break card and teach for when to use it

If a student who has been receiving Tier 2 Interventions does not make significant behavioral progress, the team will consider if Tier 3 interventions are needed.



## Tier 3 Classroom Intervention Ideas

Tier 3 Interventions are intensive and individualized systems used for individual students, are assessment based, are intensive and use durable procedures. Tier 3 Interventions are intended to provide highly specified, increased intensity of behavioral support to student behavior. Tier 3 Interventions should be considered for students who do not make sufficient progress, inconsistent progress or sustainable progress despite the enhanced intensity of intervention. These students require more highly specific and targeted intervention and the need for immediate support. Tier 3 Interventions are provided in greater frequency, more individualized and tailored to specific behavioral need.

### Examples of Tier 3 Interventions:

- Begin Functional Behavior Assessment (FBA)
  - Complete building based Facts FBA
- Develop Behavior Intervention Plan
  - Replacement behavior: give student something productive and proactive to do that keeps him from practicing the problem behavior, and then reinforce the replacement behavior

If a student who is receiving Tier 3 Interventions does not demonstrate adequate progress (that is sustainable in a general education setting), the Tier 3 team will review and examine the plan, data, and progress or lack of progress. The Tier 3 team needs to determine if/whether the plan should be changed, modified or maintained based on collected data.

### Additional sources for ideas:

[www.interventionhero.com](http://www.interventionhero.com)

[www.pbisworld.com](http://www.pbisworld.com)



# Appendix A

## Tier 1 Resources





# A PBIS Guide

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

CREATING positive and safe schools  
to support students and staff

## What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting appropriate behaviors and meeting the needs of ALL students.

Research shows that more effective learning occurs in environments where expected behaviors are taught and acknowledged. The PBIS schoolwide approach to discipline focuses on building these safe and positive environments in which all students can learn.

## The four components of PBIS:

1. Schoolwide expectations that describe appropriate behaviors for each school setting.
2. Teaching appropriate behaviors to all students.
3. Acknowledging students when they demonstrate appropriate behaviors.
4. Data collection to record trends, address inappropriate behaviors, and identify areas of improvement.

## Schoolwide Expectations

The behavioral expectations are a detailed description of behaviors that are expected in each school setting. For example, in the cafeteria it is respectful to use polite words and an indoor voice. It is responsible to clean up and wait to be excused.

Schoolwide and area-specific expectations are posted in classrooms, around the school, and shared with families through school communications. The schoolwide expectations differ at each building, but usually revolve around the themes of demonstrating responsibility, respect, and safety.



## Parents/Guardians & PBIS

Forming a partnership between home and school will ensure the success of our PBIS system. Throughout the school year, your school staff will send updates and information to families. We invite you to share comments, concerns, and ideas to help us make PBIS work at our schools.

Please support PBIS by:

- Reviewing your school's behavioral expectations with your child
- Using the school expectations at home
- Providing positive reinforcement (acknowledging good choices with compliments or quality time) at home
- Sharing comments with or asking questions of teachers, school teams, and PBIS coaches

Together we can achieve more!



[www.BattleGroundPS.org](http://www.BattleGroundPS.org)

## Teaching Appropriate School Behavior

Students are taught expected behaviors for each area of their school. Teachers help students learn what the expectations “look” and “sound” like in every setting during the school day. These lessons are re-taught and reinforced throughout the school year, and are a regular part of our instructional program. We teach behavioral skills in the same way that we teach academic skills.

## Acknowledging Expected Behaviors

Recognizing students for appropriate behavior is one of the best ways to encourage these behaviors. As adults, we appreciate when someone acknowledges us for a job well done, and the same is true for our children.

Acknowledgements can be as simple as eye contact and a thumbs up or public recognition. Another type of acknowledgement is a token that the staff member gives to the student as a tangible recognition for the positive behavior. Our schools often use a token that relates to the school mascot. These tokens are typically collected and exchanged for an individual or larger group celebration. Each school has a different way of using the tokens, and would appreciate your input on ideas for their use!

## Intervention & Data Collection

Even with clear expectations and positive reinforcement, sometimes children misbehave. Our schools use a tracking sheet to help monitor and address inappropriate behavior. Behavior issues are divided into minor and major behaviors. A minor behavior is given a Minor Referral Form and a major behavior is given a Major Referral Form. A minor/major description chart is available.

Minor behaviors are mildly disruptive to the learning environment, while major behaviors are larger issues, including safety concerns, illegal behaviors, or major disruptions to the learning environment. Parents/guardians will be notified about referrals. Both minor and major behaviors result in consequences intended to reduce the likelihood that the behavior will happen again.

When a child repeatedly receives minors or majors, parents/guardians, teachers, support staff, and administration will meet together to build an effective intervention plan to support that child and help him or her learn appropriate behaviors.



# A PBIS Guide

POSITIVE BEHAVIORAL  
INTERVENTIONS & SUPPORTS

## District PBIS Coaches

### KRISTEN MCINTYRE

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battlegroundps.org  
(360) 885-5369

### BECKY GAWENIT

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[www.BattleGroundPS.org](http://www.BattleGroundPS.org)



# Your PBIS Coach: A 'How To' Guide

Your PBIS Coaches would like you to use them! Here are some ideas of ways we can support you and your school. Don't be shy - that's what we are here for!

## T R A I N I N G S

- ★ **Basic PBIS for staff**  
This training can be modified to meet the needs of any staff in order to train them in the core PBIS principles and to increase staff understanding of how to implement PBIS across the school setting.
- ★ **Major/Minor/Teacher Managed**  
Orients staff to understand which behaviors warrant which type of documentation, how to respond to problem behaviors, and calibrates staff to be more consistent in data collection methods.
- ★ **Motivation Training**  
Teaches staff that all behavior is communication and how to determine what the motivation for a behavior is (to obtain or avoid). Staff are provided with a tool for helping to more accurately determine the motivation for a behavior and then for how to intervene depending on the motivation.
- ★ **Specific Tools**  
Training on specific tools, including check in/check out, the Reset Intervention, basic restorative practices, SWIS input and data analysis, basic TIPS, etc.
- ★ **PBIS Mythbusters**  
This training is useful for staff or groups who have misinformation about PBIS. It dispels some of the common myths that surround PBIS and provides deeper training around what PBIS truly is.

- ★ **Consultation**  
Provide consultation to PBIS teams to assist teams in implementing PBIS with fidelity
- ★ **Products**  
Create products that your school needs (surveys, posters, presentations, documents, tools, intervention materials)
- ★ **Student Problem Solving**  
Consult with staff regarding a specific case, group of students, classroom, grade level, etc.
- ★ **Anything else you can think of!**

## & M O R E

Kristen McIntyre  
885-5369

Becky Gawesit  
885-5374





## Battle Ground Public Schools Guidance Document

### Student Behavior Management Flowchart—Classroom

**Goal:** All students in class and engaged in learning every day

**Success Criteria:** Decrease in minor and major behaviors (SWIS Data)

#### Creating a Culture in the Classroom (Adult Strategies):

- ⇒ Build Positive Relationships with Students
- ⇒ Teach Behavioral Expectations
- ⇒ Reinforce Positive Behaviors (4:1 Ratio)
- ⇒ Problem Solve with Student(s) – Problem Solving Steps
- ⇒ Elicit Parent/Guardian/Family Support

Observe and identify problem behavior

How is the behavior managed and by whom?

Staff/Teacher  
Managed

Administrator  
Managed

**Redirection:** Student receives behavioral cues, such as proximity, eye contact, redirection gesture

Yes

Did the behavior change?

No

Acknowledge student for appropriate behavior

**Reteaching:** Reteach behavior, remind student of appropriate behavior, consider a break/refocus

Yes

Did the behavior change?

No

Acknowledge student for appropriate behavior

**Correction:** Correct the behavior by using the minor correction menu (see reverse)

Yes

Did the behavior change?

No

Acknowledge student for choosing the appropriate behavior. Teacher completes minor form (online or paper) and contacts parent to explain situation and request that they discuss expectations with the child.

Referring staff member communicates the issue to the office using the school's agreed upon method. Staff member fills out the major form (online or paper) except action and parent contact sections

**Is the student on a specialized plan?**  
(i.e. behavior support plan, 504, or IEP)

Yes

No

Admin meets with plan manager to determine next steps

Admin completes the following steps:

1. Determine and apply the consequence
2. Contact parents to discuss the incident
3. Follow up with referring staff member

After three major behavioral incidents in a short period of time, the student may be referred to the school intervention team to discuss intervention supports for the student.

### **Minor Behaviors—Staff Managed**

**Low Intensity** = Disrupts self or those around them

*This list is a general guide; there may be other behaviors or actions that fall into the Staff Managed list*

- ◇ Defiance, disrespect or non-compliance (low intensity)
- ◇ Disruption (low intensity)
- ◇ Inappropriate language (low intensity)
- ◇ Physical contact or aggression (non-serious but inappropriate)
- ◇ Property misuse—minor destruction of property (low intensity)
- ◇ Copying, lying, cheating
- ◇ Stealing
- ◇ Technology violation—non school use of cell phone, camera, music/video player, computer (non-serious but inappropriate)
- ◇ Verbal conflict/arguing
- ◇ Pretend Weapons
- ◇ Teasing/rumors/gossip
- ◇ Tardy

### **Major Behaviors—Administrator Managed**

**High Intensity** = Repeatedly disrupts classroom activity or is a major safety concern.

*This list is a general guide; there may be other behaviors or actions that fall into the Admin Managed list*

- ◇ Defiance, disrespect, or non-compliance (high intensity)
- ◇ Disruption (high intensity)
- ◇ Inappropriate language (high intensity)
- ◇ Fighting, physical aggression, deliberate physical contact
- ◇ Property Misuse— vandalism, deliberate destruction of property (high intensity)
- ◇ Lying/Cheating—repeated occurrences
- ◇ Stealing—repeated occurrences
- ◇ Technology Violation—repeated non-school use of cell phone, camera, music/video player, computer (serious and inappropriate)
- ◇ Harassment/Bullying— threats, intimidation, gestures, notes, verbal
- ◇ Inappropriate Display of Affection
- ◇ Possession of Weapons, Alcohol, Tobacco/Vaping, Drugs

### **Redirection/Reteach Examples:**

- ◇ Restate the direction
- ◇ Redirect the student to the task
- ◇ Reteach the task or what the expectation looks like
- ◇ Ignore the negative behavior while verbally praising students who are showing the expectations
- ◇ Give a nonverbal cue (i.e. tapping the students work, pointing to the assignment on the board)
- ◇ Acknowledge the expected behaviors that the student is demonstrating while ignoring the inappropriate behavior
- ◇ Use proximity
- ◇ Explicitly thank a nearby student who is demonstrating the appropriate behavior
- ◇ Use “the look” (pre-teach students your “look” and what they should do when they see it)
- ◇ Clearly state the student’s choices and options
- ◇ Modify the assignment if the behavior is due to difficulty with the subject material

### **Minor Correction Menu:**

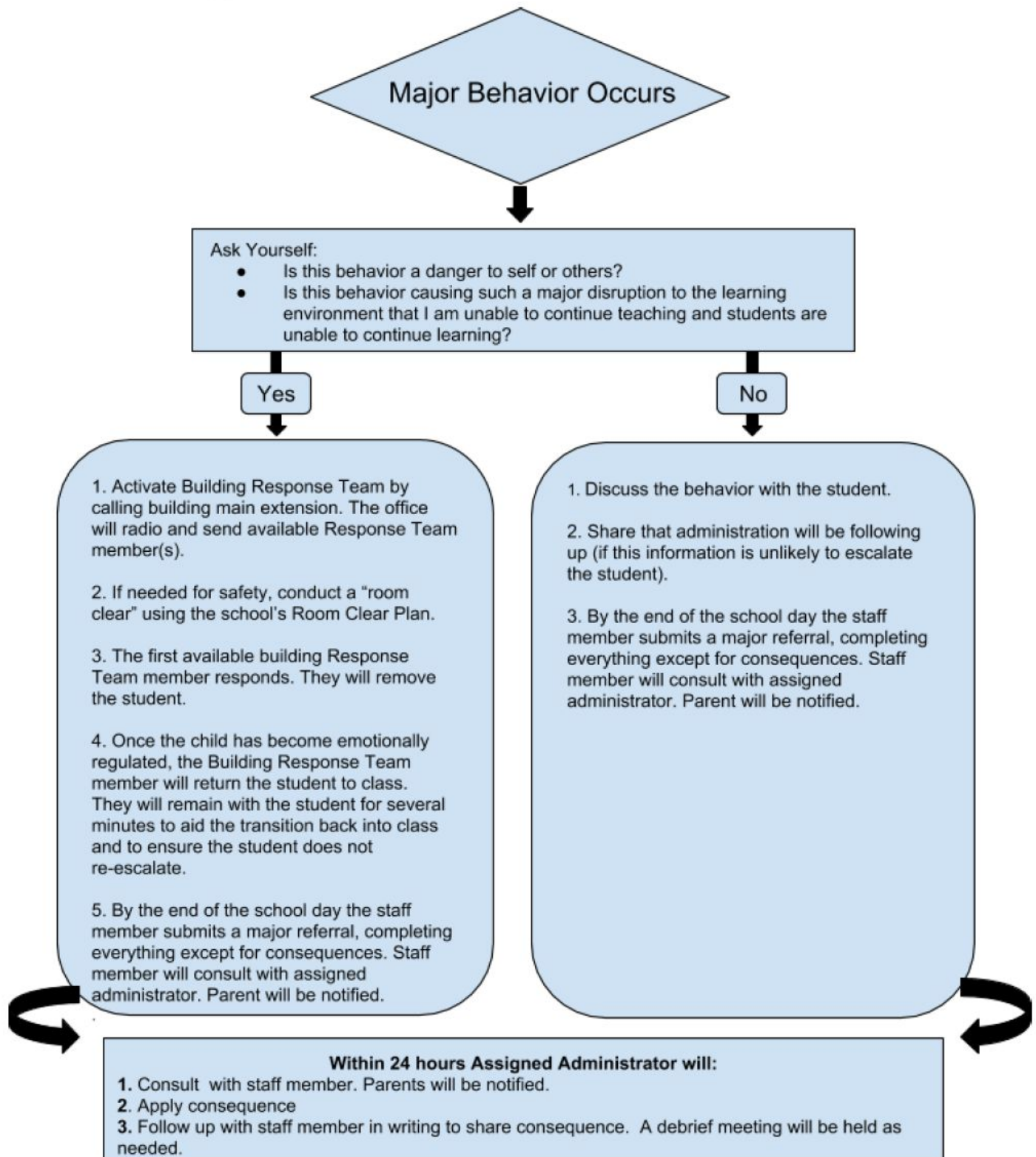
*Be sure to consider the student’s motivation for the behavior. For further guidance, refer to the Motivation Guidelines document.*

- ◇ Time out from positive reinforcement/loss of privilege (i.e. briefly working alone rather than in a group)
- ◇ Conference with student in a non-public way
- ◇ Reteach with overcorrection (individualized instruction for the specific problem behavior)
- ◇ Give student a problem solving worksheet/refocus form
- ◇ Restate the direction and give a mild consequence (i.e. cleaning a mess in the classroom)
- ◇ Change seating (temporary or permanent)
- ◇ Time out inside the classroom
- ◇ Alternative buddy classroom





Primary and Middle School  
Battle Ground Public Schools Guidance Document  
Major Behavior Response Plan



## Minor Incident Form

\_\_\_\_\_  
First Name

\_\_\_\_\_  
Last Name

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Homeroom Teacher

\_\_\_\_\_  
Date of Incident

\_\_\_\_\_  
Time of Incident

**Referring Staff Member:** \_\_\_\_\_

### Location of Incident:

- |                                            |                                            |                                                            |
|--------------------------------------------|--------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> Art Room          | <input type="checkbox"/> Gym               | <input type="checkbox"/> Other Location _____              |
| <input type="checkbox"/> Bathroom/Restroom | <input type="checkbox"/> Hallway/Breezeway | <input type="checkbox"/> Parking Lot                       |
| <input type="checkbox"/> Bus               | <input type="checkbox"/> Library           | <input type="checkbox"/> Playground                        |
| <input type="checkbox"/> Bus Loading Zone  | <input type="checkbox"/> Locker Room       | <input type="checkbox"/> Special Event/Assembly/Field Trip |
| <input type="checkbox"/> Cafeteria         | <input type="checkbox"/> Music Room        | <input type="checkbox"/> Stadium                           |
| <input type="checkbox"/> Classroom         | <input type="checkbox"/> Off Campus        | <input type="checkbox"/> Unknown Location                  |
| <input type="checkbox"/> Commons           | <input type="checkbox"/> Office            | <input type="checkbox"/> Vocational Room                   |
| <input type="checkbox"/> Computer Lab      |                                            |                                                            |

### Problem Behavior:

- |                                                                 |                                                               |
|-----------------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Defiance/Noncompliance/Insubordination | <input type="checkbox"/> Other _____                          |
| <input type="checkbox"/> Disrespect                             | <input type="checkbox"/> Physical Contact/Physical Aggression |
| <input type="checkbox"/> Disruption                             | <input type="checkbox"/> Property Misuse                      |
| <input type="checkbox"/> Dress Code Violation                   | <input type="checkbox"/> Tardy                                |
| <input type="checkbox"/> Inappropriate Language                 | <input type="checkbox"/> Technology Violation                 |

### Possible Motivation:

- |                                                 |                                                  |                      |
|-------------------------------------------------|--------------------------------------------------|----------------------|
| <input type="checkbox"/> Avoid Adults           | <input type="checkbox"/> Obtain Adult Attention  | • Other _____        |
| <input type="checkbox"/> Avoid Peers            | <input type="checkbox"/> Obtain Items/Activities | • Unknown Motivation |
| <input type="checkbox"/> Avoid Tasks/Activities | <input type="checkbox"/> Obtain Peer Attention   |                      |

### Others Involved in Incident:

- ☐ None   ☐ Others   ☐ Peers   ☐ Staff   ☐ Substitute   ☐ Teacher   ☐ Unknown

### Action Taken:

- |                                                |                                                     |                                             |
|------------------------------------------------|-----------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Action Pending        | <input type="checkbox"/> Conference with Student    | <input type="checkbox"/> Parent Contact     |
| <input type="checkbox"/> Alternative Placement | <input type="checkbox"/> Individualized Instruction | <input type="checkbox"/> Restitution        |
| <input type="checkbox"/> Bus Suspension        | <input type="checkbox"/> Loss of Privilege          | <input type="checkbox"/> Time Out/Detention |
| <input type="checkbox"/> Community Service     | <input type="checkbox"/> Other _____                | <input type="checkbox"/> Time in Office     |

### Parent Contact:

- ☐ Phone Call   ☐ Email   ☐ Conference   ☐ Sent Home   ☐ Other \_\_\_\_\_

**Date of Parent Contact/Slip Sent Home:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Major Office Referral

### (School Name) Major Referral Form

\_\_\_\_\_  
First Name                      Last Name                      Grade Level                      Homeroom Teacher

\_\_\_\_\_  
Referring Staff Member                      Date of Incident                      Time of Incident

#### Location:

- |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Art Room<br><input type="checkbox"/> Bathroom/Restroom<br><input type="checkbox"/> Bus<br><input type="checkbox"/> Bus Loading Zone<br><input type="checkbox"/> Cafeteria<br><input type="checkbox"/> Classroom<br><input type="checkbox"/> Commons/Common Area<br><input type="checkbox"/> Computer Lab | <input type="checkbox"/> Gym<br><input type="checkbox"/> Hallway/Breezeway<br><input type="checkbox"/> Library<br><input type="checkbox"/> Locker Room<br><input type="checkbox"/> Music Room<br><input type="checkbox"/> Off Campus<br><input type="checkbox"/> Office | <input type="checkbox"/> Other Location _____<br><input type="checkbox"/> Parking Lot<br><input type="checkbox"/> Playground<br><input type="checkbox"/> Special Event/Assembly/Field Trip<br><input type="checkbox"/> Stadium<br><input type="checkbox"/> Unknown Location<br><input type="checkbox"/> Vocational Room |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Problem Behaviors:

- |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Abusive Language/Inapp. Language<br><input type="checkbox"/> Arson<br><input type="checkbox"/> Bomb Threat/False Alarm<br><input type="checkbox"/> Bullying<br><input type="checkbox"/> Defiance/insubordination/noncompliance<br><input type="checkbox"/> Disrespect<br><input type="checkbox"/> Disruption<br><input type="checkbox"/> Dress Code Violation<br><input type="checkbox"/> Fighting | <input type="checkbox"/> Forgery/Theft/Plagiarism<br><input type="checkbox"/> Gang Affiliation Display<br><input type="checkbox"/> Harassment<br><input type="checkbox"/> disability <input type="checkbox"/> ethnicity <input type="checkbox"/> gender <input type="checkbox"/> physical<br><input type="checkbox"/> features <input type="checkbox"/> race <input type="checkbox"/> religion <input type="checkbox"/> sexual <input type="checkbox"/> other<br><input type="checkbox"/> Inappropriate Displays of Affection<br><input type="checkbox"/> Inappropriate Location/Out of bounds<br><input type="checkbox"/> Lying/Cheating<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Physical aggression<br><input type="checkbox"/> Property Damage/Vandalism<br><input type="checkbox"/> Skip Class<br><input type="checkbox"/> Tardy<br><input type="checkbox"/> Technology Violation<br><input type="checkbox"/> Truancy<br><input type="checkbox"/> Use/Possession of...<br><input type="checkbox"/> Alcohol <input type="checkbox"/> Combustibles <input type="checkbox"/> Drugs <input type="checkbox"/><br>Tobacco<br><input type="checkbox"/> Weapons |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Possible Motivation:

- |                                                                                                                                  |                                                                                                                                                       |                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <input type="checkbox"/> Avoid Adults<br><input type="checkbox"/> Avoid Peers<br><input type="checkbox"/> Avoid Tasks/Activities | <input type="checkbox"/> Obtain Adult Attention<br><input type="checkbox"/> Obtain Items/Activities<br><input type="checkbox"/> Obtain Peer Attention | <input type="checkbox"/> Other _____<br><input type="checkbox"/> Unknown Motivation |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

#### Others Involved in Incident:

- ☐ None   
 ☐ Others   
 ☐ Peers   
 ☐ Staff   
 ☐ Substitute   
 ☐ Teacher   
 ☐ Unknown

#### Action Taken:

- |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Action Pending<br><input type="checkbox"/> Additional Attendance – Saturday<br><input type="checkbox"/> Alternative Placement<br><input type="checkbox"/> Bus Suspension<br><input type="checkbox"/> Community Service<br><input type="checkbox"/> Conference with Student | <input type="checkbox"/> Expulsion<br><input type="checkbox"/> In-School Suspension (__ hours/days)<br><input type="checkbox"/> Individualized Instruction<br><input type="checkbox"/> Loss of Privilege<br><input type="checkbox"/> Other Action Taken _____<br><input type="checkbox"/> Out of School Suspension (____ days) | <input type="checkbox"/> Parent Contact<br><input type="checkbox"/> Restitution/Community Service<br><input type="checkbox"/> Time Out/Detention<br><input type="checkbox"/> Time in Office |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Notes:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature (Please Return Form To School)



# Minor/Major Behavior Definitions

| Type  | Skyward Behavior                                                                                                        | SWIS Behavior                                                                     | Definition                                                                                                                                                                                                              |
|-------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minor | *Defiance                                                                                                               | *Defiance                                                                         | Student engages in brief or low-intensity failure to follow directions or talks back                                                                                                                                    |
| Minor | *Disrespect                                                                                                             | *Disrespect                                                                       | Student engages in brief or low-intensity failure to follow directions or talks back                                                                                                                                    |
| Minor | *Disruption                                                                                                             | *Disruption                                                                       | Student engages in low-intensity, but inappropriate disruption                                                                                                                                                          |
| Minor | *Dress Code Violation                                                                                                   | *Dress Code Violation                                                             | Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district                                                                                                           |
| Minor | *Inappropriate Language                                                                                                 | *Inappropriate Language                                                           | Student engages in low-intensity instance of inappropriate verbal or nonverbal language                                                                                                                                 |
| Minor | *Other (use <u>sparingly</u> - most behaviors can be defined in other categories)                                       | *Other (use <u>sparingly</u> - most behaviors can be defined in other categories) | Student engages in any other minor problem behaviors that do not fall within the above categories                                                                                                                       |
| Minor | *Physical Contact                                                                                                       | *Physical Contact                                                                 | Student engages in non-serious, but inappropriate physical contact                                                                                                                                                      |
| Minor | *Property Misuse                                                                                                        | *Property Misuse                                                                  | Student engages in low-intensity misuse of property that does not permanently damage the property                                                                                                                       |
| Minor | *Technology Misuse<br>*Cell Phone<br>*Electronic Device                                                                 | *Technology Violation                                                             | Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer                                                                         |
| Major | Alcohol,<br>Explosive Device,<br>Tobacco<br>Marijuana<br>Possession/sell<br>Drugs                                       | Use/Possession of Alcohol,<br>Combustibles,<br>Drugs, Tobacco                     | Student in/was in possession of combustible substances/objects readily capable of causing bodily harm and/or property damage. Student is in possession of or is using illegal drugs/substances, tobacco, and/or alcohol |
| Major | Arson                                                                                                                   | Arson                                                                             | Student plans and/or participates in malicious burning of property                                                                                                                                                      |
| Major | Assault with Major Injury<br>Reckless Endangerment<br>Violence With/Without Major Injury<br>Physical Contact/Aggression | Physical Aggression                                                               | Student engages in actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)                                          |



|       |                                                                            |                          |                                                                                                                                                                                                                                                                 |
|-------|----------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | Serious Bodily Injury                                                      |                          |                                                                                                                                                                                                                                                                 |
| Major | Assault W/O Major Injury<br>Fight/Encourage Fight                          | Fighting                 | Student is involved in mutual participation in an incident involving physical violence                                                                                                                                                                          |
| Major | Bullying<br>Threat of Harm/Violence                                        | Bullying                 | Any intentional act that physically harms a student, damages their property, interferes with their education, is severe/persistent/pervasive enough to create an intimidating educational environment or substantially disrupts the orderly operation of school |
| Major | Cell Phone Violation<br>Electronic Device<br>Sexing<br>Technology Misuse   | Technology Violation     | Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer                                                                                                                                  |
| Major | Defiance<br>Disregard of School Rules<br>Failure to Cooperate              | Defiance                 | Student engages in refusal to follow directions or talks back                                                                                                                                                                                                   |
| Major | Disruption                                                                 | Disruption               | Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talking, yelling or screaming; noise with materials; horseplay or roughhousing; and/or sustained out of seat behavior                            |
| Major | False Alarm                                                                | Bomb Threat/False Alarm  | Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion                                                                                                                                               |
| Major | Flagrant Disrespect                                                        | Disrespect               | Student delivers socially rude or dismissive messages to adults or students                                                                                                                                                                                     |
| Major | Forgery/Lying/Cheating/<br>Plagiarism<br>Theft                             | Forgery/Theft/Plagiarism | Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own              |
| Major | Gambling<br>Other<br>Pornographic Material<br>Trespassing                  | Other                    | Student engages in problem behavior not listed                                                                                                                                                                                                                  |
| Major | Gang Involvement                                                           | Gang Affiliation Display | Student uses gesture, dress, and/or speech to display affiliation with a gang                                                                                                                                                                                   |
| Major | Harassment: Disability, Gender, Malicious Race/Ethnicity, Religion, Sexual | Harassment               | The delivery of disrespectful messages in any format related to disability, ethnicity, gender, physical features, race, religion, sexual, or other protected class                                                                                              |
| Major | Inappropriate language/gesture                                             | Abusive Language         | Student delivers verbal messages and non-verbal gestures that include swearing, name calling, or use of words in an inappropriate way                                                                                                                           |

|       |                                                                       |                                      |                                                                                                                                     |
|-------|-----------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Major | Public Displays of Affection<br>Sexually Inappropriate Contact        | Inappropriate Displays of Affection  | Student engages in inappropriate, consensual, verbal, and/or physical gestures/contact, of a sexual nature to another student/adult |
| Major | Off Campus Illegally                                                  | Inappropriate location/Out of bounds | Student is in an area that is outside of school boundaries                                                                          |
| Major | Tardy                                                                 | Tardy                                | Student is late to class or the startup of the school day                                                                           |
| Major | Truancy                                                               | Truancy                              | Student receives an unexcused absence for 1/2 day or more                                                                           |
| Major | Vandalism                                                             | Property Damage/Vandalism            | Student participates in an activity that results in destruction or disfigurement of property                                        |
| Major | Weapons-other, gun, handgun, knife, multiple firearms, other firearms | Weapons                              | Student is in possession of knives, guns, and/or other objects readily capable of causing bodily harm                               |
| Major | Dress Code Violation                                                  | Dress Code Violation                 | Student wears clothing that does not fit within the dress code guidelines practiced by the school/district                          |
| Major |                                                                       | Lying/Cheating                       | Student delivers message that is untrue and/or deliberately violates expectations                                                   |
| Major |                                                                       | Skip Class                           | Student leaves or misses class without permission                                                                                   |



# Determining Motivation for Problem Behaviors

## To Obtain

Common behavior demonstrated in students attempting to obtain something:

- |                         |                           |                                         |
|-------------------------|---------------------------|-----------------------------------------|
| ✓ Quarreling with peers | ✓ Making excessive noises | ✓ Working only when the teacher is near |
| ✓ Telling wild tales    | ✓ Tattling                | ✓ Frequently leaving seat               |
| ✓ "Making an entrance"  | ✓ Talking excessively     | ✓ Using baby talk                       |
| ✓ Throwing tantrums     | ✓ Whining/pouting         | ✓ Asking irrelevant questions           |

## Obtaining Adult Attention

### Does the student:

- Need frequent redirection?
- Show the behavior when you are working with others?
- Require 1:1 attention to get back on task?
- Resume the behavior when you stop interacting with them?

### Interventions for adult attention

- Behavior contract or check in/check out
- Increase attention for pro-social behaviors e.g., lunch with teacher etc.
- Verbally praise other students for positive behaviors
- Provide visual cues to praise/acknowledge expected behaviors (i.e., thumbs up)
- Avoid negotiations
- Ignore attention seeking behaviors
- Provide for more choral responding so that all student can be engaged at the same time

## Obtaining Peer Attention

### Does the student:

- Usually demonstrate the behaviors when others are around to witness?
- Incite laughter or other response from peers with the behaviors?
- Typically behave as expected when peers are not around?

### Interventions for peer attention

- Behavior contract or CICO (check in check out)
- Respond to the behavior with time away from peers (i.e. a secluded place in the room)
- Give corrective feedback away from peers
- Teach how to positively gain peer attention (eg. social stories)
- Teach peers to ignore distractions or respond to behavior with gentle reminders
- Team points/class points for everyone demonstrating expected behaviors
- Give choices to join group appropriately or work alone
- Provide leadership opportunities to gain peer attention in an appropriate way
- When/first...then and reinforce with access to positive peer attention

## To Obtain Items/Activities

### Does the student:

- Get access to a preferred activity/situation with the behavior?
- Demonstrate the behavior when denied something or when disciplined?
- Stop the behavior when they get what they wanted or asked for?



### **Interventions for obtaining items/activities:**

- Behavior contract CICO (check in check out)
- Time away/break (in room or out of room supervised)
- When/first....then to gain access to item/activity following completion of task
- Teach impulse control by increasing “wait time” to obtain desired activity/item
- Ignore negotiations, set limits/restate rules and walk away
- Provide for a visual schedule/calendar of when access to items or activities is available

### **If the item/activity is to meet a sensory need, the following may help:**

- Provide music via headphones
- Modify environment, i.e. if behavior is in response to visual or auditory overstimulation
- Increase physical activity
- Teach self monitoring skills and accessing tools when needed
- Provide manipulatives e.g., yoga bands around chair legs, wiggle cushion, stress ball

## **To Avoid**

Common behavior demonstrated in students attempting to avoid something:

- |                          |                              |                                           |
|--------------------------|------------------------------|-------------------------------------------|
| ✓ Act fearful or panicky | ✓ Withdraw                   | ✓ Make self-defeating statements          |
| ✓ Claim illness          | ✓ Give up easily             | ✓ Act helpless                            |
| ✓ Cling to adults        | ✓ Often say, “I can’t do it” | ✓ Avoid taking risks or trying new things |
| ✓ Act helpless           | ✓ Frequently cry             | ✓ Try to be “under the radar”             |

## **Avoiding Adults**

### **Does the student:**

Demonstrate the problem behavior with some adults and not others?  
Attempt to put physical space between themselves and the adult (i.e. hiding behind furniture or other students)?

### **Interventions for avoiding adults**

- CICO (check in check out)
- Brainstorm solutions to problem w/student in an empathic way
- Provide break cards
- Provide two choices to allow the student some control
- When/first....then (“When you complete four problems, then you can read for 10 minutes”)
- Agree to give the student space if s/he complies with the task
- Banking time/relationship building

## **Avoiding Peers**

### **Does the following occur:**

Does the student show the problem behavior when in conflict with peers?  
Do peers leave the student alone if s/he engages in the behavior?  
Does the student stop the problem behaviors when peers leave her/him alone?



**Interventions for avoiding peers:**

- Behavior contract or CICO (check in/check out)
- Brainstorm solutions to problem with student in a safe environment
- Pair student with model peer or one with similar interests
- Help the student become involved in school activities
- Facilitate social interactions in order to instruct acceptable problem solving
- Provide break card
- Conflict mediation
- Choices
- Preferential seating

## Avoiding Tasks or Activities

**Does the student:**

- Show the behavior when you make a request?
- Demonstrate the problem behavior during certain academic activities?
- Stop the behavior if you don't make requests of them?
- Stop the behavior at the end of a specific activity?

**Interventions for avoiding tasks/activities:**

- Pair with supportive peer for academic support
- Give choices of alternative activities
- Give leadership role in non-preferred activity e.g., PE
- Offer solutions
- Never do for them what they can do for themselves
- Provide partial prompts to lead towards correct response
- Break cards
- Use timers, counters, countdown strips, visual schedule of tasks and activities
- Step away from activity and give choice to complete work or accept a consequence (allow 30 sec. to make choice)
- Modify or accommodate task/activity to match the student's level
- Use when/first...then statements
- Visually limit the amount they are doing/break assignments into chunks
- Help another student in proximity

**Intervention for students avoiding sensory stimulation:**

- Change seat
- Provide ear phones to mute noise
- Provide break cards
- Provide personal space
- Provide a study carrel or other visual block
- Teach student how to advocate needs



# Appendix B

## Tier 2 Resources



## BGPS Tier 2 Readiness Checklist

\*Place a check in the box that best reflects your school's status

| Data Indicators                                                                                                        | In Place | Not In Place | Notes |
|------------------------------------------------------------------------------------------------------------------------|----------|--------------|-------|
| 1. TFI of 85% or higher                                                                                                |          |              |       |
| 2. SAS Schoolwide 80% or higher                                                                                        |          |              |       |
| 3. SAS Non-Classroom 80% or higher                                                                                     |          |              |       |
| 4. SAS Classroom 80% or higher                                                                                         |          |              |       |
| 5. 80% or more students in the 0-1 ODR range or within national range for school's grade levels                        |          |              |       |
| 6. Consistent use of schoolwide data for making decisions as evidenced by monthly meeting minutes                      |          |              |       |
| 7. System in place to collect classroom and school wide major and minor referrals                                      |          |              |       |
| 8. Tier 2 team includes administrator, crossover member, behavioral expertise or desire to develop, academic expertise |          |              |       |
| 9. Access to district level support                                                                                    |          |              |       |



## Teacher Request for Assistance Form (example)

Date\_\_\_\_\_ Student Name\_\_\_\_\_ Teacher Name\_\_\_\_\_ Grade:\_\_\_\_\_

### Support Services:

☐ IEP ☐ 504 ☐ None

Please identify the student's strengths (some possible strengths include academic, interests, social skills, hobbies, sports, etc.)\_\_\_\_\_

### Problem Behaviors (check all that apply)

- |                                                         |                                                  |
|---------------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Abusive/Inappropriate language | <input type="checkbox"/> Inattention             |
| <input type="checkbox"/> Anxiety                        | <input type="checkbox"/> Lying                   |
| <input type="checkbox"/> Bullying                       | <input type="checkbox"/> Cheating                |
| <input type="checkbox"/> Harassment                     | <input type="checkbox"/> Property Damage         |
| <input type="checkbox"/> Defiance                       | <input type="checkbox"/> Physical Aggression     |
| <input type="checkbox"/> Difficulty completing work     | <input type="checkbox"/> Truancy/Tardy           |
| <input type="checkbox"/> Disrespect                     | <input type="checkbox"/> Use of drugs or alcohol |
| <input type="checkbox"/> Disruption                     | <input type="checkbox"/> Weapons possession      |
| <input type="checkbox"/> Fighting                       | <input type="checkbox"/> Withdrawn               |
|                                                         | <input type="checkbox"/> Other_____              |

### Academic Concerns (check all that apply)

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Study skills |
| <input type="checkbox"/> Math    | <input type="checkbox"/> None         |
| <input type="checkbox"/> Writing |                                       |

### Why do you think this student is engaging in this problem behavior (check primary function)

- ☐ To obtain peer attention  
☐ To gain items/activities  
☐ Avoid adult attention  
☐ Avoid peer attention  
☐ Avoid items/activities/tasks

Please provide academic performance data\_\_\_\_\_

What interventions have been attempted and what were the results\_\_\_\_\_



## Check In/Check out Fidelity Checklist

|              |  |
|--------------|--|
| Student Name |  |
| School       |  |
| Date         |  |

| During this past week:                                                                                                                                    | Yes | No | Did not observe |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----------------|
| Student checks in with a designated staff member before school started                                                                                    |     |    |                 |
| Check in staff person positively acknowledged student at check in, gave student a CICO sheet, and ensured that the student had materials needed for class |     |    |                 |
| Student gave CICO sheet to each teacher at the beginning of designated class periods                                                                      |     |    |                 |
| Teacher positively acknowledged student when given CICO sheet                                                                                             |     |    |                 |
| Teachers provided feedback at the end of the class period                                                                                                 |     |    |                 |
| Student checked out with designated staff member at the end of the day                                                                                    |     |    |                 |
| Student took CICO sheet home (got parent signature if required)                                                                                           |     |    |                 |
| Student CICO points are recorded daily                                                                                                                    |     |    |                 |
| Student CICO data is reviewed by the team at least every 2 weeks                                                                                          |     |    |                 |
| Process in place for CICO to be a) faded to self management if CICO is effective, or b) linked to function based support if CICO is not effective         |     |    |                 |



# Social Skills Group Fidelity Checklist

|                                                                                                                                                                                                                           | Score (0-2) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1. Does the school employ a social skills group coordinator whose job it to manage the group with at least some release time per week allocated?<br>0=no coordinator, 1=Coordinator with no time, 2=Coordinator with time |             |
| 2. Does an administrator serve on the Tier 2 team and review group data at least monthly?<br>0=No, 1=Yes, but not consistently, 2=Yes                                                                                     |             |
| 3. Has the social skills system been taught/reviewed to staff on an annual basis?<br>0=No, 2=Yes                                                                                                                          |             |
| 4. Did the Tier 2 team use the social skills data for decision making?<br>0=No, 2=Yes                                                                                                                                     |             |
| 5. Was the data entered at least once a week?<br>0=No, 2=Yes                                                                                                                                                              |             |
| 6. Did the student attend group weekly?<br>0=No, 1=Some, 2=Yes                                                                                                                                                            |             |
| 7. Did the student use the CICO sheet daily?<br>0=<50%, 1=51%-80%, 2=more than 80%                                                                                                                                        |             |
| 8. Did the student receive reinforcement for meeting daily/weekly goals?<br>0=No, 2=Yes                                                                                                                                   |             |
| 9. Did the student receive regular constructive feedback from teacher(s)?<br>0=No, 2=Yes                                                                                                                                  |             |
| 10. Did student receive feedback from a parent/guardian?<br>0=No<br>2=Yes                                                                                                                                                 |             |
| 11. Did the student receive support within 2 weeks of the referral?<br>0=No support, 1=Student is identified to receive services within 2 weeks, 2=Receives services within 2 weeks                                       |             |



# **Appendix C**

## **Classroom PBIS**

### **Resources**



## Self Assessment--Classroom Management (SACM) TOOL

Sandy Washburn, Center on Education and Lifelong Learning, Classroom Management Self Assessment.  
Revised Version: May 2010.

Classroom management basically involves organizing the activities of 25-35 young people. Few teachers feel that they have mastered management and often when they do, an extremely challenging class comes along that disrupts their newfound self-efficacy. Making improvements in one's skill level typically involves some assessment of starting skill level, establishing goals, and then determining specific steps, use of certain strategies, or other actions that one will take to achieve the goals. Once goals and specific actions steps are identified, teacher reflection and performance feedback are utilized to monitor progress. This tool was designed to help teachers who wish to make improvements in their management skills begin the process of self-assessment, action planning, reflection, and arranging for performance feedback.

### Using the Tool

The 10 practices that appear in the tool are drawn from evidenced based classroom management strategies. (See Marzano, R. J. (2003). *Classroom management that works*. Alexandria VA: ASCD.)

1. Rate yourself on each of the items.
2. For the positive to negative ratio tally, you will want to consider maybe only an hour in the day. Specify how you counted (i.e. used an observer, put chips into apron)
3. The 0 to 3 scale represents a continuum:
  - 0 = I have not yet implemented -- the element described has not been a part of my management plan.
  - 1 = I have made some attempts at implementation, but overall my effort has not been strong or sustained.
  - 2 = I have planned and implemented, but struggled with follow-through or improvements along the way. My initial planning could have been better.
  - 3 = YES, I have implemented and followed through, monitoring and improving my use of the strategy as needed.
4. After completing the rating, add your total points for each of the 10 areas or categories. Divide by 3 to get an average.
5. Identify your areas of strength. Plan for ways to maintain these areas of strength. You might want to share this with the PBIS team as you might become a resource for others.
6. For those areas that you rated not as strong decide for which areas you might write goals.
7. For each goal (not more than 2 at a time) write specific action steps (strategy use) that you will take to assist you in meeting your goals. Include the specific behavior, the frequency and the duration (e. g., Greet students (each and every) by name at door before each period for 3-4 weeks).
8. You may find resources in your PBS team members or other colleagues.



## Self Assessment of Classroom Management (SACM)<sup>1</sup>

|               |                       |            |
|---------------|-----------------------|------------|
| Teacher _____ | Rater (if used) _____ | Date _____ |
|---------------|-----------------------|------------|

|                                                         |         |                                      |         |
|---------------------------------------------------------|---------|--------------------------------------|---------|
| Tally each Positive Student Contacts                    | Total # | Tally each Negative Student Contacts | Total # |
| Ratio <sup>2</sup> of Positives to Negatives: ____ to 1 |         |                                      |         |

| Classroom Management Practice                                                                                          | <b>Rating</b><br>0=Not yet implemented<br>1=Some attempt to implement<br>2=Implement but struggle w/follow-through<br>3=Implement, follow-through, monitor and improve |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Maximize structure and predictability in the classroom</b>                                                       | <b>Sect. total /3 =</b>                                                                                                                                                |
| a) I establish and explicitly teach student procedures.                                                                | <b>0    1    2    3</b>                                                                                                                                                |
| b) I arrange my room to maximize (teacher to-student) proximity and minimize crowding and distraction.                 | <b>0    1    2    3</b>                                                                                                                                                |
| c) I actively supervise (move, scan, interact, reinforce).                                                             | <b>0    1    2    3</b>                                                                                                                                                |
| <b>2. Establish, teach, and positively stated classroom expectations.</b>                                              | <b>Sect. total /4 =</b>                                                                                                                                                |
| a) My rules are stated as “do’s” instead of “nos” or “don’ts.”                                                         | <b>0    1    2    3</b>                                                                                                                                                |
| b) My classroom rules are aligned with the school-wide expectations.                                                   | <b>0    1    2    3</b>                                                                                                                                                |
| c) I actively involve students in establishing classroom rules.                                                        | <b>0    1    2    3</b>                                                                                                                                                |
| d) I explicitly teach and review the school-wide expectations in the context of routines and as broad concepts.        | <b>0    1    2    3</b>                                                                                                                                                |
| <b>3. Manage behavior through effective instructional delivery.</b>                                                    | <b>Sect. total /4 =</b>                                                                                                                                                |
| a) I conduct smooth and efficient transitions between activities.                                                      | <b>0    1    2    3</b>                                                                                                                                                |
| b) I am prepared for lessons/activities (materials readied, fluent presentation, clear directions, anchor activities). | <b>0    1    2    3</b>                                                                                                                                                |
| c) I provide a clear explanation of outcomes/objectives.                                                               | <b>0    1    2    3</b>                                                                                                                                                |
| d) I end lessons/activities with specific feedback.                                                                    | <b>0    1    2    3</b>                                                                                                                                                |

<sup>1</sup> Sugai & Colvin (2004) Adapted by Sandy Washburn

<sup>2</sup> To calculate, divide # positive by # of negatives

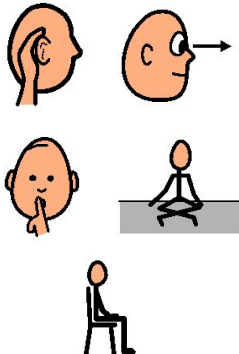
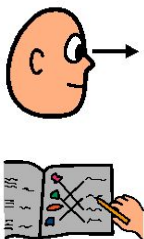
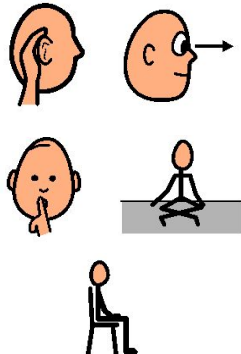
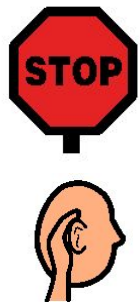
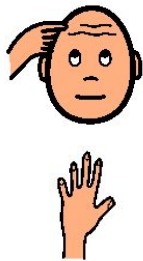
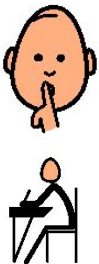
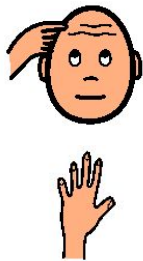
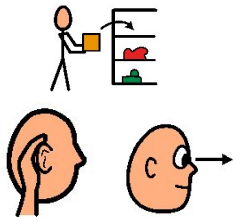
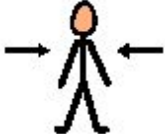
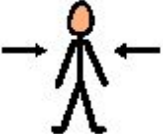
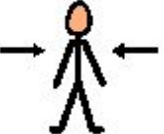
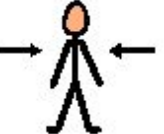
| Classroom Management Practice                                                                                                                                                                                                        | Rating                                                                                                                                                |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
|                                                                                                                                                                                                                                      | 0=Not yet implemented<br>1=Some attempt to implement<br>2=Implement but struggle w/follow-through<br>3=Implement, follow-through, monitor and improve |   |   |   |
| <b>4. Actively engage students through use of varied instructional strategies.</b>                                                                                                                                                   | <b>Sect. total /3=</b>                                                                                                                                |   |   |   |
| a) I use varied engagement techniques and offer multiple engagement opportunities during teacher directed instruction (ie. Response cards, choral responding, think-pair-share, movement, manipulatives, writing, and other methods) | 0                                                                                                                                                     | 1 | 2 | 3 |
| b) I regularly implement a variety of student centered instructional strategies (ie. Cooperative learning, critical thinking skills, culturally responsive teaching, and differentiated instruction)                                 | 0                                                                                                                                                     | 1 | 2 | 3 |
| c) Students are frequently and observably engaged in instruction—(students are “doing” things that can be seen, i.e. communicating, manipulating, creating, reflecting etc.)                                                         | 0                                                                                                                                                     | 1 | 2 | 3 |
| <b>5. Evaluate Instruction.</b>                                                                                                                                                                                                      | <b>Sect. total /3=</b>                                                                                                                                |   |   |   |
| a) At the end of the activity, I know how many students have met the objective(s).                                                                                                                                                   | 0                                                                                                                                                     | 1 | 2 | 3 |
| b) I provide extra time and assistance for students who struggle.                                                                                                                                                                    | 0                                                                                                                                                     | 1 | 2 | 3 |
| c) I consider and note needed improvements (to lesson) for next time.                                                                                                                                                                | 0                                                                                                                                                     | 1 | 2 | 3 |
| <b>6. Maximize positive interactions.</b>                                                                                                                                                                                            | <b>Sect. total /3=</b>                                                                                                                                |   |   |   |
| a) I maintain a ratio of 4:1 positive interactions                                                                                                                                                                                   | 0                                                                                                                                                     | 1 | 2 | 3 |
| b) I positively interact with every student at least 2-3 times per hour on average.                                                                                                                                                  | 0                                                                                                                                                     | 1 | 2 | 3 |
| c) After correcting rule violations, I use acknowledgement and positive reinforcement for rule following                                                                                                                             | 0                                                                                                                                                     | 1 | 2 | 3 |
| <b>7. Use a continuum of strategies to acknowledge expected behavior.</b>                                                                                                                                                            | <b>Sect. total /3=</b>                                                                                                                                |   |   |   |
| a) I provide specific and immediate contingent acknowledgement for following classroom expectations.                                                                                                                                 | 0                                                                                                                                                     | 1 | 2 | 3 |
| b) I also use multiple systems to acknowledge expected behavior (teacher reaction, group contingencies, behavior contracts, or token systems).                                                                                       | 0                                                                                                                                                     | 1 | 2 | 3 |
| c) I use differential reinforcement strategies to address behavior that violates classroom rules.                                                                                                                                    | 0                                                                                                                                                     | 1 | 2 | 3 |



| Classroom Management Practice                                                                                                                                                                              | Rating                                                                                                                                                |          |          |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|
|                                                                                                                                                                                                            | 0=Not yet implemented<br>1=Some attempt to implement<br>2=Implement but struggle w/follow-through<br>3=Implement, follow-through, monitor and improve |          |          |          |
| <b>8. Use a continuum of strategies to respond to rule violations.</b>                                                                                                                                     | <b>Sect. total /3=</b>                                                                                                                                |          |          |          |
| a) I provide specific, contingent, and brief corrections (i.e. stating expected behavior) for academic and social errors.                                                                                  | <b>0</b>                                                                                                                                              | <b>1</b> | <b>2</b> | <b>3</b> |
| b) In addition, I use the least restrictive procedure to discourage rule violating behavior (non-verbals, proximity, anonymous corrections, re-teaching, etc.) and proceed to more restrictive procedures. | <b>0</b>                                                                                                                                              | <b>1</b> | <b>2</b> | <b>3</b> |
| c) I respond to rule violating behavior in a calm, emotionally objective and business-like manner.                                                                                                         | <b>0</b>                                                                                                                                              | <b>1</b> | <b>2</b> | <b>3</b> |
| <b>9. Develop caring and supportive relationships.</b>                                                                                                                                                     | <b>Sect. total /4=</b>                                                                                                                                |          |          |          |
| a) I learn, use and can correctly pronounce student names by the end of week 2.                                                                                                                            | <b>0</b>                                                                                                                                              | <b>1</b> | <b>2</b> | <b>3</b> |
| b) I use explicit activities to learn about students and their cultural backgrounds.                                                                                                                       | <b>0</b>                                                                                                                                              | <b>1</b> | <b>2</b> | <b>3</b> |
| c) I communicate with students/families before school starts and continue frequent contact.                                                                                                                | <b>0</b>                                                                                                                                              | <b>1</b> | <b>2</b> | <b>3</b> |
| d) I speak to students with dignity and respect—even when providing correction!                                                                                                                            | <b>0</b>                                                                                                                                              | <b>1</b> | <b>2</b> | <b>3</b> |
| <b>10. Teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom.</b>                                                                            | <b>Sect. total /4=</b>                                                                                                                                |          |          |          |
| a) I use general classroom procedures and student jobs to enhance student responsibility.                                                                                                                  | <b>0</b>                                                                                                                                              | <b>1</b> | <b>2</b> | <b>3</b> |
| b) I provide students with self-control and self-monitoring strategies.                                                                                                                                    | <b>0</b>                                                                                                                                              | <b>1</b> | <b>2</b> | <b>3</b> |
| c) I provide social skills instruction and problem solving strategies.                                                                                                                                     | <b>0</b>                                                                                                                                              | <b>1</b> | <b>2</b> | <b>3</b> |
| d) I provide specific activities for students to get to know one another and solve problems collaboratively.                                                                                               | <b>0</b>                                                                                                                                              | <b>1</b> | <b>2</b> | <b>3</b> |



# Primary Routines Example

|                      | Large Group Instruction<br>                                     | Independent Work<br>                               | Small Group Instruction<br>                                    | Transitions<br>                                    |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Learn Responsibility | I am listening, looking at the teacher, and sitting quietly<br> | I am focusing on my work<br>                       | I am listening, looking at the teacher, and sitting quietly<br> | I stop and listen<br>                              |
| Exhibit Respect      | I am participating<br>                                         | I am working quietly<br>                          | I am participating<br>                                         | I clean up and follow directions<br>             |
| Always Be Safe       | I keep my hands, feet, and objects to myself<br>              | I keep my hands, feet, and objects to myself<br> | I keep my hands, feet, and objects to myself<br>              | I keep my hands, feet, and objects to myself<br> |
| Do Your Best         | I try my best<br>                                             | I try my best<br>                                | I try my best<br>                                             | I try my best<br>                                |
| Voice                | 0-2                                                                                                                                              | 0-1                                                                                                                                 | 1-2                                                                                                                                               | 0-1                                                                                                                                   |



# Middle School Routines Example

Teacher Name: \_\_\_\_\_ Department: \_\_\_\_\_ Class: \_\_\_\_\_

| To be an Eagle...                        | Be Safe                                                                                                                                                    | Be Respectful                                                                                                                              | Be Responsible                                                                                                               |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| School-Wide Expected Classroom Behaviors | <ul style="list-style-type: none"> <li>Obtain permission to leave assigned areas</li> <li>Follow safety procedures</li> <li>Keep walkways clear</li> </ul> | <ul style="list-style-type: none"> <li>Follow directions and classroom assignments</li> <li>Use appropriate voices and language</li> </ul> | <ul style="list-style-type: none"> <li>Be prepared and on time</li> <li>Stay on task</li> <li>Clean up after self</li> </ul> |

| Classroom Routine/Behavior Expectations |                                                                                                                                                                                                                                                                                                                                                                                                               | Signal                                                  |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Entering the classroom                  | <ul style="list-style-type: none"> <li>enter the room quietly</li> <li>use a conversational or 'inside voice'</li> <li>keep hands, feet, objects to self</li> <li>walk</li> <li>move directly to desk or assigned area</li> <li>sit quietly &amp; be ready for class</li> </ul>                                                                                                                               | Morning Bell Rings or Coming through the Classroom Door |
| Starting the class                      | <ul style="list-style-type: none"> <li>put personal belongings in designated areas</li> <li>turn in homework</li> <li>put instructional materials in desks</li> <li>sharpen pencils &amp; gather necessary material for class</li> <li>be seated &amp; ready to start class by 8:30</li> </ul>                                                                                                                | Morning Bell Rings                                      |
| Asking for help                         | <ul style="list-style-type: none"> <li>always try by yourself first</li> <li>use the classroom signal for getting assistance</li> <li>keep working if you can or wait quietly</li> <li>remember the teacher has other students that may also need help</li> </ul>                                                                                                                                             | Teacher is working with another student or group        |
| Working Independently                   | <ul style="list-style-type: none"> <li>select area to work</li> <li>have materials ready</li> <li>work without talking</li> <li>raise hand to ask for help</li> <li>keep working or wait quietly for assistance when the teacher is helping someone else</li> <li>move quietly around the room when necessary</li> <li>put materials away when finished</li> <li>begin next activity when finished</li> </ul> | Teacher directions to work independently                |
| Completing and Returning Work           | <ul style="list-style-type: none"> <li>collect your work to take home</li> <li>complete work, get parent signature when needed</li> <li>bring work back to school</li> <li>return work to homework basket</li> </ul>                                                                                                                                                                                          | When work is not completed during school day            |
| Taking Care of Personal Needs           | <ul style="list-style-type: none"> <li>follow the class signal for letting the teacher know you have a private concern</li> <li>let the teacher know if you need immediate help or if you can wait a while</li> <li>try to speak to the teacher privately &amp; quietly if you do not want other students involved</li> </ul>                                                                                 | Personal need arises (bathroom, emergency, etc.)        |



# Top 10 De-Escalation Tips

1. Be empathic and nonjudgmental.
  - a. When someone says or does something you perceive as weird or irrational, try not to judge or discount their feelings. Whether or not you think those feelings are justified, they're real to the other person. Pay attention to them.
  - b. Keep in mind that whatever the person is going through, it may be the most important thing in their life at the moment.
2. Respect personal space.
  - a. If possible stand 1.5 to three feet away from a person who's escalating. Allowing personal space tends to decrease a person's anxiety and can help you prevent acting out behavior.
  - b. If you must enter someone's personal space to provide care, explain your actions so the person feels less confused and frightened.
3. Use non-threatening non-verbals.
  - a. The more a person loses control, the less they hear your words- and the more they react to your nonverbal communication. Be mindful of your gestures, facial expressions, movements and tone of voice.
  - b. Keeping your tone and body language neutral will go a long way toward defusing the situation.
4. Avoid overacting.
  - a. Remain calm, rational, and professional. While you can't control the person's behavior, how you respond to their behavior will have a direct effect on whether the situation escalates or defuses.
  - b. Positive thoughts like "I can handle this" and "I know what to do" will help you maintain your own rationality and calm the person down.
5. Focus on feelings.
  - a. Facts are important, but how a person feels is the heart of the matter. Yet some people have trouble identifying how they feel about what's happening to them. Watch and listen carefully for the person's real message.
  - b. Try saying something like "That must be scary." Supportive words like these will let the person know that you understand what's happening- and you may get a positive response.
6. Ignore challenging questions.
  - a. Answering questions often results in a power struggle. When a person challenges your authority, redirect their attention to the issue at hand.
  - b. Ignore the challenges, but not the person. Bring their focus back to how you can work together to solve the problem.
7. Set limits.
  - a. If a person's behavior is belligerent, defensive or disruptive, give them clear simple, and enforceable limits. Offer concise and respectful choices and consequences.
  - b. A person who's upset may not be able to focus on everything you say. Be clear, speak simply and offer positive choice first.
8. Choose wisely what you insist upon.
  - a. It's important to be thoughtful in deciding which rules are negotiable and which are not. *For example, if a person doesn't want to shower in the morning, can you allow them to chose the time of day that feels best for them.*
  - b. You can offer a person options, you may be able to avoid unnecessary altercation.
9. Allow silence for reflection.
  - a. We've all experienced awkward silences. While it may seem counterintuitive to let moments of silence occur, sometimes it's the best choice. It can give a person a chance to reflect on what's happening and how he or she needs to proceed.
  - b. Believe it or not, silence can be a powerful communication tool.
10. Allow time for decisions.
  - a. When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said.
  - b. A person's stress rises when they feel rushed. Allowing time brings calm.



# Nine Variables that Affect Compliance

1. Using Questions Format
  - a. The use of questions instead of direct requests reduces compliance. *For example, "Would you please stop teasing?" is less effective than, "I need you to stop teasing."*
2. Distance
  - a. It is better to make a request from up close (i.e., 1 meter, or one desk distance) than from longer distance (i.e., 7 meters, across the room).
3. Two requests
  - a. It is better to give the same request only twice than to give it several times (i.e., nag).
  - b. Do not give many requests rapidly (i.e., *"Please give me your homework, please behave today, and do not tease the girl in front of you."*)
4. Loudness of request
  - a. It is better to make a request in a soft but firm voice than in a loud voice (i.e., yelling when making a request to get attention).
5. Time
  - a. Give the student time to comply after giving a request (3-5 seconds).
  - b. During this short interval, do not converse with the student (i.e., arguing, excuse-making), restate the request, or make a different request.
6. Start requests instead of Stop Requests
  - a. It is better to make more positive requests for a student to start an appropriate behavior (i.e., *"Please start your mathematics assignment."*)
  - b. It is better to make fewer negative requests for a student to stop misbehavior (i.e., *"Please stop arguing with me."*)
7. Non-emotional instead of Emotional Requests
  - a. It is better to make requests in a neutral calm, non-emotional tone.
  - b. Emotional responses (i.e., yelling, name calling, guilt inducing statements, and roughly handling a student) decrease compliance and frequently escalate behavior making the situation worse.
8. Descriptive Requests
  - a. Requests that are positive, clear, and descriptive are better than ambiguous or global requests (i.e., *"Please sit in your chair with your feet on the floor, hands on your desk, and look at me,"* is better than, *"Pay attention."*)
9. Reinforce compliance
  - a. It is too easy to request a behavior from a student and then ignore the positive result.
  - b. If you want more compliance, genuinely reinforce it.



# Logical Consequences Cheat Sheet

|  <b>OUTSIDE THE CLASSROOM</b>  |                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Student Behavior                                                                                                                                                                                   | Logical Consequence                                                                             |
| Walking in Line: Too loud or silly.                                                                                                                                                                | Walk with teacher and/or spend 2-5 minutes during recess practicing walking calmly and quietly. |
| Lunchroom: Too loud or crazy.                                                                                                                                                                      | Sit at "silent table" the next day at lunch.                                                    |
| Recess: Too rough or unsafe.                                                                                                                                                                       | Sit down and come up with 3 ideas for ways to play more safely. Apologize to other students.    |
| Library: Too loud, running around.                                                                                                                                                                 | Choose books from an assigned area that day.                                                    |
| Computer Lab: Playing around or getting off-task.                                                                                                                                                  | Complete pencil/paper work instead.                                                             |
| Restroom: Playing around.                                                                                                                                                                          | Write a "rule book" for restroom breaks (during lunch or at home) and share with the class.     |
| Restroom: Made a mess.                                                                                                                                                                             | Clean the mess and write an apology to the custodian.                                           |
| Anywhere: Disrespectful language to an adult.                                                                                                                                                      | Write a letter of apology (during lunch or at home).                                            |

|  <b>INSIDE THE CLASSROOM</b>  |                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Student Behavior                                                                                                                                                                                  | Logical Consequence                                                                                                         |
| Rushed through work.                                                                                                                                                                              | Redo the work, this time doing best and taking time. (Right then, at lunch, or at home.)                                    |
| Playing/off-task while working at group table.                                                                                                                                                    | Move to a more private, secluded spot to complete the work and/or apologize to classmates.                                  |
| Playing or talking during independent work.                                                                                                                                                       | Loss privilege of choosing own spot that day and must work at desk during that time.                                        |
| Broke a classroom supply or tool on purpose or due to carelessness.                                                                                                                               | Write an apology to owner, come up with 3 ways to make amends. Loss privilege of using that supply.                         |
| Disruptive during whole class lesson.                                                                                                                                                             | Move to desk or private spot and/or create a written plan for how to be a helpful classmate and good student in the future. |
| Work refusal.                                                                                                                                                                                     | Complete the work as homework and get parent signature.                                                                     |
| Rude or mean to classmates.                                                                                                                                                                       | Write letter of apology and come up with 3 ways to make amends.                                                             |

Explain the logical consequence in a calm and empathetic tone!

Allow the child to feel the effects of his/her actions!

Logical consequences are meant to TEACH, not punish.



### Think Time Behavior Debriefing Form

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Referring Teacher \_\_\_\_\_  
Buddy Teacher \_\_\_\_\_ Date \_\_\_\_\_ Arrival Time \_\_\_\_\_ Departure Time \_\_\_\_\_

#### What was your behavior?



- disrupting others



- not following directions  
- not doing my work



- loud - rude  
- not getting along

#### What do you need to do?



- be respectful



- do my work



- follow directions



- be helpful  
- get along with others

Can you do it?

yes



no



### Think Time Behavior Debriefing Form

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Referring Teacher \_\_\_\_\_  
Buddy Teacher \_\_\_\_\_ Date \_\_\_\_\_ Arrival Time \_\_\_\_\_ Departure Time \_\_\_\_\_

#### What was your behavior?



- disrupting others



- not following directions  
- not doing my work



- loud - rude  
- not getting along

#### What do you need to do?



- be respectful



- do my work



- follow directions



- be helpful  
- get along with others

Can you do it? yes



no



# Think Time Form

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Arrival Time: \_\_\_\_\_ Departing Time: \_\_\_\_\_

Sending Teacher: \_\_\_\_\_

Receiving Teacher: \_\_\_\_\_

1. What was my behavior?

---

---

2. What do I need to do?

---

---

3. Can I do it? Yes \_\_\_\_\_ No \_\_\_\_\_



## Think sheet Debrief Form

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Sending Teacher: \_\_\_\_\_

Receiving Teacher: \_\_\_\_\_

1. What was your behavior?

---



---

2. What positive behavior do you need to display when you go back to your classroom?

---



---

3. Why is it important for me to display this positive behavior?

---



---

4. Will you be able to do it

\_\_\_\_\_ Yes

\_\_\_\_\_ No



| Think Time Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Walk, Wait, and Welcome                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Student is to enter classroom using walk, wait, and welcome.</li> <li>2. Student is to sit at designated desk to work.</li> <li>3. Student is to maintain zero voice unless addressed by the teacher.</li> <li>4. Student is to complete the Think Time Behavior Debriefing Form</li> <li>5. Student is to raise their hand when complete. Teacher will come to students when he/she can.</li> <li>6. Student is to return to classroom with the Think Time Behavior Debriefing Form using walk, wait, and welcome.</li> </ol> | <ol style="list-style-type: none"> <li>1. Student is to walk to the neighboring classroom.</li> <li>2. Student is to stop in the door of the receiving classroom or office and wait to be acknowledged by the classroom teacher or adult.</li> <li>3. Student is to proceed into the classroom to the designated desk.</li> <li>4. Student is to follow Think Time Expectations.</li> </ol> |





Name: \_\_\_\_\_

Date: \_\_\_\_\_ Period: \_\_\_\_\_

Teacher \_\_\_\_\_

**I was feeling: *circle it***

mad      frustrated      anxious      confused      bored      stressed      excited  
annoyed      sad      unjustified      tired      silly      Other \_\_\_\_\_

**This is what happened: *circle it***

accident      disagreement      mean actions      disruption  
misunderstanding      argument      mean words      learning stopped

Explain: \_\_\_\_\_

**This is who was hurt or off-task by what happened: *circle it***

Teacher      Student(s)      me      property/materials

**I chose to ignore the following character traits: *circle it***

Responsible      Respectful      Safe

**This is what I did or said:**

Explain: \_\_\_\_\_

**Here are some other things I could have tried: *circle it***

listening to the person      taking a deep breath  
walking away      saved my jokes/comments for later      explaining what I need  
encourage others to stay on task      other: \_\_\_\_\_

**This is how I can take care of things: *circle it***

Say Apology      Write Apology      Draw Apology  
show respect next time      Talk it out      Collaborative Problem Solving  
Make up work      Community Service      Clean up mess  
Tell the person what I'll do different next time      Other \_\_\_\_\_

**What should the consequences be:**

Explain: \_\_\_\_\_

Student

Parent

Signature \_\_\_\_\_ Signature \_\_\_\_\_



# Appendix D

## District PBIS

### Resources





# PBIS Tiered Student Supports

## POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

**! At any time if a student behavior is a DANGER to SELF or OTHERS, use Emergency Response Plan and notify Tier 3 team**

### PBIS Tier 1

All Students School-wide PBIS

*The tenets of PBIS are that all students in school are capable of learning and using socially meaningful and productive behavior that is linked to their ultimate academic achievement.*

#### Essential Features

- Behavior expectations defined, taught and posted
- System for acknowledging positive behavior
- PBIS Team is responsible for continuous implementation of Tier 1 PBIS
- System for responding to behavior problems
- Use of data to monitor & guide school-wide behavior support

#### Problem Solving Process

- Team Initiated Problem Solving**
- Identify problem
  - Identify goal for change and create a solution
  - Implement solution with fidelity
  - Progress monitor and make adjustments as needed

#### Resources

- Primary**
- Second Step
  - Zones of Regulation (optional)
- Middle School**
- Second Step
  - Zones of Regulation (optional)
  - Life Skills (optional)
  - Prevention/Intervention specialist

#### Evaluation of Student Outcomes

Increase percentage of students who have one or fewer office discipline referrals

### PBIS Tier 2

Ongoing behavior

*Tier 2 supports the behavioral needs of students who are demonstrating at-risk behaviors. Targeted, group-based interventions are implemented to serve students who have not responded to Tier 1 interventions alone. Approx. 10-15% of students within a given school building will require support from Tier 2.*

#### Essential Features

##### Screening and Identification:

- Request for Assistance Form
- Review discipline data
- Review attendance data

##### Problem Identification:

- Determine function of behavior
- Determine area of need regarding skills development

##### Intervention/Implementation:

- A few evidenced-based interventions linked to student need & motivation

##### Evaluation

- Regular progress monitoring, determine effectiveness of intervention
- Review fidelity of implementation every 2 weeks

#### Possible Decision Rules

- Behavior: ongoing pattern of problem behavior
- Attendance: less than 80%
- Academic: 2-4 F's in classes
- Request for assistance form completed by teacher

#### Tier 2 Interventions

- Prevention/Intervention specialist
- Life skills
- Check In/Check Out
- Mentoring
- Social Skills Group
  - Coping Cat
  - Zones of Regulation
  - Second Step
- Peer Mentoring
- Breaks are Better

#### Evaluation of Student Outcomes

- Decrease in office discipline referrals
- Increase in academic grades
- Increase in attendance
- Check in, Check out-Exit criteria of 80% for 1 month
- Post intervention social skills checklist

### PBIS Tier 3

Behaviors resistant to Tier 2 interventions or unsafe behavior

*Tier 3 supports the behavioral needs of students who are demonstrating significant behavior difficulties. Individualized interventions are implemented to serve students who have not responded to Tier 1 and 2 interventions. Approximately 1-5% of students within a given school building will require support from Tier 3.*

#### Essential Features

- Tier 3 Problem Solving Team
- Screening and Identification
- Individual plan created based on function and skill development
- Review plan for effectiveness every 2-4 weeks
- Adjust plan as needed
- Fade supports when there is significant reduction of problem behavior

#### Possible Decision Rules

- Behavior-significant safety concerns to self or others
- Academic: 5-6 F's
- Attendance less than 60%
- Not responding to Tier 2 interventions after 6-8 weeks.

#### Tier 3 Interventions

- School-Based Mental Health Services
- Functional Behavioral Assessment
- Behavior Intervention Plan
- Prevention/Intervention Specialist
- Consultation from District Behavior Team
- Individual/small group counseling/skills group

#### Evaluation of Student Outcomes

- Increase in academic grades
- Increase in attendance
- Increase in socially appropriate behavior
- Decrease of problem behavior





# PBIS Tier Flowchart

**!** At any time if a student behavior is a **DANGER** to **SELF** or **OTHERS**, use **Emergency Response Plan** and notify **Tier 3 Team**

