

Webster City High School

Positive Behavior Support

Team Member Handbook

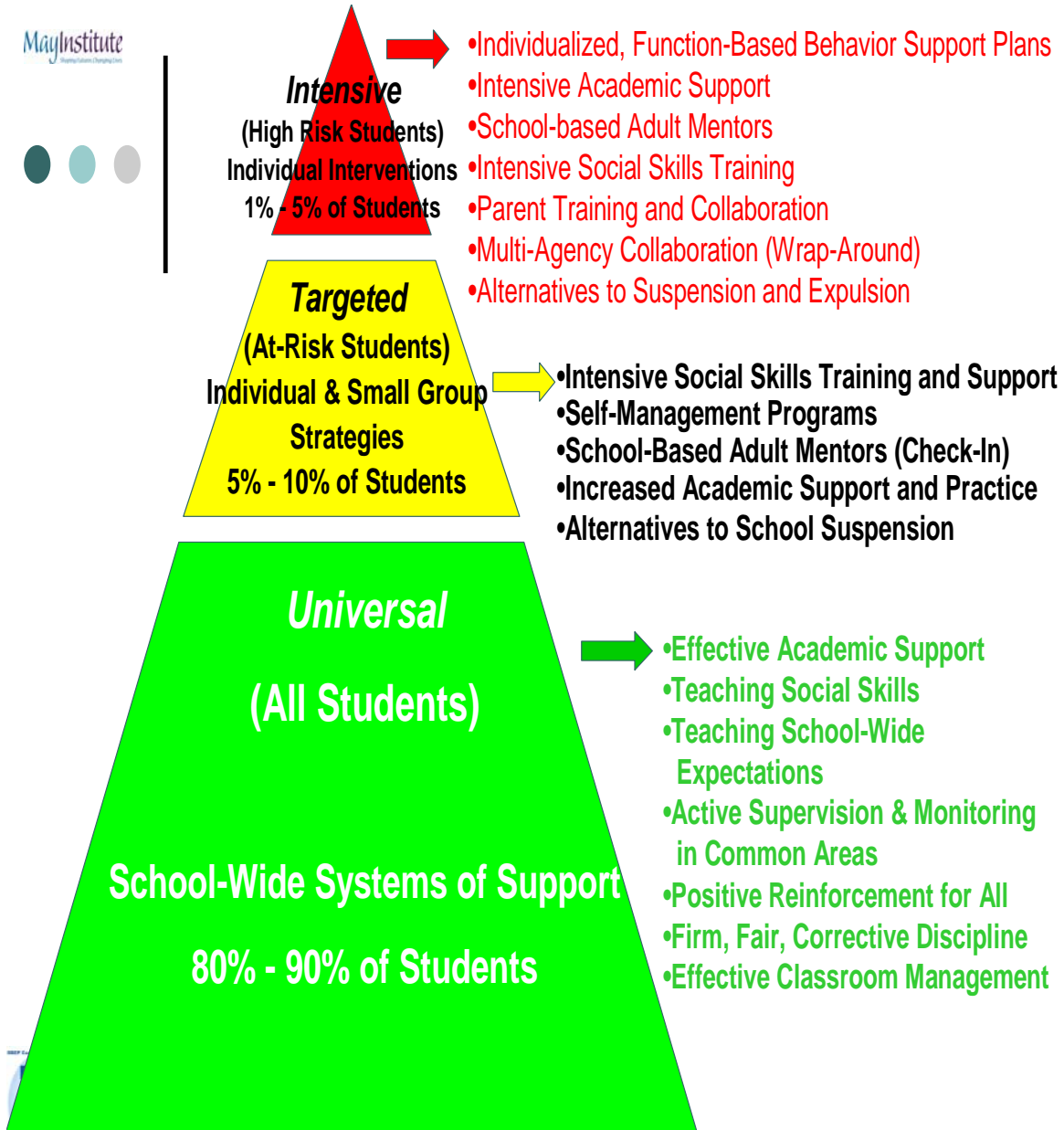
Mission Statement:

The Webster City Community School District, in partnership with families and community, will provide a quality education in a safe environment for all students.

Webster City High School believes in:

- **Respect**
- **Responsibility**
- **Caring**

Webster City High School believes implementation of Positive Behavior Support will promote Webster City Community School's mission and long range goals by helping students to feel engaged, involved, supported and successful during their high school experience.



SCHOOL-WIDE PBS

School-wide Positive Behavior Support (SW-PBS) is comprised of a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. SW-PBS is not a specific “model” but a compilation of effective practices, interventions, and systems change strategies that have a long history of empirical support and development and individually have been demonstrated to be empirically effective and efficient. In addition, SW-PBS has relevant applications to educating all students in schools, not just students with disabilities. (Horner and Sugai, 2004)

- **WCHS Expectations and Teaching Matrix**
- **Teaching Schedule**
- **Lesson Plan Sample**
- **Acknowledgement System**

	CLASSROOM	HALLWAY	RESTROOMS	LUNCH	AUDITORIUM	PARKING LOT
<p>RESPECT Value the opinions and values of others, tolerance, acceptance, nonviolence and courtesy</p>	<ul style="list-style-type: none"> ▪ Be in class on time. ▪ Honor the opinions and answers of others. ▪ Have appropriate attitude. 	<ul style="list-style-type: none"> ▪ Keep objects, hands, and feet to yourself. ▪ Use appropriate language and volume. ▪ Exhibit proper displays of affection. 	<ul style="list-style-type: none"> ▪ Use appropriate language and volume. ▪ Help keep the bathroom clean. 	<ul style="list-style-type: none"> ▪ Wait patiently in line. ▪ Use appropriate language and volume. ▪ Listen to adults. ▪ Practice good table manners. 	<ul style="list-style-type: none"> ▪ Applaud appropriately. ▪ Keep voices silent. ▪ Use attentive posture. ▪ Remove hats. 	<ul style="list-style-type: none"> ▪ Take turns entering and exiting. ▪ Keep hands and objects off others' vehicles.
<p>RESPONSIBILITY Accountability Pursuing Excellence Self-control</p>	<ul style="list-style-type: none"> ▪ Do your best. ▪ Ask for help when needed. ▪ Work independently when able. ▪ Honor deadlines. ▪ Have materials ready for class. 	<ul style="list-style-type: none"> ▪ Have agenda or pass. ▪ Use most direct route. ▪ Walk. 	<ul style="list-style-type: none"> ▪ Clean up after yourself. ▪ Use supplies conservatively. 	<ul style="list-style-type: none"> ▪ Eat food or throw it away. ▪ Clean up after yourself. ▪ Remain seated until bell rings. 	<ul style="list-style-type: none"> ▪ Arrive on time. ▪ Keep objects, hands, and feet to yourself. ▪ Find a seat quickly and quietly. ▪ Sit with your feet on the floor. 	<ul style="list-style-type: none"> ▪ Drive and park in designated areas only. ▪ Drive an appropriate speed and direction. ▪ Watch for cars.
<p>CARING Concern for others Charity</p>	<ul style="list-style-type: none"> ▪ Accept consequences. ▪ Be accountable. ▪ Be considerate of others' feelings. ▪ Use kind words. ▪ Involve others. ▪ Help others. 	<ul style="list-style-type: none"> ▪ Be courteous of people in need. ▪ Be courteous of others' learning environments. ▪ Stay to the right and allow others to pass. 	<ul style="list-style-type: none"> ▪ Wash your hands. ▪ Honor privacy of others. 	<ul style="list-style-type: none"> ▪ Say "please" and "thank you." ▪ Welcome others to your table. 	<ul style="list-style-type: none"> ▪ Applaud appropriately. ▪ Show enthusiasm and excitement at appropriate times. 	<ul style="list-style-type: none"> ▪ Help others in need. ▪ Give pedestrians the right of way.

WCHS UNIFIED

Teaching Expectations School-wide at the start of the School Year

Please TEACH/REVIEW/GO OVER the following items from either the "WCHS Student Handbook" or building expectations at the beginning of each period according to the below "Grid-Matrix." Moreover, please realize that **your attitude, approach, style, and seriousness about the subject matter will both impact and make an impression upon the students!** (NOTE: You are only looking at about a maximum of 5-7 minutes per session!)

WEDNESDAY

PERIOD	EXPECTATION(S) TO COVER	PAGE(S)
Homeroom	- PBS Purpose & "3 Core Principles" - Hallway Expectations - Auditorium Expectations	PBS Teaching Matrix [Handout] PBS Teaching Matrix [Handout]
1 st	Cell Phones / Electronic Devices	SHB: p. 26
2 nd	Hall Passes Lockers & Personal Searches	SHB: p. 20 SHB: p. 21
3 rd	*Lockdown Periods = Channel 1 & 5 th Period	*Staff Meeting [notes]
4 th	Lunchroom Expectations	PBS Teaching Matrix [Handout]
5 th	Bullying & Harassment	SHB: p. 26
6 th	:: No Items ::	
7 th	Student Parking	SHB: p. 30 & Matrix [Handout]
8 th	Student Dress Code	SHB: p. 28

THURSDAY

PERIOD	EXPECTATION(S) TO COVER	PAGE(S)
1 st , 2 nd , 3 rd , 4 th , 6 th , 5 th	No Items (Pictures)	
7 th	Restroom Expectations Skipping Class/Truancy (Student Conduct)	PBS Teaching Matrix SHB: p. 27
8 th	Telephone Use & *Office Procedures	SHB: p. 31 & *Staff Meeting [notes]

FRIDAY

PERIOD	EXPECTATION(S) TO COVER	PAGE(S)
1 st	P.L.A.N. Room Dismissal/Removed from Class	SHB: p. 24 SHB: p. 27
2 nd	Make-up Work & Leaving School During the Day <i>Answer questions about Attendance Policy</i>	SHB: p. 6-7
3 rd	Plagiarism	SHB: p. 12
4 th	Computer Use	SHB: p. 11
6 th	<i>Review any of the above items & acknowledge with bracelets (3-4 people)</i>	
5 th	:: No Items ::	
7 th	Video Security System	SHB: p. 31
8 th	<i>Review any of the above items & acknowledge with bracelets (3-4 people)</i>	

BUILDING EXPECTATIONS

Sample Lesson Plan

Expectation:

Location:

Activity:

Why this is important:

Negative Example:

Positive Example:

Practice: Students practice negative example first then positive. Tell the students, "Remember not to do anything that will get you sent to the office. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?"

How will you know they have learned the skill?
(short term and long term)?

Next Steps:

PBIS Cool Tool Lesson

Sample Lesson Plan

School-Wide Expectation:

Name of the Skill:

Purpose of the lesson? Why it is important:

1.

2.

Demonstrate the Skill/Teaching Examples:

1.

2.

3.

Practice the Skill/Kid Activities/Role Plays:

1.

2.

3.

Reinforce the Skills/Follow-up Activities:

1.

2.

3.

Acknowledgments

WCHS has used several and various forms of acknowledgments for appropriate student behavior as well as teacher behavior. Acknowledgements are determined by the PBS team members who routinely review the data. Acknowledgements have changed over the years from more extrinsic to more intrinsic. In addition, privileges are utilized more often than tangibles.

Staff is encouraged/reminded to keep the number of positive to negative interactions with students at a ratio of at least 4:1.

Suggestions for Recognition/Incentives in Middle/High School

- Free ice cream cone
- First in line for lunch (gets to leave class 2 minutes early)
- Free pop
- Snack from vending machine
- Open campus for student and a friend for lunch (with parent signatures)
- 6 pack of pop
- Free entry to a home sporting event
- Preferred parking for a week
- School t-shirt
- School Lanyard
- Free homework assignment (not on a major project or test)
- Free piece of pizza from local business (1/2 price donation from business)
- Free video rental (donated)
- Free gas coupons from local convenience store (donated and purchased)
- Stuffed animals
- Some schools have had some success with getting prizes by writing to pro sporting teams (particularly the Twins)
- Freebies that come to the AD or Counselor like t-shirts, mugs, etc.
- "Tee-rific" notes that are posted at the front of the school when a student does something great
- Positive tickets that are simple to fill out and given to students when they are noticed doing something good
- Positive tickets are put in a end-of-the-week drawing for free ice cream (3-5 students)
- Front of the line at lunch passes are given out daily to one lucky student that is exhibiting what they should be doing in the lunch line.
- Preferred parking space
- Free answer quiz/test
- Throw-out (score on test/quiz/assignment)
- Free prom tickets
- Fishing trip with staff member
- Big 10, Big 12, MLB - students wrote & explained PBS system and received items

INDIVIDUAL BEHAVIORAL SUPPORT

One of the principal features of positive behavior support (PBS) for individual students with serious problem behavior is a commitment to a collaborative team approach. This feature of PBS is especially important for those students whose behavior problems have been occurring for some time, are evident in multiple settings, and present substantial obstacles to the student's opportunities for learning, friendships, and quality of life. These are the students who require individualized planning and intervention, and for whom effective supports are apt to require more intensive and comprehensive attention.

A truly collaborative team approach can be difficult to achieve because it requires commitment and it contrasts sharply with the types of team meetings that most parents, students and professionals have typically experienced. Still, the establishment of a unified, collaborative approach to a student's support can be the difference between being effective or ineffective and, in our experience, the commitment is well worth it.

Don Kincaid & Glen Dunlap

- **Office Discipline Referral**
- **Behavioral Definitions**
- **Plan Room Procedures**
- **Pyramid of Behavior Supports, Description, and Accompanying Forms**

WEBSTER CITY HIGH SCHOOL - OFFICE DISCIPLINE REFERRAL

STUDENT NAME: _____

- LOCATION: Cafeteria Media Center
 Hallway Restroom
 Classroom Parking Lot
 Gym Office
 Other: _____

REFERRING STAFF: _____

DATE: _____ GRADE: 9 10 11 12 circle one TIME: _____

PROBLEM BEHAVIOR	MOTIVATION-SELECT ONLY ONE (1)	CLASSROOM INTERVENTION
MINOR <input type="checkbox"/> (OR) MAJOR <input type="checkbox"/>	WHAT IS THE MAIN MOTIVATOR?	CHECK ALL ATTEMPTED BY YOU:
<input type="checkbox"/> Disruptive during instruction <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Profanity <input type="checkbox"/> Insubordination <input type="checkbox"/> Disrespect towards others <input type="checkbox"/> Harassment <input type="checkbox"/> Bullying <input type="checkbox"/> Fighting <input type="checkbox"/> Other: _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult <input type="checkbox"/> Avoid task/activity/class <input type="checkbox"/> Apathy <input type="checkbox"/> Don't know <input type="checkbox"/> Other: _____	<input type="checkbox"/> Verbal warning / Discussion <input type="checkbox"/> Proximity <input type="checkbox"/> Staff-student conference <input type="checkbox"/> Re-assigned seat <input type="checkbox"/> Parent/guardian contacted <input type="checkbox"/> Responsibility plan attempted <input type="checkbox"/> Other support staff contacted <input type="checkbox"/> Other: _____
OTHERS INVOLVED: <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown		

Comments/Specifics: _____

Student Signature: _____

NOTE: Three (3) MINORS = a MAJOR requiring administrator involvement.

REFUSED TO SIGN

FACULTY or ADMINISTRATIVE ACTION				
<input type="checkbox"/> Detention by _____	<input type="checkbox"/> Verbal Warning	<input type="checkbox"/> P.L.A.N. Room - _____ DAYS	<input type="checkbox"/> OSS - _____ DAYS	<input type="checkbox"/> Guardian Contacted
<input type="checkbox"/> Guardian Conference	<input type="checkbox"/> Behavior Plan	<input type="checkbox"/> Success Team Referral	<input type="checkbox"/> Police Contacted	<input type="checkbox"/> Other: _____

CC: OFFICE, PARENT, TEACHER, STUDENT

WC 45231 707 • IMPLEMENTED: MARCH 2005

SWIS™ Office Referral Definitions

Minor Problem Behavior	Definition
Inappropriate Language Inapp Lang	Student engages in low intensity instance of inappropriate language.
Physical Contact/Physical Aggression PhyCon	Student engages in non-serious, but inappropriate physical contact.
Defiance/ disrespect/ non-compliance Def/Disrep	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption Disrup	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation DressCoVio	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Property misuse Propmis	Student engages in low-intensity misuse of property.
Technology Violation Techvio	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/ computer.
Tardy Tardy	Student arrives at class after the bell (or signal that class has started).
Other Other	Student engages in any other minor problem behaviors that do not fall within the above categories.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity AbusiveLang	Verbal messages that include swearing, name calling or use of words in an inappropriate way.
Use/Possession of Alcohol Alcohol	Student is in possession of or is using alcohol.
Arson Arson	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm BombThrt	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Use/Possession of Combustibles Combust	Student is in possession of substances/objects readily capable of causing bodily harm and/ or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).

Major Problem Behavior	Definition
Defiance/Disrespect/ Insubordination/ Non-Compliance Def/Disrep	Refusal to follow directions, talking back and/or socially rude interactions.
Disruption Disrup	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation DressCoVio	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting/ Physical Aggression Fightphyagg	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Forgery/ Theft Forg/theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a persons name without that person's permission.
Harassment/Bullying Harass/bully	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Inappropriate Display of Affection InappDisAff	Student engages in inappropriate (as defined by school) verbal and/or physical gestures/ contact, of a sexual nature to another student/adult, either consensual or non-consensual.
Inappropriate Location/ Out of Bounds Area OutofBounds	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating Cheat	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior OtherBehav	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.
Property Damage/Vandalism Propdam	Student participates in an activity that results in destruction of disfigurement of property.
Skip class/ truancy Skip	Student leaves class/ school without permission or stays out of class/ school without permission.
Technology Violation TechVio	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behavior	Definition
Tardy Tardy	Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor problem behavior in the school).
Use/Possession of Drugs Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco Tobac	Student is in possession of or is using tobacco.
Use/Possession of Weapons Weapon	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

PLAN Room (its purpose, procedures, etc.)

Regarding students who are asked to leave the classroom for whatever reason (disruption, etc.):

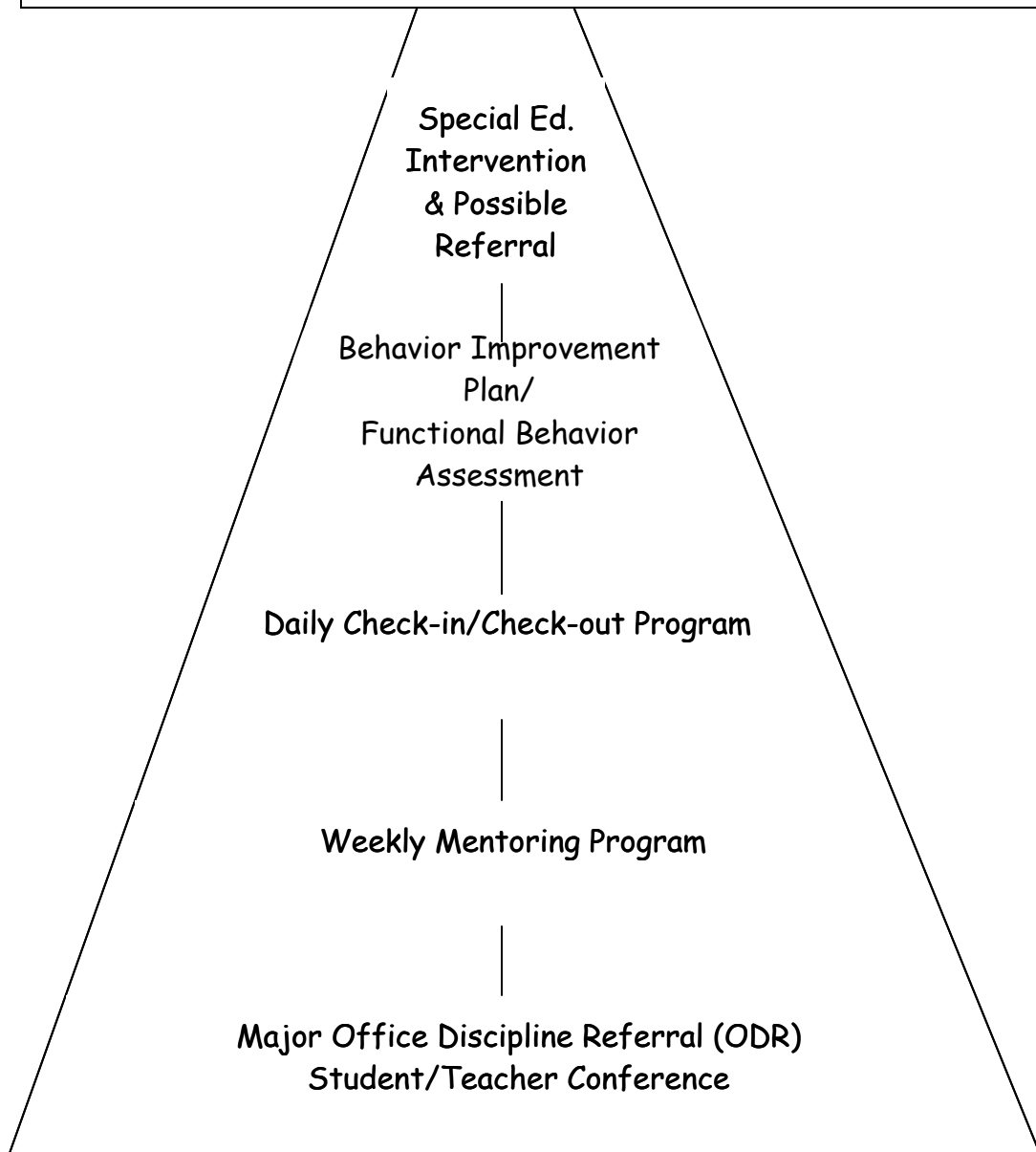
1. Direct them to the office.
2. At the earliest convenience, complete an ODR form regarding the student's behavior. Of course, in the meantime, administration will give the student due process (e.g. listen to the student's "side" of the story) and direct the student to go the PLAN Room (or whatever else action is taken).
3. While in the PLAN Room, the student will have to complete the form (the one discussed with all staff prior to the start of school); remember, the student will complete the form and must come to the teacher who referred ASAP to have a meeting prior to re-admittance into class. After the conference, the teacher will sign the form the student brought and give it to administration so it can be filed with student records.
4. Since a student has to meet with the teacher before coming back to class,—preferably!—after school that same day or the next morning. It is the student's responsibility to go to the teacher. However, if the student chooses not to, then administration (of course) needs to know that as they are not allowed back into the classroom until the meeting for resolution is held. A student's absence after their initial removal from class due to not meeting with the teacher will be considered UNX.

If there are any questions or concerns, please get back to administration; based on experiences at other schools, etc., this type of plan has helped to reduce repeat offenders in classes!

Systems of Behavior Supports for Major Office Discipline Referrals

1. When a student receives their **3rd ODR** (not including ODR's for cell phones or dress code), SWIS data will be reviewed with the student. Student questionnaire and interview will be completed. The systems of behavior supports will be explained to the student.
2. On the **4th ODR**, students will be placed in the mentoring program and required to meet with an adult mentor in the building for four consecutive weeks. If a student does not miss a mentoring meeting and does not receive any additional ODR's, they will be removed from the program. Students will continue in the program until they are able to meet the requirements to be removed (meet with a mentor for four consecutive weeks and not receive any additional ODR's).
3. On the **5th ODR**, the student will be placed back in the weekly mentoring program or continue in the program for 6 weeks. They must meet with their mentor for 6 consecutive weeks and not receive any new ODR's to be removed from the program.
4. On the **6th ODR**, a meeting will be held with the parents. In addition, the student will be placed in the check-in/check-out program for four weeks in addition to the mentoring program. The student must check-in/check-out with the advisor everyday for four weeks. They will also continue to meet with their mentor once per week. If they complete this and do not receive any new ODR's, they will be removed from the check-in/check-out program; however, they will be required to complete four additional weeks of mentoring.
5. If a student receives a **7th ODR**, they will either continue in the check-in/check-out program or be placed back in the program if they are not currently in it. Mentoring will also continue or be resumed. Data will also start to be gathered to complete a Functional Behavior Assessment (FBA) and write and implement a Behavior Intervention Plan (BIP).
6. On the **8th ODR**, a meeting will be held with parents and a FBA will be completed and a BIP will be written and implemented.
7. A team will continue to meet to review the success of the BIP and change it if necessary.

Webster City High School Systems of Behavior Support



SUCCESS TEAM REFERRAL FORM

Date _____ Person Making Referral _____

Student Name _____ Grade _____

Have you contacted the parents? Yes No (Circle)

IEP: Yes No (Circle)

Reason for Referral: (Circle)

Poor academic progress

Personal or family problems

Poor attendance/truancy

Discipline issues

Alcohol/drug use

Other: _____

What have you tried to change about the current situations where the problem behavior(s) occur?

What consequences/interventions have you tried for the problem behavior?

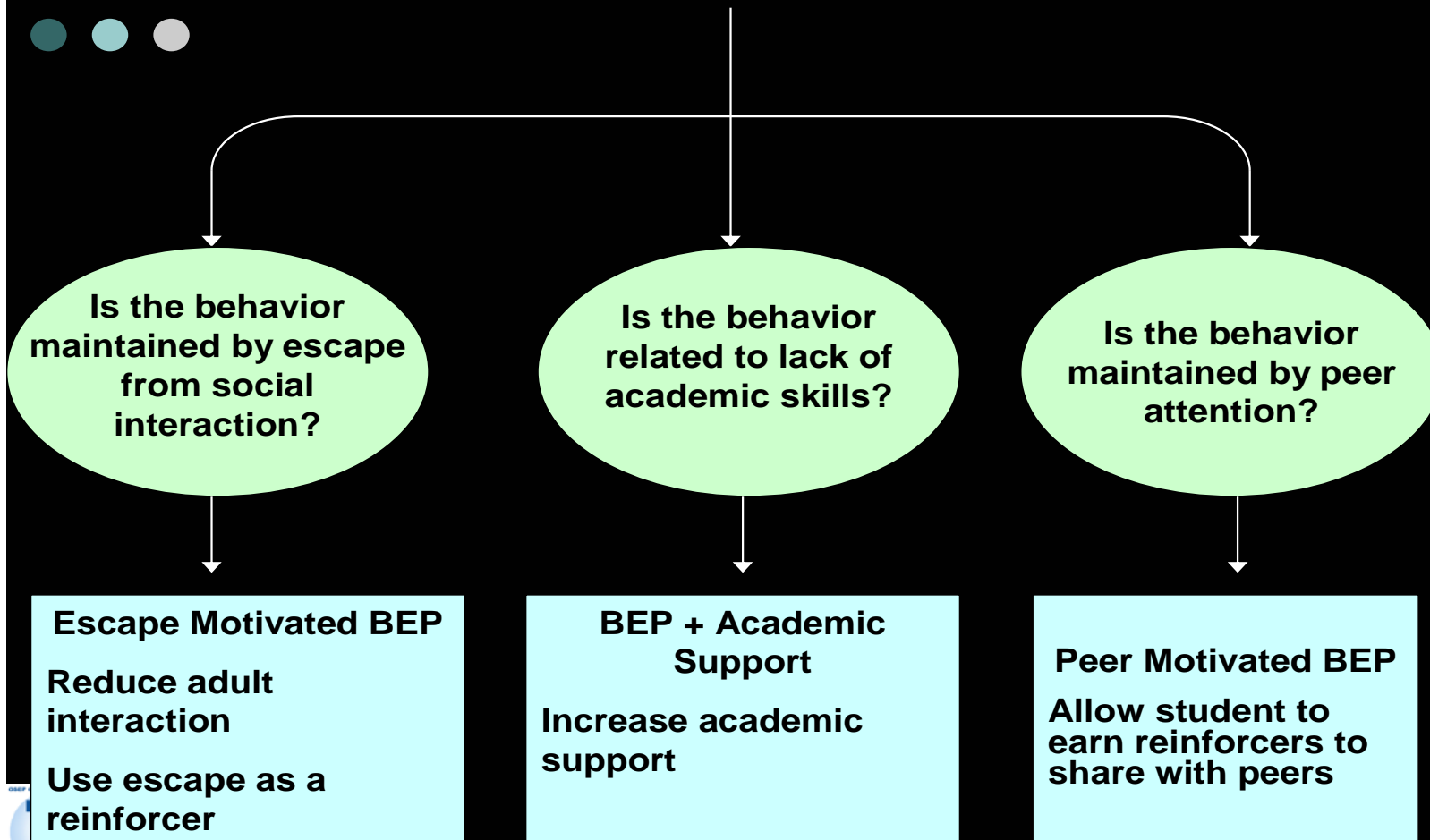
When is the problem behavior least and most likely to occur?

What do you think the student is trying to gain from the problem behavior?

Is this behavior occurring in other classes? Yes No (Circle)

Have you ruled out health, hearing, or vision problems? Yes No (Circle)

Conduct Brief Functional Assessment



Cross, Horner & Hawkes (2004)

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

Student: _____ **Grade:** _____ **School:** _____ **Date:** _____
Participants: _____

This FBA will be utilized for: Programming Purposes IEP Requirements

BEHAVIOR

ANTECEDENTS

CONSEQUENCES

Describe the behavior/incident that prompted this FBA:

If the above statement addressed multiple behaviors, identify the **ONE BEHAVIOR** to be targeted for intervention:

The targeted behavior is:

Observable Measurable

What is likely to "set off" or precede the problem behavior?

WHEN is the problem behavior most likely to occur?

Morning; Approximate time(s) _____

Afternoon; Approximate time(s) _____

Before/after school Lunch/Recess

Time of day does not seem to affect this behavior.

WHERE is the problem behavior most likely to occur?

Reg. Ed. Classroom Hallways

Spec. Ed. Classroom Cafeteria

Location does not seem to affect this behavior.

During what **SUBJECT ACTIVITY** is the problem behavior most likely to occur?

Subject (s) _____

Seatwork Unstructured activities

Group activities Transitions

Lesson presentation Task explanations

Subject/activity does not seem to affect this behavior.

The **PEOPLE** that are present when the problem behavior is most likely to occur include:

Teacher Classmates

Other staff Other peers

Who is present does not seem to affect this behavior.

Are there **OTHER EVENTS or CONDITIONS** that immediately precede the problem behavior?

A demand or request

Unexpected changes in schedule or routine

Consequences imposed for behavior

Comments/teasing from other students

When is the student most successful? When **DOESN'T** the problem behavior occur? _____

What "payoff" does the student obtain when she/he demonstrates the problem behavior?

The student **GAINS**:

Teacher/adult attention

Peer attention

Desired item or activity

Control over others or situation

Self stimulation

The student **AVOIDS or ESCAPES**:

Teacher/adult attention

Peer attention

Non-preferred activity, task, or setting

A difficult task or frustrating situation

What has been tried thus far to change the problem behavior?

This is a first occurrence and will be addressed through this FBA and Behavior Intervention Plan

Implemented rules and consequences for behavior are posted

Implemented behavior or academic contract

Implemented home/school communication system

Adapted curriculum. How? Yes No

Modified instruction. How? Yes No

Adjusted schedule. How? Yes No

Conferences with parents. Dates? Yes No

Sent student to office. Date? Yes No

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

FUNCTION OF PROBLEM BEHAVIOR

REPLACEMENT BEHAVIOR

After reviewing the data on antecedents and consequences, summarize the information below. Consider the following questions...

Why is the student acting this way?

What function is being met by the student's behavior?

When _____
(summarize antecedents)

This Student _____
(Identify the problem behavior)

In order to _____
(summarize "payoff")

Examples:

1. When in the halls before school, after school, and during transitions, this student pushes other students and verbally threatens to beat them up in order to gain status and attention from peers.
2. When working on independent seatwork during his regular education math class, this student puts his head on his desk in order to escape work that is too difficult/frustrating.

Identify the replacement behavior. Remember that replacement behavior is not an absence of the problem behavior (i.e.: do not write: "rather than hitting, I want this student to keep their hands to themselves.") Instead, a replacement behavior is a description of the behavior that the student will perform in place of the problem behavior which could include socially appropriate alternative behavior, coping skills, anger management skills, techniques to deal with frustrating situations, self advocacy, as well as many others.

Rather than _____

I want this student to: _____

This definition is: Observable Measurable

Examples:

1. Rather than pushing students and threatening to beat them up, I want this student to walk in the halls with his hands to his side and say "hello" to those with whom he wishes to interact.
2. Rather than putting his head on his desk because he doesn't know how to do a problem, I want this student to raise his hand for help and move on to the next problem while waiting for my assistance.

Student: _____ Grade: _____ School: _____

Participants: _____

This BIP will be utilized for: Programming purposes, IEP requirements

PRELIMINARY STRATEGIES

Preventive measures that will be put in place in hopes that the adjustments will reduce the occurrence of the problem behavior. (Refer to the Antecedent column on page 1 of the FUBA.) Mark Yes and fill in the statement if this is a preventive measure needed.

- Yes
- Adjustments could be made as to WHEN the problem behavior is likely to occur by: _____
- Adjustments could be made as to WHERE the problem behavior is likely to occur by: _____
- Adjustments could be made as to the SUBJECT/ACTIVITY during which the problem behavior is likely to occur by: _____
- Adjustments could be made as to the PEOPLE present when the problem behavior is likely to occur by: _____

OTHER ADJUSTMENTS:

- Clarifying and/or reteaching expectations/routines. How? _____
- Modifying task/assignment/curriculum. How? _____
- Increasing supervision. How? _____
- Utilizing specialized equipment. How? _____

INSTRUCTIONAL STRATEGIES

What skills will the student need to be taught in order to successfully demonstrate the REPLACEMENT BEHAVIOR. (Refer to the Replacement Behavior column on page 2 of the FUBA.)

- Social skills: _____
- Communication skills: _____
- Study skills: _____
- Academic skills: _____
- _____

How will these skills be taught:

- | | |
|---|---|
| <input type="checkbox"/> Individual instruction | <input type="checkbox"/> Group instruction |
| <input type="checkbox"/> Demonstration/modeling | <input type="checkbox"/> Role play |
| <input type="checkbox"/> Guided practice | <input type="checkbox"/> Independent practice |

Who will provide the instruction? _____
When will the instruction take place? _____
Where will the instruction take place? _____
How often will instruction take place? _____

How will opportunities for practice/rehearsal be provided?

How will the student be prompted to utilize his/her newly acquired skills?

Today's Date: _____

Dear Parent(s)

Your student has been brought to our attention due to behavioral concerns. At this time, your student has received five or more referrals to the office. A student receives these referrals each time he/she is sent out of class. As an intervention step, your student has been assigned to the check-in/check-out program. Your student is now required to check-in and check-out with an advisor daily. You will find your student's advisor at the bottom of this letter.

As previously mentioned, your student will be expected to meet with their advisor daily. During these meetings, the advisor will encourage your student to have positive behavior for the day. At the end of the day, they will talk with your student about how their day went. They will then discuss any problems the student is having and come up with solutions to some of the behavior problems. Research has shown that students are much more successful at school when they feel connected to an adult in the building. We are hoping as your student builds a relationship with their advisor, they will become more successful at school and in life.

Students are required to meet with their advisor for the time period specified below. If your student fails to meet with their advisor as required or receives additional office referrals, your student may be removed from the program and a meeting will be scheduled with you to complete a Functional Behavior Assessment (FBA) and write a Behavior Improvement Plan (BIP). Once your student has completed the requirements, they will be allowed to exit the program. Students will be encouraged to continue to meet with their advisor on a regular basis; however, they will not be required to participate after they have fulfilled the program obligations.

If you have any questions or concerns, please feel free to contact me or your student's mentor at the high school (832-9210).

Sincerely,

Heather Kierzek
Positive Behavior Support Team Member

Your student's advisor is: _____

Your student has been assigned to the program for _____ weeks.

Today's Date: _____

Dear Parent(s)

Your student has been brought to our attention due to behavioral concerns. At this time, your student has received three or more referrals to the office. A student receives these referrals each time he/she is sent out of class. As an intervention step, your student has been assigned to an adult mentor. Your student is now required to meet with their mentor once a week. You will find your student's mentor at the bottom of this letter.

As previously mentioned, your student will be expected to meet with their mentor once a week. During these meetings, the mentor will check in with your student and find out how their week is going. They will then discuss any problems the student is having and come up with solutions to some of the behavior problems. Research has shown that students are much more successful at school when they feel connected to an adult in the building. We are hoping as your student builds a relationship with their mentor, they will become more successful at school and in life.

Students are required to meet with their mentor for the time period specified below. If your student fails to meet with their mentor as required or receives additional office referrals, your student may be removed from the program and placed in a daily check-in/check-out program. You will be notified by letter if this change occurs. Once your student has completed the requirements, they will be allowed to exit the program if they choose. Students will be encouraged to continue to meet with their mentors on a regular basis; however, they will not be required to participate after they have fulfilled the program obligations.

If you have any questions or concerns, please feel free to contact me or your student's mentor at the high school (832-9210).

Sincerely,

Heather Kierzek
Positive Behavior Support Team Member

Your student's mentor is: _____

Your student has been assigned to the program for _____ weeks.

Mentor Meeting Contact Sheet

Please mark this sheet each time you meet with your mentor. When it is finished, please return it to Mrs. Kierzek.

	Date	Teacher Initials	Student Initials
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____

APPENDICES

APPENDIX

- A Annual Planning Guide**
- B Annual Planning Calendar**
- C General Decision Making Rules**
- D School Team Implementation Checklist**
- E. Team Meeting Form**

Positive Behavior Support Annual Planning Guide

1. Determine/Review School Improvement Goal
2. Complete EBS Self-Assessment Survey
3. Conduct other assessments as needed
4. Define Team to manage School Improvement Goal
5. Use assessment information to revise School Improvement Goal as needed
6. Develop Annual Action Plan including maintaining/ strengthening/ developing and implementation of programs



Coordinated by
School-wide PBS Team

Coordinated by Individual Student Support Team

Universal Interventions	Classroom Interventions	Targeted Interventions	Individual Intensive Interventions
7. Define school-wide rules 8. Develop expectation matrix for non/ classroom settings 9. Define routines for non/ classroom settings 10. Develop teaching schedule (implementation plan) for non/ classroom settings 11. Define consequence (acknowledgement/ corrective) system 12. Teach expectations and routines in non/ classroom settings	7. Define & Teach classroom behavioral expectations & routines. 8. Establish a physical layout that fits classroom activities. 9. Ensure maximal level of academic engagement & promote high level of academic success (e.g., >70%) 10. Establish consistent responses to problem behavior & use a 5:1 positive to corrective feedback pattern. 11. Deliver instruction in varying modes. 12. Establish efficient system for monitoring student progress	7. Define system/ rules for student selection 8. Conduct assessment for targeted interventions that are already available 9. Embed function-based concepts to revise targeted interventions 10. Conduct brief functional behavior assessment with student and others in support circle 11. Revise, strengthen, and implement Targeted Interventions 12. Conduct monthly updates on targeted intervention implementation & student progress	7. Define request for assistance system 8. Define system of student selection. 9. For each individual student: a) Conduct full FBA b) Develop system for observing, interviewing, & developing a function-based support plan. 10. Specify individual Action Team members 11. For each school, provide staff development for function based support planning skills 12. Monthly individual student progress updates



- ↓ ↓
13. Develop & use decision-making model & process
 14. **Schedule staff development activities**
 15. Develop & manage budget
 16. Schedule **and conduct** regular reporting cycle to staff & families

Iowa Local PBS Annual Planning Schedule

School: _____

School Year: _____

	Team Coordination	Check one: ___ Establish ___ Sustain School-wide Expectations (Identify teaching, evaluating and booster events)	Evaluation of School-wide PBS			Implementation Outcomes
			Self-Assessment Survey Team Checklist	Office Discipline Referrals	Other Activities with Alliance AND Family community involvement	
Initiative Annual Goals for Year _____						
Aug `	Meeting Date		Team Checklist Due:	Review:	Alliance Training	
Sept	Meeting Date: Meeting Date	Teach School-wide Expectations	Date of Self-Assessment Survey: Report to Fac	Review:	Annual conference	
Oct	Meeting Date: Meeting Date:	Evaluate Teaching Effort: Report Eval Results to Faculty	Team Checklist Due:	Review: Report to Fac		
Nov	Meeting Date: Meeting Date:	Winter Booster Event(s) Family Event		Review:	Alliance Training Develop Annual Plan	
Dec	Meeting Date: Report to Fac			Review: Report to Fac		
Jan	Meeting Date: Meeting Date:			Review:		

Feb	Meeting Date: Meeting Date:	Spring Booster Event(s)	Team Checklist Due:	Review Report to Fac		
Mar	Meeting Date:			Review:		Alliance Training
April	Meeting Date: Meeting Date:			Review:		
May	Meeting Date: Meeting Date:		Team Checklist Due	Review:		
June/July	Optional Summer Projects					
August	Meeting Date: Meeting Date:		Team Checklist Due	Review:		Alliance Training

IF...	FOCUS ON...
<ul style="list-style-type: none"> ○ More than 40% of students receive one or more office referrals ○ More than 2.5 office referrals per student 	<p>School Wide System</p>
<ul style="list-style-type: none"> ○ More than 35% of office referrals come from non-classroom settings ○ More than 15% of students referred from non-classroom settings 	<p>Non-Classroom System</p>
<ul style="list-style-type: none"> ○ More than 60% of office referrals come from the classroom ○ 50% or more of office referrals come from less than 10% of classrooms 	<p>Classroom Systems</p>
<ul style="list-style-type: none"> ○ More than 10-15 students receive 5 or more office referrals 	<p>Targeted Group Interventions / Classroom Systems</p>
<ul style="list-style-type: none"> ○ Less than 10 students with 10 or more office referrals ○ Less than 10 students continue rate of referrals after receiving targeted group settings ○ Small number of students destabilizing overall functioning of school 	<p>Individual Student Systems</p>

**Effective Behavior Support Team Implementation Checklists
(Quarterly)**

School _____ Date of Report _____
 District _____ County _____ State _____

INSTRUCTIONS: The EBS team should complete both checklists quarterly to monitor activities for implementation of EBS in the school.

EBS Team Members _____

Person(s) Completing Report _____

Checklist #1: Start-Up Activity					
Complete & submit Quarterly.		Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started			
Date: (MM/DD/YY)		Oct.	Dec.	Mar.	May
Establish Commitment					
1. Administrator's support & active involvement.	Status:				
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:				
Establish & Maintain Team					
3. Team established (representative).	Status:				
4. Team has regular meeting schedule, effective operating procedures.	Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:				

Self-Assessment					
6. Team/faculty completes EBS self-assessment survey.	Status:				
7. Team summarizes existing school discipline data.	Status:				
8. Strengths, areas of immediate focus & action plan are identified.	Status:				
Establish School-wide Expectations					
9. 3-5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:				
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
Establish Information System					
15. Discipline data are gathered, summarized, & reported.	Status:				
Build Capacity for Function-based Support					
16. Personnel with behavioral expertise are identified & involved.	Status:				
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				

Checklist #2: On-going Activity Monitoring					
Complete & submit Quarterly .		Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started			
1. EBS team has met at least monthly.	Status:				
2. EBS team has given status report to faculty at least monthly.	Status:				
3. Activities for EBS action plan implemented.	Status:				
4. Accuracy of implementation of EBS action plan assessed.	Status:				
5. Effectiveness of EBS action plan implementation assessed.	Status:				
6. EBS data analyzed.	Status:				

Additional Observations/Comments/Questions:

PBIS School-Wide Team Meeting

Meeting Date: _____ Next Meeting Date/Time: _____

Participants: _____

STEP 1: Follow-up/monitor progress on action items from previous meeting.

ITEM:	STATUS: Done/In-progress	NEXT STEPS:

STEP 2: Review school-wide data. Ask questions. Record action plan in Step 3.

PART A: “WHAT DO THE DATA (ACADEMIC & SOCIAL EMOTIONAL) TELL US?”

Is there a problem? Academic behaviors? Social-emotional behaviors?

What kinds of problem behaviors are occurring?

When/Where are the problems most likely to occur - which setting(s)?

Who is having the problem – group of students, individual students, grade level, particular classroom?

PART B: “WHAT IS THE SMALLEST CHANGE WE CAN MAKE TO PRODUCE THE LARGEST IMPACT?”

(New teaching, ↑ reminders/supervision, ↑ reinforcement, ↑ consistent reteaching)

PART C: “WHAT DATA DO WE NEED TO GIVE TO THE TARGETED or INTENSIVE TEAM/STAFF?”

STEP 3: Identify New Action Items.

DATA DRIVEN ITEMS What needs to get done:	What Strategy:	By Whom? By When?
CALENDER ITEMS What needs to get done:	What Strategy:	By Whom? By When?

STEP 4: Communication with Staff

School-wide Data Successes to be Shared? (% in attendance, % referral free, % not in detention, % not in in-school-suspension, % with homework completed, etc)	How to Share it? With whom? (Brief memo/flyer, next faculty meeting, with staff, with parents, with superintendent)

