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Bucyrus
Elementary
School

PBIS



The mission of Bucyrus Elementary School is to promote a positive climate that encourages students to be respectful, be responsible, be safe, and be kind.

Positive Behavior Interventions and Supports

In our efforts to establish Bucyrus Elementary School as a safe, welcoming, and purposeful learning environment, we have implemented a framework called Positive Behavior Interventions and Supports (PBIS). PBIS actively encourages students to achieve their academic potential while also showing good character through their behavior. At Bucyrus Elementary, the focus is on teaching and encouraging appropriate behavior in all areas of school, concentrating on being respectful, being responsible, being safe, and being kind. Students who show this Bucyrus Pride are able to maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates.

PBIS schools emphasize a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behavior. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom and individual systems of support. Unlike how schools have typically reacted in the past - discipline in response to student misbehavior – PBIS takes a proactive approach by teaching behavioral expectations and rewards students for following them. A successful PBIS school fosters a climate in which appropriate behavior is the norm

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WHY PBIS?

Every student has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, Bucyrus Elementary School has implemented the Positive Behavior Intervention and Support (PBIS) framework.

What is the main goal of PBIS?

The main goal of Positive Behavioral Interventions and Supports (PBIS) is to provide a **clear system for all expected behaviors** resulting in behavioral and academic progress at Bucyrus Elementary School. While many staff members and students may have assumptions about what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

...But there are no consequences in PBIS, right?

Research has shown that the implementation of punishment, especially when used inconsistently and in the absence of other positive strategies, is ineffective. Absence of punishment is NOT the absence of consequence. Punishment is defined as "the infliction or imposition of a penalty as retribution for an offense." A consequence is something that is "a result or effect of an action or condition." Everything we do has consequences. Life is full of consequences. Some are positive, and some are negative.

The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will teach children to recognize the consequences of their actions thereby increasing positive behavior *and* academic achievement when implemented with fidelity. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise.

Does PBIS only change student behavior?

Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. Teacher behavior creates this climate. It is only with the understanding, collaboration, and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments conducive to optimum behavioral and academic achievement for all students.

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More about PBIS

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School wide PBIS increases the capacity of schools to educate all students utilizing research-based school wide, classroom, and individualized interventions.

How do I know this is going to work?

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors. One of the keys is to focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.

Another key element of PBIS is an analysis of discipline referral data. This team-based approach to data analysis will allow Bucyrus Elementary School's PBIS team to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students, and parents.

What are the components of PBIS?

The key components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of behavioral expectations
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior
- Effectively using behavioral data to assess progress

The purpose of this staff manual is to illustrate how these components will be utilized within Bucyrus Elementary School's PBIS system. The ultimate goal is to decrease problem behavior, increase student academic performance, increase safety, and establish positive school climates through evidence-based strategies and systems.

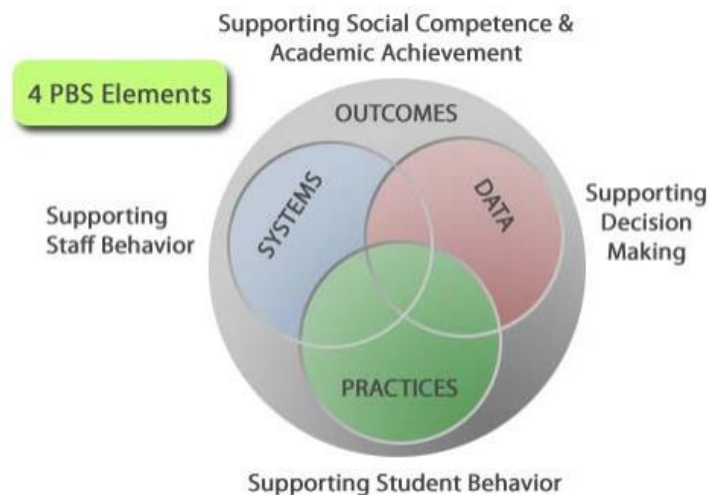


Elements of PBIS

PBIS provides a system of tools and strategies for (1) defining appropriate behavior, (2) teaching appropriate behavior, (3) acknowledging appropriate behavior, and (4) correcting inappropriate behavior. It is preventative in nature by changing the paradigm of focus from negative behaviors/exchanges to positive expectations/interactions.

There are four main elements in PBIS:

1. Practices:
In PBIS, customized practices, such as defining and teaching appropriate behavior and supporting student behavior through evidence-based interventions and strategies, are implemented.
2. Systems:
Systems of support for educators in the school include the implementation of school-wide behavioral expectations and training.
3. Data:
Data-based decision making is imperative to the behavior problem-solving process. Data is used to identify current behavioral status, need for change, and effects of interventions.
4. Outcomes:
The combination of Practices, Systems, and Data, which promote behavioral and academic success, enable positive school-wide outcomes to occur.



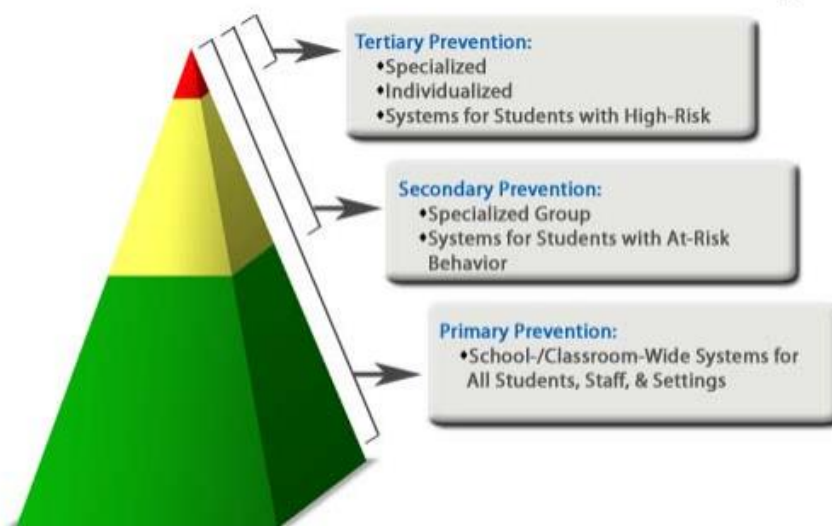


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Multi-Tier Support Continuum

School-wide support happens along a continuum from Tier I for all students to Tier II for small groups of students who need additional support, and finally Tier III for individual students who require intensive support. The goal is to create an environment that sets up ALL students for success.

Continuum of School-Wide Instructional & Positive Behavior Support



PBIS Behavioral Support Systems Tier I:

Tier I provides high quality instruction of the school-wide expectations and behavioral supports for all students. Roughly 80%-85% of the student population will be successful in this tier. Consistently teaching expectations, holding students accountable, and providing proactive feedback are essential. If a student struggles in comparison to his/her classmates, the teacher should try the following:

- Change the type of behavioral strategy (intervention)
- Increase the intensity of the intervention (e.g., adding small group instruction to the whole group environment)
- Increase the duration of the intervention
- Increase the frequency of the intervention.

If several interventions have been unsuccessful and the student is not responding adequately, the student will be referred to the PBIS Team (using the Request for Assistance form) for possible Tier II intervention.

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PBIS Behavioral Support Systems Tier II:

Tier II provides specialized group interventions for students with at-risk behaviors. Tier II will not be fully implemented at Bucyrus Elementary School until most teachers are successful with the implementation of Tier I strategies, allowing us a smooth transition into Tier II. Some students who will greatly benefit from Tier II interventions will receive these interventions when possible. Some types of Tier II interventions include:

- Peer group -- Peer group provides students the opportunity to learn and apply skills needed to gain and maintain friendships. Students will practice social skills in a supportive and empowering environment.
- Skill group – In Skill groups, students will explore a broad range of interpersonal skills to help students improve communication, confidence, and relationships. Skill group targets students in need of instruction and practice in a variety of social and emotional skills.
- Check In/Check Out – Students who need assistance in monitoring behaviors will use a check in/check out system with a staff member. This can be done on daily or weekly basis. The staff member will help the student monitor their behaviors over a period of time.

PBIS Behavioral Systems Tier III:

Tier III provides specialized individual instruction for students with high-risk behaviors. Tier III supports will be developed after the successful implementation of Tier II supports.

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Data Based Decision Making

Through Google Forms, school staff enter office discipline referrals online when needed. The data are summarized to provide information about individual students, groups of students, or the entire student body over any time period.

The reports will allow the PBIS team to review school-wide referral patterns and answer the following questions:

- How often do referrals occur?
- What problem behaviors occur most frequently in our building?
- Where are problem behaviors most likely to occur?
- When are problem behaviors most likely to occur?
- Which students are involved in referrals?

If needed, the PBIS will use the data to define behavior patterns in greater detail:

- Referrals by grade: This data can be broken down by the proportion of total referrals and can be tracked over time to check for consistency.
- Average Referrals: The PBIS team can use this to assess the number of referrals, per month, over time. With this information, the team can plan school-wide interventions to prevent more discipline referrals.
- Location: This information can be used to see if the discipline referrals are consistently in the same areas of the school over time. This could help to find areas of focus.
- Referrals by Problem Behavior: This data can be used to look for patterns of change and guide staff on how to manage students with particular behaviors.

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EXPECTATIONS

Teaching Expectations

Teaching Expected Behavior

An important aspect of PBIS is that appropriate behavior and social skills require direct teaching to students. We cannot assume that students will learn social behavior automatically or pick it up as they go through life.

Behavior expectations are important because they reveal the value of the school and provide consistent, school-wide guidelines for student success. They are the basic building blocks of successful relationships and communities. When teaching expected behaviors, it is important to remember the following:

- If you want the students to know it and do it, teach it explicitly.
- State expectations in a positive manner to encourage the desired behavior rather than telling students what not to do.
- Be sure your classroom rules reflect and support school-wide PBIS expectations in the matrix.

Why Teach Behavior Expectations?

While it seems that students should already know how to behave, especially after they have been in school for a few years, these skills still need to be taught and practiced on a regular basis. Many students come to school without these important skills, or have limited or non-enforced behavior expectations at home. Teaching behavior expectations is also important because at a school with clear and consistent behavior expectations:

- Students know and understand what is expected of them, which gives them confidence.
- Students monitor themselves and take more responsibility for their behavior and their learning.
- Teachers can more easily recognize and motivate positive behaviors.
- Students gain a sense of safety and security.
- The school climate is more positive overall.

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EXPECTATIONS

Behavior Matrix

Redmen Leaders Are:

| | Respectful | Responsible | Safe | Kind |
|------------------------------|--|---|---|--|
| Arrival and Dismissal | <ul style="list-style-type: none"> -Use Voice level 2 -Use appropriate language -Follow directions quickly -Respect yourself, classmates, staff, and personal space | <ul style="list-style-type: none"> -Follow directions quickly -Arrive at school between 8:05 & 8:20am -Unpack backpacks and get your breakfast -Leave school at dismissal K-1: 3:15 2-5: 3:20 -Use cell phones/personal devices after 3:20 dismissal | <ul style="list-style-type: none"> -Use crosswalk and sidewalk -Walk at all times -Walk bike, scooters, skateboards while at school -Keep hands, feet and objects to self -Wear or carry your backpack | <ul style="list-style-type: none"> -Use kind, positive words -Say "Good morning", "Goodbye", "Have a good day" or "See you tomorrow" to students and staff |
| Restrooms | <ul style="list-style-type: none"> -Use Voice Level 1 -Respect the privacy of others | <ul style="list-style-type: none"> -Do your business -Have pride in your space; Leave no trace (i.e. Flush toilet, Put paper towels in the trash can) -Report problems to the staff | <ul style="list-style-type: none"> -Keep water and soap in sink -Wash hands thoroughly, at least 20 seconds -Walk at all times -Get back to class as soon as you can | <ul style="list-style-type: none"> -Use kind, positive words |
| Hallway | <ul style="list-style-type: none"> -Use Voice Level 0 while walking -Voice Level 1 if working with another -Walk single file -Respect the things others have in cubbies or lockers | <ul style="list-style-type: none"> -Stay to the right -Go directly to your destination -Take a pass to the clinic if you are ill | <ul style="list-style-type: none"> -Face forward in line -Walk on the right hand side -Keep hands, feet and objects to self | <ul style="list-style-type: none"> -Assist someone in need -Look only at artwork and classwork in hallway |
| Cafeteria | <ul style="list-style-type: none"> -Use Voice Level 1 -Eat first, talk later -Raise your hand for help -Respect others' space and food | <ul style="list-style-type: none"> -Walk into the Redmen Diner in a quiet line -Sit at your designated table -Have pride in your space; Leave no trace | <ul style="list-style-type: none"> -Walk at all times -Stand quietly in line, with hands at your side -Sit while eating -Hold tray with both hands -Raise your hand for permission to get out of your seat | <ul style="list-style-type: none"> -Use kind, positive words -Say "Please" and "Thank you" -Be patient while waiting |

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EXPECTATIONS

| | Respectful | Responsible | Safe | Kind |
|---|---|---|---|---|
| Auditorium | <ul style="list-style-type: none"> -Keep eyes on speaker/performer -Respond only when prompted -Watch silently at appropriate times -Applaud at appropriate times | <ul style="list-style-type: none"> -Follow directions quickly -Stay with your class -Face forward | <ul style="list-style-type: none"> -Walk at all times -Stay seated through the presentation -Keep hands and feet to self | <ul style="list-style-type: none"> -Use kind, positive words when appropriate -Use good manners |
| Playground | <ul style="list-style-type: none"> -Use Voice Level 5 -Solve problems respectfully -Take care of equipment -Share equipment -Follow game rules | <ul style="list-style-type: none"> -Follow game rules -Remain in assigned areas -Line up immediately when recess is over | <ul style="list-style-type: none"> -Keep hands, feet and objects to self -Report concerns to an adult immediately -Use equipment properly | <ul style="list-style-type: none"> -Use kind, positive words -Include all in games -Ask others to play |
| Bus Rides Bus Stops | <ul style="list-style-type: none"> -Use Voice Level 2 -Respect bus driver, aide and students | <ul style="list-style-type: none"> -Follow directions quickly -Have pride in your space, leave no trace -Keep materials in your backpack | <ul style="list-style-type: none"> -Use Voice Level 0 at railroad crossing -Keep aisle clear -Stay seated until your stop -Keep hands, feet and objects to self -Report concerns to adults immediately | <ul style="list-style-type: none"> -Use kind, positive words |
| Bus Line | <ul style="list-style-type: none"> -Voice Level 2 -Walk to your designated area and walk in line to your bus -Respect property of others | <ul style="list-style-type: none"> -Stay seated against the wall -Go directly to your destination | <ul style="list-style-type: none"> -Stay in designated area -Keep hands, feet and objects to self | <ul style="list-style-type: none"> -Assist someone in need -Use kind, positive words |
| All Classrooms Including Art, Music, Library, & PE | <ul style="list-style-type: none"> -Raise your hand for permission to speak -Respect yourself, classmates, staff, and personal space -Respect property of others | <ul style="list-style-type: none"> -Follow directions quickly -Have pride in your space, leave no trace | <ul style="list-style-type: none"> -Raise your hand for permission to get out of your seat -Keep hands, feet and objects to self | <ul style="list-style-type: none"> -Use kind, positive words -Allow others to learn in different ways |

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EXPECTATIONS

What Behavior Expectations Should be Taught?

School-wide PBIS expectations should be taught according to the behavior matrix. Behavior expectations should be taught for:

- Bathrooms
- Cafeteria
- Hallway
- Playground
- Arrival/Departure
- Bus
- Assemblies
- Fire Drills, lockdown
- Recess
- Lunch Room

What Do You Mean By “Teach” the Expectations?

It is important to teach behavior in the same way we teach academics.

1. Identify clear behavioral expectations.
2. Communicate clearly to students what you want by using specific language, details, and examples.
3. Explicitly model (role-play) the desired behavior to the students (what desired behavior looks like).
4. Allow students to practice the modeled behavior.
5. Monitor student behavior.
6. Provide performance feedback.
7. Repeat teaching, modeling, or practicing until you have full compliance.

Where to Teach Behavior Expectations

Direct experience: Take the students to a particular common area and have them “practice” the expected behavior. As much as possible, behavior expectations should be taught in the location that the behavior is expected. (See Behavior Matrix.)

- All locations throughout the school (e.g.; practice lunchroom expectations in the lunchroom, hallway expectations in the hallway, etc.)
- In the classroom, review all behavior expectations.

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EXPECTATIONS

Helpful Tools for Teaching Expectations

The following are helpful ideas for teaching expectations to students.

- Pre-teach: Review the behavior expectations for a particular common area before transitioning.
- Get student input: Use children's literature or videos to stimulate a group discussion about a common problem behavior, such as hitting. Have the students identify the problems with this behavior and brainstorm coping strategies or solutions. Use the behavior matrix to guide your discussion.
- Role-play: Have the students act out scenarios that address the expected behaviors in common areas to ensure their understanding, as well as to provide them an opportunity for feedback. Encourage students to use vocabulary from the behavior matrix.
- Reflection: Start a discussion and have students talk about any experience that they have had at school related to behaviors. Help them process their responses in relation to the behavior expectations matrix and guide them to see why positive behavior matters.
- Acknowledgment: Whenever possible, positively acknowledge students who are meeting behavior expectations, either verbally or through with Tickets/Bucyrus Bucks. Be sure to acknowledge success of the whole class for following expectations (at assemblies, in hallways, etc.)

When Should I Teach Behaviors and How Long Should It Take?

Plan to teach the expectations aggressively over the first three weeks of school. Lessons will need to be repeated a few times initially and strongly reinforced at the onset.

And then I'm done; right? Not quite.

It is important that behavior expectations are taught throughout the school year to be sure all students remember what is expected of them. Behavior should be taught:

- At the beginning of the school year (the first 2-3 weeks)
- Often enough to achieve and maintain desired behaviors (practice)
- At times when problem behaviors tend to increase
- After long breaks or holidays
- Ongoing throughout the year (refreshers)
- At teachable moments

It is helpful to plan to teach "refresher" lessons every day of the school year (3 – 5 minutes). If many problems arise in a certain situation, re-teach the expectations. Having a new student entering the class is also a perfect time for a "refresher" course.

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EXPECTATIONS

How Do I Fit This In With Everything Else?

Consider it an investment during the start-up phase that will pay off with more orderly behavior thereafter. The better behavior students show, the more instructional time will be free for teaching academics.

Procedures to Practice

Classroom procedures need to be explicitly taught and practiced in the same method as the behavior matrix expectations. Some procedures to consider include:

- Entering the classroom
- Getting to work right away
- How to ask a question
- How to give an answer
- What to do when you need supplies
- Finding directions to an assignment
- What to do if you need help
- What to do if the teacher is busy or speaking to someone
- What to do if you were absent
- How to work in a group
- How to give the teacher your attention
- What to do with homework
- How to pass in papers
- How to return student work
- Returning to work after an interruption
- What to do during a fire drill, lock down drill, tornado drill, etc.
- What to do during announcements
- Saying "Please," "Thank you," "Excuse me," "I'm sorry / I apologize for"
- End of the day procedures

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INCENTIVES

Encouraging Desired Behavior

5:1

To encourage appropriate positive behaviors from students, staff will recognize the positive actions happening around the school. Studies have shown an exponential increase in positive behaviors when those behaviors are recognized at least four times as often as undesired behaviors. By following this 5:1 ratio, we will not only increase the positive behaviors around the school, but also strengthen the self-worth, resilience, and academic performance of students at Bucyrus Elementary School.

Behavior Reinforcement

The Reinforcement Menu offers positive reinforcement options for teachers and staff. Positive reinforcement and practicing 5:1 promotes desirable behavior and creates a safe classroom environment.

- Verbal praise
- Smile
- High five
- Take time to listen
- Write a note to student
- Eye contact
- Silent thumbs up
- Help teacher with a job
- Use work as a model
- Tutor peers
- Proximity
- A compliment
- Bucyrus Buck
- 1:1 time with teacher
- Teacher helper
- Line leader
- Extra choice time
- Points toward class/individual reward
- Display work in class
- Small treat
- Principal/teacher phone call to parents
- School supplies
- Technology time
- Lunch with staff member/friend
- Listen to music
- Special seat in class/lunch
- Extra recess
- Large treat

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INCENTIVES

At BES, we believe in rewarding good behaviors and respectful attitudes. After appropriate behaviors have been defined and taught, students need to be acknowledged for exhibiting appropriate behaviors on a regular basis. Staff at Bucyrus Elementary School can recognize and reward students for meeting the behavior expectations by awarding Bucyrus Bucks. An explanation of how to use these rewards is provided below.

Bucyrus Bucks are provided to PBIS staff members to award to students whenever they notice a student demonstrating positive behaviors in any area of the school. Students who are observed following the BES behavior matrix expectations can earn Bucyrus Bucks. Any staff member may award any student at any grade level a Bucyrus Buck. During the first days of school, faculty/staff should generously distribute tickets to students so they will have plenty of opportunities to learn early on that following expectations will result in something positive. The Bucyrus Bucks clearly communicate that, when students follow expectations, their behavior will be positively acknowledged. It gets the students' attention and "hooks" them to the desire to follow expectations early in the school year.

At the same time, it is important for the staff members to emphasize the behavior that is seen and not the Bucyrus Buck itself. We want students to feel good about their choices because they were wise choices and not because the student received something for doing it. While the Bucyrus Buck is an external motivator, we want these to lead students to learn the value of intrinsic motivation.

Staff should not give coupons to students who ask for them or who are behaving just to get the reward. They also should not give Bucyrus Bucks for simply completing assignments. Staff should give Bucyrus Bucks in conjunction with very specific verbal feedback about the student's behavior (see examples that follow).

Possible Scripts for Giving Bucyrus Bucks

- "Thank you for _____ (specific behavior). It shows that you are being (Respectful/Responsible/Safe/Kind)."
- "I just noticed that you _____ (specific behavior). That is a great example of being (Respectful/Responsible/Safe/Kind)."
- "By being/doing _____ (specific behavior) in the _____ (location, such as hallway, library, etc.) you showed a good example of being (Respectful/Responsible/Safe/Kind)."

Remember! We never reward kids, we reward behaviors!

- ★ Never reward as bribery to get a student to do something or to manipulate them.
- ★ Never give rewards to students who ask for them or who behave only to earn the reward.

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What Do Students Do with Bucyrus Bucks?

Bucyrus Bucks are given to students for following the school-wide expectations; being respectful, being responsible, being safe, and being kind. Students may choose from several different ways to use their Bucyrus Buck. No matter how students choose to use their Bucyrus Bucks, students will track their Bucyrus Bucks so that there is a record of how many each student has received.

Individual Rewards

Students can use Bucyrus Bucks as cash to redeem rewards and purchase an item in the lunchroom store on a designated day each week. There will be a variety of items available for various amounts of Bucyrus Bucks.

Class Rewards

At the teacher's discretion, the student may use Bucyrus Bucks toward a whole class reward.

School Wide Rewards

Periodically throughout the year, there will be school-wide rewards. These may be offered monthly, quarterly, and/or yearly. Students who have earned a designated amount of Bucyrus Bucks will be eligible to participate in the school wide rewards.

How will students store their Bucyrus Bucks?

The method for storing Bucyrus Bucks is at the discretion of the teachers in each grade level. Grade level teams should choose a method and use it consistently across the grade level. The method chosen should be appropriate for the age of the student. Teachers of students in older grades may wish for the students to be responsible for their own Bucyrus Bucks. Teacher of younger students may wish to immediately collect them and have the student record their gain on a sticker chart (which also helps them immediately track the Buck). Some teachers may wish to have individual collection areas (bags, pockets, tubs) for students to keep the Bucks.

How will students track their Bucyrus Bucks?

Students can track their Bucyrus Bucks in one of three ways. Grade level teams should choose a method and use it consistently across the grade level. Keep in mind that for younger children, teachers may need to assist students in the tracking process. Teachers in

1. A data tracking sheet such as the kind use in a Leadership Binder
2. A chart (using stickers, stamps, or markings of another kind)
3. An electronic method

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CORRECTIONS

Discouraging/Correcting Undesired Behavior

Our goal is to use positive feedback and acknowledgment when students follow the rules, and corrective feedback and natural or logical consequences when students are not following the expectations. We want to use displays of undesired behavior as an opportunity to teach correct behavior and increase students' repertoire of possible appropriate responses.

Procedures for Correcting Undesired Behavior

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed. In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. **It is recommended that teachers design their discipline plan using the school wide behavior matrix and reward system as a guide thereby ensuring consistency throughout the building.** If teachers experience pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting team members, the PBIS coordinator, or the principal. It is essential that staff and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following page contains our Discipline Procedures Flowchart outlining the consequence system at our school.

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CORRECTIONS



Consequence Flow Chart



Follow procedure for staff consequences: (Must be documented before filing office referral.)

1st Offense: Student/Staff Discussion (warning)

2nd Offense: Student/Staff Discussion + Staff determined consequence (i.e. loss of privilege, detention, seat change, etc.)

3rd Offense: Student/Staff Discussion plus Staff determined consequence (i.e. loss of privilege, detention, seat change, etc.) + Parent contact

4th Offense: Office Referral (with documentation)

NO

Should the offense be administrator-managed?

YES

Is immediate removal necessary for safety?

YES

Contact office for immediate assistance.

| Staff-Managed Behaviors | Administrator-Managed Behaviors |
|--|---|
| Inappropriate communication Physical contact Defiance Disrespect Disruption Public/personal property misuse Stealing Lying Cheating Attendance Misuse of electronics Transportation | Inappropriate communication Physical contact Defiance Disrespect Disruption Public property misuse Stealing Lying Cheating Attendance Misuse of electronics Transportation Substance abuse Weapons Bullying Threat with intent to harm Sexual Misconduct Vandalism |

Staff managed- Isolated or unintentional incident. Not consecutive. Staff tries deescalation strategies.
Administration managed- Intentional or harmful. All attempts to deescalate are ineffective.

NO

Write referral to office

+

Administrator reiterates behavior expectation with student.

+

Administrator administers appropriate consequence.

+

Administrator contacts parent.

+

Administrator provides teacher feedback.

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CORRECTIONS

Correction Guidelines

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior:

| Correction Technique | Words/actions an adult can use |
|----------------------|--|
| Prompt | Provide verbal and/or visual cue. |
| Redirect | Restate the matrix behavior. |
| Reteach | State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback. |
| Provide Choice | Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional |
| Conference | Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback. |

Specific student conference procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative (what the student should do instead)
4. Tell why alternative is better
5. Practice (student should tell and/or show)
6. Provide feedback

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CORRECTIONS

Possible Scripts for Correcting Student Behavior

- Thank the student for correct behavior.
 - Try this: When a student is not meeting expectations, such as wearing a hat in the school, say, “Thank you for taking off your hat,” while looking at the student, smiling, and walking away. Stop and look back. If the student has the hat off, you can mouth “Thank you” or give a thumbs up.
 - Try this: When a student is talking too loudly in the library, for example, the teacher can find another student nearby who is using the appropriate voice level, and can say, “Thank you for using an indoor voice.” If the first student then starts using an indoor voice, say “Thank you for using an indoor voice, _____ (student’s name).”
- Reteach.
 - Try this: When a student is talking during a lesson, give a reminder of the rule. For example, say “Please be responsible for paying attention to the lesson. Attention means being silent and listening.” If this does not work, say, “I expect that all student will be responsible for 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. (Student’s name: _____, what does giving attention to a 14 lesson mean?” Student answers. Teacher says, “Thank you. I’m glad that we all understand now.”
 - Try this: When a student is talking during a lesson, ask the class if someone could repeat the rule about talking during a lesson for the class. After student does so, ask if anyone has any questions about the rule and continue with the lesson. If the first student continues the undesired behavior, ask them to repeat the rule and ask if they have any questions about the rule. Say, “Good, thank you.”
- Have a conversation with the student.
 - Try this: When a student is misbehaving, ask the student the following questions, and wait for them to answer: 1. What are the expectations in the _____ (location)? 2. Was your behavior respectful/responsible/safe/kind? 3. What do you need to do? 4. Are you willing to that? 5. Thank you!

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CORRECTIONS

- Redirect the student. Use the following scripts for various situations.
 - Say, “What are you supposed to be doing right now?” (Student is playing with a pencil sharpener instead of taking out his workbook.) → Say, “We are on page 3. Please read the first paragraph out loud.” (Student lost her place in the book because she was not following along.)
 - Say, “Laura, what answer did you get to Problem 12?” (Laura knows how to work the problem, but was visiting with a neighbor and the teacher needs her to be engaged in the lesson.)
 - Silently stand next to the student and point to what the student should be focused on (Student is not doing his work or is not on the correct page that you are reading.)
 - Say, “Stop. Look at me. What should you be doing right now?” (Student may have been redirected once already but is still not following directions.)
 - Say, “Where are you supposed to be right now? Are you there? So, what should you do now? (Student is out of his seat and disrupting others. The teacher may have already be repeating earlier directions.)

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