



## **School-Wide Behavior Approach**

**2018-2019**

**“Bobcats RISE up!”**

# **School-Wide Behavior Approach**

## **Positive Behavior Intervention & Support**

### **PBIS**

School-wide Positive Behavior Interventions and Supports (PBIS) is a framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students. Having originated from the science of applied behavior analysis, it incorporates the key elements of any effective behavioral program, only they are applied at the macro level of the entire school.

Improving students' academic and behavior outcomes means ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions available. PBIS provides an operational framework for achieving this outcomes, which is customized to your school site, needs, and goals. PBIS is not a curriculum, intervention, or practice, but is a decision-making framework that guides selection, integration, and implementation of the most effective, evidence-based academic and behavioral practices for increasing each student's academic and behavioral outcomes.

## **Rationale for Change:**

The School-Wide Discipline system known as the Character Counts! program has been in place for many years at Red Bank. While the system was research based, well planned, and effective, over time there have been numerous changes over time that precipitated a need to revamp our current system. Red Bank is a school who listens intently to the feedback provided from students, parents, community members, and staff. It is for all these reasons we have decided to adjust our School-Wide Behavior approach to align with Positive Behavior Intervention and Supports or PBIS.

## **Our Approach:**

We began working with a district trainer to support us in our desire to change the culture and climate of our school in not only how we handle behavior, but in how students manage and regulate their own behavior. Our desire is to directly teach and then reinforce the desired behavior. This meant establishing what the expected behavior would be for each academic setting, deciding on what behaviors we would consider major and what behaviors we would consider minor, then deciding how to reinforce positive behavior, and how to change inappropriate behavior. We believe in a restitution approach that promotes the school's core beliefs and values for proper behavior. We value building positive relationships with students and supporting them in reflecting and correcting their behavior.

## **Statement of Purpose**

Having a defined Statement of Behavioral Purpose helps a school to align their mission and goals in a coordinated and consistent manner. Throughout this coordinated effort, PBIS schools become more proactive in their teaching of school-wide social behavioral expectations. This common purpose and approach to discipline is well established for all teachers, students, and staff with the goal of achieving school-wide behavior support for all members of the school community. This goal is realized by understanding that the whole school is key to implementation. This means all students and staff are involved across all settings of the school. PBIS implementation is most effective when a common vision and set of principles are used to guide decision-making and implementation efforts.

Red Bank Elementary School is a caring community of learners whose members **Respect**, have **Integrity**, are **Safe**, and show **Excellence**. Bobcats are respectful, responsible, humble, and good citizens. Red Bank Elementary Bobcats RISE up!

## **Positive Behavioral School-Wide Expectations**

Identifying positive school-wide behavioral expectations is a collaborative process where desired behaviors are defined for students and staff. The result of this process yields a list of expected behaviors for students and staff which is developed from commonly occurring problem behaviors across school settings. We are using the acronym RISE to help students and staff remember our core values in any educational setting.



## **Teaching Behavioral Expectations**

Just like academic skills must frequently be reviewed, social skills must also be practiced regularly and acknowledged or reinforced for mastery, sustained use, and generalized application. If a student has firmly learned an inappropriate behavior, then formally and continually prompting, practicing, and reinforcing the desired alternative becomes especially important and necessary. Below is a list of ways we are committed to teaching and promoting positive behavior.

- Assemblies
- Classroom behavioral lessons
- Classroom management practices and procedures
- Interventions: Clovis Support & Intervention (CSI) Referral, Check In/Check Out Intervention, Team Support

## Red Bank Elementary School PBIS Matrix

<b>Behavioral Expectations</b>	<b>Educational Areas</b>					
	<b>Hallway</b>	<b>Playground</b>	<b>Cafeteria</b>	<b>Bathroom</b>	<b>Classroom</b>	<b>Library/ Computer Lab</b>
<b>R</b> espect	Voice level 1	Hands and feet to self  Use kind words	Voice level 2  Use kind words	Voice level 2  Respect others' privacy	Use voice level 2  Follow teacher's rules and directions  Use kind words	Voice level 1 in library  Voice level 2 in lab  Handle and use materials with care  Leave the area neat and clean
<b>I</b> ntegrity	Turn in any items you find  Stay out of planters	Solve conflict peacefully  Pick up all of your equipment	Pick up your trash  Be honest about what happens	Notify adults of any problems	Do your own work  Be honest about incomplete or late work and parent signatures	Use Computers appropriately
<b>S</b> afety	Walk on the sidewalk  Keep hands and feet to yourself	Play in approved areas  Use equipment properly  Use volleyball net appropriately	Walk to and from Cafeteria  Stay in your seat until dismissed  Eat your own food  Keep hands and feet to yourself	Use the bathroom for intended purposes  Use soap and water for washing hands  Keep water in the sink	Walk at all times  Keep hands and feet to self  Use materials and equipment appropriately	Walk at all times  Keep hands and feet to self
<b>E</b> xcellence	Carry equipment and supplies  Go directly to your destination	Freeze on the bell  Listen to adults  Be inclusive  Be a good sport	Listen to adults  Stay seated until dismissed	Use the restroom at the appropriate time	Engaged and intentional toward learning goals	Follow the rules



# **Reinforcement System**

## ***How will students be recognized?***

All staff will recognize students by passing out a minimum of 5-10 tickets per day to any student on campus.

## ***What will staff/students do with the reinforcers (tickets)?***

As students receive tickets, they write their name and room number on the back of the ticket and can choose to do one of the following:

- Save their tickets in the envelope to be spent at our RISE Up store
- Save their tickets to purchase an intangible item from their teacher (Ex. Line leader)

All tickets collected at the store or by the teacher will then be placed into our RISE Up can in the front office for monthly prize drawings.

## ***What kind of prizes or rewards will students receive?***

Various prizes, both tangible and intangible prizes will be rewarded. Tangible rewards include snack bar tickets, candy, and prizes at our RISE up store. Intangible rewards include things such as line leader, can wear slippers in the classroom, gets to write on the White Board as needed. Intangible items are at the discretion of the teacher and may vary from classroom to classroom. Each tangible and intangible item has a cost that is paid for by using their tickets.

## ***How often will students receive prizes or rewards?***

The RISE up store will be opened weekly. A schedule for purchasing intangibles from the classroom teacher is determined by the teacher.

## ***Will there be a prize day? What will this look like?***

Prizes will be awarded weekly during RISE up store hours. Monthly drawings will also occur.

## ***Who will help distribute prizes or manage prize day?***

Administration and certificated staff will help distribute prizes on a weekly/monthly basis.

## ***What is the difference between a Bobcat Slip and an Office Referral Form?***

A Bobcat slip is given to a student when a 1<sup>st</sup> or 2<sup>nd</sup> behavior offense has occurred (Minor Offense). An Office Referral Form is given to a student has received 3 or more behavior violations for a specific behavior (Major Offense).