PLATTSBURGH CITY SCHOOL DISTRICT

Positive Behavioral Interventions and Supports Handbook

Be Safe, Responsible and Respectful

Approved: November 2017 (Updated August 2022)

Table of Contents

## Positive Behavioral Interventions and Supports Defined

Positive Behavioral Interventions and Supports (PBIS) is rooted in the belief that behavior is learned, is related to immediate and social environmental factors, and can be changed. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read – through instruction, practice, feedback and encouragement. Key features of PBIS include:

1. Administrative leadership
2. Team-based implementation
3. A clear set of defined positive expectations and behaviors
4. Teaching of expected behaviors
5. Recognition of meeting expected behaviors
6. Monitoring and correcting errors in behaviors
7. Using data-based information for decision making, monitoring and evaluating building results

What is School-wide PBIS?

School-wide PBIS is a PCSD framework we have in our district and school buildings for creating customized systems that support student outcomes and academic success. Our goal is to recognize the positive expected behaviors regarding being Safe, Responsible and Respectful. PBIS is a systems approach to creating a safer and more productive school.

Continuum of School Wide Supports
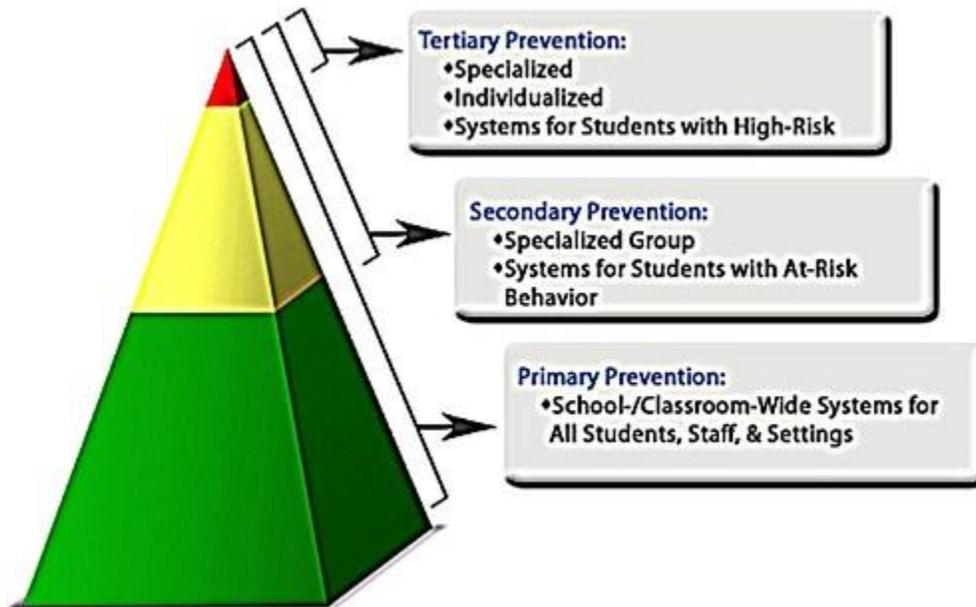
An important aspect of PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching for students. There is no assumption, in PBIS, that students will learn social behavior automatically or pick it up as they go through life.

<u>Primary Prevention</u>

Core Principles

1. **We can effectively teach appropriate behavior to all children.** All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting, events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.

2. **Intervene early.** It is best practice to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive and continuous progress monitoring; enjoy strong empirical support for their effectiveness with at risk students.

3. **Use a multi-tier model of service delivery.** PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To

4

achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students, PBIS uses tiered models of service delivery.

4. **Use research-validated interventions to the extent available.** The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.

5. **Monitor student progress to inform interventions.** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.

6. **Use data to make decisions.** A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgement informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.

7. **Use assessment to screen, diagnose problem behavior and progress monitor.** In PBIS, three types of assessments are used: 1. screening of data comparison per day/per month for total office discipline referrals, 2. Diagnostic determination of data by time of day, problem behavior, and location and 3. Progress monitoring to determine if the behavioral interventions are producing the desired effects.

Secondary Prevention

PBIS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (targeted group or simple individual plans), and tertiary (individual) systems of support that improve lifestyle results for all children and youth by making problem behavior less effective, efficient, and relevant.
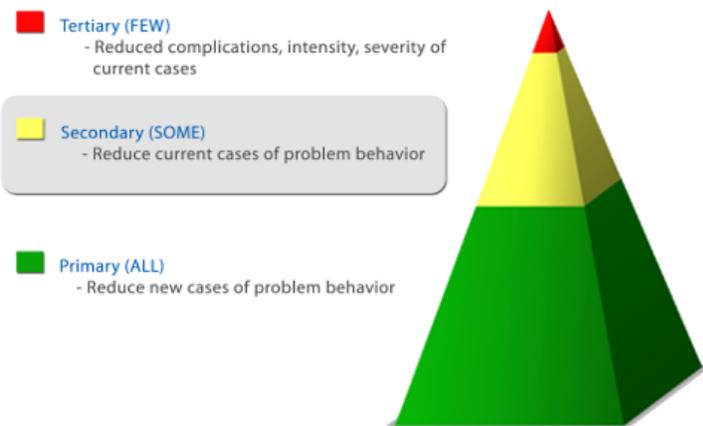
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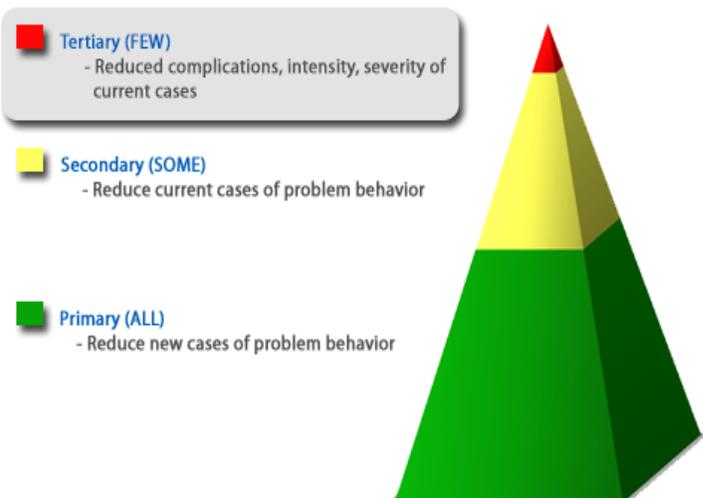
Expectations

The primary prevention of positive behavioral interventions and supports consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. Students should be able to identify the expectations since they will be posted, taught and referred to throughout the year.

> **District Accountability: Implementation Look For**

BE SAFE

BE RESPONSIBLE

BE RESPECTFUL

Teaching Expectations

Starting the Year Off Right

During the first week of school, we will focus on teaching the school-wide rules and behavioral expectations to all students across all settings in the school. The PBIS universal team will organize a set of events that will provide students and staff with an informative and positive first week of school in which everyone learns the rules and expectations.

> **District Accountability: Documentation of dates and procedures for teaching and reteaching of expectations.**

Why Teach the Rules and Expectations, During the First Week of School?

A major reason to teach a behavioral expectation across settings is so all staff agrees on what is expected. This will improve consistency across staff in enforcing the school rules. We also cannot assume that students know the expectations and routines.

Booster Sessions: Re-Teaching Rules and Expectations

We must remember that we cannot simply teach the rules and expectations once. It is important to hold booster sessions to review expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgement events, etc.

Systems of Acknowledging Appropriate Behavior

Why Do We Want to Recognize Expected Behavior?
It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. Research on effective teaching has found that staff should engage in a rate of 4 positive interactions with students to every 1 negative interaction.
When adults acknowledge positive behavior they should:

- Be positive
- Be specific, clear
- Acknowledge immediately
- Initiate the action

Acknowledgement should be free and frequent and can include verbal praise, a smile, stickers, a high five, thumbs up, note home, etc.

District Accountability: documentation of non-criterion celebration date and activity, Implementation Look For

Systems of Correcting Inappropriate 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:

- Re-teaching/Strategies for correcting behavior
- Reflection
- Logical consequences

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, provides incentives for positive behavior and identifies clear responses to problem behavior within the classroom.

Adult behavior when providing correction needs to be:

- 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 cues
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 alternatives that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior. Tell why alternative is better. Practice. Provide feedback.

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 are the procedures for a discipline referral?

Office Discipline Referral (ODR) Definitions

Major Problem Behavior	Definition
Abusive language/inappropriate language profanity	Verbal messages that include **high-intensity** swearing, name calling, or use of words in an inappropriate way and directed at another.
Alcohol	Student is in possession of or is using alcohol.
Bomb threat/False alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Defiance/disrespect/insubordination/non-compliance	Adamant refusal to follow directions; profane response to teacher.
Disruption	Behavior causing an interruption in class instruction or activity. Disruption includes **sustained** loud talk, yelling, or screaming; horseplay or roughhousing; and/or **sustained** out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting/physical aggression	Actions involving **serious** physical contact where injury may occur.
Forgery/theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Harassment/bullying	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.
Lying/cheating	Student delivers message that is untrue and/or deliberately violates rules.
Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Property damage	Student deliberately **impairs the usefulness** of property.
Vandalism/property damage	Student participates in an activity that results in **substantial destruction or disfigurement** of property.
Weapons	Student is in possession of knives, or guns (real or look alike), or other objects readily capable of causing bodily harm.
Other	Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed.

Classroom Discipline Referral (CDR) Definitions

Minor Problem	Definition
Inappropriate verbal language	Student engages in **low intensity** instances of inappropriate language (i.e. swearing, ethnic, racial and sexual comments).
Physical contact/aggression	Student engages in **non-serious**, but inappropriate physical contact (i.e. pushing, kicking, tripping).
Defiance/disrespect/non-compliance	Student engages in **brief or low intensity** failure to respond to adult requests. Student engages in disrespectful activity such as teasing and name calling, gossiping and spreading rumors.
Disruption	Student engages in **low intensity**, but inappropriate disruption of instruction (i.e. whispering, calling out during instruction, making noises or faces).
Dress code	Student wears clothing that is near, but not within the dress code guidelines defined by school/district.
Property misuse	Student engages in **low intensity** misuse of property (i.e. scribbling on desk, urinating on bathroom floor, writing in a textbook).
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.

Please see the district-wide Office Discipline Referral, Classroom Discipline Referral and Student Behavior Management Process on pages 14-16.

PLATTSBURGH CITY SCHOOL DISTRICT
DISCIPLINE REFERRAL FORM

Name: _____   Date: _____   Time: _____

Grade/Teacher: _____   Referring Staff: _____

CDR		ODR		
Classroom Discipline Referral _Minor Behavior – Teacher Managed_		**Office Discipline Referral** _Major Behavior – Admin. Managed_		
☐ General Disruption ☐ Property Misuse ☐ Technology Violation ☐ Inappropriate Location ☐ Physical Contact/Aggression ☐ Low-Intensity Disrespect/Defiance ☐ Late/Missing/Incomplete Assignments ☐ Inappropriate Language/Body Language ☐ Other: _____ *Three CDR's for the same behavior = and ODR*	☐ Lying ☐ Cheating/Copying ☐ Tardy	☐ Abusive Language/Profanity ☐ Fighting/Physical Aggression ☐ Disrespect/Defiance ☐ Disruption ☐ Left Class without Permission ☐ Failed to Report to Class ☐ Leaving School Property ☐ Vandalism, Property Damage ☐ Alcohol, Tobacco, Drugs ☐ Other: _____	☐ Forgery ☐ Harassment (DASA) ☐ Theft ☐ Weapons	
Location	☐ Classroom	☐ Hallway	☐ Playground	☐ Arrival/Dismissal
	☐ Cafeteria	☐ Bathroom	☐ Indoor Recess	☐ Other
Others Involved	☐ None	☐ Teacher	☐ Peers	
	☐ Staff	☐ Other	☐ Unknown	
Possible Motivation	☐ Obtain peer attention	☐ Obtain adult attention	☐ Obtain items/activities	☐ Avoid task or activity
	☐ Avoid peer(s)	☐ Avoid adult	☐ Don't know	☐ Other
Consequence/Teacher Decision		**Consequence/Administrative Decision (Office Use Only)**		
☐ Parent Contact ☐ Student Warning/Conference ☐ Re-teaching ☐ Make Amends/Apology ☐ Use of Time-Out ☐ Loss of Privilege ☐ Parent Conference with Teacher ☐ Individual Behavior Plan ☐ School Counseling Contact ☐ Previous Referral to Office ☐ Other:		☐ Conference with Student ☐ Re-teaching ☐ Loss of Privilege ☐ Make Amends/Apology/Restitution ☐ Parent Conference ☐ Recess Detention, Date: ☐ Lunch Detention, Date: ☐ After School Detention, Date: ☐ In-School Suspension, Date: ☐ Out of School Suspension, Date: ☐ Other:		
		☐ **Date of Parent Contact:**		
Result of Incident	☐ Juvenile Officer	☐ Room Clear	☐ Crisis Team Call	☐ Ambulance/911

USING OBSERVABLE LANGUAGE, PLEASE DESCRIBE WHAT HAPPENED:


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Minor Behaviors		Major Behaviors	
Inappropriate verbal language	Low intensity instances of inappropriate language (i.e. swearing, ethnic, racial and sexual comments).	Abusive Language	Verbal messages that include high intensity swearing, name calling, or use of words in an inappropriate way
Physical contact/aggression	Non-serious, but inappropriate physical contact (i.e. tripping, pushing, kicking)	Fighting/physical aggression	Actions involving serious physical contact where injury may occur
Defiance/ Disrespect/Non- compliance	Brief or low intensity failure to respond to adult requests. Student engages in disrespectful activity such as teasing, name-calling, gossiping and spreading rumors	Defiance/Disrespect/ Insubordination/Non- Compliance	Adamant refusal to follow directions; profane response to teacher
General Disruption	Low-intensity, but inappropriate disruption (i.e. whispering, calling out during instruction, making noises or faces).	Disruption	Behavior causing an interruption in a class or activity. (i.e. sustained loud talking, yelling, screaming, horseplay or roughhousing, sustained out-of-seat behavior

Complete list of Major and Minor behaviors and definitions located in Faculty/Staff Handbook

STUDENT REFLECTION:

1. What rule did you break? SAFE RESPECTFUL RESPONSIBLE

2. What was the problem?

3. What did you want?

4. Did you get what you wanted? YES NO

5. What will you do differently next time? What are some solutions?

Student Signature: _____

Parent/Guardian Signature (Optional): _____

Teacher/Staff Signature: _____

_____

PLATTSBURGH CITY SCHOOL DISTRICT

STUDENT BEHAVIOR MANAGEMENT PROCESS

Goal: Students in Class Learning

Creating a Culture: Classroom Environment (Adult Strategies)
- Build Relationships with Students
- Teach Behavioral Expectations
- Reinforce Positive Behaviors (4:1 Ratio)
- Problem Solve with Student(s)
- Elicit Parent/Guardian/Family Support

Observe and Identify Problem Behavior

Warning or Conference with Student

Office Managed?

No
Minor

Yes
Major

Classroom Managed Consequence

Write an Office Discipline Referral (ODR) and send form to the office

Complete and log Classroom Discipline Referral (CDR)

Classroom teacher contacts parent (note, behavior card, phone call, email, etc.)

If student has 3 CDR's for same behavior, write an Office Discipline Referral

Classroom Managed/Minor Behaviors:
- Not prepared for class
- Blurting out
- General Disruption
- Refusal to follow request
- Name Calling
- Inappropriate classroom attitude
- Play fighting
- Verbal conflict/arguing
- Side-talking//noises
- Running
- Rumor/gossip
- Additional examples listed on the Major/Minor Behavior definitions sheet

Office Managed/Major Behaviors:
- Weapons
- Fighting; aggressive behavior
- Chronic minor infractions
- Harassment of teacher or student
- Stealing
- Bullying/Cyber-bullying
- Yelling/Screaming (tantrums)
- Leaving School Property
- Vandalism
- Additional examples listed on the Major/Minor Behavior definitions sheet

Administration will get the student at first available opportunity; however if immediate assistance is needed call the office

Administration contacts parents and determines consequences

Consequences are implemented; ODR is sent to teacher and school data manager

Roles and Responsibilities

Schools Must:

1. Post the behavioral expectations and behavior matrix throughout the school for all students and staff to see daily.
2. Teach the behavioral rules and expectations within the first week of school for all settings within the building (classroom, hallway, bathroom, cafeteria, playground/athletic area, etc.)
3. Review behavioral data monthly.
4. Establish universal reinforcement systems (school-wide and classroom)
5. Establish a behavior management plan within each classroom
6. Provide booster sessions/opportunities to re-teach the rules and expectations throughout the year based on the data that is being reviewed by the universal team.

PBIS Coach Responsibilities:

1. Work with District Coach
2. Attend monthly PBIS Leadership Team meetings
3. Become a PBIS expert
4. Facilitate school-level PBIS activities
5. Ensure that the universal team meets
6. Update PBIS portion of school webpage
7. Summarize data from previous month for universal team
8. Make sure school-wide expectations are posted
9. Monitor universal reward procedures
10. Help plan kickoff event for start of school year
11. Seek input from staff when needed
12. Attend District/Regional coaching training

Classroom Teacher Responsibilities:

1. Teach, model, and practice each of the school-wide behavioral expectations
2. Display and use the classroom expectations based upon their school-wide expectations
3. Use the Universal Team and Child Study Team when working with students who do not meet school-wide and classroom expectations
4. Develop and/or use PBIS established strategies for recognizing students who meet or exceed school-wide and classroom expectations using informal and formal recognition programs

Staff Responsibilities (adults with any form of supervisory authority):

1. Circulate among students and observe students to see that they are meeting school-wide expectations in all non-classroom settings of the school (active supervision)
2. Talk with students and provide feedback based on school-wide expectations
3. Use the Universal Team and Child Study Team when working with students who do not meet school-wide and classroom expectations
4. Develop and/or use PBIS established strategies for recognizing students who meet or exceed school-wide and classroom expectations using informal and formal recognition programs

Universal Team Responsibilities:

1. Team should consist of representatives from the school community – 1to 2 of these individuals should possess behavior/classroom management competence

2. Administrator should be an active member

3. Schedule for presenting to whole staff at least monthly (faculty meetings)

4. Schedule for team meetings at least monthly

5. Integration with other behavior related initiatives and programs

6. Appropriate priority relative to school and district goals

7. Rules and agreements established regarding voting, confidentiality and privacy, conflict/problem solving, record-keeping, etc.

8. Schedule for annual self-assessments

    1. EBS Self-Assessment Survey

    2. Review Office Discipline Referrals

    3. Benchmarks of Quality

    4. School-wide Evaluation Tool