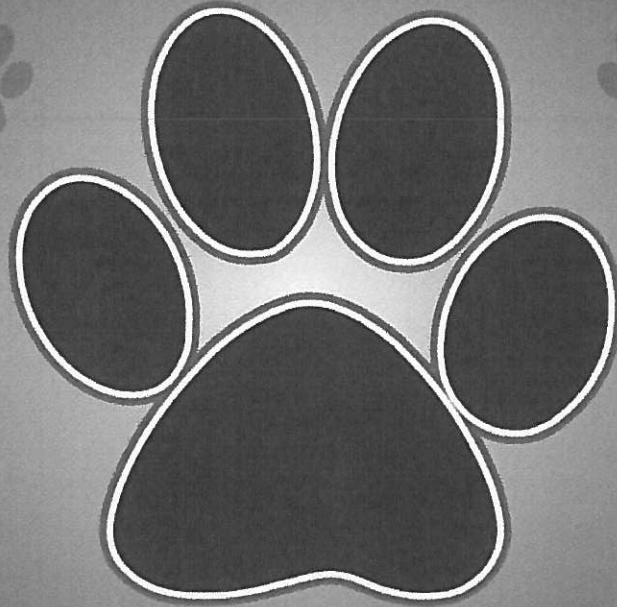


MEMORIAL SCHOOL



P.A.W.S.

PRACTICE SAFETY

ACCEPT RESPONSIBILITY

WORK TOGETHER

SHOW RESPECT

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Memorial Elementary School Mission:

Memorial Elementary School is a community of learners that take responsibility for learning and behavior to create a safe, supportive and positive school for all.

Memorial School Expectations:

Memorial Elementary School students demonstrate PAWS behavior:

Practice Safety

- Keep Hands and Feet to Yourself
- Use Quiet Voice
- Use Materials Correctly
- Walk
- Include Others

Accept Responsibility

- Be honest in your work
- Think before you act in order to make good choices
- Take ownership of your actions
- Use Kind Words
- Listen to others
- Share and take turns

Work Together

- Be honest with yourself and others
- Active, whole body listening
- Be kind, caring and courteous
- Understand and accept differences
- Support others

Show Respect

- Present your most positive self
- Respect Property
- Be respectful of differences
- Demonstrate ability to wait turn
- Actively listen to others

Positive Behavior Interventions and Supports

This is a research based, data driven program that helps bring about school-wide improvements in both behavior and learning.

- Effectively educate all students, including students with challenging social behaviors.
- Adopt & sustain the use of positive effective instructional practices.

Tier 1

A universal system used by staff to develop interventions that help students achieve as much success as possible within their school environments- success on an academic, social and emotional basis.

- Tier 1 PBIS is associated with the following positive outcomes:
 - Increases in expected, positive behavior
 - Increases in organizational health/and climate of the school environment
 - Increases in state-wide test scores (tentative)
 - Increases student and staff morale
 - Increases school pride
 - Increases student engagement
 - Decreases in office discipline referrals
 - Decreases in suspensions
 - Decreases in reported bullying

Continuum for Behavioral Response to Intervention

INTENSIVE (Few 3-5%)

Students with more than 5 behavioral referrals

- Behavior Support Plan (with FBA)
- Mental Health Evaluation
- Progress Monitoring
- Wraparound Services

TARGETED (Some 10-15%)

Students with 3-5 behavior referrals

- Check-in/Check-out (CICO)
- Attendance phone calls/letters
- Parent/Student/Teacher/Administrator Conferences
- Student Support Team (SST)
- Targeted Social/Emotional Skills Instruction Groups (e.g. conflict management, anger management, organizational skills, etc.)
- Targeted Parent/Guardian Support Groups and Training
- Meaningful Work/Job Assignment
- Progress Monitoring Tools (daily behavior report DBR)
- Mentoring

UNIVERSAL (All 80%)

Students with 0-3 behavioral referrals

- School-Wide Expectations Defined and Taught
- Effective Instruction
- Evidence Based Classroom Management with Differentiated Instruction
- Expectations Reinforced
- Effective Supervision
- Fluent Corrections for Early-Stage Misbehavior
- Social/Emotional Skills Instruction
- Parent/Guardian Engagement
- Progress Monitoring Tools (data collection tools)
- Attendance Procedures
- Universal Assessment

Guidelines for Teaching Positive Behavior Expectations (The Matrix)

How long does the matrix take to teach?

- Plan to teach the expectations over the first over the first 3 -4 weeks of school. Lessons will need to be repeated a few times initially and reinforced strongly at the onset of the year.
- Plan to review sections of the matrix every day. Preferably before you transition from one location to another throughout the school. Also, plan to teach booster lessons throughout the school year. If problems arise in certain situations, re-teach the expectation. Having a new student enter the class is a perfect time for a refresher course.
- Sections of the matrix should be reviewed every day. For example, transitions from one location of the building to another would be an opportunity to review the expected behavior for travel.

What do you mean by “TEACH”?

- Lessons can be planned and taught with a colleague
- Repeat this process as often as it takes for students to learn the behaviors. The general idea is to teach behavior the same way we teach academics.
- Model expected behaviors, or role play, these behaviors. Students actually practice the demonstrated behaviors. We have fun with the process!
- Students should be given positive feedback and are specifically praised

How much time should this take?

- Lessons should be brief (10-15 minutes.)
- After the first three weeks of school the PBIS Team will review SWIS data in order to identify areas of potential reteach within the school

PAWS: MEMORIAL SCHOOL STUDENTS WILL PRACTICE SAFETY, ACCEPT RESPONSIBILITY, WORK TOGETHER, AND SHOW RESPECT

Practice Safety	Walk Keep hands and feet to yourself Use materials correctly	Keep hands and feet to yourself Walk safely Check your laces	Use a quiet voice	Sit down to eat Walk Keep hands and feet your yourself	Stay in playground area Include others	Walk Keep hands & feet to yourself Keep belongings to yourself
Accept Responsibility	Clean up after yourself Leave it like you find it Cooperate	Use a silent "micro" wave to greet others	Keep hands and feet to yourself Be quick Respect privacy	Clean up after yourself Help others clean up	Keep hands and feet to yourself Share and take turns Use kind words Listen to others	Dress appropriately Line up properly Go directly to dismissal line Be prepared to go home
Work Together	Try your best Stay on task Active Listening Support others	Face forward Walk in single file Stay to the right	Flush Wash hands	Take time to eat Try something new Raise your hand	Practice good sportsmanship Try something new	Face forward Walk in single file Stay to the right
Show Respect	Wait your turn Use a quiet voice Respect property	Use a whisper voice Leave it like you find it Keep hands down	Turn off water Paper towels in the trash basket Leave it like you find it	Use manners Use a quiet voice Leave it like you find it	Use equipment safely Put away toys when done Leave it like you find it	Use a quiet voice Keep hands down Stay in line Listen to your dismissal teacher

Taking a look at sample Teaching Strategies

- Use classroom discussions
- Brainstorm a list of actions that show **PAWS BEHAVIORS**
- Have students talk about a person or character from a book that they **RESPECT**
- Role-Play both appropriate/inappropriate behaviors
- Create bulletin boards displaying the characteristics of **PAWS BEHAVIORS**
- **TEACH** and **PRACTICE** procedures-

*If a student doesn't know how to read, we teach
If a student doesn't know how to swim, we teach
If a student doesn't know how to multiply, we teach
If a student doesn't know how to behave, we punish?*

-John Herner

Procedures to Practice with Students the First **THREE** Weeks of School

- Entering the classroom
- Getting ready to work
- PAWS Behavior in the Hallway
- How to ask a question
- How to give an answer
- What to do if you need help
- What to do if the teacher is busy or speaking to someone
- How to resolve differences respectfully
- PAWS Behavior in Bathroom
- How to work in a group
- How to practice active listening
- PAWS Behavior in Cafeteria
- Returning to work after an interruption
- What to do during announcements
- Proper manners for the classroom
- What to do in case of an emergency

How to Set a Positive Tone and Increase Direction-Following

- Use direct requests—not questions.
- Move up close—respect privacy.
- Establish eye contact.
- Give time to respond.
- Use start requests—not stop requests
- Don't Nag—follow through.
- Don't yell. Don't argue.
- Acknowledge compliance.

A

Accept
Responsibility

W

Work
Together

P

Practice
Safety

S

Show
Respect

PAWS

at School

A Accept
Responsibility

- Use a silent "micro" wave to greet others

P Practice
Safety

- Keep hands and feet to yourself
- Walk safely
- Check your laces

W Work
Together

- Face forward
- Walk in single file
- Stay to the right

S Show
Respect

- Leave it like you find it
- Use a whisper voice
- Keep hands down

**PAWS in
the Halls**



A Accept Responsibility

- Clean up after yourself
- Help others clean up

P Practice Safety

- Walk
- Sit down to eat
- Keep hands and feet to yourself

W Work Together

- Take time to eat
- Raise your hand
- Try something new

S Show Respect

- Use manners
- Use a quiet voice
- Leave it like you find it

PAWS in the Cafeteria



A Accept
Responsibility

Be

prepared

Cooperate

Be quiet

Try your
best

P Practice
Safety

Sit up

and stay in
your spot

Keep hands
and feet
to yourself

W Work
Together

Your brain
is in control

Stay on topic

Listen
to others
talk

S Show
Respect

Be kind
and polite

Raise your
hand

Wait for
your turn

PAWS in

Class Meeting



A Accept
Responsibility

Clean up
after
yourself

Be quick

Leave it
like you
find it

P Practice
Safety

Walk

Keep hands
and feet to
yourself

Keep feet
on the floor

W Work
Together

Knock if
needed

Flush

Wash
Hands

S Show
Respect

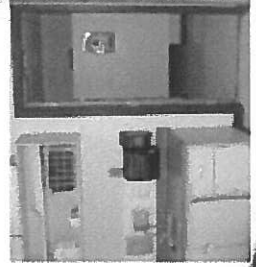
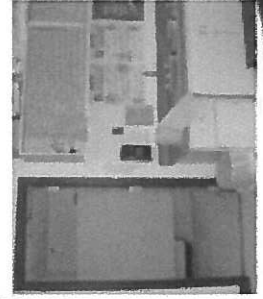
Wait

your turn

Use a quiet
voice

Respect
privacy

**PAWS in
the Bathroom**



A Accept Responsibility

- Share and take turns
- Leave it like you find it
- Use equipment safely

P Practice Safety

- Keep hands and feet to yourself
- Stay in recess area

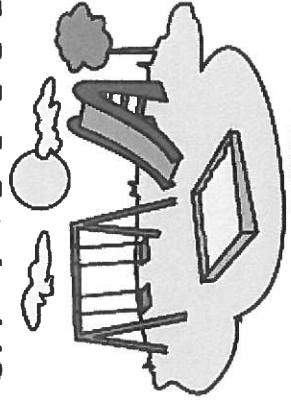
W Work Together

- Be a good sport
- Try something new
- Put away toys when done

S Show Respect

- Include others
- Use kind words
- Listen to others

PAWS at Recess



A Accept Responsibility

Clean up after yourself

Cooperate

Leave it like you find it

P Practice Safety

Use materials correctly

Keep hands and feet to yourself

Walk

W Work Together

Try

your best
 Your brain is in control

Stay on task

Support others

S Show Respect

Wait

your turn

Use a quiet voice

Listen to others

PAWS in the Classroom



A Accept Responsibility

- Be prepared:
- Be dressed
 - Have all your stuff for home
 - Go directly and appropriately to line-up

P Practice Safety

- Walk belongings to yourself
- Keep hands and feet to yourself

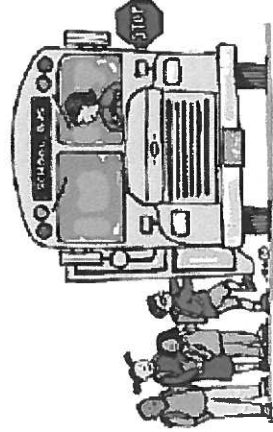
W Work Together

- Face forward
- Walk in single file
- Stay to the right

S Show Respect

- Stay in line
- Keep hands down
- Listen to your teacher
- Use a quiet voice

PAWS at Dismissal



A Accept
Responsibility

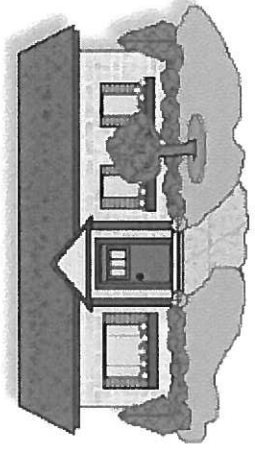
W Work
Together

P Practice
Safety

S Show
Respect

PAWS

at Home



Tier I

Evidence-based Classroom Management

Establish efficient classroom routines

A classroom that implements positive behavior support has well-organized routines and procedures including the following:

- An efficient daily schedule
- Effective beginning and ending routines
- Management of student assignments
- Procedures for students returning from absences
- Clear expectations for classroom activities and transitional periods

Teach students how to be successful

Effective teachers explicitly teach students how to behave responsibly in every classroom situation. This requires well designed lessons that may include:

- Visual displays
- Teacher and/or student modeling
- Role plays
- Opportunities for practice
- Re-teaching

Have positive interactions with students

Positive interactions help motivate students to demonstrate their best behavior. This can be done through:

- Building positive relationships with students by giving non-contingent attention
- Providing accurate and specific positive feedback
- Providing individual and whole class intermittent celebrations
- Striving to provide three or more positive interactions for each negative or corrective interaction

Provide recognition

Individual and whole class incentives can increase students' motivation to behave responsibly and strive toward goals. Positive reinforcers can be non-rewards systems designed to enhance intrinsic motivation, or reward-based systems that use extrinsic motivators. Examples include:

- Goal setting
- Whole class or individual points
- PAWS Tickets
- Reward certificates
- Class celebrations

Set clear behavioral standards

Setting clear standards for behavior allows teachers to treat student misbehavior as an instructional opportunity that enables students to learn from their mistakes. Having a proactive approach requires a Classroom Management and Discipline Plan that includes:

- Clear expectations for all classroom activities and transitional periods
- Preplanned correction procedures and consequences

Intervention procedures for students with chronic misbehaviors

Provide best practice, high engagement instruction

Students who are interested in, motivated by, and engaged in instructional activities don't spend much time misbehaving. Quality instruction includes:

- The work is at the students' level
- The work stimulates curiosity
- The content connects to elements in the students' lives
- Students have a future vision that values school success
- The teacher is enthusiastic about the content and learning
- There is more doing than talking
- Lesson pacing matches the students' developmental level
- The teacher provides support for emerging skills
- The teacher models and expects rigorous effort

Proactive Strategies

When to use:

- BEFORE student engages in the behavior
- After student has had an office referral for a continued behavior. What is going to have to change to set the student up for success in the classroom from now on?

Options:

- Reinforcing language for expected behavior
- Preferential seating for student
- Increased positive attention throughout the day
- Increased support during challenging tasks
- PBIS Tickets
- Class rewards for expected behaviors
- Instruction and frequent review of classroom routines
- Check in/Check out
- Pre-assess student's ability to complete the given task
- Give students opportunities to be part of the classroom community by facilitating interventions with peers or giving responsibilities in class
- Teacher directed partners or groups
- Limit distractions or environmental stimuli in close proximity to student's seating
- Use visual for multi-step directions/daily routines/classroom expectations
- Ask support staff for help
- Greet student every time they enter the classroom
- Have 1:1 social conversations with the student, not related to their behavior or academics
- Teach students how to independently problem solve

Immediate Strategies

When to use:

- A minor unexpected behavior has just occurred and your goal is to diffuse the situation quickly without drawing unnecessary attention to the problem or inadvertently reinforcing the unexpected behavior

- Student is starting to display signs of anxiety or any other precipitating behavior that may indicate the student may use unexpected behavior

Options:

- Distract the student
- Provide alternate activity task
- Ignore the student
- Increase proximity
- Engage student in activity by encouraging them to participate
- Remove peer attention for the unexpected behavior
- Redirect the student using a direct, explicitly, respectful tone
- Deal with the behavior quickly
- “take a break”
- Encourage independent problem solving
- Use a nonverbal redirection
- Think about students individual needs before engaging with the student

Reactive Strategies

When to use:

- After student has repeatedly used minor unexpected behavior and you have attempted less intensive strategy

Options:

- Class/small group/individual problem solving meeting
- Continued redirection
- Provide a logical consequences to occur and point and capitalize on the teachable moment
- Discuss the behavior with parent or guardian
- Break
- Loss of privilege

Classroom/Teacher Intervention Suggestions

Consequences	Description
Conference with Student	Private time with student to discuss behavior interventions/solutions. This can include directed instruction in expected or desirable behaviors.
Conference with Parent	Teacher communicates with students’ parent by phone, written or emailed notes, or person to person about the problem behavior.
In-Class Time-Out	Predetermined consequence for breaking a classroom rule. Short duration-usually Separated from the group, but remains in class.
Think Sheet	Form used to help student identify negative behavior and a chance to write a solution for their behavior. (form found on page ___)
Apology Restitution	Student makes amends for his/her negative actions. The student takes the responsibility to correct the problem created by the behavior. This can be a verbal or written declaration of remorse.

Minor Problem Behaviors

Procedures for Handling Minor Problem Behaviors: Handled by classroom teacher

- Re-state the rule to the student or ask the student what rule he/she was not following.
- Apply classroom consequences like: time-out, letter of apology, loss of privileges, send a note home, or call home
- Reinforce student for appropriate behavior: try to catch the student following the same rule he/she broke and acknowledge the appropriate behavior. (ex. If a student broke a rule under the Respect expectation, try to find a time when the student is being respectful and acknowledge the appropriate behavior.)
- Refer to Flowchart.

Minor Problem Behavior	Examples
Minor Classroom Disruption	Talking, disturbing instruction or lesson, making noises (humming, whistling, tapping objects, etc.), throwing objects, playing with objects during lessons, eating or chewing gum in classroom, writing notes in class, tattling, etc.
Defiance/Insubordination/Non-Compliance	Brief or low-intensity failure to follow directions or talks back.
Disruption	
Disrespect, Inappropriate Behavior/Language	Minor forms of disrespect to teacher or another student, eye rolling, sighing, smacking lips, impolite, using bad manners, etc., low-intensity instance of inappropriate language.
Defiance	
Tardiness	
Out of Designated Area	Out of assigned area in the classroom; includes being out of seat without permission, etc.
Physical Contact	Minor body contact: pushing, tripping, poking, pinching, play fighting, contact sports, etc.
Misuse of School Property	Improper sitting or use of chairs, rocking, leaning back on two legs, writing on desk or classroom material (in pencil), abusing classroom or teacher materials, etc.
Low Intensity Teasing	Name calling
Technology Violation	Inappropriate use (as defined by school) of cell phone, iPods, music/video players, camera, iPads, and/or computer.
Other Minor Behaviors	Peer conflict, running in halls or misbehaving in line (pushing, out of line, cutting), excessive noise in cafeteria, using classmate's materials without permission, disruptive in hall or cafeteria

<p>Step 1:</p> <ul style="list-style-type: none"> • Verbal reminder(s) to the student of the expected appropriate behaviors. <p>Step 2:</p> <ul style="list-style-type: none"> • Verbal reminder to the student of the expected appropriate behaviors. • Consequence applied by teacher. • Student complies/makes amends. 	<p>Possible Consequences:</p> <ul style="list-style-type: none"> • Verbal Warning • Communication Home • Change Clothes • Confiscation • Mediation • Teacher Specific Consequences
<p>Step 3:</p> <ul style="list-style-type: none"> • Verbal reminder to the student of the expected appropriate behaviors. • Discipline action decided by responsible teacher. • Minor Behavior Referral • Home Contact made by the teacher. <p>Step 4:</p> <ul style="list-style-type: none"> • If behavior continues- move directly to administrative referral 	<ul style="list-style-type: none"> • Minor Behavior Referral

Minor Discipline Form

Defined as: Discipline incidents that can be handled by the classroom teacher and usually do not warrant a Major Discipline Referral to the office until a fourth Minor Discipline Referral is accumulated.

Memorial Elementary School Minor Behavior Referral

Student Name:	Grade:	Date:
Referring Teacher:	Time of Incident:	
Incident Location: (Check One) <input type="checkbox"/> Restroom <input type="checkbox"/> Music <input type="checkbox"/> Bus Area <input type="checkbox"/> Office <input type="checkbox"/> Cafeteria <input type="checkbox"/> Field Trip/Event <input type="checkbox"/> Classroom <input type="checkbox"/> Walkway <input type="checkbox"/> Playground <input type="checkbox"/> Computer Lab <input type="checkbox"/> Gym <input type="checkbox"/> Hall <input type="checkbox"/> Library <input type="checkbox"/> Other: _____	Possible Motivation: (Check One) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Peers <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Avoid Task/Activity <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Don't Know <input type="checkbox"/> Other: _____	
Incident Type: (Check 1-2 behaviors as applicable) <input type="checkbox"/> Dress Code <input type="checkbox"/> Physical Contact <input type="checkbox"/> Disruption <input type="checkbox"/> Property Misuse <input type="checkbox"/> Disrespect <input type="checkbox"/> Tardiness <input type="checkbox"/> Defiance <input type="checkbox"/> Technology Violation <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Other: _____	Incident Description:	
Intervention: (Check all that apply and note date) <input type="checkbox"/> Student Conference _____ <input type="checkbox"/> Phone Parent _____ <input type="checkbox"/> Loss of Privilege _____ <input type="checkbox"/> Re-teach Expectation _____ <input type="checkbox"/> Peer Mediation _____ <input type="checkbox"/> Student Contract _____ <input type="checkbox"/> Seating Change _____ <input type="checkbox"/> Parent Conference _____ <input type="checkbox"/> Apology _____ <input type="checkbox"/> Letter/Email to Parent _____ <input type="checkbox"/> Time Out _____ <input type="checkbox"/> Sent to: _____ <input type="checkbox"/> Other: _____		
<i>This is not a Memorial Referral/Incident Report; however, three (3) minor behavior referrals will result in a Memorial Office Referral for continued violation of school/classroom rules.</i>		

Major Problem Behaviors

Procedures for Handling Major Problem Behaviors: Handled by the office

3 Minors Referrals become a Major offense

- Re-state the rule to the student or ask the student what rule he/she was not following.
- Fill out Office Referral and call the office immediately.
- Apply appropriate consequence: contact parents, conference, Referral to Tier 2 Team and/or suspension. (OFFICE WILL HANDLE)
- Reinforce student for appropriate behavior: try to catch the student following the same rule he/she broke and acknowledge the appropriate behavior. (ex. If a student broke a rule under the Respect expectation, try to find a time when the student is being respectful and acknowledge the appropriate behavior.)
- Refer to Flowchart.

Major Discipline Form (office referral form)

Defined as: Discipline incidents that must be handled by the administration.

Major Problem Behavior	Examples
Abusive/Inappropriate Language	Using profanity, swearing, other inappropriate verbal messages
Bullying/Harassment	Threatening or intimidating others, tormenting others, vicious teasing, using influence to control others, relentless name calling, gestures or verbal comments regarding race, religion, gender, ethnicity, or disability, etc.
Defiance/Insubordination/Noncompliance	Refusal to follow directions or complete assignments, blatant defiance, talking back, argumentative
Dishonesty	Lying, cheating, plagiarism, forgery, stealing, etc.
Disrespect	Socially rude interactions with teacher or another student
Disruption	Uncontrollable outburst during lesson, sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Physical Aggression/Fighting	Serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Electronic Violation	Inappropriate use (as defined by school) of cell phone, iPods, music/video players, camera, iPads, and/or computer.

Memorial Elementary School Office Referral Form

Name: _____
Date: _____ **Time:** _____
Teacher: _____
Grade: K 1 2
Referring Staff: _____

Location
 Playground Library
 Cafeteria Bathroom
 Hallway Arrival/Dismissal
 Classroom Other _____

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language Physical contact Defiance Disruption Dress Code Property misuse Tardy Electronic Violation Other _____	Abusive language Fighting/ Physical aggression Overt Defiance Harassment/Bullying Dress Code Tardy Electronic Violation Lying/ Cheating Skipping class Other _____	Obtain peer attention Obtain adult attention Obtain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity Don't know Other _____
Administrative Decision		
Loss of privilege Time in office Conference with student Parent Contact	Individualized instruction In-school suspension (____ hours/ days) Out of school suspension (____ days) Other _____	

Others involved in incident: None Peers Staff Teacher Substitute
 Unknown Other

Other comments:

I need to talk to the students' teacher I need to talk to the administrator

Parent Signature: _____ **Date:** _____

Acknowledging and Rewarding

What Makes a Good Reward?

1. Readily Available
2. Appropriate to the environment
3. Easy to deliver and immediate
4. Can be controlled by the teacher
5. Is powerful to the student

What is it?

Positive Teacher Attention!

How often should I give positive attention?

4:1

FOUR POSITIVES TO ONE CORRECTION

PAWS Tickets

At the beginning of the year, *PAWS Tickets* will be distributed to every staff member. These tickets will be used randomly to reward students demonstrating consistent positive behavior in the classroom and around the school. Staff member or student will write the student's name and provide explicit feedback regarding the behavior noted. Every Friday 5 random students will be chosen to redeem a PBS prize.

VIP Table

Every Thursday Teachers will draw a name from their classroom PAWS ticket bucket. These students are the VIP's during lunch. This means that these students will have their own table to sit at, a special prize at their table, and will be called first to go out to recess.

Cafeteria PAWS Board

Teachers and staff members can use the Cafeteria PAWS Board to recognize PAWS behavior in transition areas of the school. Some examples are: Hallway, Specials, Recess, Cafeteria. As Students fill both of their PAWS through demonstrating appropriate behavior they are able to earn a class prize.

PBIS Reward system

The School Wide PBIS Reward System qualifies the students for the quarterly large group reward. To qualify for this reward the students must meet specific criteria and other long term behavior goals. These goals will be decided upon by the staff. Goals will be dependent on the need to address a specific behavioral pattern.

School Wide and Individual Reward System: Examples

PAWS Tickets

- Words of Reinforcements
- Positive Phone call or note home
- Sit with a friend
- Random PA Announcements

Boosters

- Lunch with principal
- Lunch with the teacher
- Classroom Lessons
- Grade level PBIS lessons

Memorial Elementary School Parent/Guardian Contact Form

STUDENT

Student's Name _____ Date _____

Teacher _____ Subject/Time _____

1st Contact 2nd Contact 3rd Contact 4th Contact (The 3rd and 4th contact may require a conference)

TEACHER'S COMMENTS

- | | |
|--|---|
| <input type="checkbox"/> frequently loses work or misplaces things | <input type="checkbox"/> lack of effort |
| <input type="checkbox"/> unprepared for class | <input type="checkbox"/> disrespectful |
| <input type="checkbox"/> distract others | <input type="checkbox"/> poor behavior |
| <input type="checkbox"/> excessive tardiness/absences | <input type="checkbox"/> does not bring needed materials to class |
| <input type="checkbox"/> poor attitude | <input type="checkbox"/> excessive talking |
| <input type="checkbox"/> does not get along with peers | <input type="checkbox"/> does not bring needed materials to class |
| <input type="checkbox"/> does not follow directions | |
| <input type="checkbox"/> does not use time wisely | |
| <input type="checkbox"/> does not pay attention in class | |

Other Comments

TEACHER RECOMENDATIONS

- | | |
|---|--|
| <input type="checkbox"/> student's seat will be reassigned at school | <input type="checkbox"/> student will have loss of or limited privileges |
| <input type="checkbox"/> student needs to organize school materials | <input type="checkbox"/> parent/guardian needs to contact teacher |
| <input type="checkbox"/> student needs to bring materials to class for progress | <input type="checkbox"/> parent/guardian needs to encourage child |
| <input type="checkbox"/> student needs to accept more responsibility | <input type="checkbox"/> student needs to listen and follow directions |
| <input type="checkbox"/> parent/guardian conference requested | |

Other Comments

Parent/Guardian signature _____ Date _____

I Can Manage Myself!

Name: _____

Teacher: _____

Date: _____

What happened?

I wasn't Practicing Safety. How?

- I was not keeping my hands to myself
- I was getting into other people's business
- I was angry about being corrected
- I didn't want to do what I was told to do
- I was arguing with the adult
- I was DISRESPECTFUL to other students
- I used inappropriate language

I wasn't Accepting Responsibility. How?

- I was roaming around the class
- I was blaming other students
- I was talking in line
- I was not listening during transition time
- I was fooling around
- I was lying
- I left the class without permission
- I damaged property/threw things around

I wasn't Working Together. How?

- I wasn't participating in my group
- I was yelling at my classmates
- I was putting kids down
- I was not including my classmates
- I was aggressive
- I used inappropriate language and unkind

I wasn't Showing Respect. How?

- I wasn't using Whole Body Listening
- I was being disruptive with my actions
- I was not doing my work
- I was not following directions
- I was not persevering and using problem solving skills
- I was talking back to teachers

What can you do to help MANAGE your behavior?

- I can take deep breaths
- I can close my eyes and count to 10
- I can make better choices
- I can talk to my Teacher - politely
- I can do something else. What can I do?

How are you going to manage yourself? I will _____

If you finish this form—See The Teacher To Send You back to class

TUR

Tier 2 Targeted Interventions

Academic Systems

Behavioral Systems

Tier III/Tertiary Interventions 1-5%

- Individual student
- Assessment-based
- High intensity

Tier III/Tertiary Interventions 1-5%

Tier III/Tertiary

- Individual student
- Assessment-based
- Intense, durable procedures

Tier II/Targeted Interventions 5-15%

- Some student (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

5-15

Tier II/Targeted Interventions

- Some student (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

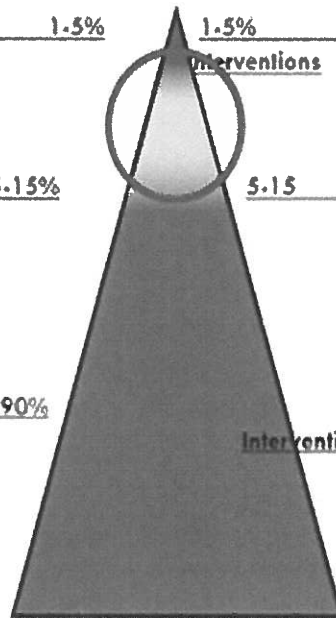
Tier I/Universal Interventions 80-90%

- All student
- Preventive, proactive

Interventions

80-90% Tier I/Universal

- All settings, all student
- Preventive, proactive



What are Tier 2 Supports?

- Tier 2 supports are one component of a continuum of behavioral supports. They are **evidence based**, utilize **teams** to make **data-based decisions**, require **systems-level support**, and emphasize **prevention**. These targeted systems and practices focus on both school-wide and individual student **outcomes**

Designed to:

- Use **data** to identify students who are at-risk for or currently experiencing emotional and/or behavioral difficulties
- **Prevent** the development or **decrease** the frequency and/ or intensity of students' problem behaviors
- Provide standardized interventions that **effectively** and **efficiently** support students yet do not require the time and resources needed to develop individualized plans

Secondary Supports: Who Benefits?

Students who continue to demonstrate challenging behavior despite *school* and *classroom* supports being in place at 80% implementation or better

Approximately 10 to 15% of the student population

Likely to be students with both *academic* and *behavioral* difficulties

Without *effective* school-wide prevention, we cannot reliably identify students who benefit from secondary supports

Student Nomination for Tier 2 Assistance

Teacher Section: 1) Complete this section 2) give to your Tier 2 Team representative.

Student: _____ Classroom Teacher: _____ Grade: _____ Date: _____

Student Strengths: _____

What Motivates Positive Behavior for Student? _____

My Concern (check any that apply)

Attendance _____

Behavior _____

Reading _____

Writing _____

Math _____

Other _____

Attendance: Did student start the first day of school year? Yes No

If no, date student entered school: _____

Academics:

1. What common grade level interventions have been implemented? Were they effective? Yes No

2. Reading Assessment Level:

Pre-K: Skill Card

K: Skill Card

Dibels:

FP:

3. Writing Concerns:

4. Spelling Concerns:

5. Attach any additional information:

Behavior

1. Attach SWIS report of major office referrals (list and graph form)

How many **major** office referrals for this student? ___

For each Possible Function below, write the total number from Major report.

Obtain peer attention _____ Avoidance of peer _____ Avoid task/activity _____ Obtain
adult attention _____ Avoidance of adult _____ Provoked by peers _____ Other
Unknown

2. Attach SWIS report to **minor** office referrals (list and graph form)

How many **minor** office referrals for this student? ___

For each Possible Function below, write the total number from Major report.

Obtain peer attention _____ Avoidance of peer _____ Avoid task/activity _____
Obtain adult attention _____ Avoidance of adult _____ Provoked by peers _____
Other _____ Unknown

3. Attach classroom Time Out of Instruction log

4. History of problem behavior (from previous teacher or school):

Intervention Plan

Student: _____ Classroom Teacher: _____ Grade: _____ Date: _____

4. Intervention Plan (See *Antecedent Interventions*)

Antecedent Interventions <i>(Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)</i>	Replacement Behavior / Skill <i>(What we want the student to do instead)</i>	Response / Consequence <i>(What happens when student demonstrates behavior / skill)</i>
		Positive Specific Feedback
		Corrective Feedback

Additional Building Support: (examples: CICO, targeted groups for math, social skills, reading)

Progress Monitoring

How will teacher monitor progress toward the learning target?

What tasks need to be completed to be sure the Intervention Plan is completed as planned?

Action Plan

Tasks to Complete	By Whom	By When
1. Discuss plan with parents		
2. Communicate plan to: (list)		
3. Assign date to review progress		
4.		
5.		

Date the plan will begin: _____

Guiding Questions

The Tier 2 Team may use these questions to help them discuss student's progress toward his/her goal when they have received Student Nomination for Tier 2 Assistance or during a follow up meeting.

Student: _____ Classroom Teacher: _____

Grade: _____ Date: _____

Review of environment and classroom problem solving strategies:

Were the strategies and plan implemented as written? How do we know?

Why does the classroom problem solving team and Tier 2 team think the plan did not work?

How will the Tier 2 intervention plan be modified?

Is it time to refer the student to the building level Tier 2 interventions? (e.g., CICO, social skills group, academic support groups)

Examples of Tier 2 Interventions

Check In/Check Out

- **Check-In, Check-Out (CICO)** is a Tier 2, group-oriented intervention, designed especially for students whose problem behaviors (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts.
- **CICO Practice Features:**
 - Increased positive adult contact
 - Embedded social skills training
 - Direct link to school-wide behavioral goals and expectations
 - Frequent feedback
 - Daily home-school communication
 - Positive reinforcement contingent on meeting behavioral goals

CICO Daily Activities

- Check in with a CICO coordinator (or their teacher) in the morning
- Carry a daily progress report that is based on school-wide expectations
- Receive frequent and regular feedback on their behavior from adults throughout the day
- Review their goals with the coordinator (or their teacher) at the end of the day
- Take their daily progress report home for parent signature and positive feedback

Social Skills Training

- **SOCIAL SKILLS TRAINING:** SOCIAL SKILLS TRAINING INCLUDES DIRECT INSTRUCTION OF APPROPRIATE SOCIAL BEHAVIOR. INSTRUCTION CAN BE DELIVERED TO SMALL TARGETED GROUPS OF STUDENTS. DIRECT INSTRUCTION INCLUDES MODELING OF APPROPRIATE BEHAVIOR, FEEDBACK ON BEHAVIOR, AND OPPORTUNITIES TO PRACTICE APPROPRIATE BEHAVIOR (HAWKEN ET AL., 2009).
- **Social Skills Training Practice Features:**
 - Increased positive adult contact
 - Direct social skills training
 - Direct link to school-wide behavioral goals and expectations
 - Frequent feedback (Daily or weekly)
 - Increased home-school communication
 - Positive reinforcement contingent on meeting skill based goal goals

Social Skills Training Process

- Students grouped based on target skills by Tier 2 coordinator
- Students attend a regular (e.g., weekly) social skills lesson where skills are directly taught, practiced, and reinforced.
- Students receive feedback on their behavior from adults in small groups and throughout the day
- Target skills and examples for use at home are shared with parents

Practices PAWS!

K: J K O R B
1: B F L M J
2: D R ACS AMS

Initials of Giver

I caught you ...

Accept Responsibility

Work Together

Show Respect

Practice Safety

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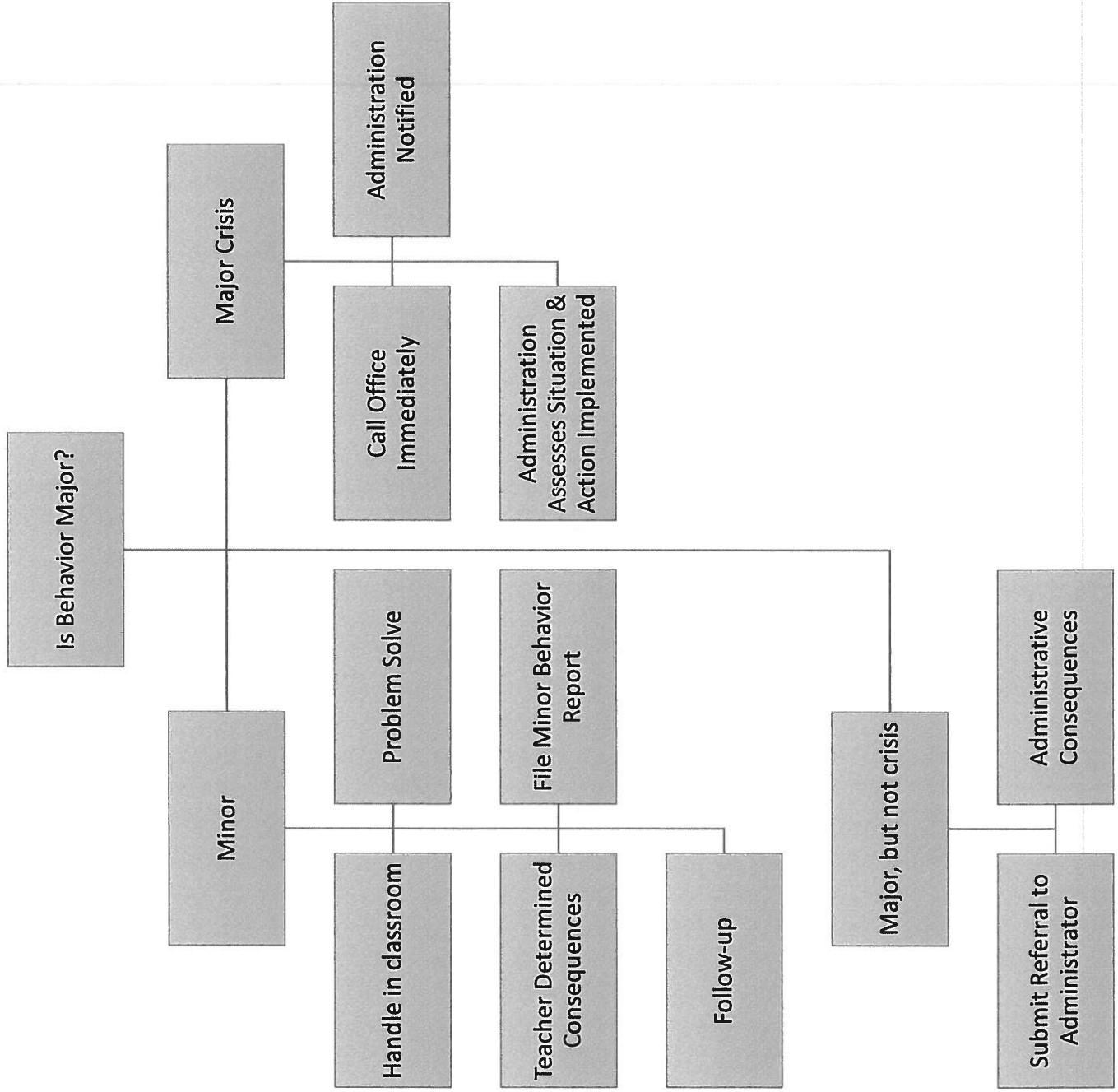
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Practice Safety



Office / Administration Interventions

Decision	Description
Conference with Students	Student meeting with administrator, teacher, and/or parent/guardian. This can include direct instruction in the expected or desirable behaviors .
Conference with Parent/ Guardian Time-out	Administrator communicates with the student's parent/guardian by phone, email, written notes, or person to person about the problem. Students is required to spend a period of time away from scheduled activities/classes. Administrative time-out may take place in the Office or some other designated location.
Privilege Loss	Student is unable to participate in some type of privilege.
Send Home	Student is sent home for the remainder of the day.
Apology Restitution	Student is required to make amends by taking responsibility to correct the problem created by the behavior. Verbal or written declaration of remorse.
Suspension	Temporary removal of the student from the building and all school sponsored activities.
After School Detention	Student will stay after school for a determined amount of time. The location will be designated by the administrator.
Other	An administrative action not listed above. Staff should specify such actions.

Examples of Prohibited Conduct and Guidelines for response

The following is a summary of conduct that is prohibited both on school property and at school sponsored events along with guidelines for response by school officials. In listing prohibited conduct, it is not possible to anticipate every circumstance that could result in discipline. Students are expected to recognize that any conduct that is inconsistent with an appropriate educational environment may result in discipline, whether or not it is listed.

Offense	Disciplinary Guidelines
Inciting or otherwise encouraging the assault or intimidation of another person on school property or at a school sponsored event.	<ul style="list-style-type: none"> • Notification to the parent/guardian • Up to 10 days suspension • Hearing to consider further discipline
The destruction/defacement of school property	<ul style="list-style-type: none"> • Notification to the parent/guardian • Up to 10 days suspension • Restitution
Stealing	<ul style="list-style-type: none"> • Notification to the parent/guardian • Up to 10 days suspension • Restitution
Truancy or unexcused absence from school	<ul style="list-style-type: none"> • Notification to truancy officer • Notification to the parent/guardian • Parent/Staff Meeting
Possession or use of any incendiary devices including, but not limited to, lighters, matches firecrackers	<ul style="list-style-type: none"> • First offense- one day suspension • Additional Offenses- Up to three days suspension • Notification to the parent/guardian
Leaving school without permission	<ul style="list-style-type: none"> • 1st Offense: Notification of parent and up to one day suspension at the discretion of the principal
Disruptive or disrespectful behavior	<ul style="list-style-type: none"> • Detention • Notification to the parent/guardian • Up to 10 days suspension
Unexcused tardiness to school or class	<ul style="list-style-type: none"> • Detention • Notification to the parent/guardian
Leaving class without permission	<ul style="list-style-type: none"> • Detention • Notification to the parent/guardian

Offense	Disciplinary Guidelines
Refusal to accept school discipline	<ul style="list-style-type: none"> • Notification to the parent/guardian • Up to 10 days suspension
Possession of drug (including controlled substances)/alcohol/drug paraphernalia: use of or distribution of drugs/alcohol. Students are not allowed to possess drugs of any kind, including prescribed and over the counter drugs.	<ul style="list-style-type: none"> • Notification to the parent/guardian • Up to 10 days suspension • Referral to counseling or substance abuse program • Hearing to consider further discipline, and notification of appropriate agencies
Possession and/or use of a dangerous weapon (including toy weapons, BB-guns) on school property or at a school-related event.	<ul style="list-style-type: none"> • Notification to the parent/guardian • Up to 10 days suspension • Hearing to consider further discipline
Refusal of a School Conducted Search	<ul style="list-style-type: none"> • Notification to the parent/guardian • Up to 10 days suspension • Hearing to consider further discipline
False fire alarm	<ul style="list-style-type: none"> • Notification of the fire department • Notification to the parent/guardian • Up to 10 days suspension • Hearing to consider further discipline
A bomb threat or arranging a bomb threat call	<ul style="list-style-type: none"> • Notification to the parent/guardian • Up to 10 days suspension • Hearing to consider further discipline
Hate Speech, which is any language that is demeaning and/or degrading to the targeted person including, but not limited to, language that targets people because of their race, gender, gender identity, sexual orientation, or disability.	<ul style="list-style-type: none"> • Detention • Notification to the parent/guardian • Up to 10 days suspension • Hearing to consider further discipline
Sexual Harassment which includes, but is not limited to, any unwelcome sexual advances, and other verbal, written, or physical conduct of a sexual nature.	<ul style="list-style-type: none"> • Detention • Notification to the parent/guardian • Up to 10 days suspension • Hearing to consider further discipline
Harassment, creating a hostile, threatening work/educational environment for any member of the school community.	<ul style="list-style-type: none"> • Notification to the parent/guardian • Up to 10 days suspension • Hearing to consider further discipline