

**Riverside
Elementary**

**Positive Behavior
Interventions and Supports**



Parent Handbook



September 2014

Greetings Riverside Parents,

It is a pleasure to welcome you to a brand new school year at Riverside Elementary School! We are excited to be involved in learning with your child and look forward to a very positive year!

As some of you know, Riverside has used a process called **Positive Behavior Interventions and Supports (PBIS)** for the past five years. Our mission is to:

Develop proactive approaches for addressing student behaviors. These approaches will be used by staff members and students, resulting in a learning environment where everyone feels appreciated, safe, and respected. The program is designed to educate all students about appropriate social skills and to prevent inappropriate behavior in order to create a positive school environment.

We believe in this process and its benefits for children and want to invite you to be a part of Positive Behavior Intervention and Supports at Riverside. One way you can help is to read this information and acquaint yourself with the process and language we use with children as we teach and reinforce appropriate social skills. You might find that some of these ideas are helpful in the home, as well.

In this handbook, you will find an overview of PBIS, a list of our behavior expectations, and our school-wide comprehensive matrix of rules aligned with expectations. Also included are our methods of increasing positive behaviors and reducing negative behaviors, along with answers to frequently asked questions. If you have any questions, please contact Sylvia Hunter, School Counselor and PBIS Internal Coach; Cathy Turner, School Psychologist; Chrissy Stolen, PBIS Team Leader and Teacher, James Battle, Assistant Principal or Annette Wall, Principal. We look forward to another successful year of academic and behavior learning with your child!

Riverside PBIS Committee

What is PBIS?

Positive Behavior Interventions and Supports

A nationwide systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students

What does a positive school climate look like?

- ❖ Students know what is expected of them and choose to do so because they:
 - Know what to do
 - Have the skills to do it
 - See the natural benefits for acting responsibly
- ❖ Adults and students have more time to:
 - Focus on relationships
 - Focus on classroom instruction
- ❖ There is an instructional approach to discipline.
 - Instances of problem behavior are opportunities to learn and practice prosocial behavior.

We do not subscribe to the ‘Get Tough’ discipline approach, which relies heavily on punishment and suspensions. Science and experience have shown that a punitive discipline approach is a major factor contributing to antisocial behavior problems.

Children:

- ❖ Are not born with ‘bad’ behaviors.
- ❖ Do not learn from discipline techniques that cause anger.
- ❖ *Do learn better ways of behaving by being taught directly and receiving positive feedback.*

Evidence-based features of PBIS

- Prevention
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Three levels of interventions

Frequently asked questions

What is a Minor Behavior Report? Will it be part of my child’s school records?

Parent-teacher communication is highly important to support a student’s success. When behavior problems occur, teachers generally notify parents through phone calls, emails, or notes in the agenda. The Minor Behavior Report is another tool used to inform parents of a behavior that required teacher intervention. It includes the behavior, time of day, location, and possible motivation behind the action. The parent is asked to sign a copy and return it to school so the teacher knows that the parent received it. **Minor Behavior Reports are not part of a student’s school records.**

Minor Behavior Reports are used for minor behaviors, or behaviors that can be **managed by teachers**. These minor behaviors include:

- | | |
|-----------------------------------|----------------------------|
| Preparedness | Tone/Attitude |
| Calling Out | Tapping Repeatedly |
| Put Downs/ Inappropriate Comments | Dress Code |
| Throwing | Electronic Devices |
| Refusing to Work | Food or Drink |
| Minor Dishonesty | Property misuse/ |
| Touching | Writing on School Property |

Office-managed behavior problems are called Major Behaviors. They involve behaviors that are considered unsafe and/or very disruptive. Repeated minor behaviors might also result in an office referral. Some of the major behaviors include:

- | | |
|-----------------------------|-------------------------------|
| Aggressive Language | Harassment of student/teacher |
| Fighting | Property Damage/Vandalism |
| Aggressive Physical Contact | Theft |
| Threats | Weapons/Drugs/Other |
| Major dishonesty | |

In addition, the PBIS committee analyzes the overall data from the Minor Behavior Reports and from Office Referrals to solve behavior problems. For example, data might show that 4th grade is having repeated referrals for making inappropriate comments, or kindergarten is having behavior problems in the cafeteria. Brainstorming occurs and interventions are implemented to address these problems.

What are Big Bear Bucks?



Big Bear Bucks are used to reinforce appropriate behaviors. Instead of individuals earning bucks, this year we are initiating whole group reinforcement. Staff members praise classes by verbalizing the appropriate behavior when giving acknowledgement. Big Bear Bucks can be given by any staff member who observes appropriate whole group behavior in various areas of the school (hallway, cafeteria, etc.). Classroom teachers can give up to 2 Big Bear Bucks daily. In addition, teachers use other methods of classroom management (points, tokens, etc.). The tally of bucks earned is posted on large Bear Paws next to each classroom door.

What does my child's class do with the Big Bear Bucks?

Classes earn group rewards based on the number of Big Bear Bucks earned. Once a class reaches a prize level, the class starts anew for the next level.

20	Minutes of extra recess
30	Class can bring a board game for 30 minutes of game play
40	Pajama and Movie day
50	Wear a Hat Day
60	Luncheon with Mrs. Walls or Mr. Battle - A Fancy Dress Affair
70	Big Event!!!

What is a Booster Session?

Booster sessions are planned and delivered to **re-teach** expectations, rules, and procedures at least once school-wide in the year and ongoing in the classrooms.

How does PBIS relate to the NNPS Rights and Responsibilities Handbook?

The Rights and Responsibilities Handbook presents the governing policies and procedures, as set forth by the School Board, to ensure *Safe, Smart Schools*. As the student code of conduct for NNPS, it details system-wide rules and consequences, as well as students' legal rights (due process procedures). The Handbook is sent home with each student and is also available online. Parents are encouraged to review this information with their child throughout the year. Through PBIS, Riverside seeks to proactively create an atmosphere to increase the likelihood that students will follow the behavior expectations and rules.

What can parents do to help?

- Help teach your child the importance of school-wide expectations at home, at school, and in the community. Teach and reinforce expectations.
- Volunteer in school activities.
- Help with efforts to educate the community about the program.
- Work to gather community resources which support the program.
- Celebrate your child's success.
- Consider utilizing the PBIS behavior strategies at home. Additionally, a home behavior chart is included in the appendix and can be modified to meet your needs.

How do we prevent negative behaviors?

(Many of these strategies can be also used at home.)

Proactive/Preventative Strategies

- ❑ **School-wide expectations are defined, posted, and taught:**

Be Respectful, Be Responsible, Be Safe

Students learn behavior rules that are linked to each expectation for the classroom, hall, restroom, cafeteria, playground, and bus. (See the appendix to view Riverside's school-wide behavior matrix. *Parent tip: This could be modified to teach behavior expectations at home.*)

- ❑ **Students and teachers together develop specific classroom rules, procedures, and routines that are aligned with the school-wide expectations.**

- ❑ **Pre-correction:** Anticipate and prevent an inappropriate behavior by correcting the behavior before it occurs. (e.g. The teacher is aware that student becomes upset when making mistakes; therefore, prior to a challenging assignment, teacher discusses this with student, reminding him how to remain calm if frustrated and how to seek help.)

- ❑ **Nonverbal cues** (gestures, facial expressions, moving closer to student) to redirect misbehavior prior to verbal correction.

- ❑ **Interesting and engaging instruction** aligned with student needs and interests. Students have **multiple opportunities to respond** during instruction to maintain attention to lesson (group responding, response cards, hand signals, etc.).

- ❑ **Behavior specific praise:** Praise immediately by naming positive behavior (e.g. "Good job, Jake. You raised your hand before speaking.") The ratio of teacher acknowledgement of appropriate behavior to correction of inappropriate behavior should be HIGH (e.g. 4 positive comments to every 1 correction). *Parent tip: This works well at home!*

- ❑ **Relationship building:** According to information presented by the American Psychological Association, "Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance, and foster students' resiliency in academic performance" (Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Hamre & Pianta, 2001).
<http://www.apa.org/education/k12/relationships.aspx>

Use Effective Responses:

- Direct eye contact – ‘teacher look’
- Re-teaching of expectations/rules
- Redirection
- Specific directions that prompt or alert the student to stop undesired behavior and engage in desired behavior
- Verbal warning – reminder and visual cues (e.g. hand signals)
- Private talk/problem solve with student
- Provide choices to student that accomplishes same objective, reduces power struggles

Considerations:

Why is the behavior occurring (What is the function of the behavior - attention? power? avoidance?)
Is this a skill deficit (can't do) or a performance deficit (won't do)?
Are there any patterns? (environmental triggers? time of day? subject? location?)
Identify possible interventions

Repetition is the key to learning new skills:

- For a child to learn something new, it needs to be repeated an average of 8 times
- Adult's average - 25 times (Joyce and Showers, 2006)
- For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times (*Harry Wong*)

At Riverside, we want all students to be engaged and focused learners. Since occasional problem behaviors occur, we use a range of interventions to help students. Some examples are:

Universal Interventions:

School-wide rules and procedures – taught and reviewed throughout the year
Systematic reinforcement procedures: Behavior Specific Praise, Big Bear Bucks
Recognition of accomplishments: Citizenship awards , Recognition for Big Bear Buck prize level
Classroom guidance lessons
Behavior skill instruction embedded in general curriculum
Communication between teacher and parents through phone calls, email, notes in the agenda, and Minor Behavior Report

Targeted Group Interventions:

Social Skills Instruction
Review of specific skills through Booster Sessions

Individual Interventions:

Individual Positive Behavior Support plans
Mentors

Appendix

Riverside Bear Behaviors

School Expectations	Be Respectful	Be Responsible	Be Safe
<p>School-wide</p> 	<ul style="list-style-type: none"> Follow directions Use encouraging and kind words Work cooperatively with others 	<ul style="list-style-type: none"> Stay on task Accept consequences Make good choices Be prepared and organized 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk 
<p>Cafeteria</p> 	<ul style="list-style-type: none"> Use correct table manners Be courteous Follow adult directions Use quiet voices 	<ul style="list-style-type: none"> Move through line quickly & quietly Keep area clean 	<ul style="list-style-type: none"> Stay in seat Keep your place in line Walk
<p>Bathroom</p> 	<ul style="list-style-type: none"> Give privacy to others Respect school property 	<ul style="list-style-type: none"> Flush, wash and leave Clean up after yourself 	<ul style="list-style-type: none"> Walk Wash your hands 
<p>Hallway</p> 	<ul style="list-style-type: none"> Walk silently 	<ul style="list-style-type: none"> Keep hands by your side 	<ul style="list-style-type: none"> Walk in a single file Walk on right side
<p>Bus</p> 	<ul style="list-style-type: none"> Keep a quiet voice Follow adult directions 	<ul style="list-style-type: none"> Keep belongings in your own space 	<ul style="list-style-type: none"> Stay in seat Keep hands, feet, and objects to yourself Walk to and from the bus 



Weekly Reward Chart

Star's Name _____ Reward: _____

Behavior: I showed respect by following adult directions.

When:	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
							
							
							
							
							
							
							



TOP TEN POSITIVE BEHAVIOR TIPS

1. Remember 5 positives to 1 negative
2. Set the stage for success, reward the effort
3. Give clear, specific directions
4. Stay calm, use a calm voice - Nagging gets you nowhere!
5. Set reasonable limits – Avoid using “always” or “never”
6. Be CONSISTENT! - “Yes means Yes and No means No”
7. Set the example – Actions speak louder than words
8. Proactively anticipate situations
9. Have patience – A little goes a long way
10. Have fun and enjoy the ride!

Rhythmic Reminders

Classroom

"We follow directions and make good choices. Our words are encouraging and kind. We're organized and stay on task. We're the best students you can find!"

Hallway

"Be polite, walk on the right. Hands down, no playing around."

Bathroom

"Flush and wash, without a splash. Respect others, clean up your trash."

Cafeteria

"Voices low, tables neat, eat your food, stay in your seat."

Playground

"Time to play, throw no sand, Listen to your teacher, give your friends a hand."

Bus

"Sit bottom to bottom, back to back. Keep voices low from row to row. The driver is in charge as we all know, Everyone ready? OK, let's go!"