

Building



Positive

Behaviors



## **2022-23 Team Members:**

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# POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS



Toronto Elementary

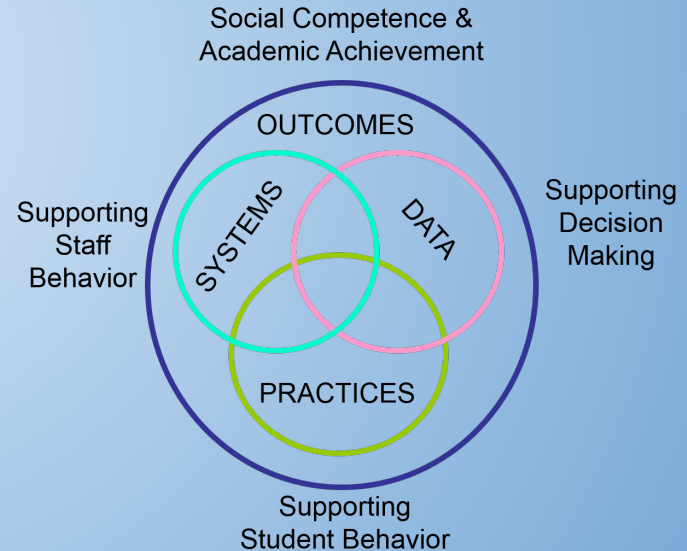
# Positive Behavior Intervention & Supports (PBIS)

- "PBIS is a framework that guides school teams in the selection, integration and implementation of evidence-based practices for improving academic, social and behavior outcomes for all students."

<http://education.ohio.gov/Topics/Student-Supports/PBIS-Resources>

- The fundamental purpose of PBIS is to make schools effective and equitable learning environments. It is important to be predictable, consistent, positive, and safe.

- The PBIS process emphasizes four integrated elements: **data** for decision making, evidence based **interventions and practices** that support varying student needs (multi-tiered), **systems** that efficiently and effectively support implementation of these practices, and continual progress monitoring to ensure **outcomes** are met.
- PBIS is a prevention oriented process, not a program. Schools typically take between 3 months to 1 year to fully implement. The process is ongoing and constantly adapted to meet the changing needs, and address current concerns.



# Why Implement PBIS?

- Reduction in problem behavior
- Increased academic performance
- Improved perception of safety
- Reduction in bullying behaviors
- Increased administrator time for instructional leadership
- Reduction in staff turnover
- Increased perception of teacher efficacy
- Improved social-emotional competence
- Increased positive school climate and culture

Homer, 2013

[Ohio PBIS Fact Sheet](#)

If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we...

Teach? Punish?

John Herner (NASDSE President ) Counterpoint 1998,  
former Miami Valley Regional Center Director, Dayton, Ohio

# Why Develop a System for Teaching Behavior?

We cannot assume:

- Students know the expectations/rules and appropriate ways to behave.
- Students will learn appropriate behaviors quickly and effectively without consistent practice and modeling.
- Given the variability in student behavior, personal histories, instructional needs, etc., we must be prepared to teach behaviors as we would academics - by differentiating, making content accessible, and using data to evaluate the extent to which students are demonstrating mastery of what we've taught.



# TES Expectations:

- Be Respectful
- Be Safe
- Be Responsible

# TES Behavior Matrices:

Playground, Bathroom, Hallway/Stairwell, Bus, Cafeteria, Restroom, and Classroom

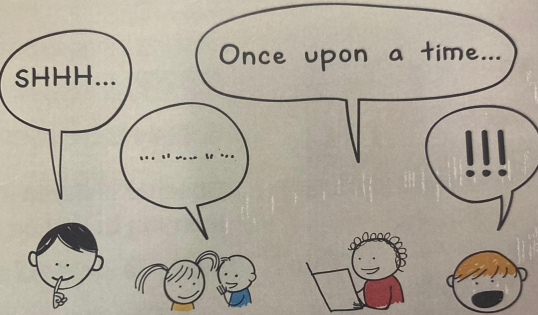
- Positively stated behavioral expectations
- Consistent with school's mission statement
- Easy to remember
- Expected of **ALL** students and staff

<b>Playground Expectations</b>		
		<b>3</b> Maximum Voice Level
<b>Respectful</b>	<b>Safe</b>	<b>Responsible</b>
Voice Level 3	Use equipment how it was designed	Whistle = line up <small>(Grade Level Specific)</small>
Include peers in activities	Report injuries or concerns to adults	Line up quietly
Share and take turns	Keep hands and feet to self	Listen to adults
Respect others space & property		Report unsafe item or equipment to adults
Whistle = freeze <small>(Grade Level Specific)</small>		Help with clean up

# Voices Around Our School

Voices Around Our School			
3	Outside Recess	Loud Voice	
2	Classroom Discussion	Medium Voice	
1	Guided Reading or Turn & Talk	Quiet Voice/ Whispers	
0	Work Time or Traveling Halls	No Talking or Other Noises	

## Our Voice Levels



SHHH... Once upon a time... !!!

0 1 2 3

Silent Whisper Soft Loud

- This is the voice level expectations for throughout the school
- There are lessons on this in the **PAX Minilessons Book**
- These can be tailored to your grade level and individual class.

# Toronto Elementary Flowchart Discipline System



**Teacher/Staff Managed**  
(Student remains in class)

**Intervention/Minor Incident #1**  
\*Redirect student  
\*Reteach behavior  
\*Tier 1 Intervention (cuing system)

**Intervention/Minor Incident #2**  
\*Redirect student  
\*Reteach behavior  
\*Tier 1 Intervention (reflective questions)

**Intervention/Minor Incident #3**  
\*Redirect student  
\*Reteach behavior  
\*Tier 1 Intervention (reflective questions)  
\*Contact parent & document

**Intervention/Minor Incident #4**  
\*Redirect student  
\*Reteach behavior  
\*Tier 1 Intervention (reflective questions)  
\*Contact parent & document  
\*Assign classroom level consequence

**Review School Expectations**  
**Review Class Rules**  
**Acknowledge students who are meeting expectation**

**Observe & Identify Undesired Behavior**

**Determine: Is the behavior Staff or Office Managed?**

**MINOR BEHAVIORS:**

- Defiance (saying NO!, running away, not listening)
- Disrespect (talking back, making faces or gestures)
- Disruption (talking, screaming, tantrum, ma
  - Dress code
- Inappropriate language (cussing to self, name calling, unkind words)
  - Physical contact (reaction—hitting, pushing, pinching, kicking)
- Property misuse (throwing, dropping, or breaking an object)
- Technology violation (use of cell phone or tablet w/o permission)
- Stealing (petty—little to no value)

**MAJOR BEHAVIORS:**

- Bullying
  - Threats
- Abusive language (racist comments, cussing at a person, repeated name calling)
- Dress code (repeated offense)
- Physical Contact (with the intent to harm—biting, punching, pinching, tripping, kicking)
- Property Misuse & Vandalism
- Technology Violation—cyberbullying, inappropriate image
- Stealing (major—items of high value)



**Office Managed**

**Intervention/Major Incident #1**  
\*Submit office referral  
\*Admin meets with student—reflect, reteach, rehearse behavior.  
\*Parent phone call with student  
\*Incident documented in Omeresa

**Intervention/Major Incident #2**  
\*same process as above  
\*Admin determines and assigns consequences according to policies.

**Intervention/Major Incident #3**  
If behavior continues and interventions are not modifying behaviors, principal directs staff to refer student to PBIS team

# WEEKLY/MONTHLY REWARDS



Each week or month, those students who maintained the appropriate amount of good attendance or behavior days will enjoy a reward. This means no more than 80% of the expected office referral days/absences. These rewards can be decided upon as a team. Some examples include: ice cream sandwiches, popsicles on the playground, craft day, gator ball, a movie day, a foam party, cotton candy\*, snow cones\*, popcorn\* etc. Something the kids will be excited to earn!



# Caught Respecting The "T" TICKETS

CAUGHT  
RESPECTING  
THE T!



Name: \_\_\_\_\_

- The Respect The T Tickets will continue as an incentive for caught being good.
- We will also do our Friday drawing with the tub of prizes to choose from.
- Give positive referral certificates to students who show respect, responsibility, and caring in all school environments:
  - In the classroom
  - On the playground
  - At the restrooms
  - In the cafeteria
  - On the bus
  - In the hallways

# TES Respect the T Ticket System

- Teachers/staff members will hand out tickets to student(s) when they catch a student following the matrix. Or if they were distinguished for the day.
- The student will fill in their name then turn it into to their designated teacher. A lucky student from each grade level will be selected every Friday at lunch. They will choose from the selected tub for their prize.
- We will run this ticket system until further notice.

What is Tier II? <https://www.pbis.org/pbis/tier-2>

TES CICO Parent information letter TIER II

<https://docs.google.com/document/d/18LGxAFE863W0FTvKy7Fsr0UniYzzfXzoEnzTDQgD-w0/edit>

CICO Tier II Daily Progress Reports

<https://docs.google.com/document/d/1AXjHGMBvvC-B4bCmRNYs1yw4o5D99a7q/edit>

Parents Role in PBIS:

[https://docs.google.com/document/d/1sDeINFoXYFCcuc7Nw9kAA96HJLCo8buT\\_YMYpUvL7fg/edit](https://docs.google.com/document/d/1sDeINFoXYFCcuc7Nw9kAA96HJLCo8buT_YMYpUvL7fg/edit)

Parent/Student Request for Assistance Form

<https://docs.google.com/document/d/1hxvo6C6PzW9GBJi8rU4t16u4Swe-voQG/edit#heading=h.gjdgxs>



TES Teaching Behaviors

[https://docs.google.com/document/d/1-jpAXZ\\_u74Uwyfpm-8SOsJGOXq\\_zPrhNtTY7yms4gY/edit](https://docs.google.com/document/d/1-jpAXZ_u74Uwyfpm-8SOsJGOXq_zPrhNtTY7yms4gY/edit)

TES Behavior Level Definition/Consequence

[https://docs.google.com/document/d/1kXwiYBQHud5d6yRM2jXtfJTR9d2RAnUKoMOlqgBA\\_U/edit](https://docs.google.com/document/d/1kXwiYBQHud5d6yRM2jXtfJTR9d2RAnUKoMOlqgBA_U/edit)