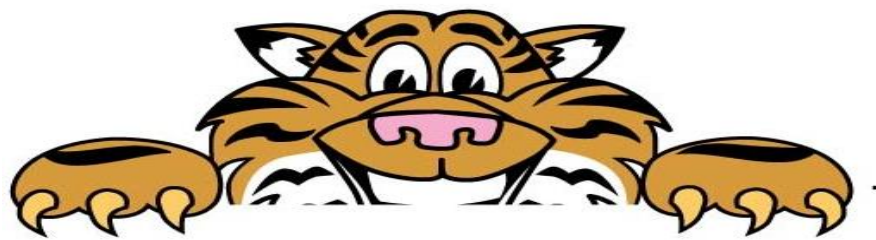


Turner Woods Elementary PBIS Staff Handbook



Turner Woods Behavior Expectations:

Be Respectful

Be Responsible

Be Safe

An electronic copy of this handbook is available on

<http://turnerwoods.jones.schooldesk.net/>

It is also available for faculty and staff members on One Drive.

Compiled by:

Tracey Shepherd, Turner Woods Elementary School PBIS Coach, 2016-2017 in conjunction with the TWES PBIS team.

Reviewed and Edited by: Amie Harrison and Susan Holton

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Introduction

The Turner Woods Elementary School (TWES) PBIS Handbook document contains information on Positive Behavior Interventions and Supports (PBIS). It outlines procedures, contains regularly utilized documents, and provides resource links for staff members to locate information and lessons regarding PBIS.

Over the past several years, TWES has implemented PBIS. Turner Woods Elementary was declared “Operational” by the state of Georgia in 2016. Our goal for PBIS is to increase positive behavior throughout the school to establish a more positive learning environment.

The TWES PBIS team meets monthly to discuss behavioral data, next steps, etc. Team members are encouraged to work with their grade levels to ensure cohesiveness, assist with positive behavior acknowledgement, and correct undesired behaviors. Please consult a PBIS team member if you have any concerns.

What is School-Wide PBIS?

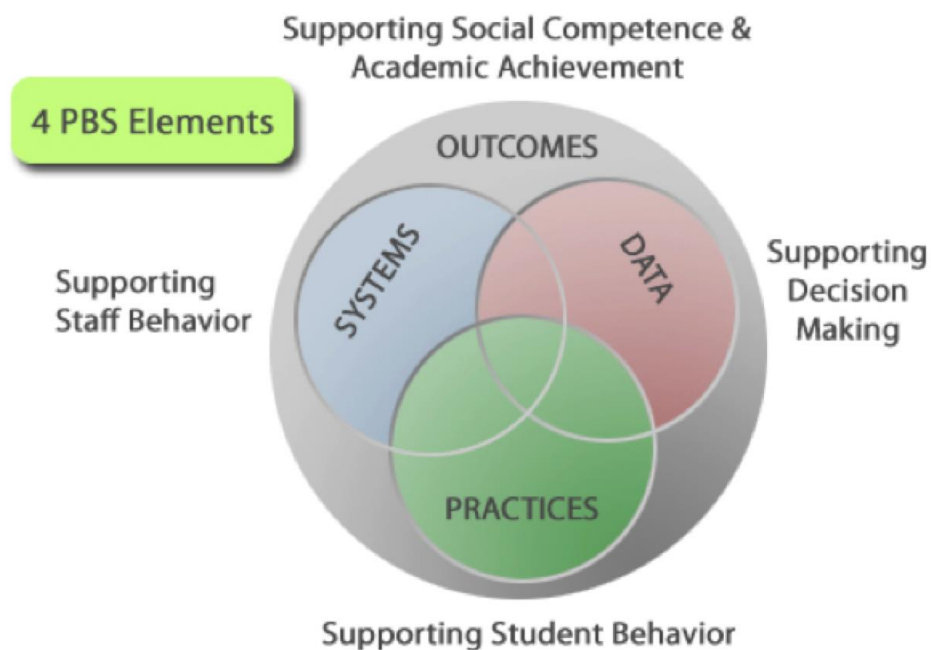
School-Wide PBIS (Positive Behavior Intervention and Supports) is a framework utilized by teachers, staff, and administrators as a tool to define and positively acknowledge appropriate behaviors while teaching social skills and expectations. Positive acknowledgement, correcting behaviors, and utilizing proactive discipline from staff members is crucial to the success of PBIS. Students are taught strategies to make appropriate choices in all areas of the school (gadoe.org). PBIS is a preventative support for students and teachers used to correct undesired behaviors through the utilization of proactive discipline in order to maximize instruction and student learning.

PBIS Elements:

Data based decisions are utilized to solve and prevent problem behaviors.

Students are supported through the practice of teaching expectations from faculty and staff.

Staff members are supported by the establishment of school-wide expectations and coaching.



Additional PBIS Information can be found on the Georgia Department of Education's website at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx>

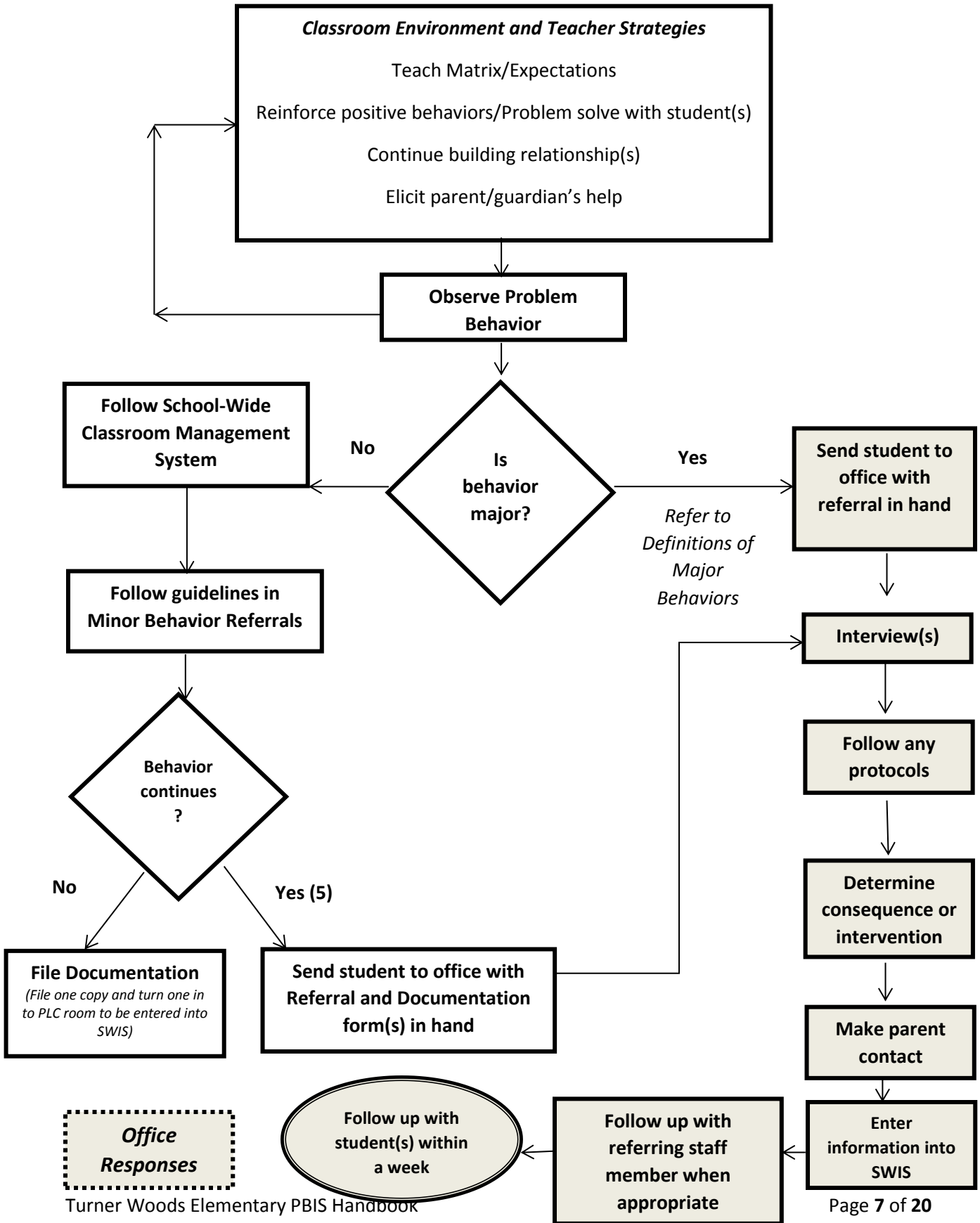
Multi-Tier Support

One key element of PBIS is to directly instruct all students in the use of appropriate behaviors and social skills in all areas of the school. This instruction occurs continually and as needed for individual classrooms and students. All students at TWES are considered to be on Tier 1 on the Pyramid of Behavior Interventions. The goal is to create a successful and positive learning environment.

RTI for Behavior (RTI-B)

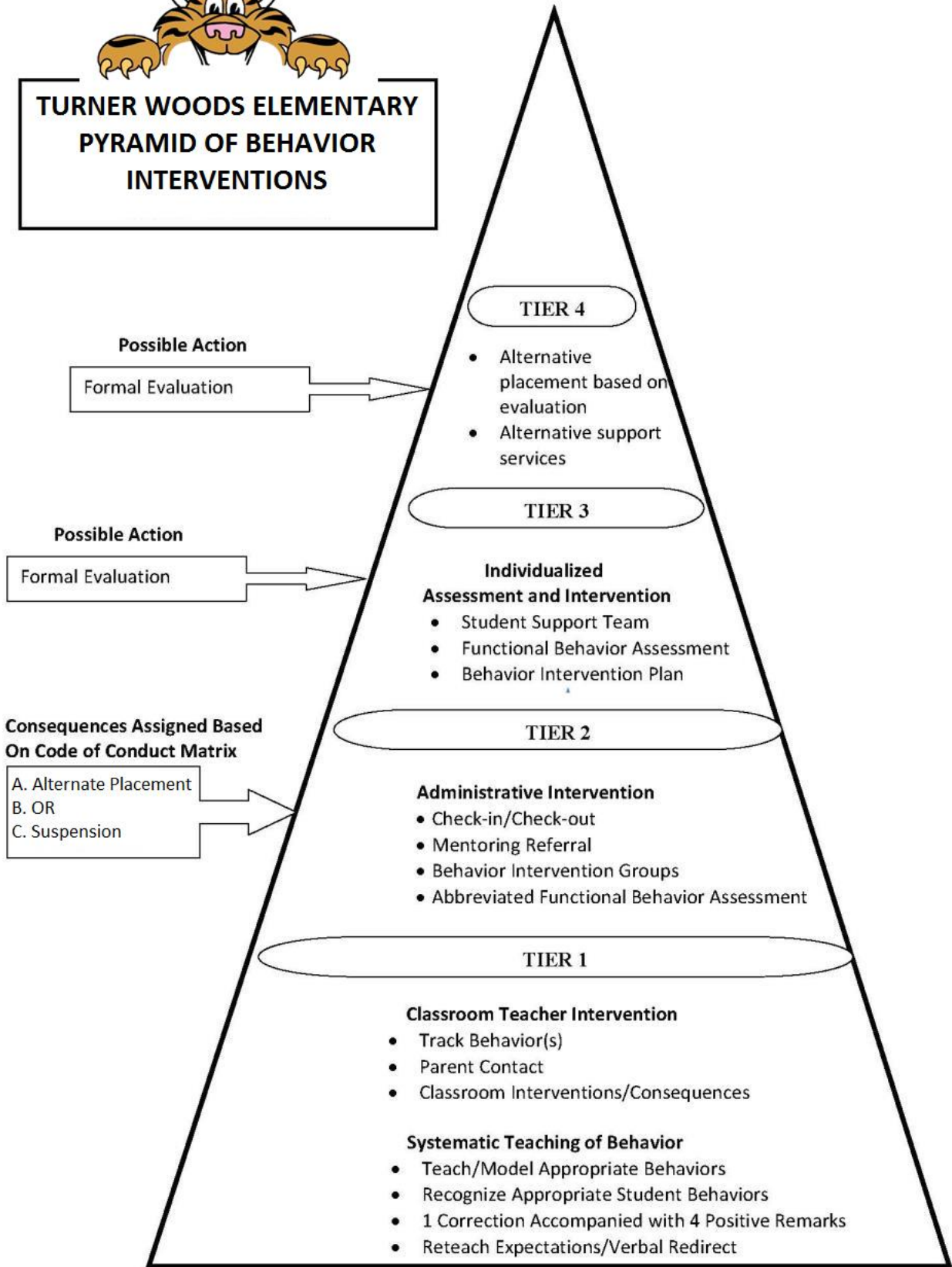
Rtl for Behavior is a four-tiered model of instruction and intervention that includes the principle that behavioral supports are provided at a universal level intended to effectively address the needs of all students in a school (referred to as Tier 1). However, not all students will respond to the universal behavioral supports. As a result, some students with identified needs receive supplemental intervention at Tier 2 and 3. Finally, at Tier 4, a few students with the most severe needs receive intensive and individualized behavioral support. This system allows educators to identify the needs of all students, match the level of support to the severity of the behavior problems and then assess the students' response to intervention. Most notably, Rtl for Behavior provides a problem-solving approach that aims to prevent inappropriate behavior and teach and reinforce appropriate behaviors.

TWES Office Referral Procedure (Behavior Flow Chart)





**TURNER WOODS ELEMENTARY
PYRAMID OF BEHAVIOR
INTERVENTIONS**



Specific Practices and Supports

Clearly Defined Behavior Expectations

- Behavior matrix

System of Acknowledging Appropriate Behavior

- Strategies for acknowledging behavior
- Trooper Bucks

System of Correcting Inappropriate Behavior

- Strategies for Correcting Behavior
- Booster Sessions
- Minor Referral
- Office Discipline Referral

Supports for Educators

- PBIS Team
- PBIS One Drive

The 2016-2017 PBIS Team

Purpose Statement

- We will support responsible behavior for all.

Team Members & Role Description

Member	Role
Gwinette Hudson	Administrator
Twana Jackson	Counselor, Booster Sessions, & Newsletter
Tracey Shepherd	PBIS Coach & 4 th Grade Representative
Jennifer Thompson	Team Leader & Kindergarten Representative
Susan Holton	Data Specialist, Mindset, & EIP Representative
Katelyn McCain	ELAM & Behavior Specialist
Erin Scroggs	EIP & BST Representative
Kadi Beck	Time Keeper, Tiger Acknowledgement, & 1 st Grade Representative
Rebecca Belshan	Advertisement Distributor & 2 nd Grade Representative
Marie Rogers	3 rd Grade Representative
Beverly Waddell	Recorder & 5 th Grade Representative
Amie Harrison	PEC Representative
Donna Giles	Instructional Coach & RtI Representative

2016-2017 Meeting Dates (Tentative)

August 24	February 22
September 21	March 22
October 27	April 26
November 16	May 17
January 25	

Behavior Expectations

Teacher Expectations

1. Use trooper buckets to reward desired behaviors. Positively acknowledge and reward respectful, responsible, and safe behaviors with one trooper buck.
2. Teach classroom and school expectations. Remediate when needed. Discuss expectations prior to school/classroom events and upon return from school breaks.
3. Use lesson plans and activities to address specific areas of being respectful, responsible, and safe. Numerous lesson links and documents are available in One Drive.
4. Use the minor referral form and document the number of minors a student has received on the Minor Data Tracking Form. (The new minor form is front and back.)
5. Remember to keep track of the number of minors a student receives each 9 weeks. Use the Minor Referral Data Tracking form with tallies, check marks, or dates of each minor. **(Minor Data Form must be kept in communication or data notebook.)**

For a student's 5th minor → write on a **MAJOR** referral and attach copies of the 4 minors. **Parent contact** should be made **prior** to the 5th referral (Major).

Behavior Expectations

Turner Woods Elementary has three behavior expectations for all students: Be Respectful, Be Responsible, and Be Safe. These expectations are posted on the Code of Conduct in all areas throughout TWES. The Code of Conduct has specific areas of the school listed and the behavior expectation to exemplify being respectful, responsible, and safe.

TWES Code of Conduct

TWES TIGERS

EXCEL WITH ATTITUDE, ACHIEVEMENT, & ATTENDANCE



CODE OF CONDUCT	CLASSROOMS	HALLWAYS	CAFETERIA
<i>I am RESPECTFUL</i>	<input type="checkbox"/> Follow adult directions <input type="checkbox"/> Enter and leave quietly	<input type="checkbox"/> Walk in a straight line <input type="checkbox"/> Walk quietly <input type="checkbox"/> Walk on the right side	<input type="checkbox"/> Wait quietly in line to be served <input type="checkbox"/> Use inside voice <input type="checkbox"/> Clean up eating area
<i>I am RESPONSIBLE</i>	<input type="checkbox"/> Complete task promptly <input type="checkbox"/> Come prepared <input type="checkbox"/> Have ID card	<input type="checkbox"/> Have hall pass <input type="checkbox"/> Have ID card	<input type="checkbox"/> Report spills <input type="checkbox"/> Stay seated <input type="checkbox"/> Have ID card
<i>I am SAFE</i>	<input type="checkbox"/> Keep hands and feet to self <input type="checkbox"/> Stay in assigned areas <input type="checkbox"/> Use furniture and supplies appropriately	<input type="checkbox"/> Keep hands and feet to self	<input type="checkbox"/> Eat own food <input type="checkbox"/> Stay seated, get up only with permission <input type="checkbox"/> Keep hands and feet to self

CODE OF CONDUCT	RESTROOMS	MEDIA CENTER / COMPUTER LAB	GYM/PLAYGROUND
<i>I am RESPECTFUL</i>	<input type="checkbox"/> Use a quiet voice <input type="checkbox"/> Respect privacy <input type="checkbox"/> Keep restroom clean	<input type="checkbox"/> Use quiet voice <input type="checkbox"/> Treat books and equipment carefully	<input type="checkbox"/> Share equipment <input type="checkbox"/> Take turns and play cooperatively <input type="checkbox"/> Include others
<i>I am RESPONSIBLE</i>	<input type="checkbox"/> Report problems to the teacher	<input type="checkbox"/> Have ID card <input type="checkbox"/> No food or drink <input type="checkbox"/> Leave tables, chairs, and books where you find them	<input type="checkbox"/> Make good choices
<i>I am SAFE</i>		<input type="checkbox"/> Walk quietly <input type="checkbox"/> Use equipment appropriately	<input type="checkbox"/> Use equipment properly <input type="checkbox"/> Keep hands and feet to self

Tiger Market Example

Below is a sample of a classroom Tiger Market for students to “spend” their tickets they have earned by being respectful, responsible, and safe.

<i>Purchase</i>	<i># of tickets needed</i>
Eraser	2
Candy	5 10 15
Pencil	2
Ticket of Choice	10
Treasure Chest	10
Drawing Time	10
Teacher Helper	10
Library Time	10
Special Chair	10 12 15
Wobble Cushion	10
Lunch with 2 friends	20
Free computer time	20
Name in Lunch Bunch	20
Pickle Juice	20
Homework Pass	15

Minor Referral Procedure

- 1- Fill out **Minor Referral** completely. (There are two half-page minors on one piece of paper, OR you may type minors on the form provided. Minors should be printed on the front and definitions of violations on the back.)
- 2- Make a **COPY** of minor referral.
 - a. Return to homeroom teacher if needed.
- 3- Homeroom teacher will document date or tally on **Minor Referral Data** form (**REQUIRED**).
 - a. This form should be placed in your data OR communication notebook.
- 4- Homeroom teacher will turn in copy in Mrs. Giles' room within a day.

Please note:

- 1- Behavior charts are only for progress monitoring. Still complete minor referral.
- 2- Elementary teachers will not complete minors for dress code violations or a tardy.
- 3- **A student who receives 5 minors in one 9 week instructional period should be placed on RtI (Tier 2) for behavior.**

TWES Minor Referral Form

Complete ALL of the following boxes:

First Name	Last Name	Grade	Student GTID #	Incident #

		Yes or No If yes: Disability: _____	Yes or No		
Homeroom Teacher	Referring Staff	IEP	504	Date of Incident	Time of Incident

Location of Incident: Choose 1

	Art Room		Classroom		Library		Off Campus
	Bathroom/Restroom		Playground		Office		Commons
	Bus		Computer Lab		Music Room		Stadium
	Bus Loading Zone		Gym		Parking Lot		Unknown Location
	Cafeteria		Hallway/Breezeway		Vocational Room		Locker Room
	Special Event, Assembly, Field Trip				Other Location: <u>(Type it)</u>		

Problem Behavior: Choose up to 3

	Property Misuse
Defiance/ Noncompliance/ Insubordination	Technology Violation
Disrespect	Other
Disruption	Dress Code Violation
Inappropriate Language	Tardy
Physical Contact/Aggression	

Possible Motivation: Choose 1

	Obtain Adult Attention	Other
Avoid Adults	Obtain Items/Activities	Unknown Motivation
Avoid Peers	Obtain Peer Attention	
Avoid Tasks/Activities		

Others Involved in Incident: Choose 1

	None		Peers		Teacher		Staff		Substitute		Unknown		Others
--	------	--	-------	--	---------	--	-------	--	------------	--	---------	--	--------

Action Taken: Choose up to 3

	Parent Contact	Community Service
Conference with Student	Time in Office	Bus Suspension
Individualized Instruction	Alternative Placement	Restitution
Loss of Privilege	Action Pending	Other
Time Out/ Detention		

Teacher Comments:

Parent Contact: No limit

	Note Sent Home		Phone Call		Email		Conference		Other: <u>(Type response)</u>
--	----------------	--	------------	--	-------	--	------------	--	-------------------------------

Date of Parent Contact/Slip Sent Home: _____

Parent Signature: _____ **Date:** _____

Definitions for Minor Behaviors:

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-Compliance	Student engages in brief or low-intensity failure to follow directions or talks back. Examples: shutting down, disobeying, "I don't want to", ignoring teacher, etc.
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption	Student engages in low-intensity, but inappropriate disruption. Examples: playing with objects, blurting out, making noises, crumpling up paper, etc.
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district. Examples: midriff showing, PJ's on non PJ days, costumes, etc.
Inappropriate Language	Student engages in low-intensity instance of inappropriate verbal or nonverbal language. Examples: put downs, name calling, or hurtful words, "this sucks", etc.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact. Examples: bumping out of line, play fighting, snatching objects out of someone's hand invading personal space, chest bumping, etc.
Property Misuse	Student engages in low-intensity misuse of property that does not permanently damage the property.
Tardy	Student arrives at class after the bell (or signal that class has started).
Technology Violation	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

- **Must be printed on the same form as the Minor Referral**

Crisis Communication De-Escalation

Step 1: Say what you see and/or hear

- Be concrete, non-judgmental
- Focus on body language
 - “I see that you are stomping your feet”

Step 2: Establish the feeling

- Keep the communication focused
- Feelings drive the behavior
 - “It seems to me like you are...”

Step 3: Connect the feeling to the source

- Ask open ended questions
- Avoid asking WHY questions
 - “What happened to make you ...?”

Step 4: Plan of action

- Establish a plan in getting their needs met in acceptable and safe ways
 - “What do you want?”
 - “What have you tried?”
 - “What are you willing to do?”

PBIS Resources

Lesson Plans

1. <http://www.pbis.org/training/staff/student>
2. <http://www.pbismaryland.org/schoolexamples.htm>
3. <http://www.mypbis.org/lakeview/#!/-1/>
4. <http://thecornerstoneforteachers.com/free-resources/behavior-management/character-ed>
5. <https://jillkuzma.wordpress.com/>
6. <http://pbiscompendium.ssd.k12.mo.us/elementary-lesson-plans>

Videos

1. <http://watchknowlearn.org>
(Select Life Skills → Character Education or Social Skills)
2. <http://whimsyworkshopteaching.com/ideas/animated-stories-and-songs-howard-wigglebottom/>
3. <https://www.pinterest.com/julie94904/social-skills-video/>

PBIS for Parents

<http://pbiscompendium.ssd.k12.mo.us/pbis-for-parents>

Jones County PBIS Webpage

<http://jones.schooldesk.net/District/Departments/SpecialEducationDepartment/PBIS/tabid/98050/Default.aspx>

Intervention Suggestions

<http://www.pbisworld.com>

Other

<https://www.pbis.org/school/pbis-in-the-classroom>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx>

<http://www.classroomdoodles.com/behavior-expectations.html> (Coloring Sheets)

System for Acknowledging Behavior

2016-2017 PBIS Acknowledgement Dates (Tentative)

9 Week Behavior Celebration

- Week of October 17
- Week of January 9
- Week of March 27
- Week of May 22

Requirements to Attend

1st 9 Weeks- 2 or less minors/0 majors

2nd 9 Weeks- 1 or less minors/0 majors

3rd & 4th 9 Weeks- 0 minors/0 majors

Tiger of the Month Celebration

(Respectful, Responsible, and Safe Behavior & Attendance)

- September 2
- October 6
- November 4
- December 2
- January 6
- February 3
- March 3
- April 14
- May 5

Perfect Attendance Acknowledgement

- September- Week of October 3
- October- Week of November 8
- November- Week of December 5
- December- Week of January 9
- January- Week of February 6
- February- Week of March 6
- March- Week of April 10
- April- Week of May 1
- May- Week of May 22

Requirements

0 Early Outs

0 Tardies

Present all day, everyday