

Positive Behavior Interventions and Supports

**Handbook
2016-17**



Positive Behavior Interventions and Supports

What is Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the School-wide PBIS Team?

The PBIS team is representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Teams are also encouraged to have a family member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members:

_____ - Team Leader	_____
_____	_____
_____	_____
_____	_____

What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBS programs.
- Attending district-wide meetings and trainings to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that **all school staff will be active participants** in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.

School-Wide Rules

Safe Responsible Respectful Scholarly

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 4 simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school setting according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of **Being Safe** because someone could slip on the spill and get hurt.
- You were **Being Very Responsible** when you asked your classmate to walk in a straight line in the hallway.
- Thank you class for **Being So Respectful** by raising your hands to speak and listening to what everyone else had to say about the story.

The **Behavioral Expectations Grid** (see the following pages) uses the school-wide rules to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90 % of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

School Rules Posters

School Rules Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.

Teaching School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right

During the first two weeks of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

Why teach the Rules, Expectations, and Routines during the first weeks of school?

One of the major reasons to teach behavioral expectations and routines across settings is that so all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students.

A second major reason is that we cannot assume that students know the expectations and routines.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

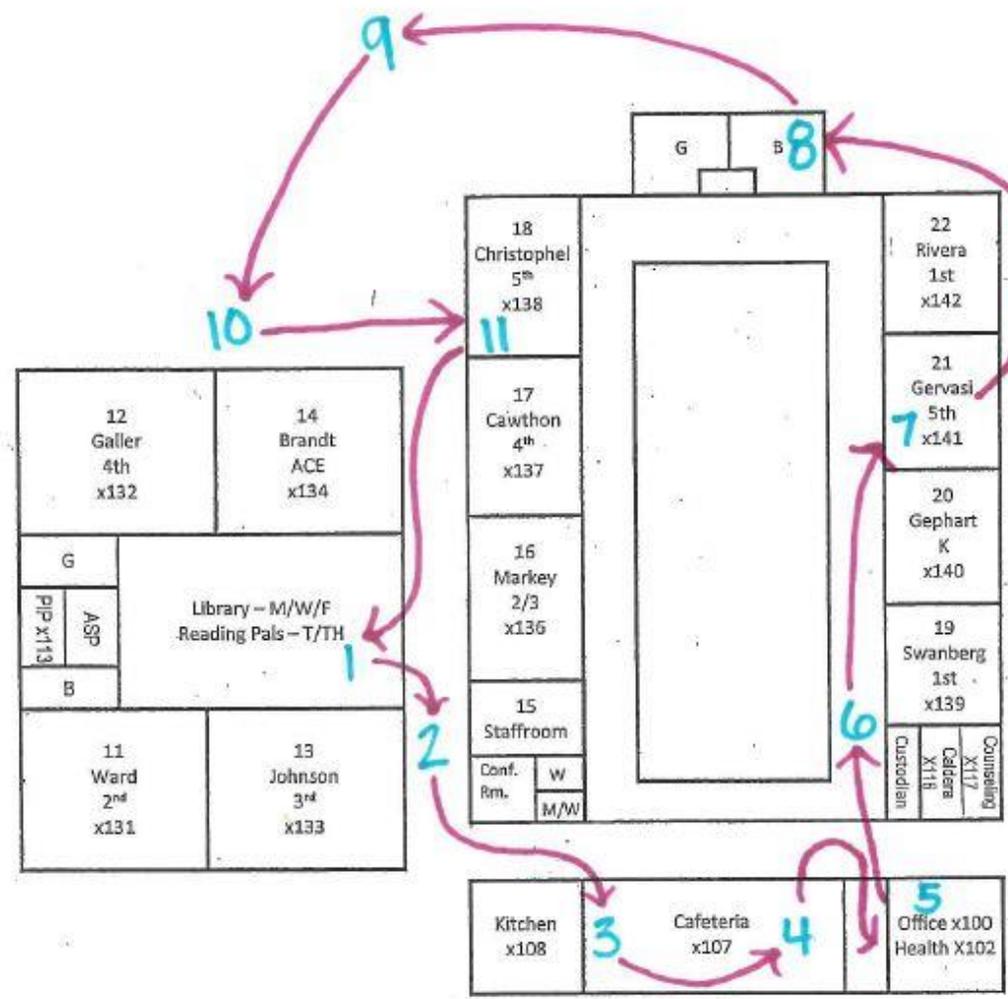
Booster Sessions: Re-teaching the Rules, Expectations, and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the 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 acknowledgment tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

The following pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-wide Rules, including:

- Sample Lesson Plan
- Blank Lesson Plan

Station Day Sept. 2nd



Class	Start at Station...
Galler	1
Johnson	2
Ward	3
Markey	4
Cawthon	5
Swanberg	6
Gervasi	7
Rivera	8
Gephart	9
Cariss	10
Christophel	11
ACE	mainstream

Parking Lot



Chapman Expectations



	Common Areas	Courtyard	Cafeteria	Bathroom	Playground	Library	Assemblies	Offices	Classroom
Safe	<ul style="list-style-type: none"> Walking feet only facing forward Keep hands and feet to yourself An adult must be in every room you enter (except bathrooms) 	<ul style="list-style-type: none"> You must be supervised by an adult Walking feet only facing forward Keep hands and feet to yourself 	<ul style="list-style-type: none"> Sit with your feet on the floor Eat your own food (allergies) Walking feet only facing forward 	<ul style="list-style-type: none"> Walking feet only, facing forward Wash hands with soap and dry them with no more than 2 towels Keep the water in the sink 	<ul style="list-style-type: none"> Stay on the playground side of the red line Keep hands and feet to yourself Use equipment appropriately 	<ul style="list-style-type: none"> Enter and exit through the proper doors An adult must be present 	<ul style="list-style-type: none"> Keep your hands and feet to yourself Wait for the dismissal signal 	<ul style="list-style-type: none"> Keep your hands and feet to yourself Hold the door for the person behind you Wash your hands in the health office 	<ul style="list-style-type: none"> Walking feet only, facing forward Keep hands and feet to yourself An adult must be in the room
Responsible	<ul style="list-style-type: none"> Stay to the right Follow adult directions Clean up after yourself and others 	<ul style="list-style-type: none"> Clean up after yourself and others Follow adult directions Hold the door for the person behind you 	<ul style="list-style-type: none"> Remain seated and wait to be excused Respond quickly to quiet signals Clean your area 	<ul style="list-style-type: none"> Only 1 person per stall Put paper towels in the garbage can 	<ul style="list-style-type: none"> Follow adult directions Clean up after yourself and others Follow game rules 	<ul style="list-style-type: none"> Follow adult directions Use your bookmark when looking for a book Push your chairs in 	<ul style="list-style-type: none"> Sit next to anyone Sit crisscross applesauce Respond quickly to quiet signals 	<ul style="list-style-type: none"> Wait your turn Only 3 people waiting for help at a time Make your visit purposeful 	<ul style="list-style-type: none"> Finish all work with quality and care Turn your work in on time Push your chairs in
Respectful	<ul style="list-style-type: none"> Quiet voices! Remember, class is in session Remove your hats and hoods when indoors Hold the door for the person behind you 	<ul style="list-style-type: none"> Use quiet voices Stay on the sidewalk Use kind words and actions 	<ul style="list-style-type: none"> Use inside voices Say "Please" and "Thank you!" 	<ul style="list-style-type: none"> Flush the toilet Knock on the stall door Give others privacy 	<ul style="list-style-type: none"> Use kind words and actions Include everyone Be a good sport 	<ul style="list-style-type: none"> Handle book with care Say "Please" and "Thank you" Use quiet voices. There are 4 classes in session around you. 	<ul style="list-style-type: none"> Sit quietly Allow for others to see Use kind words and actions 	<ul style="list-style-type: none"> Use quiet voices Say "Please" and "Thank you" Say "Excuse me" when you need someone's attention 	<ul style="list-style-type: none"> Wait your turn to speak Clean up after yourself Be a positive work partner
Scholarly	<ul style="list-style-type: none"> Leave your toys at home Use cell phones after school only Pay attention to your surroundings 	<ul style="list-style-type: none"> Make good choices Show care for the landscape Use complete sentences 	<ul style="list-style-type: none"> Use complete sentences Recycle 	<ul style="list-style-type: none"> Use water and paper towels wisely (2 towels) Return to room promptly Report any problems to an adult 	<ul style="list-style-type: none"> Use complete sentences Pay attention to your surroundings Take time to help others 	<ul style="list-style-type: none"> Remember to return your books Don't forget to take your AR tests! Use complete sentences 	<ul style="list-style-type: none"> Listen with your eyes, ears, heart and mind Applaud appropriately Use complete sentences 	<ul style="list-style-type: none"> Use complete sentence Think about how kind it is when someone helps you 	<ul style="list-style-type: none"> Use complete sentences Transition quietly and quickly so that the learning can continue Be open to learning something new

EXPECTATIONS & PROCEDURES LESSON PLAN

SETTING: COMMON AREAS (Monday August 22nd)

Step 1: Review School Wide Rules

We are **SAFE, RESPONSIBLE, RESPECTFUL** and **SCHOLARLY**

Step 2: Teach Expectations for Specific Settings:

SAFE	RESPONSIBLE	RESPECTFUL	SCHOLARLY
<ul style="list-style-type: none"> • Walking feet only facing forward • Keep hands and feet to yourself • An adult must be in every room you enter <small>(except bathrooms)</small> 	<ul style="list-style-type: none"> • Stay to the right • Follow adult directions • Clean up after yourself and others 	<ul style="list-style-type: none"> • Quiet voices! Remember, class is in session • Remove your hats and hoods when indoors • Hold the door for the person behind you 	<ul style="list-style-type: none"> • Leave your toys at home • Use cell phones after school only • Pay attention to your surroundings

Step 3: Tell Why Rules Are Important

Cooperation with a team leads to a well-functioning society.

Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES
○	

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e. Cafeteria, Courtyard, Library)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students Teach other students about the rule

EXPECTATIONS & PROCEDURES LESSON PLAN

SETTING: Cafeteria (Tuesday August 23rd)

Step 1: Review School Wide Rules

We are **SAFE, RESPONSIBLE, RESPECTFUL** and **SCHOLARLY**

Step 2: Teach Expectations for Specific Settings:

SAFE	RESPONSIBLE	RESPECTFUL	SCHOLARLY
<ul style="list-style-type: none"> • Sit with your feet on the floor • Eat your own food (allergies) • Walking feet only facing forward 	<ul style="list-style-type: none"> • Remain seated and wait to be excused • Respond quickly to quiet signals • Clean your area 	<ul style="list-style-type: none"> • Use inside voices • Say "Please" and "Thank you!" 	<ul style="list-style-type: none"> • Use complete sentences • Recycle

Step 3: Tell Why Rules Are Important

Following the Cafeteria rules is great practice for when you eat at someone else's house or at a restaurant.

Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e. Cafeteria, Courtyard, Library)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students Teach other students about the rule

EXPECTATIONS & PROCEDURES LESSON PLAN

SETTING: Bathrooms (Wednesday August 24th)

Step 1: Review School Wide Rules

We are **SAFE, RESPONSIBLE, RESPECTFUL** and **SCHOLARLY**

Step 2: Teach Expectations for Specific Settings:

SAFE	RESPONSIBLE	RESPECTFUL	SCHOLARLY
<ul style="list-style-type: none"> • Walking feet only, facing forward • Wash hands with soap and dry them with 2 towels • Keep the water in the sink 	<ul style="list-style-type: none"> • Only 1 person per stall • Put paper towels in the garbage can 	<ul style="list-style-type: none"> • Flush the toilet • Knock on the stall door • Give others privacy 	<ul style="list-style-type: none"> • Use water and paper towels wisely (2 towels) • Return to room promptly • Report any problems to an adult

Step 3: Tell Why Rules Are Important

Exhibiting healthy hygiene habits ensures a healthy and happy lifestyle!

Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e. Cafeteria, Courtyard, Library)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students Teach other students about the rule

EXPECTATIONS & PROCEDURES LESSON PLAN

SETTING: Playground (Thursday August 25th)

Step 1: Review School Wide Rules

We are **SAFE, RESPONSIBLE, RESPECTFUL** and **SCHOLARLY**

Step 2: Teach Expectations for Specific Settings:

SAFE	RESPONSIBLE	RESPECTFUL	SCHOLARLY
<ul style="list-style-type: none"> • Stay on the playground side of the red line • Keep hands and feet to yourself • Use equipment appropriately 	<ul style="list-style-type: none"> • Follow adult directions • Clean up after yourself and others • Follow game rules 	<ul style="list-style-type: none"> • Use kind words and actions • Include everyone • Be a good sport 	<ul style="list-style-type: none"> • Use complete sentences • Pay attention to your surroundings • Take time to help others

Step 3: Tell Why Rules Are Important

Abiding by the playground rules and including all Chapman Cat provides the opportunity to make new friends and make good choices in life!

Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e. Cafeteria, Courtyard, Library)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students Teach other students about the rule

EXPECTATIONS & PROCEDURES LESSON PLAN

SETTING: Library (Friday August 26th)

Step 1: Review School Wide Rules

We are **SAFE, RESPONSIBLE, RESPECTFUL** and **SCHOLARLY**

Step 2: Teach Expectations for Specific Settings:

SAFE	RESPONSIBLE	RESPECTFUL	SCHOLARLY
<ul style="list-style-type: none"> • Enter and exit through the proper doors • An adult must be present 	<ul style="list-style-type: none"> • Follow adult directions • Use your bookmark when looking for a book • Push your chairs in 	<ul style="list-style-type: none"> • Handle book with care • Say "Please" and "Thank you" • Use quiet voices. There are 4 classes in session around you. 	<ul style="list-style-type: none"> • Remember to return your books • Don't forget to take your AR tests! <p style="text-align: center;">Use complete sentences</p>

Step 3: Tell Why Rules Are Important

Literacy is the ticket to learning and the key to a successful life!

Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e. Cafeteria, Courtyard, Library)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students Teach other students about the rule

EXPECTATIONS & PROCEDURES

LESSON PLAN

SETTING: Assemblies (Monday August 29th)

Step 1: Review School Wide Rules

We are SAFE, RESPONSIBLE, RESPECTFUL and SCHOLARLY

Step 2: Teach Expectations for Specific Settings:

SAFE	RESPONSIBLE	RESPECTFUL	SCHOLARLY
<ul style="list-style-type: none">• Keep your hands and feet to yourself• Wait for the dismissal signal	<ul style="list-style-type: none">• Sit next to anyone• Sit Crisscross applesauce• Respond quickly to quiet signals	<ul style="list-style-type: none">• Sit quietly• Allow for others to see• Use kind words and actions	<ul style="list-style-type: none">• Listen with your eyes, ears, heart and mind• Applaud appropriately• Use complete sentences

Step 3: Tell Why Rules Are Important

In life, when you're in large crowds, it is important to be mindful of others so that you can enjoy the moment and broaden your perspective of the world!

Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e. Cafeteria, Courtyard, Library)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students Teach other students about the rule

EXPECTATIONS & PROCEDURES LESSON PLAN

SETTING: **Offices** Main, Health, Norelia's... **(Tuesday August 30th)**

Step 1: Review School Wide Rules

We are **SAFE, RESPONSIBLE, RESPECTFUL** and **SCHOLARLY**

Step 2: Teach Expectations for Specific Settings:

SAFE	RESPONSIBLE	RESPECTFUL	SCHOLARLY
<ul style="list-style-type: none"> • Keep your hands and feet to yourself • Hold the door for the person behind you • Wash your hands in the health office 	<ul style="list-style-type: none"> • Wait your turn • Only 3 people waiting for help at a time • Make your visit purposeful 	<ul style="list-style-type: none"> • Use quiet voices • Say "Please" and "Thank you" • Say "Excuse me" when you need someone's attention 	<ul style="list-style-type: none"> • Use complete sentence • Think about how kind it is when someone helps you

Step 3: Tell Why Rules Are Important

While in public offices, showing good manners and honoring other's work spaces will allow them to help you with what you need!

Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e. Cafeteria, Courtyard, Library)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students Teach other students about the rule

EXPECTATIONS & PROCEDURES LESSON PLAN

SETTING: Classroom (Wednesday August 31st)

Step 1: Review School Wide Rules

We are SAFE, RESPONSIBLE, RESPECTFUL and SCHOLARLY

Step 2: Teach Expectations for Specific Settings:

SAFE	RESPONSIBLE	RESPECTFUL	SCHOLARLY
<ul style="list-style-type: none"> • Walking feet only, facing forward • Keep hands and feet to yourself • An adult must be in the room 	<ul style="list-style-type: none"> • Finish all work with quality and care • Turn your work in on time • Push your chairs in 	<ul style="list-style-type: none"> • Wait your turn to speak • Clean up after yourself • Be a positive work partner 	<ul style="list-style-type: none"> • Use complete sentences • Transition quietly and quickly so that the learning can continue • Be open to learning something new

Step 3: Tell Why Rules Are Important

Being a focused scholar will allow you to be successful at Chapman, Jr. high, High school, college and in your chosen career!

Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e. Cafeteria, Courtyard, Library)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students Teach other students about the rule

EXPECTATIONS & PROCEDURES LESSON PLAN

SETTING: Courtyard (Thursday September 1st)

Step 1: Review School Wide Rules

We are **SAFE, RESPONSIBLE, RESPECTFUL** and **SCHOLARLY**

Step 2: Teach Expectations for Specific Settings:

SAFE	RESPONSIBLE	RESPECTFUL	SCHOLARLY
<ul style="list-style-type: none"> • You must be supervised by an adult • Walking feet only facing forward • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Clean up after yourself and others • Follow adult directions • Hold the door for the person behind you 	<ul style="list-style-type: none"> • Use quiet voices • Stay on the sidewalk • Use kind words and actions 	<ul style="list-style-type: none"> • Make good choices • Show care for the environment Use complete sentences

Step 3: Tell Why Rules Are Important

Being aware of your surroundings will allow people around you to learn and do their jobs.

Step 4: Demonstrate Rules

EXAMPLES	NON-EXAMPLES

Step 5: Provide Opportunities to Practice

- Practice at the station (i.e. Cafeteria, Courtyard, Library)
- Class/Partner Discussion
- Role playing
- Brainstorm/List examples or ways to follow rules
- Draw/Write Examples and Non-Examples
- Perform skits
- Students Teach other students about the rule

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. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (**4:1 ratio**). As staff it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Chapman we use the “Super Me” system to acknowledge students for appropriate behavior. Through this program we hand out Super Bucks to students for following the school rules.

When recognizing students with a Super Buck it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

Joseph, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible and it really helped me out. Here is a Super Buck.

Ideally, students should be given tickets immediately following the behavior and be told exactly why they received the token. In order to promote expected behavior it is important that students know when and why they are being acknowledged.

Who should be handing out acknowledgment tokens?

All staff in the school should be provided with the acknowledgment tokens, including General and Special Education teachers, Classified staff, supervisors, and even substitute teachers.

How many tickets should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.

How often should assemblies/ announcements be held to recognize students for positive behavior?

Every two weeks is recommended. Assemblies are a chance for schools to celebrate positive behavior and regularly re-teach students the school-wide rules.

Consequence System

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 teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

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 teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

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 is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following pages contain materials outlining the consequence system at our school:

- Office Discipline Referral form
- Office versus Staff Managed Behavior
- Discipline Procedures Flowchart

School-Wide Information System (SWIS)

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBS team will look at discipline data on a monthly basis to make decisions about School-wide programming and individual students in need of additional support.

Behavior Definitions

Minor

Defiance – Student engages in brief or low-intensity failure to follow directions or talks back.

Disrespect – Student delivers low-intensity, socially rude or dismissive messages to adults or students.

Disruption – Student engages in low-intensity, but inappropriate disruption.

Dress-Code – Student wears clothing that does not fit within the dress code guidelines practiced by the school/district

Inappropriate Language – Student engages in low-intensity instance of inappropriate language not directed at anyone in particular

Physical Contact – Student engages in non-serious, but inappropriate physical contact or horseplay.

Property Misuse – Student engages in low-intensity misuse of property.

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

Major

Bullying – The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.

Defiance – Student engages in refusal to follow directions or talks back and/or when other staff become involved.

Disrespect – Student delivers socially rude or dismissive messages to adults or students.

Disruption – Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out of seat behavior.

Dress-Code - Student wears clothing that does not fit within the dress code guidelines practiced by school/district.

Fighting – Student is involved in mutual participation in an incident involving physical violence.

Harassment – The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.

Inappropriate Display of Affection - Student engages in inappropriate consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student or adult.

Lying/Cheating – Student delivers message that is untrue and/or deliberately violates rules.

Physical Aggression – Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

Property Damage – Student participates in an activity that results in destruction or disfigurement of property.

Technology Violation – Student engages in serious inappropriate (as defined by school) use of cell phone, pager, music/video player, camera, and/or computer.

Theft – Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property.

Use/Possession of Drugs – Student in in possession of or is using illegal drugs/substances or imitations.

Use/Possession of Tobacco – Student in in possession of or using Tobacco (i.e., cigarettes, vaporizers, e-cigarettes, chewing tobacco or any other tobacco related products.)

Use/Possession of Alcohol – Student is in possession of or using Alcohol.

Use/Possession of Weapons – Student is in possession of knives and guns (real or look alike, or other objects readily capable of causing bodily harm.



Chapman Elementary

Student Behavior Management Protocol



Observe and Identify problem behavior

Staff Managed

Office Managed

Is the Behavior staff or office managed?

Redirect student and Re-teach behavior

Fill our Major Referral Form

Remind student of appropriate behavior. Send to in-class Observation Seat (3-5 min)

Minor (Staff Managed)	Major (Office Managed)
Without Written Referral <ul style="list-style-type: none"> • Running • Yelling • Being Off Task • Disruptive Sounds • Missing Homework • Out of Seat • Not Prepared • Breaking General PBIS Matrix Rules 	<ul style="list-style-type: none"> • Inappropriate Language Directed at Others • Defiance/Insubordination • Physical Aggression • Disruption • Disrespect • Inappropriate/Abusive Language • Harassment • Bullying • Fighting • Property Damage/Vandalism • Cheating • Inappropriate Display of Affection • Use/Possession of Tobacco • Use/Possession of Alcohol • Use/Possession of Drugs • Use/Possession of Weapons • Dress-Code Violation • Technology Violation • Lying/Cheating
With Written Referral <ul style="list-style-type: none"> • Technology Violation • Defiance • Disrespect • Disruption • Dress-Code Issue • Physical Contact • Property Misuse • Inappropriate Language 	

Reteach appropriate behavior. Send to alternate setting with a fix-it plan. (10 min)
Fill out a minor referral form and contact parent. (same day)

Administrator conferences with student and parent and takes administrative action.

Did the behavior change?

Administration follows up with referring teacher

YES!!
Praise and reward!

No...
If minor behavior is repeated, consider a Major office referral.

Please Remember:

- All minor and major offenses should be reported to the student's classroom teacher.
- Every day starts with a clean slate!

Notes:

Notes