

## DODGE PBIS IMPLEMENTATION REFERENCE FOR STAFF

Positive Behavior Interventions and Support (PBIS) is our proactive, school-wide behavior support system. Dodge has always been known for addressing the needs of the whole child- academically, socially and emotionally. For this to happen, students need a learning environment that feels safe, nurturing and growth mind set oriented. PBIS sets the stage for these conditions to occur.

### PBIS Tier 1 Intervention

Tier 1 begins with clearly outlined expectations that are explicitly and universally taught and applied. It is expected that 85-90% of students require only tier 1 level intervention to follow the school rules. Components include:

- **A set of overarching memorable school rules-** Ours are *Be Safe. Be Kind. Work Hard.* Every behavior, positive or negative, can be connected to these foundational expectations. Every student in the school should be able to state and understand these three rules.
- **A matrix of behavioral expectations-** The overarching school rules are further defined in a variety of school settings. For example, what does *Work Hard* look like in the cafeteria? On the bus? (See the next two attachments for our matrix details)
- **Cool tools-** Lesson plans and videos that staff use to explicitly teach the three school rules and the specifics of the matrix of behavioral expectations. They typically show a negative example of the behavior for students to critique followed by the positive example. Students engage in a discussion about the expected behavior and when to use the skill.
- **PBIS tickets-** A positive reinforcement/ reward system for all staff to acknowledge a student following the rules. We use small paper tickets with a Dodge Roadrunner on them. Students who receive a ticket put their name on the back and place it in the classroom cylinder or in the cafeteria cylinder if rewarded there. Weekly, a class who earned the most tickets is honored by the school. The class proudly parades through the school with the Roadrunner Rules banner. All the other classes line the halls and clap for them. They feel like superstars! Additionally, a weekly winner is randomly drawn from each grade level set of tickets. These students receive a small prize donated by local businesses or grant money awarded for this purpose. If you are able to donate or have other contacts who may donate, please contact the school.
- **Office Discipline Referrals (ODRs)-** Even with clear expectations and a positive reward system in place, some student will still require administrative intervention. Parents are informed of office referrals and the resulting consequences. We make every attempt to use the most natural consequence to make each referral a teachable moment.
- **Staff Incentives-** With so much on their plate already, all staff are encouraged to use the language of PBIS in the classroom and use PBIS tickets as reinforcements within the classroom, as well as in all common areas. Local businesses have donated gift cards to be awarded as a positive reinforcer for a custodian, secretary, aide or teacher who was caught using PBIS with students. One teacher is selected weekly for a small token of thanks and becomes eligible for a modest lunch with other winners every other month.
- **Home /family partnership-** Parents are encouraged to regularly review with their child how well he or she followed the school rules. Parents might celebrate when the child was awarded a ticket. They may also use the language of PBIS at home. Children can quickly learn what *Be Safe. Be Kind. Work Hard.* looks like at home. Feel free to make a matrix that is specific to your home expectations. Include simple chores, even at the kindergarten level. Responsibility can be built simultaneously as a result... at home and school.

## PBIS Tier 2 Intervention

Following concerted Tier 1 efforts to positively reinforce the taught expected behaviors and to provide mild, negative consequences for inappropriate behaviors, Tier 2 interventions may need to be employed for some students, 5-15 % of the student body. This additional layer of support is a typically given in a standardized manner. Components include:

- **Check In/ Check Out (CI/CO)**- Students may be recommended for CI/CO based on any of the following criteria:
  - Attendance
  - Discipline Referrals
  - Results of Screening Assessment
  - Teacher/parent direct referral

CI/CO is a proactive POSITIVE approach that provides a positive and meaningful connection to school for students at risk. It targets students who display chronic, mild acting out behavior. The goal of CI/CO is to help prevent at-risk students from entering a high risk group, and to encourage academic success and confidence. This group of students shows a wide variety of patterns including, but not limited to:

- Frequent visits to an administrator
- Avoidance behaviors (i.e. frequent visits to the nurse, talking to the teacher more than fellow students)
- Low attendance rates
- Poor organizational skills (i.e. missing homework, lack of supplies)
- Poor social skills (from coming on too strong to being too withdrawn)

### IMPLEMENTATION of CI/CO:



### DAILY CI/CO PROCEDURE:

1. **The tracking coach reports** to his or her designated spot from 8:00 AM-8:15AM.
2. **The tracking coach is prepared** with a folder and clipboard holding blank tracking forms for students. Coaches need to write the name of the student and the date on the form(s). For attendance, 1 form will last the entire week. For behavior, a daily form is used. The behavior form has a K- 3 version as well as a grade 4 version. The different iterations reflect the daily schedule differences between these two groups at Dodge.
3. **The tracking coach facilitates a quick, positive interaction** with the reporting student(s). It may be about the student's arrival time and/ or behavioral goal. Together the coach and student briefly review the form and goal for the day. We do not want to have CI/CO have the unintended effect of making students late for class.
  - **Attendance/ Tardiness goals?** Coaches mark the attendance score for the day based on the criteria on the form. The coach keeps the form. Talk briefly about how the child got successfully to school that day. Look forward to checking out together at the end of the day.
  - **Behavioral goal?** Coaches discuss the positive behavioral goal set for the day. Help the student identify his or her plan for success for that day. Send the form on with the student to check in/ check out at each class exchange. Look forward to reconnecting at the end of the day.
4. **The tracking coach reports** to his or her designated spot from 2:05PM -2:10PM.
5. **The tracking coach facilitates another quick, positive interaction** with the reporting student(s). Go over the form with the student, provide helpful feedback, and make a plan for success for the following day.
6. **The tracking coach manages the completed tracking forms.**

- **Attendance/ Tardiness goals?**
  - **Monday morning** coaches have blank forms ready for the **week**. They also collect the previous week's form returned by the child, signed by the parent. It verifies the parent is kept informed. Return signed forms to the designated office box.
  - Monday -Thursday, the coach keeps the current week's form.
  - **Friday afternoon**, the student is given the white and yellow copies showing the week's data. Coaches hand in the pink form to a designated box in the office. Extra forms are kept in the main office drawer of forms.
  
- **Behavioral goal?**
  - **Each morning** coaches have blank forms (K- Gr. 3 or Gr. 4 edition) ready for the **day**. They also collect the previous day's form returned by the child, signed by the parent. It verifies the parent is kept informed. Return signed forms to the designated office box.
  - **Each afternoon** the student is given the white and yellow copies showing the day's data. Coaches hand in the pink form to a designated box in the office. Extra forms are kept in the main office drawer of forms.

7. **The main office staff enter the data** into a database and the Tier 2 team uses the information to monitor student progress.

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#### GIVING FEEDBACK

- ✓ Overall, feedback should be positive and encouraging.
  - ✓ Tone of voice is important.
  - ✓ Feedback should be quick, specific, and corrective if there are things student needs to work on.
  - ✓ Specific feedback needs to be given on why the student received a given score. Specific feedback on whether the student met expectations, along with reinforcement for following and demonstrating expectations will lead to changes in behavior.
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- **Social/ Academic Intervention (SAIG) Groups-** These small intervention groups are designed to build specific skill need common to the group. It is a relatively short term intervention that is targeted to a specific skill building focus. The group may be run by the school social worker, psychologist, teacher or administrator. Our Tier 2 team intends to further define, develop and roll out this component during the 2013-14 school year.

#### TIER 3 Interventions

A few students (about 5%) may require a more individualized approach to their behavioral supports and interventions. Therefore, Tier 3 provides a more individualized approach. For several years, our Behavior Data Team has served as a resource to teachers in developing individualized behavior plans and supports. This practice continues as it is a perfect fit within the PBIS continuum.