

# Balboa Elementary

## PBIS

### Blazer Praizer

### Handbook

### 2017-2018



Everything you need to know about

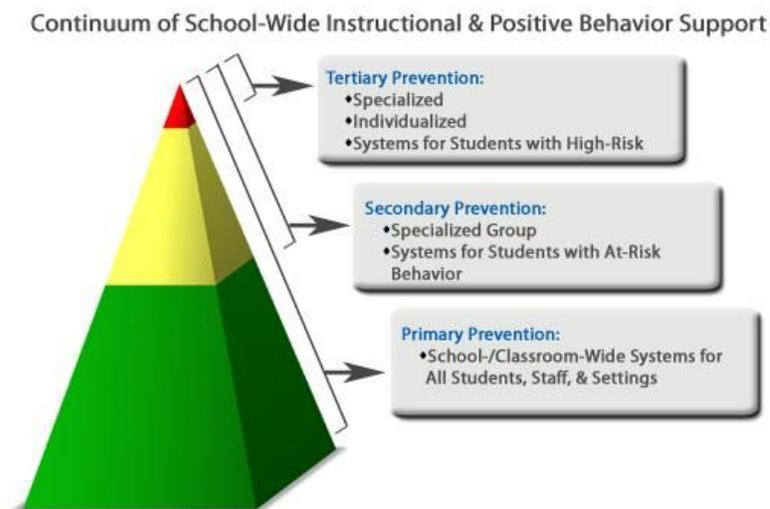
# Positive Behavior Intervention and Support

## What is PBIS?

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PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning.

Using the most current best practices, strategic teams are trained to positively impact behavior at three key behavioral tiers: Universal or primary (whole school); Secondary (individual child or group of at-risk children); and Tertiary or Intensive (children with complex needs and behaviors that severely impact the child, school and/or community functioning).



### Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, “Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?” In the infamous words of a TV personality, “How is that working out for you?”

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

## **What does this mean for staff?**

- All staff need to recognize and acknowledge children who are following the school-wide expectations.
- All staff need to be ready to give out Blazer Praizers to students in the classroom and throughout the campus.
- All staff should follow the 5/1 rule. 5 positives to every 1 negative
- All staff need to know the Behavior Flow Chart and be consistent with their responses.
- All staff need to complete a “white slip” form if a child’s response to a problem behavior indicates the need.
  - 3 “white slips” of the same behavior = After school Detention
  - 3 “After school Detentions” = ODR or Office Discipline Referral and sent to the office
- Teaching staff need to post their Classroom Matrix in their classroom for easy reference.
- Teaching staff need to include PBIS lessons in their lesson plans as indicated on the Expectation Schedule and as needed (for whole group or individuals).
- All staff need to CELEBRATE successes as much as possible!

**Balboa Elementary is committed to promoting an environment that develops perseverance, compassion, and optimism within the Blazer Family.**

# Create Your Classroom Routines/Matrix

**Consistency, Consistency, Consistency! The key to success!** Establish and stick with routines that fit your teaching style and your students will be successful! Kids like predictable situations where they know the routine and know the consequences. Use this checklist to give you ideas of routines that you may need to ***teach and practice!*** You will create more teaching time for yourself in the long run!

## Arrival Routines

### \_\_\_\_\_ **Entering the Classroom**

What is the expectation for when and how students enter the classroom?  
(walking, no talking, hug the teacher, greet at the door, go to seat, etc.)

### \_\_\_\_\_ **Backpacks**

When and how should students hang up their backpacks? Do they need to get everything out of it for the day?

### \_\_\_\_\_ **Lunch Boxes**

Where should students put their lunch boxes in the morning so they are easily assessable for lunch?

### \_\_\_\_\_ **Notes from Home**

Where should students put notes from parents?

### \_\_\_\_\_ **Friday/Monday Folders**

When and where should students return Friday Folders?

### \_\_\_\_\_ **Attendance**

How is attendance taken?

### \_\_\_\_\_ **Morning Work/Arrival Activity or Assignment**

Will there be morning work on the students' desks/Smart Board/overhead when they come in?  
Will they turn it in when they finish or will you go over it as a class?

### \_\_\_\_\_ **Tardy/Late Arrivers**

What do students who arrive late need to do?

## Daily Routines

### \_\_\_\_\_ **Lining Up/ Line Order**

How and where will student line up? What will their line order be? How often will you change line order?

### \_\_\_\_\_ **Water Bottles**

Where will student keep their water bottles during the day? What will students do if they want or need to refill their water bottle?

### \_\_\_\_\_ **Homework**

Where should students put their homework? How will you check homework for completion?  
Grade? How will homework be returned to students?

### \_\_\_\_\_ **Missed Homework Assignments**

How and where do students get homework assignments they missed due to an absence?

### \_\_\_\_\_ **Unfinished Work**

What should students do when they have unfinished work? What will the consequence be for your classroom?

### \_\_\_\_\_ **Completed Work Early**

What should students do when they complete assignments early? Read? Write?

\_\_\_\_\_ **Asking for Assistance/Getting Teacher Attention**

Will student be able to ask other students for help? Ask three before you come to me? Raise your hand?

\_\_\_\_\_ **Writing Name on Work**

Will students need to always write their first and last name? Class Number? Date? Top right hand corner? On line provided?

\_\_\_\_\_ **Transitions From Whole Class to Small Group Activities**

How do your students move in the classroom between large/whole class instruction to small group activities?

\_\_\_\_\_ **Transitions From Whole Class to Partner Work**

How do your students move in the classroom between large/whole class instruction to partner work?

\_\_\_\_\_ **Transitions From Whole Class to Independent Work**

How do your students move in the classroom between large/whole class instruction to independent work?

\_\_\_\_\_ **Working Independently**

What are the expected procedures, rules, and behaviors when completing independent work?

\_\_\_\_\_ **Partner Work**

What are the expected procedures, rules, and behaviors when completing partner work?

\_\_\_\_\_ **Working in Groups**

What are the expected procedures, rules, and behaviors when working in small groups?

\_\_\_\_\_ **Working at Centers/Stations?**

What are the expected procedures, rules, and behaviors when working in small groups?

\_\_\_\_\_ **Working in Large group/whole class**

What are the expected procedures, rules, and behaviors when working in large group/whole class?

\_\_\_\_\_ **Pencil Sharpening**

When will students sharpen pencils? How will they know when they can sharpen pencils?

\_\_\_\_\_ **Getting More Materials**

When and where may students get more materials (paper, scissors, books, etc.)?

\_\_\_\_\_ **Classroom Jobs**

Will you have classroom jobs? What jobs will you have? When and how will students perform jobs?

\_\_\_\_\_ **Scholastic Reader**

When can the students take test? How often can they take test? What computer will they use?

\_\_\_\_\_ **Agenda/Homework Assignments**

When and where will students write down their homework assignments? Will parents have to sign off on homework?

\_\_\_\_\_ **Lost and Found**

Where will lost or found items be put that are from the classroom?

\_\_\_\_\_ **Bathroom**

What will your bathroom procedure be? Will you go as a class? Have students sign out and in?

\_\_\_\_\_ **Answering Phone/Welcoming Visitors**

Who answers the phone? Do you want to have materials available to take a note? What do you or students do when a visitor arrives?

\_\_\_\_\_ **Individual Students Re-entry From Specialists, Nurse, Counselor, etc.**

What do students who come back to class reenter without disturbing others? Who do they ask to learn what they should do?

\_\_\_\_\_ **Correction Procedures (Safe Seat, Buddy Room, Office Referral, Incident Report)**

What do students do when corrected? What materials are needed? How will you teach? What do they do to leave? What behaviors do they need to display to reenter? Who, when and how will students discuss their behavior and what they need to do in the future?

\_\_\_\_\_ **Cell phones, IPODS, iPADS other Electronic Devices**

What are your expectations regarding the use of these devices in your classroom? Make sure that

your rules/routines are in alignment with school-wide policies.

**Dismissal Routines**

\_\_\_\_\_ **Backpacks**

When will students get their backpacks? How will they know they have everything they need for the night?

\_\_\_\_\_ **Homework**

How will you assign homework? What is your policy is it aligned with your grade level?

\_\_\_\_\_ **Leaving the Classroom**

Will students all leave at the same time? Will students have to tell you one thing they learned before they can leave? What will y our expectations and routine be?

\_\_\_\_\_ **Walkers and Car Riders**

How will you dismiss students to their pick up person? Do they need to tell you and point out the person? Where do they wait?

# Classroom Matrix

	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>	
<b>ENTERING CLASSROOM</b>				
<b>WHOLE CLASS INSTRUCTION</b>				
<b>GROUP WORK</b>				
<b>INDEPENDENT WORK</b>				
<b>TRANSITIONS</b>				
<b>LEAVING CLASSROOM</b>				
<b>EARLY FINISHERS</b>				

## Balboa's School Wide Matrix

This should be posted in all classrooms

# HOW TO BE A PRAISED BLAZER

BEHAVIOR EXPECTATIONS	CLASSROOM	PLAYGROUND	CAFETERIA	HALLWAY	BATHROOM
  <b>BE SAFE</b>	 Keep hands and feet to yourself.  Sit properly in your chair.	 Keep hands and feet to yourself.  Walk at all times.	 Sit with your own class at all times.  Eat your own food.	 Stay/walk with your group.  Walk single file.	 Use the restroom, wash your hands and exit quickly.
<b>BE RESPECTFUL</b>	Listen and follow the directions of all adults.  Only use kind words.	Share equipment and play only with grade level peers. Include everyone who wants to play.	Clean up your area.  Listen and follow the directions of all supervising adults.	Go straight to your destination.  Walk silently.	Respect other's privacy.  Clean up after yourself.
<b>BE RESPONSIBLE</b>	Complete and turn in all assignments on time.  Be prepared with all necessary materials.	Report problems to an adult in a timely manner. Take care of playground equipment.	Pick up any trash you see.  Finish your food.	Keep up with your class.	Report problems to an adult immediately.  Use bathroom supplies appropriately.

## PBIS Behavior Expectations and Documenting

- Document behavior when student has not responded to pre-corrects, redirection, or verbal warning after several attempts.
- ALL STAFF will correct inappropriate behavior of any student
- If a student corrects their behavior there is no reason to notify the office for minor behaviors
- If a student corrects their behavior recognize, praise ,give a Blaizer Praizer
- All minor/major offenses should be communicated to the student's homeroom teacher
- Take concrete action to correct behavior
- Be patient... ..Be consistent... ..behavior changes take time
- Every day starts with a clean slate
- Stay positive
- Correct students by linking correction back to the expectation of the PBIS matrix
- All staff needs to recognize and acknowledge children who are following the school-wide expectations.
- All staff needs to be ready to give out Blaizer Praizers to students in the classroom and throughout the campus.
- All staff needs to know the Behavior Flow Chart and be consistent with their responses.
- All staff needs to complete a "White Slip" (Minor Incident Referral) if a child's response to a problem behavior indicates the need.
- Teaching staff need to post the School-wide Expectations Matrix in their class and other areas that children often use.
- Teaching staff need to include PBIS lessons in their lesson plans
- All staff need to CELEBRATE successes as much as possible!



# Menu of Tier I Interventions for classroom-managed/minor problems

- ◆ Clearly define and post behavioral expectations/class rules
- ◆ Implement procedures for class routines
- ◆ Teach, interactively model, and/or role-play behavioral expectations and routines
- ◆ Pre-correct by providing descriptions of what the expected behavior will look like/sound like. “In two minutes we will break for lunch. I expect everyone to put their materials away, push in chairs, and quietly line up for lunch.” (later) “Who can remind me what we need to do to be ready for lunch?”
- ◆ Cue/prompt/remind/redirect Provide a pre-arranged/previously taught cue to remind specific students to engage in appropriate behavior
- ◆ Verbally remind children of expected behavior “Show me a safe and careful way to put the books away.”
- ◆ Verbally redirect children when behavior goes off track “Stop! Hands down!”
- ◆ Acknowledge/reinforce students when they engage in expected behaviors. “I see that you are reading quietly.”
  - ◆ Specifically explain how the behavior did not meet the stated/taught expectation. **“When you call out when others are talking you are not showing care for others because it makes it hard for you and others to listen and hear.”**
- ◆ Provide a warning Explain what consequences may occur. “If you continue to play with your eraser rather than do your work, you will need to finish your problems during choice time.”
- ◆ Respond to rule-breaking with logical consequences that enlist children’s cooperation and help them to learn from their mistakes.
- ◆ Behavior plan or contract See [interventioncentral.org](http://interventioncentral.org) for templates and ideas
- ◆ Check for student understanding of behavioral expectations
- ◆ Evaluate the student’s skill repertoire Determine whether the student has the necessary behavioral and academic skills to meet the expectation
- ◆ Provide a structured choice clearly offer a choice between two alternatives and state the consequence for each
- ◆ Evaluate environmental factors within the classroom (e.g., space, time, materials, interactions) that may contribute to misbehavior
- ◆ Use “Take a break” to teach students to refocus and return to successful participation in classroom activities after breaking a rule or making a mistake
- ◆ Student to student conflict resolution Take care of the problem at hand fairly and with minimal disruption to classroom functioning and for children to independently resolve conflicts in a fair and acceptable manner to both parties



# "Bee" a Scholar, follow the 3 B's. Blazer Expectations



Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Be Safe:

1. Keep hands and feet to self.
2. Sit safely in your chair.
3. Walk/run in designated areas.
4. Sit with your own class.
5. Eat your own food.
6. Stay in designated area.
7. Use restroom, wash hands, exit quickly

Discipline slip number:

<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>

Detention date assigned for:

## Be Respectful:

1. Listen and follow directions of all adults.
2. Only use kind words and actions.
3. Share equipment with grade level peers.
4. Walk silently.
5. Respect other's privacy.
6. Respect other's property.

\_\_\_\_\_

## Be Responsible:

1. Complete all assignments on time.
2. Be prepared with all necessary materials.
3. Report problems to adults in a timely manner.
4. Take care of playground equipment.
5. Clean up after yourself.
6. Use supplies appropriately.
7. Go to the bathroom when appropriate.
8. Take responsibility for your actions.
9. Exhibit self-control.

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Bench Log:

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M. Recess					
P.M. Recess					

\_\_\_\_\_  
Signature of Staff Member completing form

\_\_\_\_\_  
Signature of Parent

# Balboa Elementary

## PBIS Reward System

Our goal for the program is to have every staff member distribute a minimum of 25 tickets per week. Please keep your tickets on you as you move throughout the school.

Give 5 positive recognitions for every negative. Start recognizing and reinforcing the kids who are meeting behavior expectations.

As you distribute a Blazer Praisers please remember to thank the student for the specific behavior they are doing correctly based on one of our expectations.

*“Thank you for being safe by walking single file in the hallway.”*

*“Thank you for being respectful by walking silently in the hallway.”*

*“Thank you for being responsible in the hallway by staying with your class.”*

When a student earns a ticket they put their name and their teacher’s name on the back and place it in the classroom ticket container.

Students will be working toward earning at least 5 tickets per week.

### **Weekly Rewards –**

- Friday afternoons please conduct classroom drawings from your classroom container.
- Make a ceremony out of the drawing recognizing the positive behavior students have shown.
- Randomly draw 3 tickets and let the students choose from your prize box. (We will provide you with a prize box and a bag of prizes for each trimester)
- Once you’ve drawn your Friday names, please bring all of your weekly tickets to the grade level bins located in the office for the Monday drawings by admin.
- Drawings will be held every Monday from the grade level bins by admin and the winners (3 per grade level) will be announced over the intercom.
- Students should be sent down to the office at a convenient moment in your day to claim their reward

### **Schoolwide Monthly Rewards –**

- Admin will announce 3 winners per grade level over the intercom the morning of our monthly award ceremony.
- Students should be sent down to the office at a convenient moment in your day to claim their special reward and recognition.

### **Schoolwide Trimester Rewards –**

- Admin will announce several winners per grade level over the intercom at the end of the first trimester for a special event.
- Specific details will follow.

### **Schoolwide Random Rewards –**

- At random times in the year a specific area of need related to our expectations will be checked.
- An announcement will be made school wide over the intercom stating which area was checked.
- If the check met expectations, a reward will be announced for the entire student body.
- If expectations were not met, an announcement will be made explaining why it was not met.

## PBIS Home Matrix

	<b>morning</b> 	<b>meal times</b> 	<b>homework</b> 	<b>free time/ play</b> 	<b>bedtime</b> 
<b>Be Respectful</b>	use a quiet voice until others are awake  use kind words- say "good morning"  follow directions the first time	use manners- say "please" and "thank you"  chew with mouth closed  take turns listening and talking  try new foods	work quietly  ask for help (if needed)	include others  share and take turns	use a quiet voice at nighttime  use kind words- say "good night"
<b>Be Responsible</b>	get up on time  brush teeth  get dressed  make bed  get materials ready for school	wash hands  clean up dishes after eating  keep food on the table	fill out assignment book  finish all of your homework  pack up backpack for the next day	take care of belongings (toys, games, etc.)  turn off electronics when finished  clean up when you are finished playing	put on pajamas  wash up and brush teeth  use bathroom  go to bed on time
<b>Be Safe</b>	stay indoors/in room  put shoes & clothes away	stay in your seat  keep chair legs on the floor  use utensils properly	stay in designated homework spot  clean up materials when finished  hang up backpack	use toys as intended  keep hands and body to self  tell an adult where you are playing	stay indoors/in room  put shoes and clothes away  calm body in bed



**PBIS**  
**Lesson**  
**Plans**