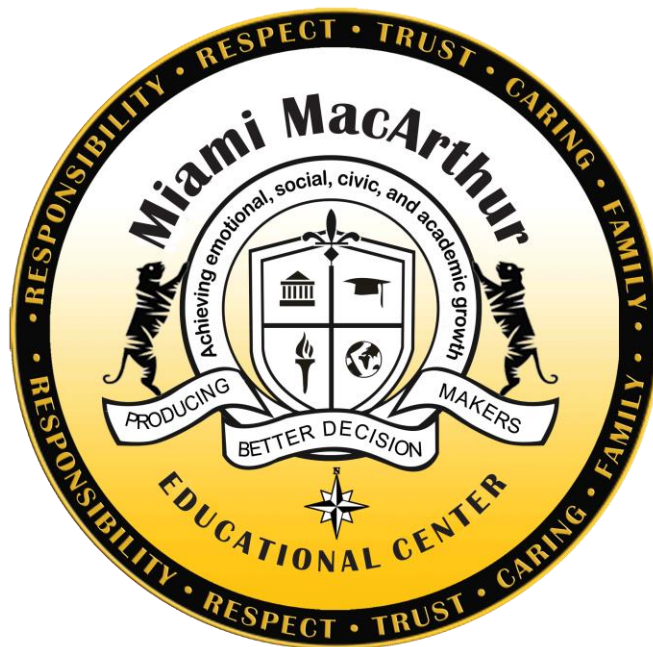


Miami MacArthur Educational Center

Positive Behavior Intervention and Support (PBIS)

2018-2019



Faculty and Staff Manual

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Positive Behavior Intervention Support Program

Overview

PBIS is an approach to behavior on a school-wide level, in a specific setting. PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. The PBIS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

On a school-wide level, PBIS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families.

PBIS provides a positive and effective alternative to the traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBIS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary option.

Critical Elements of PBIS at Miami MacArthur Educational Center

- Teaching students the School Wide Expectations.
- Rewarding students when they meet behavior expectations by giving students earned classroom points.
- Appropriate use of PBIS Tiger Bucks and used as a tool to achieve desired behaviors.
- Consistency in our classroom processes and procedures.
- Following discipline procedures and behavior flow chart.
- Use of data to identify problems and make intervention decision.

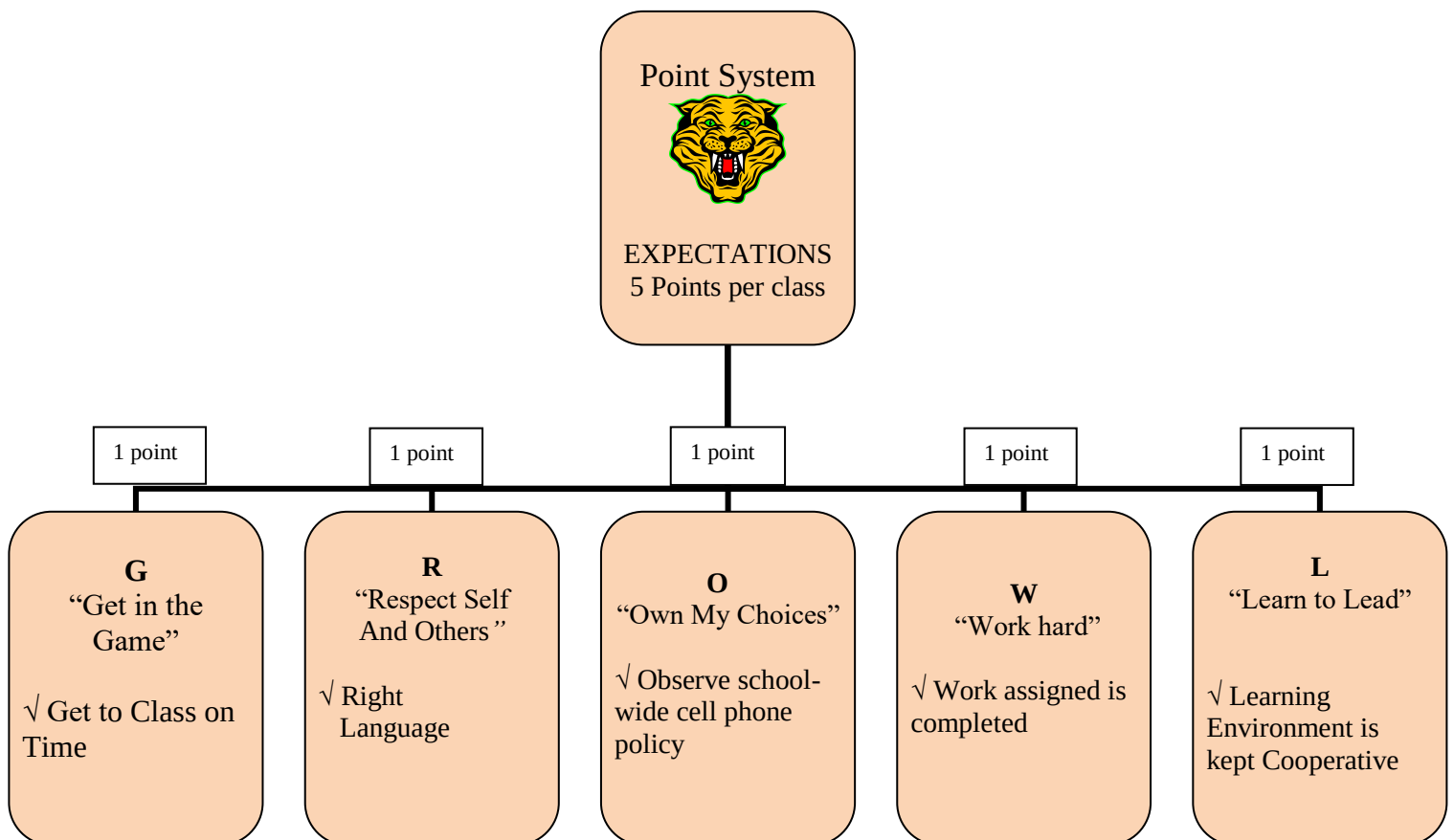
School Wide Behavior Expectations

Tigers “G.R.O.W.L”!

G: Get in the Game **R:** Respect **O:** Own your Choices **W:** Work Hard **L:** Learn to Lead

Our School Wide PBIS program focuses on the positive! Students must earn 80% of the G.R.O.W.L. expectations each week to participate in the PBIS reward activity. Each acronym in G.R.O.W.L. holds the value of 1 point. However, for a student to earn that 1 point they must display expected behavior in each acronym. Here are a few important points:

- Begin each class by reviewing the G.R.O.W.L. expectations. This will reinforce their expected classroom expectations and behavior.
- It is very important to model the expectations in the classroom and recognize or praise students that are meeting the expectations.
- Record points on your Teacher’s Tally Sheet at the end of each period.



Miami MacArthur Educational Center - PBIS TALLY SHEET

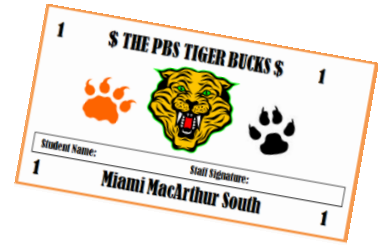
Teacher:	Week of	Period:
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For students to earn a point for each letter, the answer must be "YES" for each question in the GROWL acronym.

	Question 1	Points Allowed per each question
G	Did the student <u>G</u> et to class on time?	1
R	Did student use <u>R</u> ight language?	1
O	Did the student <u>O</u> bserve the cell phone policy?	1
W	Did the student complete <u>W</u> ork assigned for the day?	1
L	Did the keep the <u>L</u> earning environment free of disruptions?	1

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PBIS Tiger Bucks Tips



A PBIS strategy used to motivate and improve student behaviors

- Tiger Bucks should be used as a teaching tool for a desired behavior and demonstration of school-wide expectations.
- This year **teachers will receive 50 Tiger Bucks each 9-week period**. All other faculty and **staff will receive 20 Tiger Bucks each 9-week period**.
- Tiger Bucks can also be given intermittently, i.e., catch a student performing a good deed and award them with a Tiger Buck for doing so.
- The **student's name must be written on the Tiger Buck** when you give it to them. This helps to ensure that Bucks are NOT interchanged between students.
- **Your signature is required** on the buck to ensure authenticity.
- On Wednesday, students can use the bucks they earned to buy treats at our PBIS cart and store.
- Once awarded to a student, a Tiger Buck CANNOT be taken away.
- Students are responsible for keeping their own Tiger Bucks once they have earned them... Just like real money!

PBIS Student Committee

The PBIS Student Committee is comprised of 2-3 students that are selected by meeting all exiting requirement of Miami MacArthur; however, are not necessarily leaving our school for a period of time. They must have high academic achievement, good attendance, no more than 2 behavioral referrals and consistently make their PBIS points. The PBIS student members are responsible for teaching the G.R.O.W.L expectations to new students, demonstrating expectations and being a role model student. They also assist with the set-up and clean-up of PBIS activities and make announcement over the PA system regarding PBIS. Student Committee members sign a contract to meet all requirements and failure to acquire their own PBIS points for 2 consecutive weeks are removed from the committee.

PBIS Top 20 Winners

During each grading period, PBIS points are collected and recorded weekly. The top 20 students with the highest cumulative PBIS points for the 9 weeks' period will have an additional activity as shown on the PBIS calendar during the last week of the grading period. The bonus activity rewards students for participating in our PBIS Program and students are encouraged to turn in point sheets regardless whether they met the minimum required points for the weekly activity since all points count towards the cumulative points as a top 20 winners. Activities can be a Luncheon, or even a surprise Fieldtrip. Students and teachers will be of the scheduled event with the names of students that will participate.

Proven Effective Classroom Practices

Provide advance organizers/pre-corrections. Pre-corrections function as *reminders* by providing students with opportunities to practice or be prompted about expected behavior before they enter situations in which displays of problem behaviors are likely (Colvin, Sugai, Patching, 1993). For example, a teacher states the following: "remember, before you go to homeroom collect all your materials, put your work on my desk and quietly line up," or "what are your responsibilities before you go to home room?"

Keep students engaged. During teacher instruction, students go "off-task" because (a) the instructional activities do not maintain student attention, (b) insufficient positive reinforcement is being provided, or (c) students access positive reinforcement from other activities or individuals. The teacher's task is to maximize academic engagement and success for all students in order to support appropriate behavior and to compete with factors that encourage problem behavior (e.g., peer or teacher attention, task avoidance or escape).

Provide a positive focus. To promote desired student behavior, teachers should communicate high and positive expectations, have more positive than negative interactions (e.g., four positive engagements for each negative interaction), catch problem behavior before it escalates or becomes more severe, provide high rates of positive reinforcement, etc.

Consistently enforce school/class rules. If all students are expected to engage in appropriate behavior, rule definitions, positive reinforcement, rule violation consequences, etc. should be the same for all students at all times.

Correct rule violations and social behavior errors proactively. The application of error correction strategies should be conducted in a "business-like" manner, and attention for the problem behavior should be minimized. For low frequency and intensity rule violations, teachers should provide a brief signal that an error has occurred; indicate what the desired behavior should have been, and follow-up with the established consequence. Error correction strategies will be more effective if students first are taught what acceptable and unacceptable behaviors look like and what consequences are likely to follow each. For chronic rule violations, strategies should be established to pre-empt future occurrences of the problem behavior and to increase the probability that the desired or expected behavior is likely to occur.

Teach and plan for smooth transitions. Teachers should never assume students would know what behaviors are expected during transitions. Successful transitions are associated with (a) teaching clear expectations for student behavior, (b) establishing clear expectations for staff behavior during transitions, (c) preplanning transition implementation, (d) following transition routines consistently, and (e) providing regular and frequent acknowledgements for successful transitions.

Classroom Interventions

Clarification – Clarification is used as an initial intervention when, undesirable behaviors first occur, when student needs to be reminded of expectations, or when teacher is not sure of cause of misbehavior. Clarification interventions should be brief, concise, and not reflect emotions or judgment. Clarification interventions should be used only once for each occurrence; this prevents “preaching” and communicates to student the need for a meaningful response (if response is not meaningful – more restrictive interventions will be used).

Reinforcement of Others – The use of praise or earned rewards to reinforce the appropriate behaviors of other students in the classroom will often cue the misbehaving student of the teacher’s expectations. It is important that the targeted students do not view that you are punishing them at this time but helping to cue them into their behavior. Reinforcement should be made available to the targeted student when they are displaying the desired behavior.

Proximity Control – This intervention involves the teacher/paraprofessionals moving closer to the misbehaving student. Often the teacher’s proximity to the student is enough to stop the behavior.

Signal Interference – These are non-verbal techniques such as eye-contact, hand gestures, facial frowns, and body posture which communicate information to the student.

Redirection – Distract the student, change the focus of the activity the child is currently engaged in, especially effective with younger and/or developmentally delayed students, although appropriate for all (i.e. “help me out; go get me the red pen off the desk”)

Premack Principle (Grandma’s Law) – You work before you play. “As soon as you _____ you can _____” (i.e. beat the timer; give yourself 5 earned points as soon as you do 2 problems; you may have this M&M as soon as you finish the first row)

Planned Ignoring – Sometimes it is wise for the teacher to ignore a student’s behavior, assuming that it will not spread to others and that the student will soon discontinue it and return his/her attention to learning

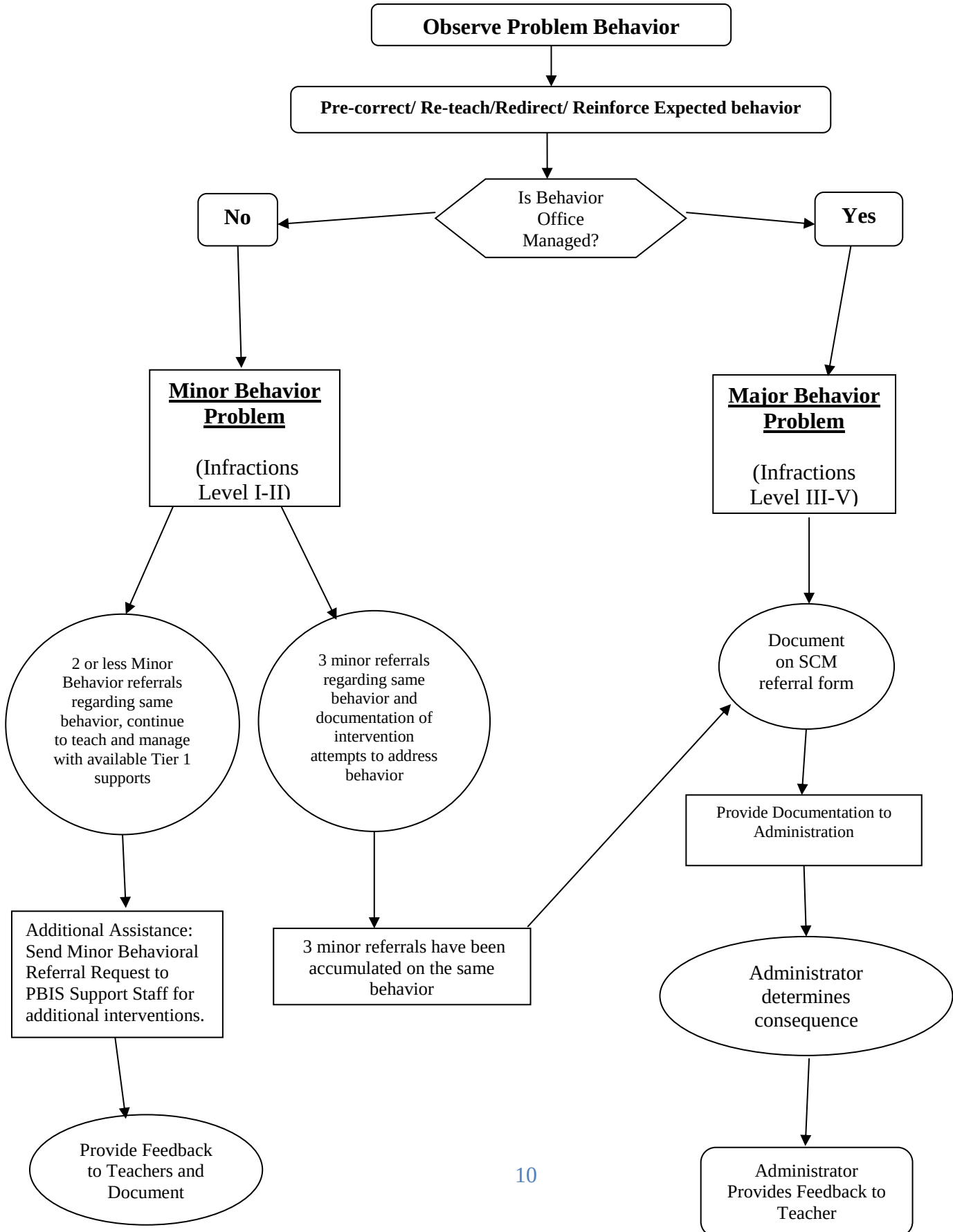
Interest Boosting- If the student’s interest in an activity is waning; it is sometimes helpful for the teacher to show interest in the student’s assignment. This often results in helping the student to mobilize his efforts in an attempt to please the teacher.

Curricular Modifications – Important first step when students are exhibiting behaviors resulting from frustration with the curriculum.

Examples: shortened assignments, break large tasks into segments, provide a different medium for doing the same lesson, provide a peer tutor, give 1-on-1 assistance, restate or rephrase directions



Miami MacArthur Educational Center Behavior Flow Chart



Student Code of Conduct
Levels of Behavior Infractions

LEVEL I

Disruptive Behaviors

- Unauthorized location
- Confrontation with another student
- Cutting class
- Misrepresentation
- Disruptive behavior
- Failure to comply with class and/or school rules
- Possession of items or materials that are inappropriate for an educational setting
- Inappropriate public display of affection
- Repeated use of profane or crude language
- Unauthorized use of electronic devices
- Violation of dress

LEVEL II

Seriously Disruptive Behaviors

- Cheating
- Confrontation with a staff member
- Defiance of school personnel
- Distribution of items or materials that are inappropriate for an educational setting
- Failure to comply with previously prescribed corrective strategies
- False accusation
- Fighting (minor)
- Harassment (non-sexual or isolated)
- Instigative behavior
- Leaving school grounds without permission
- Joining clubs or groups not approved by the School Board
- Libel
- Petty theft (under \$300.00)
- Use of profane or provocative language directed at someone
- Prohibited sales on school grounds (other than controlled substances)
- Possession of and/or use of tobacco products or smoking devices. (See Glossary)
- Slander
- Vandalism (minor)

LEVEL III

Offensive/Harmful Behaviors

- Assault/Threat against a non-staff member
- Breaking and Entering/Burglary
- Bullying (repeated harassment)
- Disruption on campus/Disorderly conduct
- Fighting (serious)
- Harassment (Civil Rights)
- Hazing (misdemeanor)
- Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering (
- Possession of simulated weapons
- Sexting
- Sexual harassment
- Vandalism (maior)

LEVEL IV

Dangerous or Violent Behaviors

- Battery against a non-staff member
- Grand theft (over \$300.00)
- Hate crime
- Hazing (felony)
- Motor vehicle theft
- Other major crimes/incidents
- Intent to sell and/or distribute alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Sale and/or distribution of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Sexting (2)
- Sex offenses (other) (including possession and/or distribution of obscene or lewd materials)

LEVEL V

Most Serious, Dangerous or Violent Behaviors

- Aggravated assault
- Aggravated battery against a non-staff member
- Armed robbery
- Arson
- Assault/Threat against M-DCPS employees or persons conducting official business
- Battery or Aggravated battery against M-DCPS employees or persons conducting official business
- Homicide
- Kidnapping/Abduction
- Making a false report/threat against the school
- Sexual battery
- Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons.

Miami MacArthur Educational Center

Minor Behavior Problems Documentation Form

Student Name _____ ID# _____ Grade _____ Date _____ Time _____

Referred by _____

Behavior Problem (Please check one):			
☐ Inappropriate Language	☐ Disruption	☐ Tardiness	☐ Cutting Class
☐ Lying/Cheating	☐ Property Misuse	☐ Defiance/Disrespect	☐ Technology
☐ Forgery	☐ Harassment/ Teasing	☐ Unprepared for Class	☐ Electronic
☐ Minor physical contact	☐ Dress Code	☐ Absences	

Comments/Narrative:

Incident Location (Check one)		Teacher's Intervention (Check one)
☐ Classroom ☐ Library ☐ Hallway ☐ Office ☐ Restroom ☐ Cafeteria ☐ Parking Lot ☐ Common Area ☐ On Bus # ____ ☐ Field Trip/Assembly ☐ Other	☐ Phone Parent ☐ Student conference ☐ Loss of privileges ☐ Cool down/break ☐ Redirected ☐ Seat Change ☐ Sent to room ____ ☐ Re-teach Expectation/Rules ☐ Apology ☐ Other	
Possible Motivation (Check one)		Other Involved (check one)
To Get ☐ Peer Attention ☐ Adult Attention ☐ Item or Activity ☐ Sensory	To Avoid ☐ Peer Attention ☐ Adult Attention ☐ Item or Activity ☐ Sensory	☐ None ☐ Peer(s) ☐ Teacher ☐ Staff

Parent _____ Phone Number: _____ Date: _____ Time: _____

Counselor Comments:

Signature _____

Resources

http://flPBIS.fmhi.usf.edu/resources_schoolwide.cfm

<http://www.pbisworld.com/tier-1/>

<http://www.florida-rti.org/>

<http://www.flrtib.org/index.html>

<http://ehandbooks.dadeschools.net/policies>