

School-Wide Positive Behavior Interventions and Supports



Cambria Heights Elementary School
SOAR to New Heights

Opening Thoughts

“If a child doesn’t know how to read, *we teach.*”

“If a child doesn’t know how to swim, *we teach.*”

“If a child doesn’t know how to multiply, *we teach.*”

“If a child doesn’t know how to drive, *we teach.*”

“If a child doesn’t know how to behave, *we... ?*

Why can’t we finish the last sentence as automatically
as we do the others?

(John Herner, NASDE President, 1998)

The Challenge

- ▶ Students with the most challenging behaviors in school need pro-active, comprehensive, and consistent systems of support.
- ▶ School-wide discipline systems are typically unclear and inconsistently implemented.
- ▶ Educators may not be provided with the necessary training and specialized skills to address severe problem behavior.
- ▶ Traditional discipline systems
 - ▶ Reinforce positive behavior infrequently,
 - ▶ Expect that students know, or should know, how to behave, and
 - ▶ Utilize ***punishment*** to control behavior.

Punishment may work...temporarily...

- ▶ It removes the student from problem situation.
- ▶ It provides relief to school staff.
- ▶ It alerts parents to the problem.

BUT

Office referrals, suspensions and expulsion from school have unintentional side effects:

- ▶ It may exacerbate academic deterioration.
- ▶ With no educational alternative, alienation, delinquency, crime, and substance abuse may ensue.

What is the solution to this problem?

- ▶ *PBIS is defined as a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students.*

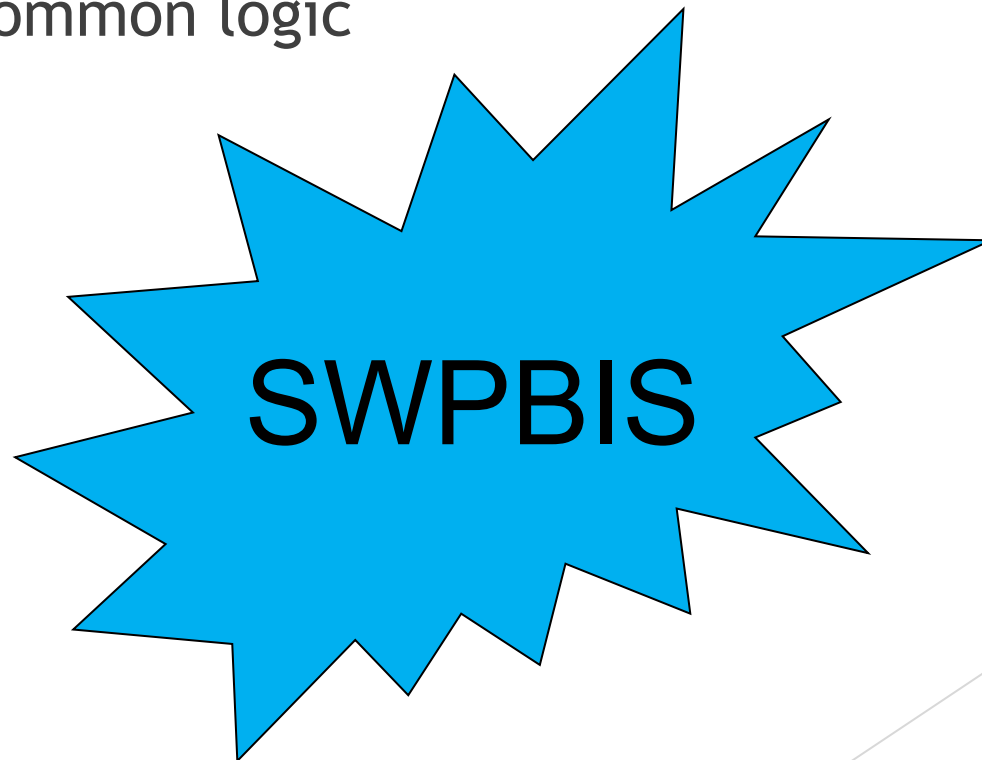
(Sugai et al., 2000)

School-Wide Positive Behavior Interventions and Support

- Expectations for student behavior are defined by a building-based team with all staff input.
- Effective behavioral support is implemented consistently by staff and administration.
- Appropriate student behavior is taught.
- Positive behaviors are publicly acknowledged.
- Problem behaviors have clear consequences.
- Student behavior is monitored and staff receive regular feedback.
- Effective Behavioral Support strategies are implemented at the school-wide, specific setting, classroom, and individual student level.
- Effective behavioral support strategies are designed to meet the needs of all students.

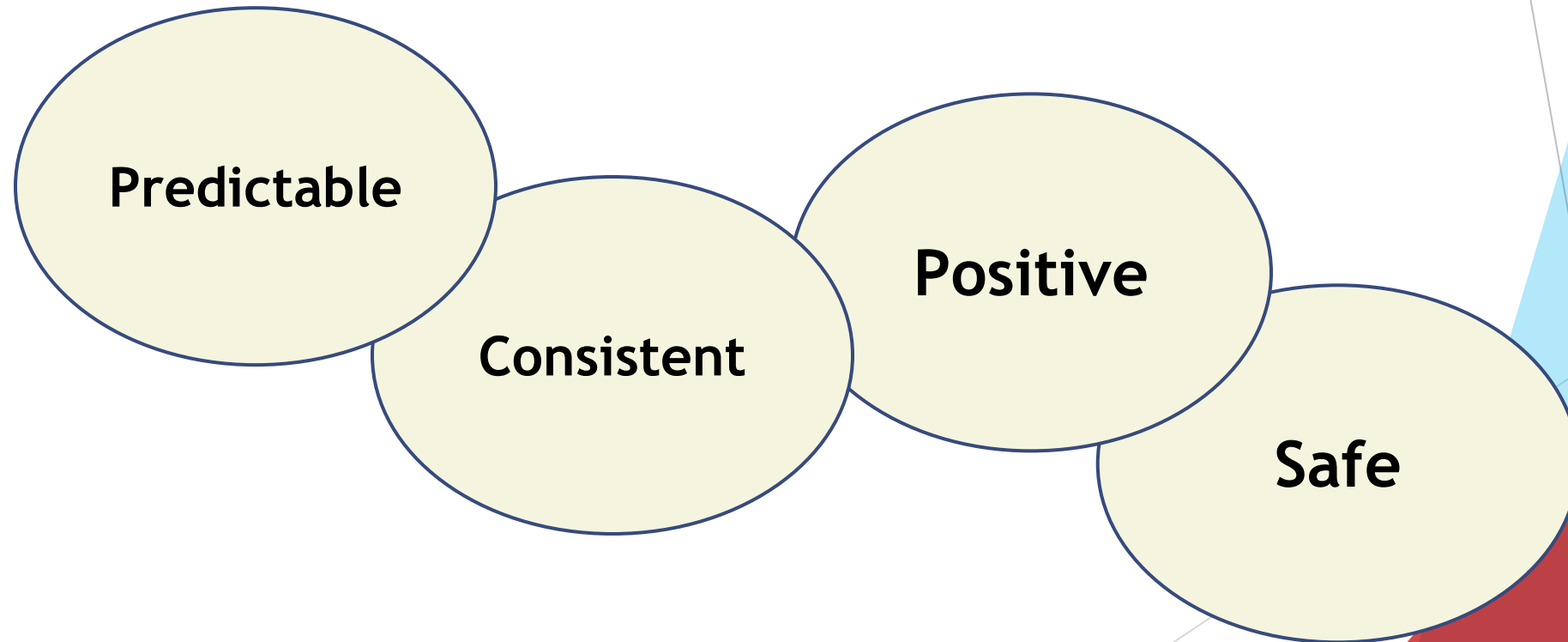
School-Wide Positive Behavior Interventions and Support

- ▶ Framework to anchor all school improvement initiatives
- ▶ Common language, common logic



Purpose of SWPBIS

- ▶ The fundamental purpose of SWPBIS is to make schools more effective learning environments.



WHAT SWPBIS IS *NOT*!

Not a specific practice or curriculum...it's a general approach to preventing problem behavior and encouraging pro-social behavior

Not limited to any particular group of students...it's for all students

Not a replacement for discipline

What's in it for me?

- ▶ Increased quality instructional time
- ▶ Less time spent setting limits
- ▶ Better school climate
- ▶ Ownership of school-wide system
- ▶ Use of data for decision-making
- ▶ Efficient use of resources and time
- ▶ Community of practice



Pennsylvania Positive Behavior Supports (PAPBS) SWPBIS Outcome Data

Schools in PA implementing SWPBIS reported general trends of:

- ▶ Increases in protective factors and decreases in risk factors on the School Safety Survey
- ▶ Decreases in out-of-school suspensions and expulsions
- ▶ Increases in the number of students scoring Proficient or Advanced on the PSSA (Cohort 1 PBIS school compared to state averages)
- ▶ As few as 0 or 1 office discipline referrals per school year for 90% of students
- ▶ Decreases in out-of-school placements for elementary and secondary students

From PAPBS Executive Summary www.papbs.org



- ▶ The Cambria Heights Elementary School SWPBIS program is called [SOAR to New Heights](#).
- ▶ A SOAR Link has been added to the district website under the Quick Links section. In it, you will find information related to the S.O.A.R. program.

Prevention and Positive School Climate

- ▶ Focus on school-wide prevention of misbehavior, reinforcement of appropriate behavior, and building a positive school climate
 - ▶ Teaching school-wide SOAR rules and expectations
 - ▶ School-wide lessons
 - ▶ Frequent Acknowledgement of appropriate behavior
 - ▶ Tartan Tickets tickets
 - ▶ Frequent, specific praise
 - ▶ Tartan ticket exchange for weekly/monthly/quarterly rewards

What is S.O.A.R.?

- ▶ Show Kindness
- ▶ Own Your Choices
- ▶ Act Responsibly
- ▶ Respect Yourself & Others

Matrix

SOAR TO NEW HEIGHTS	Classroom	Bus	Cafeteria	Hallway / Stairs	Bathroom	Recess	Community
Show Kindness	Positive Comments Only Accept Others Tolerate Differences	Share Your Seat Be Careful Of Others Property Greet Others (Hi, Goodbye)	Be Welcoming to All Classmates	Smile Acknowledge others Be aware of personal space	Wait your turn	Include all students Leave environment better than it was	Smile Leave environment better than it was Keep it Positive (sportsmanship)
Own Your Choices	Tell the Truth Admit Your Mistakes	Tell the Truth Admit Your Mistakes	Tell the Truth Admit Your Mistakes	Tell the Truth Admit Your Mistakes	Tell the Truth Admit Your Mistakes	Tell the Truth Admit Your Mistakes	Tell the Truth Admit Your Mistakes
Act Responsibly	Be Prepared Be On time Follow Directions Do Your Best EVERYDAY	Keep your Area Clean Sit in Your Seat While the Bus is Moving	Keep Area Clean Stay In Your Seat and Feet Under The Table Remember Your Lunch Choice Use Inside Voice	Straight Line Stay with Your Class Hands to Your Side Maintain Speed Use a whisper voice One Step At Time	Go, Flush, Wash, Leave I	Clean up equipment when whistle is blown Use equipment appropriately Stay in assigned areas Listen for your Teacher	Attend School Daily Stay in assigned area Listen to adults Follow situation rules Stay with buddy
Respect Yourself and Others	Raise Your Hand Display Positive Body Language Wait Your Turn Comply with Teacher Directive Treat School Property with Care	Listen to the Bus Driver Use a quiet voice Use Appropriate Language Keep Your Arms and Legs to Yourself	Use Manners Eat Your Own Lunch Look and Listen, to the Person Talking to You	Use a whisper voice Hands to Your Sides Look only Keep Lockers Neat Move to Side to tie shoe	Flush Privacy of Others Place trash in garbage can Keep area clean	Be aware of others' space Keep your Hands and Feet to Yourself	Use Manners Wait your turn Follow Directives Use correct tone /volume of voice

Lesson Plans

- ▶ There are six behavioral lessons for the SOAR To New Heights Program.
 - ▶ Lessons will be taught within the first 2 weeks of school.
 - ▶ Teachers will teach most of the pre-planned lessons.
 - ▶ Lunch duty monitors will teach the cafeteria lessons.
 - ▶ Bus lessons will be taught on each student's assigned buses at 2:10 on the first day of school. Each teacher will be assigned a bus to assist the driver in teaching the lessons.
 - ▶ Lessons can take as long or short as you would like.
 - ▶ Additional activities, crafts, worksheets, projects, etc. may be added according to each teacher's creative preference.

Lesson Plan Schedule

SOAR in the Cafeteria

- ★ Thursday, August 27 & Friday, August 28
- ★ All grades, teachers will teach the lesson before lunch on the first day of school

SOAR at Recess

- ★ Thursday, August 27 & Friday, August 28
- ★ All grades, Classroom teachers, teach in classroom before recess & again on the playground

SOAR on the Bus

- ★ Thursday, August 27 @ 2:10
- ★ Students will be dismissed via the PA System starting at 1:50
- ★ Students will line up outside of the bus to start
- ★ All grades, Bus Drivers and assigned teachers will teach lesson together on the bus
- ★ Bus Duty Monitors and drivers will review the bus rules throughout the year

SOAR on the Bus
Teacher Assignments
Thursday, August 22
2:20-2:45pm

All Vans and Cars: Mrs. Frydrych, Mrs. Dalby, and New Hire

Bus 5: Mr. Strasser & Mrs. Petre

Bus 11: Mrs. Holtz & Mr. Brown & Julie Ludwig

Bus 25: Mrs. McGinnis & Mrs. Orr & John Strittmatter

Bus 27: Mrs. O'Hara & Mrs. Mock & Ms. Thomas

Bus 20: Mrs. Cence & Mrs. Nagel & Mrs. Angelo

Bus 1: Mrs. Pearce & Ms. Lane & Mrs. A. Hite

Bus 6: Mrs. Ford & Ms. Fox & Ms. Wharton

Buss 22: Mrs. Kochinsky & Ms. Jackie & Mrs. Mulligan

Bus 15: Mr. Neff & Mrs. D. Bender & Mr. Thomas

Bus 24: Mrs. Farabaugh & Ms. Anna & Mrs. Kemerer

Bus 21: Mrs. Krug & Mr. Sowers & Mrs. Stanek

Bus 3: Mrs. Paronish & Mr. Jenkins & Mrs. Hoover

Bus 18: Mrs. S. Bender & Mr. Cence & Mrs. Hritz

Bus 17: Ms. Smith & Mrs. Malloy & Mrs. Wargo

Para-educators will monitor hallways and stairwells from 1:50-2:35.

****Teachers will escort all Learning Lamp students and Walkers back to the building at 2:35.****

Lesson Plan Schedule

SOAR in the Hallway

- ★ Thursday, August 22- Tuesday, August 27
- ★ All grades, Classroom teachers, teach in classroom
- ★ Teachers will review lesson every time the students prepare to go in the hallway all 4 days

SOAR in the Classroom


- ★ Thursday, August 22 – Friday, August 30
- ★ All grades, Classroom teachers, teach in classroom throughout the first 7 days

SOAR in the Bathroom

- ★ Thursday, August 22 & Friday, August 23
- ★ All grades, Classroom teachers, teach in class before using bathroom
- ★ Teachers will review the bathroom lesson each time before students use the bathroom

Student Acknowledgments

- ▶ Tartan Tickets are the tokens that will be used to acknowledge students for demonstrating SOAR behaviors (from Matrix).
- ▶ When giving a ticket--
 - ▶ Tell the student what he/she did to earn the point (specific verbal praise)
- ▶ Aim to distribute 20 Tartan Tickets per week for the first several weeks of school.
- ▶ You will be given some Tartan tickets to get started. An electronic copy of the Tartan Tickets will be emailed to you in order for you to make more tickets throughout the year. Be mindful of the color paper you should use for your Tartan Tickets.
- ▶ Turn on your TV at 8:00am on Monday, August 26 to have students learn about the Tartan Tickets' purpose.
- ▶ Tartan Tickets may start being distributed for SOAR behaviors after the Tartan Ticket announcement is over on Monday, August 26.

TARTAN TICKET	
S.O.A.R. TO NEW HEIGHTS	
@ CAMBRIA HEIGHTS ELEMENTARY	
<ul style="list-style-type: none">• Show Kindness• Own Your Choices• Act Responsibly• Respect Yourself and Others	
Student Name: _____	
Staff Name: _____	

Student Acknowledgements, cont.

- ▶ Students can turn in tickets for either a weekly, monthly, or quarterly prize.
- ▶ Weekly prize=Variety of choices, popsicles, prize box choice (small items, homework passes, other coupons), etc.
- ▶ Monthly prize: Different prize each month such as lunch outside, extra recess, etc.
- ▶ Quarterly Prize: Dance Parties, Highlander Walk, Special Activities, Crafts, etc.
- ▶ One or more Tartan Tickets will be selected for larger rewards periodically.
- ▶ Examples of Incentives



Tartan Ticket Store

- ▶ The Tartan Ticket School Store will be open starting Monday, September 8th.
- ▶ The Tartan Ticket hours will be from 7:30-8:10am for grades 1-5 & 2:10-2:30 for Kindergarten.
- ▶ Each grade level is assigned a day that they can visit the Tartan Ticket store.
- ▶ Students may not switch days even if they were absent for their “shopping” day.
- ▶ Fifth Grade & Kindergarten (2:10-2:30): Day A
- ▶ Fourth Grade: Day B
- ▶ Third Grade: Day C
- ▶ Second Grade: Day D
- ▶ First Grade & PreK: Day E

Acknowledgment Plan

- ▶ The first marking period has been planned in advance. The rest of the year will be planned as the team sees what works best.
- ▶ Students will give their ideas about what incentives and activities they would like best using a survey that teachers will complete with the class during the first or second week of school.
- ▶ Students can save Tartan Tickets to use later.
- ▶ Teachers can incorporate the program into any existing behavior management system so that SOAR Program complements, rather than replaces, your classroom management program.
- ▶ Teachers or grade levels can decide how they want to help their homeroom students keep track of their Tartan Tickets (clips, plastic baggie, envelopes, box, etc.). Tickets will not be replaced if lost. (Act Responsibly)

Effective Praise

- ▶ In addition to giving tickets, teachers should aim to provide specific praise.
- ▶ The ideal ratio of praise statements to negative statements is 4:1 or higher. Research suggests that teachers who provide this level of praise have significantly fewer behavior problems than teachers who provide less praise.
- ▶ Praise should be specific, such as
 - ▶ “I like how you raised your hand to answer a question.”
 - ▶ “Thank you for cleaning up after yourself.”
- ▶ General praise, such as “Nice job!” or “Good work!” is still positive, but should be used less often than specific praise.
- ▶ *Can you apply this to your own life with adults?*

Adult Acknowledgements

- ▶ Staff members will also have an opportunity to receive rewards for participating in the SOAR To New Heights program.
- ▶ Staff members can be acknowledged by students and staff with a Staff Tartan Ticket that will be read over the announcements and displayed on the walls.
- ▶ Monthly, a teacher's name will be pulled from the Tartan Tickets that are turned into the office. The more you acknowledge students, the better chance you have to win!
 - ▶ Teachers could win a chance to choose a “Principal Takes Over Your Lesson”, “Leave 15 Minutes Early” chance, a special lunch, gift card, or other reward item.

Intervention and Discipline

- ▶ Traditional discipline techniques are only implemented
 - ▶ After instruction in positive behavior and expectations
 - ▶ After minor misbehavior (on-site-managed) is managed in the classroom at least three times
 - ▶ For major misbehavior (office-managed)
- ▶ Behavior management guidance
 - ▶ On-Site-Managed vs. Office-Managed behaviors and definitions
 - ▶ Flow chart with suggested interventions
 - ▶ Minor infraction form
 - ▶ Office Discipline Referral form

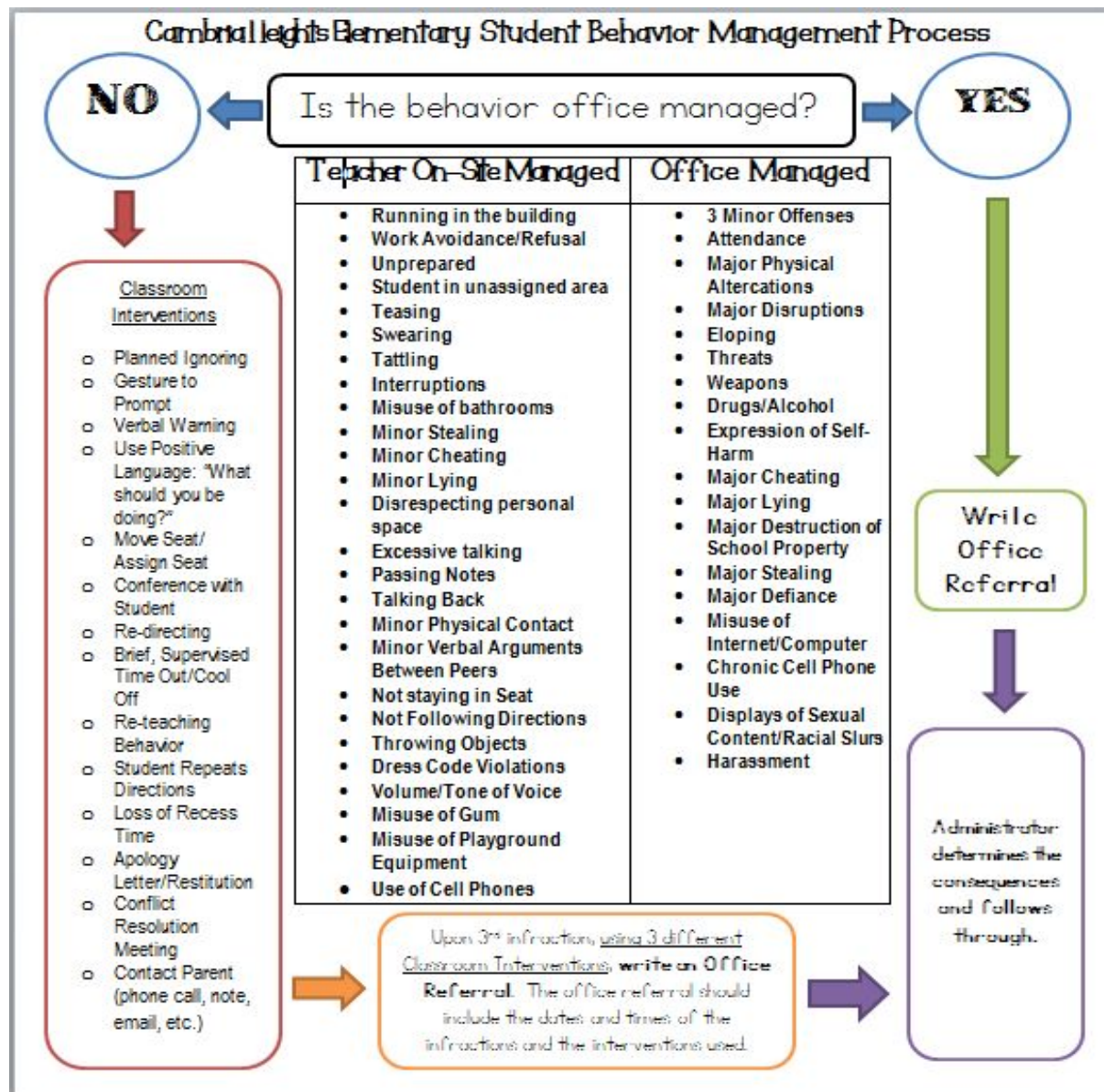
On-Site Managed vs. Office Managed Behaviors

Teacher On-Site Managed	Office Managed
<ul style="list-style-type: none">• Running in the building• Work Avoidance/Refusal• Unprepared• Student in unassigned area• Teasing• Swearing• Tattling• Interruptions• Misuse of bathrooms• Minor Stealing• Minor Cheating• Minor Lying• Disrespecting personal space• Excessive talking• Passing Notes• Talking Back• Minor Physical Contact• Minor Verbal Arguments Between Peers• Not staying in Seat• Not Following Directions• Throwing Objects• Dress Code Violations• Volume/Tone of Voice• Misuse of Gum• Misuse of Playground Equipment• Use of Cell Phones	<ul style="list-style-type: none">• 3 Minor Offenses• Attendance• Major Physical Altercations• Major Disruptions• Eloping• Threats• Weapons• Drugs/Alcohol• Expression of Self-Harm• Major Cheating• Major Lying• Major Destruction of School Property• Major Stealing• Major Defiance• Misuse of Internet/Computer• Chronic Cell Phone Use• Displays of Sexual Content/Racial Slurs• Harassment

On-Site Managed and Office-Managed Behavior Definitions

See Behavior
Definition Table

Flow Chart



Minor Infraction Form

- ▶ Each teacher can find 20 forms in his or her binder. Feel free to make copies as needed. Full sheets are available in the Faculty Room.
- ▶ The minor infraction form should be sent to the office with any Office Discipline Referral Forms if the referral is for repeated on-site managed behaviors.



On-Site Managed Behaviors

Student Name: _____

Teacher: _____

Behavior #1: _____

Date & Time: _____

Intervention Used: _____

Behavior #2: _____

Date & Time: _____

Intervention Used: _____

Behavior #3: _____

Date & Time: _____

Intervention Used: _____

A parent contact should be made at least one time before referring to the office.

Teacher On-Site Managed Behaviors

- Running in the building
- Work Avoidance/Refusal
- Unprepared
- Student in unassigned area
- Teasing
- Swearing
- Tattling
- Interruptions
- Misuse of bathrooms
- Minor Stealing
- Minor Cheating
- Minor Lying
- Disrespecting personal space
- Excessive talking
- Passing Notes
- Talking Back
- Minor Physical Contact
- Minor Verbal Arguments Between Peers
- Not staying in Seat
- Not Following Directions
- Throwing Objects
- Dress Code Violations
- Volume/Tone of Voice
- Misuse of Gum
- Misuse of Playground Equipment
- Misuse of Cell Phone

Classroom Interventions

- Planned Ignoring
- Gesture to Prompt
- Verbal Warning
- Use Positive Language: "What should you be doing?"
- Move Seat/ Assign Seat
- Conference with Student
- Re-directing
- Brief, Supervised Time Out/Cool Off
- Re-teaching Behavior
- Student Repeats Directions
- Loss of Recess Time
- Apology Letter/Restitution
- Conflict Resolution Meeting
- Contact Parent (phone call, note, email, etc.)

An abstract graphic design featuring overlapping geometric shapes in shades of red, blue, and white. A thin black line extends from a small rectangular box on the left side.

<u>Administrative Action</u>	
___ Time in Office	
___ Student Conference	
___ Parent Conference: (Date: _____)	
___ Loss of Privilege _____	
___ Apology Letter	
___ Restitution	
___ Watch Behavior Video	
___ Write Behavior Reflection	
___ Assigned Bus Seat	
___ After-School Detention: (Date(s): _____)	
___ Bus Suspension: (Date(s): _____)	
___ In-School Learning Lab: (Date(s): _____)	
___ Out of School Suspension: (Date(s): _____)	
___ Alternative Placement	
___ Expulsion	
___ Other _____	

<u>Parental/Guardian Contact:</u>	<u>Notes:</u>
Name(s): _____	_____
Number(s): _____	_____
Comments: _____ _____ _____ _____	_____

S.O.A.R. TO NEW HEIGHTS

Analysis and Adjustment

- ▶ Discipline infractions will be analyzed monthly
 - ▶ Collection of specific data on each Office Discipline Referral (ODR)
 - ▶ Monthly SOAR data analysis team meetings
- ▶ Program will be adjusted based on data
 - ▶ Focus areas or problem areas may be discovered
 - ▶ Need for increases or decreases in ticket distribution
 - ▶ Changes in acknowledgments or incentives

Quiz

- ▶ What do students need to do to receive a Tartan Ticket?
- ▶ How many tickets should be distributed weekly?
- ▶ When will the lesson plans be taught?
- ▶ What should the adult do when issuing a Tartan Ticket?
- ▶ What does the O stand for in SOAR?
- ▶ Why is the ratio 4:1 significant?
- ▶ How many interventions should a teacher try (at a minimum) before sending a referral to the office for a teacher-managed behavior?

Any questions??