

Positive Behavioral Interventions and Supports PBIS



**Be Respectful
Be Responsible
Be Safe**

**Handbook
School District of Holmen**
Created on 6/25/2014

Table of Contents

Welcome	3
Vision and Mission	4
What is PBIS	5-6
School-Wide Systems for Student Success	7
A Systems Approach to School-Wide PBIS	8
Implementation Process	9-10
Building Team	9
Initial Implementation Stage	9
Full Implementation Stage	10
Sustainability	10
Six Key elements of PBIS	11
Emphasis of PBIS	11-15
Data	15
Practices	12-14
Tier 1 Universal Practices	
Discipline Practices	
Acknowledgements	
Systems	15
Internal Coach	
External Coach	
Building Administrator	
Building PBIS Team	
Fidelity Tools	16-18
SAS	16
TIC	17
TFI	18
Resources & Contacts	19
Preschool	20-24
Crisis Response Plan	22-23
Prairie View	22
Viking	25
Major Offenses	24
Elementary	25-26
Flow Chart	25
All-Levels	
T-Chart of Behaviors.....	27
District-Wide Behavior Definitions.....	28-30
Entering a Referral in EduClimber.....	31

Hello and welcome to the School District of Holmen. Our district vision is to educate every student to achieve global success. To do this, the district mission involves educating and inspiring students today and preparing them for tomorrow. We are committed to data driven decision making focusing on results in student learning, continuous improvement, visionary leadership and respectful behavior.

Putting the district mission into practice, we have adopted the Positive Behavioral Interventions and Supports (PBIS) framework in our district. PBIS is a proactive approach to establishing the behavioral supports and social culture that all students need to achieve social, emotional and academic success. PBIS is part of the Response to Intervention (RtI) model and applies a three-tiered system of supports and a problem-solving process to enhance the capacity of schools to effectively educate all students. With PBIS, we are able to gather student behavior data and make informed decisions on best practices in our schools.

We are dedicated to teaching students behavior expectations that will help them be successful in school and beyond. District wide, all schools have adopted three main behavior expectations: **Be Respectful, Be Responsible, Be Safe**. These school wide expectations are what governs and guides all students and staff in their actions and decision making. These expectations are taught throughout the school year, with each lesson focusing on different settings, scenarios and locations on the school campus.

With continuous improvements, together, we all can provide a learning environment that is welcoming, enjoyable and safe for all our students, staff, parents and volunteers. This handbook was put together as a reference guide to help you better understand the framework of PBIS, the systems put in place, the practices taking place and the behavioral data that is gathered to help inform the decision making process in your building.

If there are any questions, comments or concerns regarding PBIS, please contact:

Matt Meyers
Supervisor of Student Services
meymat@holmen.k12.wi.us
608.526.6610 Ext 1361

PBIS Vision Statement

“Expecting Positive Behavior for Student Success”

PBIS Mission Statement

“We hold high behavioral expectations for all by teaching, modeling, and practicing how to be safe, respectful, and responsible. Students’ successes will be acknowledged and celebrated.”

PBIS Values

Through PBIS, we value:

- *consistent and high expectations for behavior*
- *shared leadership*
- *a school environment that*
 - *is culturally responsive*
 - *is behaviorally inclusive, and*
 - *provides positive acknowledgements*

What Is PBIS?

Positive Behavioral Intervention and Supports (PBIS) is a systemic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model.

PBIS applies evidence-based programs, practices and strategies for all students to

- Increase academic performance
- improve safety
- decrease problem behavior
- establish a positive school culture

Why Do We Need a District-Wide Approach to Address Behavior?

Proactive district-wide discipline systems help to establish a learning culture within which both social and academic success is more likely. By creating clear expectations for a positive learning environment district-wide, we can diminish problem behaviors and encourage the positive climate that supports student success

More Challenges Facing Schools Today

With many expectations set forth for educators such Response to Intervention, Educator Effectiveness (EE) and the Common Core State Standards (CCSS), the stakes for student success is higher than ever. Closely tied to RtI and EE, PBIS allows us to create an environment that is conducive to student learning, safety and success.

We understand that our twenty first century learners come to school with very diverse backgrounds. We will have students with challenging behaviors. We will also have students with varying degrees of needs. Students will arrive to school with widely differing understandings of what is socially acceptable. The traditional “get tough” and “zero tolerance” approaches are becoming insufficient. Faculty and staff come with divergent visions of effective discipline practices.

Thus, we need to create “host environments” or systems that enable adoption and sustained use of effective practices. The school setting is a perfect place for

this as it is where students spend majority of their day learning and interacting with others.

Why Is It Important to Focus on Teaching Positive Social Behaviors?

The questions, “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?” are frequently asked.

The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm. Teaching, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and acknowledging students for following them is a much more positive approach than waiting for misbehavior to occur before responding. Historically, 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.

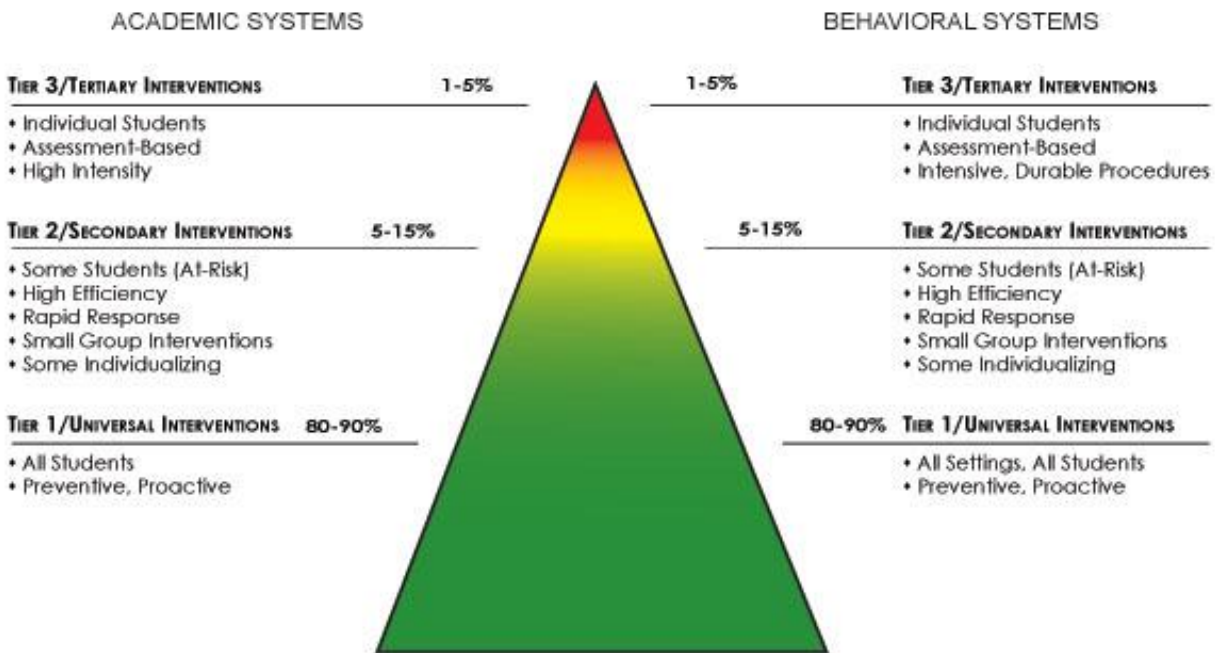
What Research Has Shown For Schools Implementing PBIS

PBIS helps schools establish a learning culture where both social and academic success is more likely. When a proactive district-wide discipline system is implemented, a culture that proactively deals with behavior can be created. Such an environment improves support not only for students with specialized behavioral needs, but for all students. Thus, this environment maximizes on-task behavior and minimizes ongoing disruptions.

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

In the first tier, behavioral expectations are set and taught to all students. Around 80% of students will be successful academically and behaviorally with the Universal Interventions. In the second tier, students needing additional support are offered group-level interventions as well as more feedback from a mentoring adult. Students needing significant support for behavioral challenges are provided evidence-based interventions tailored specifically to the needs of the student.

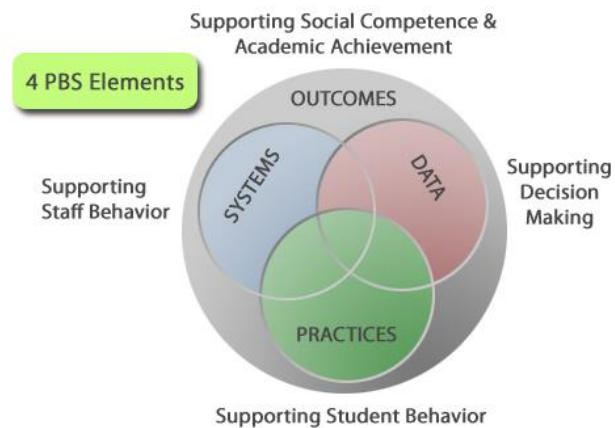
School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



*Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?" OSEP
Technical Assistance Center on Positive Behavioral
Interventions and Supports. Accessed at
<http://pbis.org/school-wide.htm>*

Systems Approach to School-wide PBIS

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and implementation of evidence-based practices and procedures and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve is used in school-wide PBS with a focus on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



Outcomes: Academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)

Practices: Interventions and strategies that are evidence based. (How will you reach the goals?)

Data: Information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)

Systems: Supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Implementation Process

PBIS Building Team

Each building has a PBIS team that meets on a monthly basis to discuss current practices, the system that is in place to address behavior, and the behavior data that has been collected. This team may consist of the PBIS internal coach/es, external coach, building principal, representatives from teachers, and support staff. The role of the PBIS team is to facilitate and provide guidance through the implementation process of PBIS. The team also analyzes school-wide behavioral and academic data and uses this data in the problem-solving process. This team helps ensure engagement of stakeholders, creates readiness for implementation, ensures fidelity to the program, monitors outcomes, aligns systems and removes barriers to implementation.

Initial Implementation Stage

During the initial implementation stage, individuals begin to put into practice all that has been planned during exploration and installation. Practitioners and staff will be changing their behavior, using new skills for the first time, and incorporating new practices into their everyday routine. This stage is often awkward because people are now expected to perform new skills and engage in new processes, which may lead them to perform in an uncoordinated or hesitant fashion. Practicing and implementing new skills with fidelity will take time.

At this stage, the PBIS team may pilot certain aspects of Universal PBIS. This includes, but is not limited to:

- building the school's behavioral matrix
- defining major and minor behaviors
- creating a systems flow chart of how to work with challenging behavior
- creating an office discipline referral form
- putting together a common language to address and acknowledge behavior
- creating behavioral lesson plans to teach to students
- creating visuals to put up around the school reflecting the behavioral expectations in specific areas
- creating a system to gather behavior data

Full Implementation Stage

Full implementation occurs when the program is integrated into the school system. The processes and procedures to provide PBIS are now in place. For example, flow charts are created and followed, a behavior management system is in place and followed on a consistent basis, staff members take on key roles, services and acknowledgements are being more skillfully provided by staff, and funding streams are in place. It now becomes important to maintain and improve the program through excellent monitoring and purposeful improvement to avoid entering program drift (that is edging toward a lack of fidelity). PBIS is ready to be evaluated, with a focus on assessing program fidelity. Fidelity measures, such as the Team Implementation Checklist, Self-Assessment Survey, and Benchmarks of Quality are used at this point to determine if the program is being delivered as intended.

Sustainability

Sustainability is only possible when full implementation has been achieved. Sustaining change can be difficult. PBIS is not frozen in time and must adapt continually to changes in the community, funding streams, and organizational priorities. Organizational culture, leadership, and staff need to be nurtured and maintained. The involvement of high-level administrators in a continuous feedback loop with the PBIS team, staff, families, communities, and students is critical. At this stage, schools should continue to utilize fidelity tools and review outcome data to evaluate the implementation and outcomes of PBIS implementation. This will facilitate assessing the effectiveness and quality of PBIS in the school.

Most importantly, sustainability can and should be planned for early in the implementation process and examined at each stage.

Six Key Elements of PBIS

1. Define, teach and acknowledge positive behaviors.
2. On-going collection and use of data for decision-making regarding implementation of systems that support effective practices.
3. Continuum of universal supports, targeted interventions, and individualized supports.
4. Implement evidenced-based behavioral practices with fidelity and accountability
5. Arrange the environment to prevent the development and occurrence of problem behavior
6. Screen universally and monitor student performance and progress continually.

Emphasis of PBIS

The PBIS framework emphasizes three integrated elements to provide measureable outcomes for students:

- DATA sources to support decision-making,
- PRACTICES that support student behavior, and
- SYSTEMS that support staff behavior.

Data

When the PBIS team meets, behavior data should be brought to the table to be analyzed and help steer the decision making process. It is strongly recommended that student behavior data should not be older than 48 hours. Behavior data can be collected through the use of a t-chart or the office discipline referral (ODR) forms. When looking at the behavior data, it is important to look at your "Big Five" reports. The Big Five data is aggregated by:

1. Average referrals per day, per month
2. Referrals by problem behavior
3. Referrals by location
4. Referrals by student
5. Referrals by time

Communication with the entire school staff about data, patterns and decisions should be made on a monthly basis.

Practices

Practices are put in place to support student behavior as well as staff behavior.

Supporting Student Behavior:

- Universal (Tier 1) PBIS offers instructional support for all district learners
- Targeted (Tier 2) interventions for areas of need determined from data analysis
- Individualized (Tier 3) supports required for individual students with high-needs or specific situations

Supporting Staff Behavior:

- Reduce teacher stress
- Increase teacher efficacy in teaching replacement behaviors
- Support teachers in designing classroom management systems

PBIS is about teaching. Every time any adult interacts with any student, it is an instructional moment! PBIS emphasizes...

- *Teaching* behaviors like we teach academics
- *Modeling* and *practicing* expected behaviors
- *Reinforcing* expected behaviors
- *Pre-correcting* to ensure positive behaviors are displayed
- *Actively supervising* to prevent problem behaviors

Tier 1 – Universal Practices of PBIS:

- *Define* 3-5 school-wide expectations
 - Identify rules that show what the expectations look like
- *Teach/Pre-correct*
 - Create “cool tools”/ behavior lesson plans that focuses on targeted behavior
 - This can be in-the-moment reminders
- *Model/Practice*
 - Adults model what they teach
 - Students practice what we teach
- *Acknowledge*
 - Provide daily/frequent recognition of desired behavior
 - Acknowledgements should be intermittent-unexpected
 - Create weekly/quarterly grade-level/whole school celebrations
- *Re-teach*
 - Restate the expectation using a different strategy
 - Have the students practice the skill

Most Effective Trends in School Discipline Practices:

Having a proactive school-wide discipline system is most effective. Providing social skills instruction, academic/curricular restructuring and behaviorally based interventions is best practice for students and staff. Also having early screening and identification of antisocial behavior patterns will help staff be proactive and positive in their approaches.

(Biglan, 1995; Gottfredson, 1997; Colvin, et al., 1993; Lipsey, 1991, 1992; Mayer, 1995; Sugai & Horner, 1994; Tolan & Guerra, 1994; Walker, et al., 1995; Walker, et al., 1996)

Acknowledgements:

Acknowledgements reinforce the teaching of new behaviors. It encourages the behaviors we want to occur again in the future and strengthens positive behaviors that can compete with problem behaviors. Acknowledgements should be based on displayed behavior, be connected to school wide or classroom expectations and be genuine. When acknowledging positive behavior, utilize the influence of the students who are showing expected behaviors to encourage the students who are not.

For example: "I appreciate the way Bobby is walking down the hallway and staying to the right. I can tell Bobby is trying to be safe here at school."

Acknowledging behavior is also a great way to prompt other adults to recognize expected behavior. Research shows that individuals who regularly receive recognition and praise increase their individual productivity, increase engagement among their colleagues, are more likely to stay with their organization, receive higher loyalty and satisfaction scores from customers and have better safety records and fewer accidents on the job. Whether it is children or adults, giving and receiving positive acknowledgements helps boost ones self-esteem, on task behavior and engagement.

Guidelines for using reinforcers/acknowledgements:

School-wide reinforcements are for every student in the building, regardless of where they fall in the PBIS triangle. When using acknowledgements, move from

- highly frequent to less frequent
- predictable to unpredictable
- tangible to social
- other-delivered to self-delivered

Acknowledgements should be individualized for students needing greater support systems.

Systems

Internal Coach:

The internal coach's primary objective is to provide prompts and reminders of important implementation activities. He/she ensures that PBIS is implemented with integrity at their building. This person also knows the research and practices related to school-wide behavioral support and ability to use a variety of observational and interviewing skills.

External Coach:

The external coach is the person who is in charge of expanding and sustaining implementation of PBIS throughout the district. He/she provides technical assistance to PBIS teams and oversees their progress. The external coach also works with administration to get support for PBIS at the building level and at the district level.

Building Administrator:

The building administrator/principal is an active member of the PBIS team. He/she supports research and implementation needs of PBIS. The principal also knows research and practices related to school-wide behavioral support.

Building PBIS Team:

The building PBIS team's primary role is to collaborate and work together to implement elements of PBIS. The team works with the internal coach to provide prompts and reminders of implementation activities. It is the team's responsibility to stay current with best practices.

Fidelity Tools

Through the Wisconsin PBIS Network, fidelity tools have been created to assist schools and teams in implementing PBIS at fidelity. Our district's PBIS Assessment Coordinator will contact each team when it is time to take an assessment. There are three assessments that are taken on a yearly basis: the Self-Assessment Survey (SAS), Team Implementation Checklist (TIC) and the Tiered Fidelity Inventory (TFI). All assessments can be taken online at the PBIS Assessment website.

Self-Assessment Survey:

This survey is conducted initially and then annually – preferably in the fall each year. It is completed by all staff that has contact with students. The SAS determines the status of PBIS in a school as perceived by all staff members. It guides the development of an action plan for improving PBIS implementation.

Schools scoring 80 percent or higher are implementing universal/tier 1 PBIS with fidelity.

Team Implementation Checklist (TIC):

This checklist is designed to be completed by the PBIS Team once a quarter to monitor activities for implementation of PBIS in a school. The team should complete the Action Plan at the same time to track items that are “In Progress” or “Not Yet Started” items.

The TIC is completed in the fall and winter each year until the spring Benchmarks of Quality score is at or above 70 percent. Teams may choose to take the TIC more often to assist them with action planning their PBIS implementation. The TIC guides the development of an action plan for improving PBIS implementation.

Schools scoring 80 percent or higher are implementing universal/tier 1 PBIS with fidelity.

PBIS Team Implementation Checklist (TIC 3.1)

School: _____ Coach: _____ Date of Report: _____
 District: _____ County: _____ State: _____
 Person Completing Report: _____
 PBIS Team Members: _____



Complete & submit to coach quarterly.					
Status: A = Achieved , I = In Progress , N = Not Yet Started					
		Date:			
ESTABLISH COMMITMENT					
1. Administrator's Support & Active Involvement <ul style="list-style-type: none"> Admin attends PBIS meetings 80 % of time Admin defines social behavior as one of the top three goals for the school Admin actively participates in PBIS training 	Status:				
2. Faculty/Staff Support <ul style="list-style-type: none"> 80% of faculty document support that school climate/discipline is one of top three school improvement goals Admin/faculty commit to PBIS for at least 3 years 	Status:				
ESTABLISH & MAINTAIN TEAM					
3. Team Established (Representative) <ul style="list-style-type: none"> Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors. Team has established clear mission/purpose 	Status:				
4. Team has regular meeting schedule, effective operating procedures <ul style="list-style-type: none"> Agenda and meeting minutes are used Team decisions are identified, and action plan developed 	Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support <ul style="list-style-type: none"> Team has completed the "Working Smarter" matrix 	Status:				

Tiered Fidelity Inventory (TFI):

The TFI is completed every 3-4 months until meeting fidelity, and then annually in the spring for the purpose of evaluating sustained implementation. The TFI is completed by the school PBIS team, with input from members of all tiers, and the external coach. This tool is intended to guide initial implementation as well as evaluate sustained implementation.

The TFI generates a score to reflect the percent of implementation progress, and help guide an action plan.

Tier I: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	<ul style="list-style-type: none"> School organizational chart Tier I team meeting minutes 	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> Tier I team meeting agendas and minutes Tier I meeting roles descriptions Tier I action plan 	0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1 = Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

PBIS Resources

These resources are grouped by grade level: preschool, elementary, middle and high. These resources give you an idea of how each level implements PBIS.

Feel free to use these resources to help guide the implementation process in your building. If there are questions about each document or you need further guidance on anything, feel free to contact the building internal coach/s or district external coach.

Evergreen Elementary

Shelley Benusa
benshe@holmen.k12.wi.us

Arie Bachmann
bacari@holmen.k12.wi.us

Sand Lake Elementary

Katie Cox
coxkat@holmen.k12.wi.us

Phil Schollmeier
schphi@holmen.k12.wi.us

Holmen Middle

Erica Kohlmeyer
koheri@holmen.k12.wi.us

Heather Retzlaff
rethea@holmen.k12.wi.us

District Wide External Coach

Matt Meyers
meymat@holmen.k12.wi.us

Prairie View Elementary

Kevin Prairie
prakev@holmen.k12.wi.us

Brett Eiken
eikbre@holmen.k12.wi.us

Viking Elementary

Beth Waldron
walbet@holmen.k12.wi.us

Courtney Dummer
dumcou@holmen.k12.wi.us

Holmen High

Amanda Jensen
jenama@holmen.k12.wi.us

Ellen Koelbl
koeell@holmen.k12.wi.us

Preschool

Melanie Brooks
bromel@holmen.k12.wi.us

Preschool PBIS Resources

PBIS in the Holmen Public Preschool is a decision-making framework that guides selection, integration, and implementation of the best evidence-based behavioral practices for improving behavior outcomes for all students. Our PBIS initiative is called, "Courteous Critters." Courteous Critters are safe, respectful, and responsible just like our students!

At the beginning of the school year, students in the program are taught behavioral expectations. Individual students are recognized for appropriate behaviors through Courteous Critter Bucket Fillers and an entire class gets recognized when they work together to fill classroom gumball machines.

Throughout the school year, students continue to learn how to solve social problems; how to identify and manage emotions; as well as how to be safe, respectful and responsible in preschool. Courteous Critters share many of the same components as the other schools in our district, with the exception of office managed behaviors. During the first semester of the school year, behaviors in our program are staff managed (instead of sending a preschool to the principal's office, behaviors are dealt with within their classroom). By the second semester, the students should be familiar enough with the behavioral expectations so that major offenses start being referred to the principal's office.

Crisis Response Plan

Prairie View 4K

Crisis Response Plan is a plan for a situation where a student is in danger of hurting themselves or others in the classroom. This plan is for rare occurrences and should not be needed on a regular basis.

Crisis Response Team: (Who to call for extra needed support)

1. Notify office that we need to use the crisis room to unlock
2. Call EA's in other 4K rooms for additional support
3. Call Regina or Kevin (if extra help is needed)

*Call parents to notify them of the situation (after the situation)

Safe place(s) that can be utilized at your site:

- Crisis Room – for a child in crisis
- Open Area/Discovery Center – if the class is to be removed

Ideas for calming a child in crisis down:

- Give them time
- Input from adults should be minimal (touch and verbal) unless you know this is will help
- Provide a comfort item (special toy, book, etc)
(just hand it to them without saying a word)

September 2014

Crisis Response Plan

Viking

Crisis Response Plan is a plan for a situation where a student is in danger of hurting themselves or others in the classroom. This plan is for rare occurrences and should not be needed on a regular basis.

Crisis Response Team: (Who to call for extra needed support)

1. Jackie Guetschow
2. Lisa Ploessl
3. Sue Eitland

Safe place(s) that can be utilized at your site:

- o Open Area (Group)
- o Sensory Room (Individual)
- o Room 222 (Individual)
- o Playground (Group)
- o Another 4K Classroom (Group)

Ideas for calming a child in crisis down:

- o Know the child's signs. Prevention is KEY.
- o Trampoline or ball pit (ball pit can escalate some students)
- o Push on wall, crab walk, or wheel barrow
- o Tent (quiet place)
- o Ride the Trike
- o Distraction (get them out of the situation)
- o Switch adults

Major Offenses



Holmen Public Preschool PBIS Initiative - Major Offenses

Starting on Monday, January 27, 2014 (beginning of second semester), Public Preschool teachers will enter the major offenses, listed in the chart below, into Infinite Campus. The first semester of the school year is always used to teach the children the expectations and how to appropriately/acceptably handle various situations that may arise.

Major Behaviors that need to be entered into Infinite Campus		
Safe	Respectful	Responsible
Threats with intention to harm	Intentional damage to others' property	
Physical aggression	Bullying (3 criteria) 1. Imbalance of power 2. Continuous 3. Intentional	
	Abusive language	
	Repeated defiance	

Entering MAJOR offenses into our student management system, Infinite Campus

Log on to Infinite Campus (Enter User Name and Password)

Go to Behavior Referral

Click "New" in the top left corner

Enter the following information:

Alignment – Discipline

Date of Incident

Time of Incident

Notify (Select Susan Eitland)

Details (Provide factual evidence. If another student was involved, do not use that other child's name.)

*Note, red print signifies that information is necessary before report can be submitted.

Click "Submit" (top of page)

An email will automatically be sent to Sue. She will connect with the classroom teacher regarding the incident.

Special education teachers will check with the school psychologists to see how they handle major behavior incidents for students with IEPs.

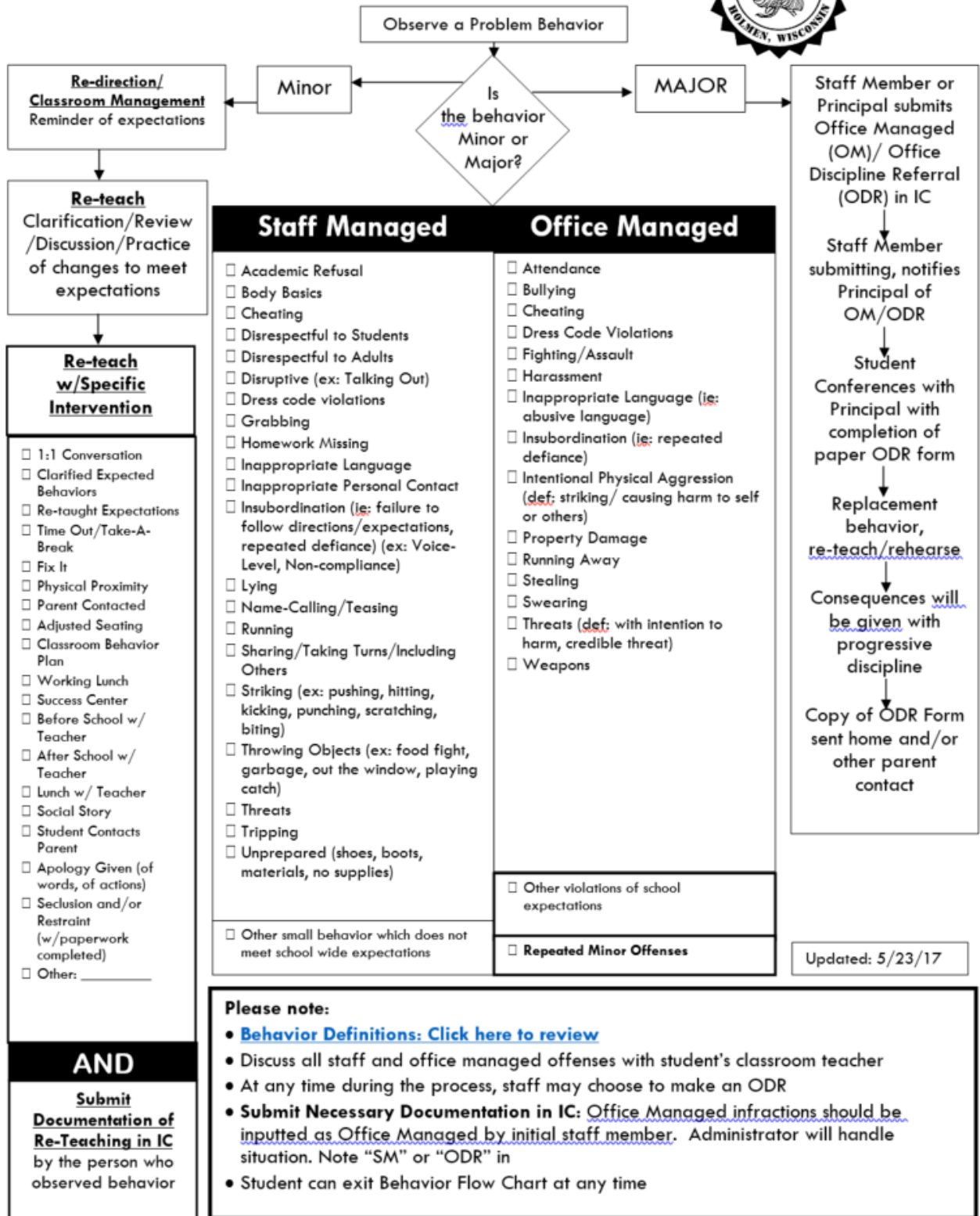
School District of Holmen ~ Educating every student to achieve global success

1/24/14

Elementary PBIS Resources

Elementary Behavior Flowchart

Elementary Behavior Flowchart



T-Chart of Behaviors - Elementary

STAFF MANAGED (MINORS)	OFFICE MANAGED (MAJORS)
<ul style="list-style-type: none"> • Academic Refusal • Body Basics • Cheating/Plagiarism • Dishonesty • Disrespectful to Students • Disrespectful to Adults • Disruptive (ex: Talking Out) • Homework Missing • Inappropriate Clothing • Inappropriate Language • Inappropriate Personal Contact • Insubordination (ie: failure to follow directions/expectations, repeated defiance) (ex: Voice-Level, Non-compliance) • Running • Throwing Objects (ex: food fight, garbage, out the window, playing catch) • Threats • Unprepared (shoes, boots, materials, no supplies) • Vacating 	<ul style="list-style-type: none"> • Attendance • Bullying** • Cheating/Plagiarism • Fighting/Assault** • Harassment** • Inappropriate Clothing • Inappropriate Language (ie: abusive language) • Inappropriate Personal Contact • Insubordination (ie: repeated defiance) • Intentional Physical Aggression (def: striking/ causing harm to self or others) • Other violation of expectations • Property Damage • Repeated Minor Offenses • Stealing • Threats (def: with intention to harm, credible threat) • Weapons**
<p>Any of these may rise to the level of Office Managed if they meet the definition.</p>	<p>** ONLY administrators will enter these into IC. These require an investigation prior to determination.</p>

You may see the following in the list, but are used for secondary schools, or only to be used by administrators:

Discrimination

Endangering Behavior

Forgery

Leaving Campus

Over 5 Absences; Over 10 Absences

Parking

Personal Electronic Devices

Skiping Detention

Skiping Success Center

Tardies

Tobacco Possession

Truancy

Unexcused Absences

District-Wide Behavior Definitions

Behavior Definitions - School District of Holmen PBIS

Code	Behavior Type (Name)	STAFF MANAGED (Minor)	OFFICE MANAGED (Major)
AR	Academic Refusal	Student refuses to participate in classroom activities, complete work during class, or homework is incomplete (non-disruptive to the learning environment)	Student's refusal to participate/complete work during class becomes a disruption to the learning of others and/or the classroom environment
AU	Acceptable Use Policy Violation	Student engages in inappropriate use of a personal electronic device, camera or computer	
AL	Alcohol Related	Do not enter as a SM offense - refer to an administrator to investigate	Student is in possession, using, or is under the influence
AS	Assault	Do not enter as a SM offense - refer to an administrator to investigate	A violent, unlawful attack or attempt to sustain violence on another person, which causes great bodily harm (creating substantial risk of death, serious permanent disfigurement or protracted or permanent loss or impairment of the function of any bodily member or organ)
BB	Body Basics	Student struggles to keep hands, feet, and other objects to self, face forward. Pushing, hitting, kicking, punching, scratching, biting	
BU	Bullying (state reported; entered only by admin following investigation)	Do not enter as a SM offense - refer to an administrator to investigate	Deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. May be repeated behavior and involves an imbalance of power (real or perceived). May be direct or indirect; physical, verbal, or through technology.
CHP	Cheating/ Plagiarism	Student copies work that is not his/her own	Student copies a source without giving credit to the author, or copies work without that person's permission
PD	Discrimination- Student		Activities that limit or deny a person privileges based on their protected class
DH	Dishonest	Delivering an untrue message/lying. Purposely omitting important information.	
DA	Disrespectful to Adults	Student does not show courtesy or regard for adults or how their actions might affect adults	Continuous verbal or nonverbal displays of rudeness or discourtesy
DS	Disrespectful to Students	Student does not show courtesy or regard for other students or how their actions might affect other students; Student struggles to participate in, enjoy or receive objects jointly with others Additional Transportation Examples: Dumping out another student's backpack	Continuous verbal or nonverbal displays of rudeness or discourtesy
DR	Disruptive	Talking out, disturbing others	
DG	Drug-related	Do not enter as a SM offense - refer to an administrator to investigate	Use possession, sale or solicitation of drugs (not including alcohol or tobacco)
AE	Endangering Behavior	Do not enter as a SM offense - refer to an administrator to investigate	Causing the threat of or potential for great bodily harm due to circumstances which show utter disregard to the well-being of such individuals
FtR	Failure to Retake	Student does not complete required retake within allotted time frame	
FGH	Fighting	Do not enter as a SM offense	Students engaged in a violent, attack or attempt to sustain violence on another person

FOR	Forgery	Student has signed a person's name without that person's permission	
HAR	Harassment (state reported; entered only by admin following investigation)	Do not enter as a SM offense - refer to an administrator to investigate	Student delivers messages (verbal/physical/indirect) to another person including threats, intimidation, obscenities or discriminatory messages based on protective classes, which interferes with a student's performance or creates an intimidating, hostile, or offensive school environment
HM	Homework Missing	Student did not complete or bring completed homework to class	
INC	Inappropriate Clothing	Clothing that does not adhere to the district guideline	
INL	Inappropriate Language	Mildly offensive language not conducive to the learning environment (ex: stupid, dumb, gay, what the..., etc.) Student delivers disrespectful messages, name calling, or teasing to another person	Strong, offensive language not conducive to the learning environment. Swearing; Repeated incidents of mildly offensive language. Enter as "Repeated Minor Offenses", unless offense requires further investigation by administrator
IPC	Inappropriate Personal Contact	Non-serious, but inappropriate personal contact, a quick or sudden grasp, seizure or acquisition of person or thing (ex: getting in one's personal space)	Intentional inappropriate personal contact (red-light touches, unwanted touches)
INS	Insubordination	Failure to follow directions/meet expectations, repeated defiance, voice level non-compliance Additional Transportation Examples: refusing to stay in seat, moving seats, lying down in seat, jumping in/over seat, refusing to move, switching seats, eating on bus/van, etc.	Refusal to comply with adult directions; repeated minor insubordination offenses not responsive to redirection
IPA	Intentional Physical Aggression	Enter as Office Managed offense	One student intentionally engaging in an aggressive behavior, such as striking, pushing, tripping, or repeated offenses by the same student
LC	Leaving Campus	Going off school property without notifying a school official	
SR	Other Violations of School Expectations	Student engages in any other behavior not otherwise listed Possible Examples: showing inappropriate pictures	
OVR10	Over 10 Absences	For administration only	
OVR5	Over 5 Absences	For administration only	
PAR	Parking	For administration only	
PED	Personal Electronic Devices	Student is using personal electronic devices without permission	
PD	Property Damage	Low intensity property misuse Additional Transportation Examples: poking holes in seat, etc.	Intentional property damage
RMO	Repeated Minor Offenses	Enter as a Office Managed offense	Student continues to engage in repeated minor offenses after staff intervention
RU	Running	Student was running rather than walking	Enter as "Repeated Minor Offenses", unless offense requires further investigation by administrator
SD	Skipping Detention	Student does not show up to detention as assigned	
SSC	Skipping Success Center	Student does not show up to Success Center as assigned	

SC	Skipping Class	Student leaves class without permission, stays out of school without permission, or isn't in an assigned location	
THE	Stealing/Theft	Student takes something that is not theirs (small items)	Student is in possession of, passed on or removed someone's property without permission
TAR	Tardies	Student is late; use your building tardy procedure	
THR	Threats	Indication of intent to harm, injure, disrupt or retaliate	Declaration of intention to harm, injure, disrupt or retaliate; credible threats
TO	Throwing Objects	Food fight, garbage/items out window/on floor, playing catch (or "Keep Away")	Enter as "Repeated Minor Offenses", unless offense requires further investigation by administrator
TOB	Tobacco Possession/Use	Do not enter as a SM offense - refer to an administrator to investigate	Having or using tobacco products while on school property
TRU	Truancy	For administration only	For administration only
UNX	Unexcused Absences	For administration only	For administration only
UNP	Unprepared	Student does not come with necessary materials	
VA	Vacating	Intentionally leaving the class or group	Intentionally leaving the class or group, and going someplace unsafe
WEA	Weapons	Do not enter as a SM offense - refer to an administrator to investigate	Any item wielded as a weapon/dangerous weapon

Entering a Behavior Referral in EduClimber

COMING SOON!