Pleasant Hill Elementary

PBIS Handbook

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Introduction to Positive Behavioral Interventions and Support

What is Positive Behavioral Interventions and Support (PBIS)?
PBIS is a philosophy that uses positive behavior support to address behavior. It systematically and consistently acknowledges and reinforces positive student and staff behavior. School-wide rules, procedures, and expectations are taught regularly and consistently throughout the school year. Discipline procedures are consistently implemented across the school site. Data is used to regularly create focused behavioral interventions to help students succeed academically, socially, and emotionally.

Three Tiers
Using Positive Behavioral Interventions and Support, behavior is addressed on 3 levels.

Tier 1: Should meet ~80% of students' needs. School-wide support for all students through…
- Consistent positive reinforcement of common rules, expectations, and procedures inside the classroom and across the school environment. Systematic rewards are used.
- Social skills instruction highlighting expected behaviors in given settings and situations. This is done through class discussions and bi-weekly Character Assemblies.
- Analysis of school-wide data to plan for improvement.

Tier 2: Additional support for students whose needs are not met through tier 1 interventions (~15% of all students). Supplemental target intervention for identified students or student groups through…
- Behavior contracts
- Social skills groups
- CARE team referral
- Student Success Team (SST) meetings

Tier 3: Intensive intervention for individual students whose needs are not met through tier 1 and 2 interventions (~5% of students). This may include:
- Counseling
- Behaviorist observation
- Behavior Intervention Plan (BIP)

School-Wide Rules

Why do we have school-wide rules?
Having a few, simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students learn the same language. 3 simple rules are easier for students to remember and adults to reinforce. Instruction focusing on a few simple rules improves teaching and consistency across staff through the use of a common language.

Positively stated rules are important. Research has shown that recognizing students for following rules is even more important than catching students breaking rules. By stating rules in a positive manner, students are more likely to be caught engaging in the appropriate behavior. Positive reinforcement supports students' use of appropriate behavior.

It is important that the rules are broad enough to cover all potential problem behaviors. Within the selected rules, Pleasant Hill Elementary believes that students can be taught all specific behavioral expectations across all school settings. For example:

- Cleaning up your spill in the cafeteria is **being safe**. Someone could otherwise slip on the spill and get hurt.
- Walking silently in the hallway is **being respectful.** Other classes may be in session and trying to focus.
- Returning the P.E. equipment when the bell rings is **being responsible**. The equipment must be properly cared for so all students can use it.

The **Behavior Matrix** applies the school-wide rules across each school setting.

All staff and students are expected to know the school-wide rules. Our school site is evaluated twice a year to ensure staff and students know the school-wide rules. Regular teaching using the school-wide rules is part of the school culture.

School-wide rules, posters
Posters are displayed in every room in the school - classrooms, cafeteria, hallways, front office, etc. - to prompt everyone on campus to follow and reinforce the school-wide rules.

School-Wide Rules Poster

Teaching school-wide rules, behavioral expectations, and routines

Starting the year off right
During the first week of school, the focus is on teaching school-wide behavioral expectations and routines to all students across all school settings. The PBIS team organizes a set of events to provide students and staff with an entertaining, memorable, and positive first week of school for everyone to learn the rules, expectations, and routines throughout the school. This requires support and participation from all adults on campus.

What are routines?
Routines are the procedures and processes that students and staff are expected to follow in order for things to run smoothly and so problems can be prevented. Examples of routines include: entering the cafeteria, purchasing food, entering the classroom, checking out a library book, etc. Choosing routines is a thoughtful process: some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so everyone knows and can follow the same set of procedures to support a safe and positive environment at Pleasant Hill Elementary.

Why teach the rules, expectations, and routines during the first week of school?
It is important to teach the rules, expectations, and routines during the first week of school so everyone knows what is expected. We cannot assume that students or adults know the rules, expectations, or routines.

Booster sessions: re-teaching the rules, expectations, and routines
Rules and routines cannot simply be taught once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break or in areas that are continually problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgement tickets, altering the reinforcers available, having a contest between classes to award a class who does the best with identified expectations or areas, etc.

PHE Behavior Matrix

Common Areas	Be Safe	Be Respectful	Be Responsible
Classrooms	- Walk - Sit properly - Use all materials appropriately - Hands and feet to self	- Use kind words - Take turns talking - Listen to others - Remove hats and hoods	- Try your best - Be prepared and organized - Be on time - Follow directions
Hallways	- Walk facing forward - Walk bikes, scooters and skateboards	- Walk quietly in line - Follow adult directions - Hands and feet to self	- Keep clean - Follow correct paths - Have hall pass
Cafeteria	- Sit with feet on floor, bottom on bench and facing table - Eat and keep food in cafeteria - Exit cafeteria via the fire lane	- Sit at your assigned table - Use quiet voices - Stay in your place in line - Say “please” and “thank you” - Touch your food only - Remove hats and hoods - Follow adult directions	- Get all utensils, milk, etc. first time through line - Get permission to get up - Clean up your area - Hands and feet to self
Assemblies	- Respect personal space - Enter room quietly - Sit appropriately where directed - Hands, feet, and objects to yourself	- Use indoor voices - Participate and applaud appropriately - Practice active listening	- Wait for adult directions to be dismissed - Clean up

Common Areas	Be Safe	Be Respectful	Be Responsible
Bathrooms	- Keep feet on floor - Keep water in sink - Wash hands with soap - When finished, leave bathroom	- Knock on stall door - Give people privacy - Use quiet voice - Keep hands to yourself	- Flush toilet - Trash in the garbage can - Report problems to an adult - Use soap and paper towels appropriately
Bus	- Walk to the bus - Board the bus one student at a time - Respect personal space	- Use quiet voices - Follow adult directions	- Fasten your seatbelt - Ask adult for help when needed
Playground	- Tag and kick balls on grass or far side of blacktop - Walk on blue squishy - Leave personal toys and balls at home - Stay behind blue and orange lines - Sit at picnic tables or behind double lines while snacking	- Play fairly - Include anyone who wants to play - No play fighting - Follow game rules - Stop playing and walk to line when bell rings - Use ball walls (not classroom walls)	- Use pass to leave the playground to go to the office - Throw away trash - Report any unsafe behavior to yard duty - Respect others' space - Serve bench slips appropriately when applicable
Main Office	- Always have a pass to enter	- Use a quiet voice - Stay where you were asked to sit or stand - Wait to be acknowledged - Speak respectfully	- Get permission to use the restroom or phone - Sit appropriately - Return books when finished

Common Areas	Be Safe	Be Respectful	Be Responsible
Computer Lab	- Walk at all times - Tell adults if there is a problem	- Use quiet voices - Follow adult instructions - Be respectful with all equipment	- Stay on assigned task - Hand sanitizer before using equipment - Food or drink outside of lab
Library	- Walk at all times - Tell adult if there is a problem	- Use quiet voices - Follow adult instructions - Use materials and equipment gently	- Wait patiently and quietly when checking out books - Stay on task - Return books/materials to correct area - Return books on time

PHE Passport

The PHE Passport is a visual cue to assist staff in teaching students the expectations for the different areas of campus; classrooms, hallways, cafeteria, library, playground, computer lab, assembly, and office. The students bring the Passport to the office after an area's expectations are taught and receive a stamp in that section. Once the Passport is complete (all 8 lessons have been taught) the class is entered into a drawing to win a prize.

Heroes in the Hallways

Step 1: Review school wide rules

Be Safe *Be Respectful* *Be Responsible*

Step 2: Teach expectations for specific setting

Be Safe
- Walk
- Stay to the right
- Open and close doors slowly
- Keep hands and feet to yourself

Be Respectful
- Use quiet voices
- Be friendly
- Walk softly

Be Responsible
- Go directly to your destination
- Have a hall pass
- Keep the hallways clean

Procedure: Walking in a single file line with quiet voices.

Step 3: Tell why rules are important

It's important to be safe, respectful, and responsible in the hallways so:
- No one gets hurt.
- We don't bother other students working in the classrooms.
- We maintain a clean environment.

Step 4: Demonstrate rules

Group Lines in Hallway: Demonstrate straight lines with appropriate spacing, quiet voices, hands and feet to self

Individual in Hallway: Quietly walk directly through the hallways to your destination. Quietly open and close the door.

Rules: Examples ● Be Safe: Student walks facing forward through the hallway. ● Be Respectful: Student walks quietly with hands and feet to herself. ● Be Responsible: Students walk straight to class and put trash in the trash cans.	Rules: Non-Examples ● Running, slamming doors, abruptly opening doors. ● Student talks loudly and touches/taps on the walls/windows/doors. ● Hanging out in the hallways, looking in classroom windows. Throwing trash on the floor.
Step 5: Provide opportunities for practice	
Have class practice walking in line through the hallways. Teacher/staff provide specific feedback. ("Nice job, keeping your hands to yourself!" "That is very respectful of you to keep your voice quiet!") Practice opening and closing the door correctly. Teacher can demonstrate examples and non-examples and have students tell if the teacher is demonstrating the correct or incorrect behaviors.	

Cafeteria Children

Step 1: Review school wide rules

Be Safe *Be Respectful* *Be Responsible*

Step 2: Teach expectations for specific setting

Be Safe

- Walk
- Sit down to eat
- Wait to be excused.

Be Respectful

- Use soft voices
- Use "Please," "Thank you," and "Excuse me"

Be Responsible

- Clean up after yourself
- Eat your own food

Step 3: Tell why rules are important

It's important to be safe, respectful, and responsible in the cafeteria so:

- No one gets hurt.
- We create a peaceful environment.
- We maintain a clean environment.

Step 4: Demonstrate rules

Show how to...

- walk into the cafeteria slowly and stay in line order
- Talk quietly
- Only take the food that you are going to eat
- Use the words "please" and "thank you"
- Wait to be dismissed
- Wit at the tables with your feet under the table
- Make room for fellow classmates
- Raise your hand for help
- Keep all of the trash on your tray and dispose of it properly

Rules: Examples ● Be Safe: Student walks from door to table. ● Be Respectful: Student says "please" and "thank you." ● Be Responsible: Student eats their own food.	Rules: Non-examples ● Running, pushing in line ● Make demands, act rudely ● Grab another student's food
Step 5: Provide opportunities for practice	
Have class practice walking in line into the cafeteria and to the table. Teacher/staff provide specific feedback. ("Nice job, keeping your hands to yourself!" "That is very respectful of you to use 'please' and 'thank you!'") Practice requesting assistance to get up. Practice using good manners. Teacher can demonstrate examples and non-examples and have students tell if the teacher is demonstrating the correct or incorrect behaviors.	

Courtesy in the Computer Lab

Step 1: Review school wide rules

Be Safe *Be Respectful* *Be Responsible*

Step 2: Teach expectations for specific setting

Be Safe:
- Walk at all times
- Tell adults if there is a problem

Be Respectful:
- Use quiet voices
- Follow adult instructions
- Be respectful with all equipment

Be Responsible:
- Stay on task
- Plug in headphones before logging in
- Ask permission before printing
- Respect other students' work

Procedure: Use hand sanitizer, go to computer, plug in headphones, wait for instructions.

Step 3: Tell why rules are important

It's important to be safe, respectful, and responsible in the computer lab so:
- No one gets hurt
- Equipment is taken care of and doesn't get broken
- We don't disrupt other students that are working
- Students can return to the lab to work

Step 4: Demonstrate rules

Group Demonstrations:
- Students leave all food and drink outside of the computer lab
- Students walk calmly to their assigned computers
- Students wait for computer instructions before logging in

Individuals Demonstrations:
- Walk carefully around the computer lab
- Return earphones to their storage location
- Save work properly

Rules: Examples ● Be Safe: Student walks safely to their assigned seat ● Be Respectful: Student keeps voice to a minimum ● Be Responsible: Be careful with all computer equipment	Rules: Nonexamples ● Student runs into computer lab. ● Student leaves the lab without logging out. ● Student brings in water or food ● Student deletes other student's work ● Student talks loudly
Step 5: Provide opportunities for practice	
Provide opportunities to practice: ● Walking to assigned spots ● Waiting for teacher signal to turn on computers or log in ● Asking permission to print	

Awesome Acting in Assemblies

Step 1: Review school wide rules

Be Safe *Be Respectful* *Be Responsible*

Step 2: Teach expectations for specific setting

Be Safe:
- Walk into the assembly in a single file line
- Sit in your assigned area
- Hands and feet to yourself

Be Respectful:
- Use indoor voices
- Participate and applaud politely
- Practice active listening

Be Responsible:
- Wait for teacher's directions to be dismissed
- Stay with your class
- Clean up

Procedure: Walk into the assembly in a single line and sit quietly in your assigned area. Be ready to participate.

Step 3: Tell why rules are important

It's important to be safe, respectful and responsible in assemblies so
- everyone can enjoy the assembly
- presenters will want to return to our school

Step 4: Demonstrate rules

Group lines in front of the cafeteria:
- a single file line
- quiet voices
- hands and feet to self

Individual in cafeteria:
- quietly walk directly to assigned seating area.

Rules: Examples	Rules: Non-Examples
● Be Safe: Students walk quietly facing forward to assigned area. ● Be Respectful: Students use indoor voices and actively participate. ● Be Responsible: Students wait for teacher directions.	● Student runs loudly around the cafeteria. ● Students talk loudly and lay down on the floor. ● Student gets up to leave without waiting for the teacher to dismiss them.

Step 5: Provide opportunities for practice
Have class practice walking as a group to the cafeteria and sit in assigned areas. Teacher/Staff provide specific feedback. (e.g. "Nice job walking in quietly! Thank you for sitting in your assigned seat! Great job keeping voices quiet! Awesome participation!") Teacher can demonstrate examples and non-examples and have students tell what the teacher is doing correct or incorrect.

Bathroom Business

Step 1: Review school wide rules

Be Safe *Be Respectful* *Be Responsible*

Step 2: Teach expectations for specific setting

Be Safe:
- Wash hands with soap & water
- Report problems to adults
- Keep food out of bathroom

Be Respectful:
- Respect privacy and property of others

Be Responsible:
- Use all bathroom supplies correctly
- Keep it clean
- Take care of business and leave

Procedure: Enter restroom, take care of business, and leave promptly

Step 3: Tell why rules are important

It's important to be safe, respectful and responsible in the bathroom so:
- you stay healthy by not spreading germs
- no one gets hurt

Step 4: Demonstrate rules

Demonstrate:
- walking to restroom
- taking care of business
- washing hands
- walking back to class

Rules: Examples	Rules: Non-Examples
• Be Safe: Student washes hands with soap and water. • Be Respectful: Student will take care of his/her business, keep a respectful distance and space. • Be Responsible: Student will use appropriate amount of paper	• Student clogs toilets, sinks, and urinals with paper towels. Water can overflow. • Student peeks over and under the stalls. • Student uses too many paper towels.

towels and dispose of them in trash bin.	• Student leaves paper on the floor.
Step 5: Provide opportunities for practice	
Find a generic bathroom picture to describe bathroom proper behavior. Have a few students practice washing hands, using correct number of paper towels, and cleaning up. Teacher provides feedback, "That's the right amount of soap. That's the right amount of paper towels. Back to class!"	

Brilliant Bus Behavior

Step 1: Review school wide rules

Be Safe *Be Respectful* *Be Responsible*

Step 2: Teach expectations for specific setting

Be Safe:
- Walk to the bus in a single file line
- Board the bus one at a time

Be Respectful:
- Use quiet voices
- Follow adult directions

Be Responsible:
- Fasten your seatbelt

Procedure: Quietly board the bus one at a time.

Step 3: Tell why rules are important

It is important to be safe, respectful and responsible while on the bus so no one gets hurt

Step 4: Demonstrate rules

Single file line while waiting to board.
- Appropriate spacing
- Hands and feet to yourself
- Quiet voices
- Stay on the sidewalk
- Listen to all adult directions

Rules: Examples	Rules: Non-Examples
● Be Safe: Walk to the bus in a single file line and board the bus one student at a time. ● Be Respectful: Use quiet voices and follow adult directions. ● Be Responsible: Fasten your seatbelt.	● Student runs to the bus. ● Student yells and does not follow adult directions. ● Student does not fasten his or her seatbelt.

Step 5: Provide opportunities for practice
Have students practice walking quietly to the bus zone and provide specific feedback (e.g. "Thank you for walking nicely and keeping your hands and feet to yourself!"). Teacher can demonstrate examples and non- examples and have students tell what the teacher is doing correctly.

Grazing in the Garden

Step 1: Review school wide rules

Be Safe *Be Respectful* *Be Responsible*

Step 2: Teach expectations for specific setting

Be Safe:
- Talk only to people inside the garden
- Follow directions for tool use
- Walk
- Only eat what teacher gives you

Be Respectful:
- Walk on path
- Respect all living things
- Use quiet voices

Be Responsible:
- Follow teacher directions
- Help put things away
- Conserve water

Procedure: Wait quietly for teacher directions

Step 3: Tell why rules are important

It is important to be safe, respectful and responsible in the garden so:
- no one, including the plants, gets hurt
- things are ready for the next group in the garden

Step 4: Demonstrate rules

Demonstrate: A single file line on the path, following directions and putting away supplies

Rules: Examples	Rules: Non-Examples
● Be Safe: Student eats something given by teacher ● Be Respectful: Be aware of students working in nearby classrooms. ● Be Responsible: Student puts away supplies and checks that the water is off.	● Student picks something and eats it ● Student pulls out plants ● Student leaves without putting away any supplies

Step 5: Provide opportunities for practice
Have class practice ● walking to the garden quietly ● following teacher directions ● putting away supplies Teacher/Staff provide positive feedback, such as "Nice job being quiet and respecting all the living things in the garden." "Thank you for getting the garden ready for the next group." Teacher can demonstrate examples and non-examples and have students tell if what the teacher is doing is correct or incorrect.

Learners in the Library

Step 1: Review school wide rules

Be Safe *Be Respectful* *Be Responsible*

Step 2: Teach expectations for specific setting

Be Safe:
- Walk at all times
- Tell adults if there is a problem

Be Respectful:
- Use quiet voices
- Follow adult instructions
- Use equipment gently

Be Responsible:
- Stay on task
- Return books/materials to correct area
- Return books on time

Procedure: Locate a book. Use a shelf marker. Walk quietly. Return unwanted book(s) to correct spot.

Step 3: Tell why rules are important

It's important to be safe, respectful and responsible in the library so:
- Everyone is safe
- Materials are kept in good condition

Step 4: Demonstrate rules

Teacher or student demonstrates how to:
- Locate a book
- Use a shelf marker
- Walk quietly
- Return unwanted book(s) to correct spot

Rules: Examples	Rules: Non-Examples
● Be Safe: Walk at all times. Tell adults if there is a problem. ● Be Respectful: Use quiet voices. Follow adult instructions. Be respectful with all equipment/ materials. Use equipment gently. ● Be Responsible: Stay on task. Return books/materials to correct area. Return books on time.	● Run in between shelves. Hit kids over the head with books. ● Talk loudly with others. Talk while librarian is talking. Play with bookmarks. ● Reshelve book incorrectly. Leave books on the table or floor.
Step 5: Provide opportunities for practice	
Have class practice: ● choosing a book ● following any teacher directions ● returning an unwanted book Teacher/staff provide positive feedback, such as " Nice job being quiet and using the library appropriately." "Thank you for returning your book on time." Teacher can demonstrate examples and non-examples and have students tell if what the teacher is doing correct or incorrect.	

Excellent Office Etiquette

Step 1: Review school wide rules

Be Safe *Be Respectful* *Be Responsible*

Step 2: Teach expectations for specific setting

Be Safe:
- Walk directly to and from the office
- Keep hands to yourself

Be Respectful:
- Use a quiet voice
- Be patient and polite

Be Responsible
- Always have a pass

Procedure: Obtain pass from an adult. Walk quietly to and from the office.

Step 3: Tell why rules are important

It is important to be safe, respectful, and responsible in the office so we don't interrupt the office staff.

Step 4: Demonstrate rules

Enter quietly. Wait to be greeted. Show pass. Walk back to class.

Rules: Examples	Rules: Non-Examples
● Be Safe: Student enters office walking and keeps hands to self. ● Be Respectful: Student waits their turn and uses a polite, quiet voice. ● Be Responsible: Student presents pass to adult.	● Student touches things in office. ● Student uses loud voices and interrupts office personnel. ● Student forgets pass.

Step 5: Provide opportunities for practice

Visit office with class. Role-play office etiquette in classroom.

Teacher can demonstrate examples and non-examples to reinforce excellent office etiquette.

Playground Pals

Step 1: Review school wide rules

Be Safe *Be Respectful* *Be Responsible*

Step 2: Teach expectations for specific setting

Be Safe:
- Hands and feet to yourself
- Play by the rules
- Use equipment safely

Be Respectful:
- Include all students in games
- Invite students from the Buddy Bench
- Use respectful language
- Play fairly
- Follow adult directions

Be Responsible:
- Return playground equipment
- Stop playing when the bell rings/whistle has been blown
- Drink water and use restroom during recess.

Procedure: We will listen to adults, include everyone in games and keep our hands, feet, and objects to ourselves.

Step 3: Tell why rules are important

It's important to be safe, respectful, and responsible on the playground so:
- No one gets hurt
- Everyone feels included
- We make good use of our time in the classroom

Step 4: Demonstrate rules

Group on the playground:
- Include everyone in games
- Line up in single file
- Keep your hands, feet, and objects to yourself

Individuals on the playground:
- Invite others to play
- Put trash away in trash cans

Rules: Examples	Rules: Non-Examples
● Be Safe: Keep hands and feet to yourself. ● Be Respectful: Include others in games and follow adult directions. ● Be Responsible: Use restroom and drink water during recess.	● kicking and pushing others ● telling others they can't play ● talking back or ignoring adults ● students run to the restroom or drink water after the bell rings.

Step 5: Provide opportunities for practice
Have class practice inviting others to play and learning how to ask if they can play with others. Teacher and staff feedback: "I like the way you asked to play." "I like the way you shared the ball with everyone." "Thank you for keeping your hands, feet, and objects to yourself and coming directly to the line." Have class practice walking to the line when recess is over (bell rings/whistle blows).

Acknowledgement System

Why recognize expected behavior?
It is not enough just to teach expected behavior: it needs to be regularly recognized and rewarded. Research has shown that recognizing students for engaging in expected behavior is more important than catching students breaking the rules. Research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction **(4:1 ratio)**. It is easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgement system is to increase the number of positive interactions that all school staff have with students.

At Pleasant Hill Elementary we use Dino Dollars, Bronto Bucks, and Dino-MIGHTs to acknowledge students for appropriate behavior. *(1 Bronto Buck = 5 Dino Dollars)*. Students earn a Dino Dollar or Bronto Buck for following the school rules. An entire class earns a Dino-MIGHT for following the school rules.

When recognizing a student or a class, it is important to identify the specific behavior the student engaged in. To promote expected behavior, it is crucial for students to understand when and why they are being acknowledged.

> *"Joe, thank you for picking up the books that someone knocked on the floor. You were being responsible and it helped me out. Here is a Bronto Buck."*

Who hands out acknowledgement tokens?
All school staff - including classified staff, administration, and substitutes - should have and distribute all types of acknowledgement tokens.

How many tokens should be handed out?
All students and classes should have opportunities to earn all types of acknowledgement tokens, so everyone feels like they have a good chance of being recognized for good behavior. ALL students engage in appropriate behavior some of the time, and ALL students benefit from positive recognition! Each student should be able to earn $1 per day.

How often should tokens be cashed in?
Approximately every two weeks, students will have an opportunity to visit the Student Store and use Dino Dollars/Bronto Bucks to purchase trinkets and/or privilege passes. Two classes are selected at random each week through the Dino-MIGHT raffle and earn extra recess. After the weekly raffle, Dino-MIGHTs are returned to teachers and saved for the end-of-trimester cash out.

Student Store

2019-2020 Schedule for grades 1-5
(TK/K dates are two days prior to the dates listed below)

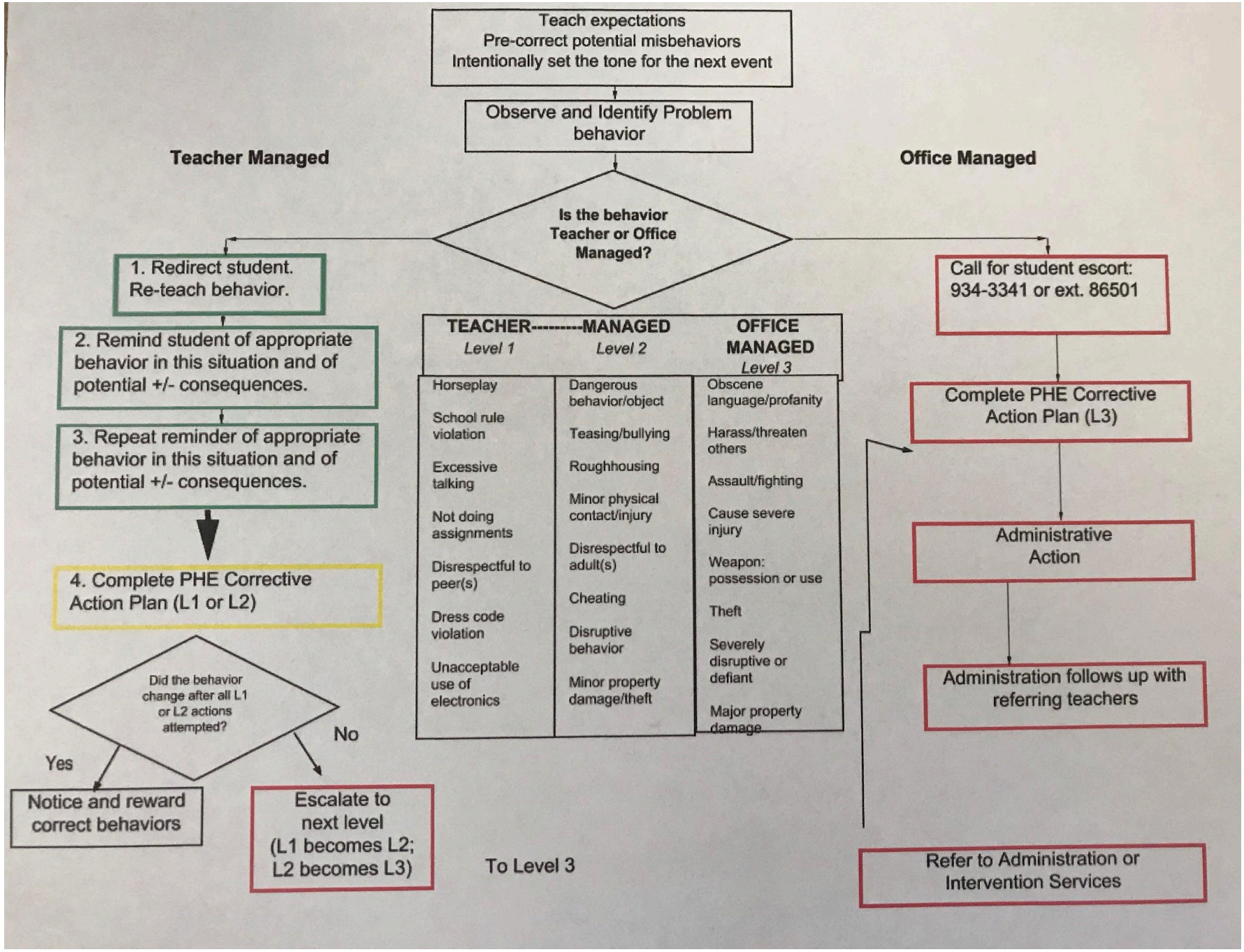
- September 27
- October 25
- December 6
- January 31
- February 28
- March 27
- May 1
- May 29

Pizza with the Principal
Pizza with the Principal is held once a trimester. The dates are listed below:

- December 6, 2019
- March 20, 2020
- June 1, 2020

Management
Each student's purchases will be placed in a brown paper bag labeled with the student's name. The bags will placed in a plastic box and delivered to your classroom later that day. If the plastic box is left in your room, please kindly return it to the office as soon as possible.

1st & 2nd grade teachers: To ensure that all students are able to shop during the brief window, ***please staple your students' dino dollars in stacks of 10***. It is also helpful if the total number of dino dollars is written on the outside of each student's envelope. Thanks for your help


Teach expectations
Pre-correct potential misbehaviors
Intentionally set the tone for the next event
Observe and Identify Problem behavior
Teacher Managed
Office Managed
Is the behavior Teacher or Office Managed?
1. Redirect student. Re-teach behavior.
2. Remind student of appropriate behavior in this situation and of potential +/- consequences.
3. Repeat reminder of appropriate behavior in this situation and of potential +/- consequences.
4. Complete PHE Corrective Action Plan (L1 or L2)
Did the behavior change after all L1 or L2 actions attempted?
Yes
No
Notice and reward correct behaviors
Escalate to next level (L1 becomes L2; L2 becomes L3)
To Level 3
TEACHER---------MANAGED
Level 1
Level 2
OFFICE MANAGED
Level 3
Horseplay
School rule violation
Excessive talking
Not doing assignments
Disrespectful to peer(s)
Dress code violation
Unacceptable use of electronics
Dangerous behavior/object
Teasing/bullying
Roughhousing
Minor physical contact/injury
Disrespectful to adult(s)
Cheating
Disruptive behavior
Minor property damage/theft
Obscene language/profanity
Harass/threaten others
Assault/fighting
Cause severe injury
Weapon: possession or use
Theft
Severely disruptive or defiant
Major property damage
Call for student escort: 934-3341 or ext. 86501
Complete PHE Corrective Action Plan (L3)
Administrative Action
Administration follows up with referring teachers
Refer to Administration or Intervention Services

Redirection

	Academic - Lacking Skill	Classroom Behavior - Has Skill(s) Required	Playground Behavior
1st occurrence (per class period/ activity/ recess)	Teacher identifies why work wasn't completed and provides support student needs	Positive redirection ● *Adult: "what are we supposed to be doing?"* *Kid: "getting out our math book"* Then, further redirection if needed ● Clarify expectations ● Check for understanding "I Message"/"Clean Up"	Positive redirection ● *Adult: "remember, on the blue squishy, what do we do?"* *Kid: "walk!"*
2nd occurrence	Same as above	Student works in a different area of the room, with a different partner/group, etc.	Student is told to play a different game, in a different area, with a different piece of equipment, etc.
3rd occurrence	Same as above	Complete work in Buddy Class or Office	Student is directed to "take a seat" (on the bench) for a few minutes

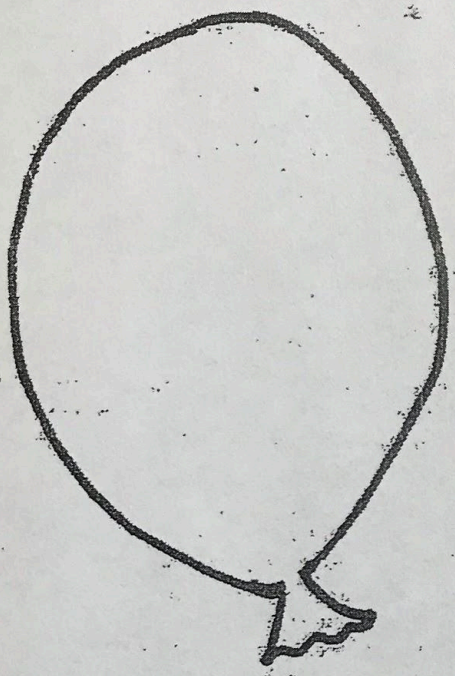
Buddy Classrooms

Classroom Teacher	Grade Level Buddy (Level 1-2/Think Sheet)	Cross Grade Level Buddy (Level 3/Office Managed)
Abramson (1)	DeTorres (2)	Joachim (10)
Bohner (15)	Jury (17)	Parks (20) or Welch (16)
Brown (18)	Welch (16)	Chequer/Croy (33)
Bryan/Roberts (30)	Chequer/Croy (33)	Waters (31) or Maffei (32)
C. Strum (26)	Sheffield (34)	M. Strum (35)
Campos (25)	Herrington (11)	Herrington (11)
Chequer/Croy (33)	Bryan/Roberts (30)	Brown (18) or Nicosia (27)
DeTorres (2)	Abramson (1)	Welch (16)
Elliott (21)	Sheffield (34)	Bryan/Roberts (30)
Gabelman (23)	Richards (29)	C. Strum (26)
Herrington (11)	Campos (25)	Campos (25)
Hong (28)	Nicosia (27)	Waters (31)
Hotter (2)	Zagone (8)	Brown (18)
Joachim (10)	Zagone (8)	Jury (17)
Jury (17)	Bohner (15)	Joachim (10)
M. Strum (35)	Hong (28)	Bryan/Roberts (30)
Maffei (32)	Chequer/Croy (33)	Sheffield (34) or Parks (20)
Meyer (19)	M. Strum (35)	Richards (29)
Nicosia (27)	Parks (20)	Chequer/Croy (33)
Parks (20)	Meyer (19)	Maffei (32)
Richards (29)	Gabelman (23)	Meyer (19)
Runyan (36)	Abramson (1)	Strum (35)

Classroom Teacher	Grade Level Buddy (Level 1-2/Think Sheet)	Cross Grade Level Buddy (Level 3/Office Managed)
Sheffield (34)	**Welch (16)**	**Gabelman (23)**
Waters (31)	**Bryan/Roberts (30)**	**Welch (16) or Hong (28)**
Welch (16)	**C. Strum (26)**	**DeTorres (2)**
Zagone (8)	**Hotter (2)**	**Joachim (10)**

CHECK IN

NEEDS



What happened?

I feel:

when people:

I need:

will you please:

Soul Shoppe Tools: "I" Message and Clean Up

"I" Message
This is a chance to speak up and ask for what you need in any situation without blame or accusation. The first step is identifying how you feel when a certain thing happens, followed by asking for what you need to resolve the situation.

I feel ...
When people ...
I need ...
Will you please ... ?

Example:
I feel hurt
When people grab the ball from me
I need to play nicely
Will you please ask before you grab?

Clean Up
This is a very thorough apology. Many times in schools we have the students say they are sorry but it often sounds insincere and is not enough. The Clean-Up takes it to the next step to ask what is needed to resolve the issue, then making a commitment and asking for forgiveness. This tool has saved friendships, changed chronic behaviors, and allow people to really listen to each other.

I know that I ...
I apologize.
What can I do to make it right?
Next time I will ...
Will you forgive me?

Example:
I know that I grabbed the ball out of your hands.
I apologize.
What can I do to make it right?
(wait and listen for the answer)
Next time I will ask before I grab
Will you forgive me?

Soul Shoppe Tools: Peace Path and Peacemakers

Peace Path

Before the students start resolving their conflict through the Peace Path, make sure they "Stop & Breathe" and are calm enough to talk it out. If they are still too worked up when they start, they will not be able to think or articulate what they need.

- ➢ Stop: collect themselves
- ➢ Breathe: take several deep breaths until they calm down.

1. Get ready.
    a. Make sure students are calm and ready to solve the problem. Ask:
        i. "Do you need help?"
        ii. "Are you ready to solve this peacefully?"
        iii. "Let's go to the Peace Path"

2. Three rules
    a. "These are the rules:"
        i. "Treat each other with respect."
        ii. "Listen without interrupting."
        iii. "Work to solve the problem."
    b. Ask each student: "Can you agree to these rules?"
    c. Once you have agreement, move to the next step.

3. Be the guide & problem solved
    a. You will see two different colored feet: yellow and blue. One student stands on the first set of yellow feet and the other on the first set of blue feet, facing each other.
        i. Yellow speaks first, finishing the sentences: I feel… When…
        ii. Blue then answers: I know that you feel… When…
        iii. Make sure students listen to each other.
    b. "OK, let's solve this problem. The person on the yellow feet will always speak first. Everyone gets a turn. Now, use the words on the path, and begin."
    c. For younger students,you will need to guide them and ASK them through the path.
        i. "How did you feel?"
        ii. "What actually happened?"
        iii. "What do you want them to do instead?"
        iv. "What will you do next time?"
        v. "Is there anything else?"

4. Put it down & shake hands
    a. As students are on the last step, ask:
        i. "What will you do from now on?"
        ii. "Please shake hands."
        iii. "Great job! Please tell others this problem is solved."
        iv. "We will check back and make sure everything is still OK."

v. “Leave in peace.”

If students can’t solve the problem or conflict

Occasionally two students will not be able to come to a satisfactory conclusion with their problem. There will be times, even though we want them to figure it out on their own, when adults have to step in and guide them further. Here are some strategies:

- ➢ Ask what they can agree on for the time being.
- ➢ Wait until next recess and go through the Peace Path again.
- ➢ Let them know that not all problems are solved, but they can agree to get along and try to work on it.
- ➢ Let their teacher know what is going on and see if they can help solve it.
- ➢ Ask each what they really need (give suggestions) in order to solve this issue and help them work it out.

Peacemakers

A small group of charismatic student Peacemakers (upper grade students) are specially trained to help other students solve problems by walking through the Peace Path at recess, lunch, or even during class (using a mini Peace Path visual). Unlike other conflict managers, Peacemakers do not roam the area calling out problems and getting kids “in trouble.” Instead, Peacemakers are trained and introduced to the school population as a resource that students can call upon as they need, or as adults deem necessary.

Consequence System

Role

Consistent and fair discipline procedures are crucial to a successful consequence system. Students must be respected throughout the disciplinary process. Consequences should focus on teaching, restorative practices, or logical consequences as much as possible. In providing consequences, staff is mindful of the instructional time students miss - which should be as little as possible.

In order to maximize student instructional time, staff are encouraged to deal with problem behavior in the classroom as much as possible using a clear discipline plan, which must include: teaching expectations and routines, providing incentives for positive behavior, and clear responses to problem behavior. For pervasive problem behavior, teachers are advised to seek assistance or additional consultation via contact with school administration.

School-Wide Information System

Office referrals and suspensions are entered into a secure, confidential database that provides access for administrators to track school-wide or student-centered trends. This helps the PBIS team make informed decisions about school-wide programming and provide support as needed.

Other Means of Correction

Description
The following is a list of possible alternatives to suspension that may be utilized by administrators. The list is not comprehensive, but provides examples of other means of correction that can be used as a replacement of suspension.

	Level 1	Level 2	Level 3
Supportive	-Campus projects -Class meeting -Conflict resolution -CARE referral -Counseling referral -Student conference -School Attendance Review Team (SART) -No contact contract -Parent contract -Teach replacement behavior -Peer mentoring -Support call	-Community service -Develop and provide corrective feedback -Behavior contract -CARE referral -Check In/Check Out (CICO) -Parent, teacher, administrator conference -School Attendance Review Board (SARB) -Behavior contract -School escort -Student Study Team (SST)	-Community service -Reteach behavior -Behavior Intervention Plan (BIP) -Positive Behavior Team (PBT) referral -Administrator conference
Restorative Practices	-Campus projects -Loss of privilege -Letter of apology -No contact contract -Official warning	-Community service -Community circle -Restorative intervention	-Community project -Counseling referral -Formal conference
Punitive	-Campus project -Loss of privilege -Letter of apology -No contact contract -Official warning	-Community service -Loss of privilege -Research report on behavior -Class suspension -Behavior contract -Conference	-Community project -Suspension -Administrator conference -Restitution -Behavior Intervention Plan (BIP)

Student Support Plan

Pleasant Hill Elementary Student Support Plan

Name:_____ **Grade:** _____ **Teacher:**_____

Date:_____ **Time:**_____ **Location:**_____ **Referred by:**_____

	Level 1: In Class	Level 2: In Class	Level 3: Office Referral
Behavior	⇒ Horseplay ⇒ School rule violation ⇒ Excessive talking ⇒ Not doing assignments ⇒ Disrespectful to peer(s) ⇒ Dress code violation ⇒ Unacceptable use of electronics ⇒ Other:_____	⇒ Dangerous behavior/object ⇒ Teasing/bullying ⇒ Roughhousing ⇒ Minor physical contact/injury ⇒ Disrespectful to adult(s) ⇒ Cheating ⇒ Disruptive behavior ⇒ Minor property damage/theft ⇒ Other:_____	⇒ Obscene language/profanity ⇒ Harass/threaten others ⇒ Assault/fighting ⇒ Caused severe injury ⇒ Weapon: possession or use ⇒ Theft ⇒ Severely disruptive or defiant ⇒ Major property damage ⇒ Other:_____
	Description of Incident:		
Action	⇒ Redirection (up to 3x) ⇒ Think sheet ⇒ Buddy class break ⇒ Phone call/conference ⇒ Apology ("I Message"/Clean up) ⇒ Class meeting ⇒ Study hall	⇒ Redirection (up to 3x) ⇒ Think sheet ⇒ Buddy class break ⇒ Phone call/conference ⇒ Conflict resolution (Peace Path) ⇒ Class meeting ⇒ Loss of privilege	⇒ Conference w/Admin ⇒ Think sheet ⇒ Phone call home ⇒ Suspension ⇒ Conflict resolution (Peace Path) ⇒ Class meeting ⇒ Office managed detention

Parent/Guardian Signature _____ **Date**_____

White Copy: Office (Level 3 Only) *Yellow Copy: Parent/Guardian* *Pink Copy: Teacher*

Tier I Team Meetings

2019-2020 Team Meetings
3-4 pm, PHE Library

- September 16
- October 24
- November 21
- December 12
- January 30
- February 20
- March 12
- April 30

Meeting Agenda

- Welcome
- New business
- Subcommittee share out
    - CARE
    - AERIES data
    - Playground
    - Student store
    - Staff feedback

CARE Team

Meetings are held on Mondays from 12:20 - 1:20 pm. Agenda is as follows:

- Follow Up
    - Check in on “to dos” from previous meeting
- Monitor Progress for Tier 2 Students
    - CICO/Counseling
        - Identify new candidates
        - Review progress
        - Identify next steps
            - Layers of Support
                - Revise CICO plan (incentives, mentors, frequency, goals)
                - Add “Breaks are Better” or “Academic focus”
        - Fading
        - Exit
        - Celebrations
- New Submissions
    - Review CARE Referral Spreadsheet
    - Provide classroom intervention suggestions
        - What students could possibly benefit from groups?
    - Schedule student observations
    - Refer to SST

Meeting Review

1. Were action items and tasks assigned at previous meeting reviewed?
2. Was data used to inform intervention decisions for students?
3. Were interventions for individual students documented with assigned tasks?

<u>SST Request</u>

Student:
Gen Ed Teacher:
CARE Team Attendees Needed:
Translator Needed:
Proposed Days/Dates:
Purpose of SST:

CARE Referral Form/Request for Assistance (Google Form)

Teacher Name:
Student Name:
Birth Date:
Grade:

RAP/QRI Level:
iReady - ELA:
iReady - Math:

ELD Level:

Area of Concern:
Description of Concerns:
Current Interventions:
What interventions are already in place?:

Would you like to attend the CARE meeting?:

Interventions At-A-Glance

Tier	Intervention	Assessment
Tier 1 (~ 80% of students)	Dino Dollars/Bronto Bucks	Student Store spending
	Dino-MIGHTS	Office tracking sheet
	Attendance trophies	Attendance data
	Spirit days Awards assemblies Character assemblies Staff acknowledgement Art & Science of Teaching; AVID Counselor in the classroom FAME (art)	Climate survey
	Signage Restorative practices Soul Shoppe Buddy bench Corrective action plan Peacemakers Caring School Communities	Corrective Action Plan; Google Form
	Coffee with the principal	Attendance data
	Instructional model Grade level rotations (RtI) Common curriculum	iReady; Walkthrough data
	Professional learning communities Instructional rounds Professional development Coaching	Meeting notes
	Grading calibration	Report cards
	iReady	iReady reports
	GAFE STEAM & computer labs 1:1 technology (gr. 3-5)	
Tier 2	CICO	Google form/CARE review

(~ 20%) Tier 2, Continued	In class intervention	AERIES (pre referral)
	Counseling Social skills groups	Pre/post survey
	CARE observation Related services consultation	Member share out; AERIES; Observation tracking form?
	SST	Meeting notes
	Resource guest	Pre/post assessments
	After school intervention/enrichment	
	Imagine Learning English Targeted iReady lessons	iReady report data
Tier 3 (~ 5%)	District behaviorist	
	SPED evaluation	Assessment report/IEP
	PBT	

Tier 2 Intervention Inventory

Tier 2 interventions are implemented for students who do not respond to the universal intervention. A Tier 2 intervention is intended to efficiently serve multiple students at one time. Tier 2 interventions should also be readily available for student participation quickly after referral (< 7 days).While matching Tier 2 interventions to student needs is important, Tier 2 interventions should not require a significant amount of individualized assessment or intervention planning. A coordinator with the adequate time and resources to manage student referrals to the intervention and coordinate implementation is necessary, as is a data system for evaluating student progress and efficacy of the intervention.

Data: Fall 2017

Tier 2 Intervention	Capacity	Who coordinates intervention?	Students who would be good fit for the intervention	Data used to evaluate student outcomes	How many students have been:		Maintain, Revise or Cancel?
					Referred	Successful	
CICO	10-15	CARE team	Behavior impacts learning	CICO charts and Google Form	4	2	Maintain
Counseling - 1:1	15	CARE refers to counselor	Social/ emotional concerns	In progress	12	8	Maintain
Social Skills Group	4 per group; 4 groups total	CARE refers to counselor; Counselor selection; Teacher referral	Social/ emotional concerns; peer conflicts	In progress; Office discipline referrals	4	2	Revise
Behavior contract	1-2 per class	Teacher/ CARE	Behavior impacts learning	Frequency data collected by classroom teacher	?	?	Revise - amend referral

Tier 2 Intervention Features

Intervention ->	CICO	Counseling - 1:1	Social Skills Groups	Behavior Contracts
Access to Adult Attention	**X**	**X**	**X**	**x**
Access to Peer Attention			**X**	
Access to Choice of Alternatives/Activities	**X**	**X**	**X**	**X**
Option for Avoiding Aversive Activities	**X**		**X**	**X**
Option for Avoiding Aversive Social/Peers	**X**	**X**	**X**	**X**
Adult Attention: Prompts for 'What To Do'	**X**	**X**	**X**	**X**
Throughout the Day - At Least 5 Times	**X**			**X**
Positive Feedback is Set Up	**X**	**X**	**X**	**X**
A School-Home Communication System	**X**			**X**
Opportunity for Adaptation into a Self-Management System	**X**	**X**	**X**	**X**

Check In Check Out Program Description

The CICO Program is a school-wide, check-in, check-out prevention program for students who are starting to engage in problem behavior. The goal of the program is to prevent students who are acting out from escalating further, and to provide them with more frequent feedback on their behavior to prevent future problem behavior.

➢ Which students do well on the CICO Program?

Students who you are concerned about who may or may not be acting out already, but ***are not*** currently engaging in dangerous (e.g., extreme aggression, property destruction) or severely disruptive behavior (e.g., extreme noncompliance/defiance) would be good candidates for the CICO Program. Students who have problem behavior across the day and in different settings are good candidates for the program versus students who have trouble only in one setting or one time period.

➢ How do teachers participate in the CICO Program?

Teacher(s)/support staff provide both verbal and written feedback to students at pre-determined times throughout the day. These adults are not the student's classroom teacher. The feedback is quick and instructional.

➢ Who is responsible for checking students in and out?

An assigned teacher/support staff is in charge of checking students in and out on a daily basis.

➢ How are students selected for CICO?

Please submit a CARE referral for any students you are concerned about. In collaboration with the teacher, the CARE team will determine whether the CICO Program is appropriate or whether another intervention would be more appropriate.

➢ What is the family's role?

A daily report goes home with the CICO student each night. The student is encouraged to show the report to parents/guardians, obtain their signature, and return the report to school during check in the next day. Families are encouraged to acknowledge their student's efforts and successes, and refrain from punishment when their child temporarily slips up. A weekly check in with the child's teacher or CICO Program point person is highly encouraged.

➢ How long are students on the CICO Program?

At a minimum, the CARE team looks at each student's data at the end of each trimester to determine if he or she is ready to be gradually exited from the CICO Program. Since there are a limited number

of students that can receive the intervention, it will be important to fade students off as they become more independent in managing their own behavior.

➢ How is student progress monitored?

A designated teacher/staff member keeps track of the daily points earned and charts the progress for each student. The CICO data entry person will enter two data points per day per student on CICO: the percent of possible points earned daily & a cumulative graph for meeting the daily goal. On a weekly basis, the CARE team reviews the data to determine if the program should stay the same, be adjusted, or be terminated.

➢ What about students who show some success, but continue to struggle?

Additional supports are given. This may include:

- Review tier 1 supports and fidelity: behavior matrix, Dino Dollars/Bront Bucks, etc.
- Identify challenging areas and common antecedents.
- Change mentor.
- Change goals.
- Change incentives.
- Increase frequency of check-ins.

➢ What do students do with their earned points?

Points are totaled at check-out time and deposited in the students CICO account. Points <u>are not</u> taken away for problem behavior. Points earned are saved until the student wants to trade them in. Pre-determined spending times and items are decided upon in advance.

Check In Check Out (CICO): A Targeted Intervention

Coordinator: Principal

Purpose of targeted intervention

- Provide student a daily check-in and check-out with an adult
- Establish goals for the student and support their needs for the day
- Provide organizational, academic, social prompts
- Encourage student self-assessment
- Establish regular communication with families of students on CICO
- Provide a supportive structure for students enrolling in school well after the start of the year (CICO for 1-2 weeks)

Student screening and selection

- Teacher submits a CARE referral for any student s/he is concerned about

Program procedures

CICO Point Person(s)

- Provide quick, instructional verbal and written feedback to students at predetermined times throughout the day
- Enter student point data at check-out

Student on CICO

- Check-in and check-out with predetermined adult each day
- Use the card throughout the day as a reminder & self assessment tool
- Obtain rated feedback from the classroom teacher(s)

Classroom Teacher

- Provide student with a brief, positive welcome to school
- Provide rated feedback to student at end of class

Family

- Ask student about their day and for their CICO report
- Use CICO report to provide praise, reinforcement as appropriate
- Use CICO report as an information point for problem behaviors, but do not re-address them with the student

Check-In Check-Out (CICO): Participants & Duties

Student: _____

- ❏ Attend initial meeting to plan for CICO participation
    - ❏ Complete “Student Agreement”
    - ❏ Create schedule of reinforcement
- ❏ Check-in with specialist every morning at designated location
- ❏ Give CICO sheet to teacher at beginning of class
- ❏ Collect CICO sheet from teacher at end of class
- ❏ Check-out with specialist every afternoon at designated location
- ❏ Show CICO sheet to parent; get it signed; return to CICO specialist the next day

Classroom Teacher: _____

- ❏ Fill out CICO sheet
- ❏ Provide positive feedback regarding student’s behavior

Parent/Guardian: _____

- ❏ Check student’s daily CICO sheet
- ❏ Sign & give CICO sheet to student to return to school
- ❏ Discuss with student behaviors, points, teacher comments
- ❏ Direct questions about the CICO program to the CICO Coordinator
- ❏ Be familiar with your student’s incentive program

Specialist: _____
(“Checker-Inner” and “Checker-Outer”)

- ❏ Check-in with student every morning at designated location
- ❏ Provide daily CICO sheet for student
- ❏ Collect previous day’s CICO sheet
- ❏ Discuss daily goals
- ❏ Check-out with student every afternoon at designated location
- ❏ Provide regular, positive reinforcement for student success
- ❏ Provide daily, positive reinforcement regarding CICO sheet
- ❏ Review CICO data with student as needed

Coordinator: _____

- ❏ Facilitate initial meeting with student
- ❏ Contact parent/guardian to explain program
- ❏ Provide strategies to assist parent/guardian in helping student succeed
- ❏ Monitor data collection
- ❏ Facilitate follow-up meetings, if necessary
- ❏ Provide instruction/guidance for student to increase positive choices
- ❏ Deliver reinforcement as earned

Check-In, Check-Out (CICO) Program: Student Agreement

Your success in school is up to you! The Check-In, Check-Out Program (CICO) is a short-term strategy to help you succeed in school. This agreement is designed to help you understand your responsibilities in CICO. We hope your involvement with CICO will be a positive experience for you - both at school and at home. Please initial next to each expectation to indicate that you have read and understand these expectations.

_____ I will check in with _____ in Room _____ EVERY morning right before the bell rings.

_____ I will check out with _____ in Room _____ EVERY afternoon right after the bell rings. I will bring my completed CICO form with me!

_____ I will give my daily CICO form to my teacher(s) to complete and return to me.

_____ I will take my daily CICO form home each day and have an adult sign it.

_____ I will come prepared for school each day with my signed CICO form, homework, and folder/accordian.

_____ I will let _____ know if I have any questions or problems, so we can take care of them as soon as possible.

I understand these CICO expectations. I will do my part to be a successful CICO program participant so I can excel in school.

Date: _____ / _____ / _____

_____ _____

Student Name (Print) Student Signature

_____ _____

Coordinator Name (Print) Coordinator Signature

Parent Questionnaire

Student Name_____ Age_____ Birthday_____ Grade_____

Home language(s)_____ Student's primary language_____

School History

Preschool ☐Yes ☐No From_____ To_____
Kindergarten ☐Yes ☐No
Schools attended:_____

Has your child been retained ☐Yes ☐No Recommended for retention ☐Yes ☐No

Student Information

What does your child like to do?_____
What are your children's strengths?_____
What are your concerns regarding your child?_____
Do you have specific questions for us?_____

Is there a family history of learning disabilities: ☐Yes ☐No
Frequent ear infections: ☐Yes ☐No
Wears glasses: ☐Yes ☐No Hearing aids: ☐Yes ☐No
Any vision or hearing problems: ☐Yes ☐No

Student Medical History

Full term pregnancy ☐Yes ☐No
Premature ☐Yes ☐No Weeks_____
Delivery complications ☐Yes ☐No
Milestones: Walk by 15 months ☐Yes ☐No
Speak by 2 years ☐Yes ☐No
Potty trained by 3 years ☐Yes ☐No
Developmental Concerns:_____
Medical Conditions/Diagnoses (and when diagnosed) Serious illness? Hospitalizations? Surgeries?
When:_____
Medications (name, dosage, purpose)_____

Personal History

Have there been any important changes within the past three years? For example: job changes, moves, births, deaths, illness, separations, divorce or custody changes, housing difficulties, military deployments_____

Custody_____ Visitation Schedules_____