

Positive Behavioral Interventions & Supports (PBIS) Handbook

Daniel K. Inouye Elementary



Eagles Pride

- ***Take care of yourself***
- ***Take care of others***
- ***Take care of our school***

Daniel K. Inouye Elementary Positive Behavioral Interventions and Supports Cadre

Vice Principal

PBIS Coach

School Counselors

School Based Behavioral Health (SBBH) Specialist

Representatives from each grade level and special education department

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School Vision

Daniel K. Inouye Elementary empowers learners to explore, discover, create, and share

School Mission

At Daniel K. Inouye Elementary, learners explore through hands-on experiences and inquiry-based learning to discover new ideas. We expect students to collaborate and communicate with each other and to rely on critical and creative thinking skills to gain new insights into their learning

Learning Principles and Belief

We believe...

All students can learn. *Therefore, we address individual strengths and needs by using a variety of teaching strategies.*

Instruction should be rigorous and relevant. *Therefore, we provide instruction based on big understandings and essential questions.*

Assessment should be ongoing and authentic. *Therefore, we use data from multiple assessments to impact instruction and measure learning.*

A safe and nurturing environment is essential for learning. *Therefore, we promote caring and respectful relationships*

Education is a community responsibility. *Therefore, we encourage families and the community to be active in fulfilling our school's Vision and Mission*

Daniel K. Inouye Elementary PBIS Core Statements

Daniel K. Inouye Elementary Positive Behavioral Interventions and Supports Vision and Mission statements assist in attaining student and staff alignment with the school's overarching vision and mission.



Positive Behavioral Interventions & Supports Vision

Sustaining success through collective and cooperative systems of support.

Positive Behavioral Interventions & Supports Mission

We are dedicated to reinforcing the expectations, interventions, and supports developed to foster positive and pro-social connections among students, staff, parents, and our community.

Positive Behavioral Interventions & Supports at Daniel K. Inouye Elementary

Positive Behavioral Interventions and Supports (PBIS) is an innovative and proactive way to think about student behavior. Through PBIS individuals work together to create and maintain a productive and safe environment in which all school community members clearly understand the shared expectations for behavior. PBIS incorporates various strategies to effectively maximize achievement and character development by differentiating student environments, teaching and re-teaching new skills, and focusing on positive behavioral recognition.

The State of Hawaii Department of Education has focused on the merits of PBIS to address the goal of students being educated in learning environments that are safe, drug free and conducive to learning. PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors in school. Students are taught clearly defined behavioral expectations for all aspects of the school environment. They are provided with predictable responses to their behavior, both positive and corrective.

Additionally, PBIS supports the State's General Learner Outcomes (GLOs) as well as the Department of Education's system wide goals of literacy, civic responsibility, safety and well-being. PBIS is an integral component in the school's Academic Plan to sustain comprehensive support for all students.

Positive Behavioral Interventions & Supports is a school-wide system that embraces Daniel K. Inouye Elementary School's vision of developing kind, respectful, and responsible citizens. Our Eagles Pride statements that are incorporated into and the focus of PBIS are -

Take care of yourself
Take care of others
Take care of our school



Teaching Positive Behavioral Expectations

Take care of yourself - Take care of others -
Take care of our school



EAGLES PRIDE

- *Take care of yourself.*
- *Take care of others.*
- *Take care of our school.*

GO EAGLES! SOAR HIGH!

Teaching the Positive Behavioral Expectations (PBIS Matrix)

The Beginning: Introducing the PBIS Matrix

Plan to teach the expectations over the first month of the school year. Using the matrix and having a few simple, positively stated rules will facilitate the teaching of behavioral expectations across school settings because students will be learning through the same language. In addition, stating expectations positively, the hope is that staff will be more likely to use the rules to catch students engaging in appropriate behaviors. By doing so, the hope is that recognition of students for correctly displaying the expectations will increase positive, pro-social behavior as opposed to giving negative consequences for catching them breaking the rules.

Time to invest per lesson

Keep lessons brief, approximately 5 – 15 minutes per lesson.

Fitting in lessons to your daily routine

Bring students to the different areas in the school cited in the matrix. Conduct brief lessons en route, at location, or upon return to class. Consider it an investment during the beginning of the year that will pay off with more positive behavior thereafter.

Revisiting the Matrix

When problems arise in a certain area or time during the school year, at the beginning of each quarter, when new students join the class then teachers can re-teach the expectations for that time, location, or situation.

“Teaching” PBIS Matrix isn’t just going over the class rules

Teaching refers to showing, as in modeling, demonstrating, and role-playing. Students should get up and practice exactly what you would like to see them

do. Give positive feedback on how they did interpreting and acting out the matrix. Lastly, do not forget to praise their effort and reward when appropriate.

Re-teach as often as necessary to master the PBIS Matrix.

So that positive behavior expectations become second nature and the students ACTUALLY use them when adults are not around, ensure sufficient student practice.

Then am I finished?

Yes, but not quite. Plan to teach booster lessons through the school year. Always re-teach and review, especially if problems arise in certain areas and/or situations. Repetition is the key to learning new skills!

Implementation Guide for PBIS Matrix

View behavior expectations and rules as a set of skills that need to be taught to the students. That is, use the same direct instruction principles and strategies employed to establish academic skills. There are five steps commonly used to teach routines, (a) Explain, (b) Specify student behaviors, (c) Practice, (d) Monitor, (e) Review.

Step One: Explain

- Give students adequate reasons and purposes for the particular behavior expectations.
- Make sure students understand what you require of them and why.
- Encourage students to discuss rules, why they are needed, ask questions and develop strategies.
- At close of discussion, ask questions related to purpose of rules and the specific behavior that will be expected.

Step Two: Specify Student Behaviors

- Clearly specify the student behavior that is expected for the common setting.
- These behaviors should be discrete, sequential and observable. For example, when students exit the cafeteria they need to stand in line, by the wall near the last table.
- The basic guidelines should be to establish sufficient detail in the behaviors to ensure that the purposes of the rules are accomplished.

Step Three: Practice

- You need to schedule practice sessions to develop fluency with behavior expectations.
- Model the first example of the skills to ensure that students observe a correct example.
- Next call upon students to role-play.
- Use small groups of students to demonstrate the rules.
- Make sure that all students have an opportunity to demonstrate and practice the rules.

Step Four: Monitor

- Carefully monitor the student's' performance especially in the early stages.
- Catch problems early, provide praise or reinforcement to students who follow the routine correctly, and provide prompts, correction and encouragement to students who may be making errors.
- Provide feedback to the students on their performance at the completion of the routine.

Step Five: Review

- The final step in teaching is to develop a system to periodically review the student's' performance on the routine.
- This review would include a formal observation of the students' behavior to assess: how many of the students are following the rules, how long the demonstrations are taking and what kinds of errors may be occurring.
- If errors occur, briefly introduce steps one, two, and three before the next opportunity to demonstrate the expected behavior.

Daniel K. Inouye Elementary

School-Wide Behavior Expectation Matrix



Daniel K. Inouye Elementary School-Wide Behavior Expectation Matrix



HKES PRIDE	Classroom	Cafeteria	Walkway	Playground	Restroom	Assembly	Field Trip
Take care of yourself	- Show attentive listening to the speaker - Do your very best with any task you attempt - Follow your class rules at all times - Be self directed - Keep hands/feet/objects to yourself	- Use quiet voices - Show attentive listening to the speaker - Enter and exit with care - Stay seated - Ask permission before leaving area - Keep hands/feet/objects to yourself	- Use the Super Eagle walk - Talk only when absolutely necessary - Know your destination and stopping points - Use stairs one step at a time - Keep hands/feet/objects to yourself	- Know your grade level rules recess - Stay within the field boundaries - Freeze in place and line up calmly and quietly after the whistle - Wait quietly in a straight line to be excused back to class	- Ask permission and sign out before use - Wait your turn - Wash your hands - Walk slowly - Quietly return to class when you are finished	- Use quiet voices - Show attentive listening to the speaker - Be an audience that shows mutual respect - Stay seated - Keep hands/feet/objects to yourself	- Be a good representative of our school - Follow directions given to you by adults - Safety first
	- Assist others when possible - Use kind words - Show appreciation for others - Make others feel welcome - Include others in activities and discussions	- Give others personal space - Be mindful of your surroundings - Say please and thank you - Report any large messes to adults - Perform your cafeteria duties with pride (gr. 3-5)	- Politely remind others of rules - Be mindful of your surroundings - Respect other students personal space and needs	- Use kind words and invite others to join - Be mindful of your surroundings - Share equipment and supplies - Take turns	- Report any problems to adults - Be respectful of other's privacy	- Show appreciation for those on stage - Be mindful of your surroundings and respect others personal space	- Use kind words when speaking to others - Be an audience that shows mutual respect - Be a responsible buddy when in a group
	- Treat school property as if it was your own - Help keep your classroom neat and clean - Put materials away after use	- Be responsible and clean up any messes that you make - Throw away your trash - Use table manners	- Keep hallways/ walkways free of trash and report hazards to adults - Keep hallways/walls clean by not tracking in dirt/mud and keeping feet on the ground	- Take care of the equipment and put it back after use - Throw away your trash - Be a peaceful problem solver	- Use bathroom equipment properly - Flush the toilet - Clean up after yourself	Make sure your area is clean upon exiting the cafeteria or leaving the field	- Respect the rules of the places you visit - Stay within designated boundaries

Procedures to Practice with Students throughout the School year



- Entering the classroom
- Getting to work right away
- What to bring to class
- How to ask a question
- What to do if you need help
- How class work is to be done
- Where you want class work placed
- What to do for a restroom break
- How to work in a group
- What to do with homework
- What to do in emergencies
- What to do during announcements
- What to do if they need to see their counselor
- What to do at the end of the day
- What to do during announcements
- Transitions
- Recess behavior



As new situations arise, address them using the PBIS Matrix to determine next steps and solutions.

Acknowledging and Rewarding Appropriate Behavior

Taking care of yourself - Taking care of others -
Taking care of our school



Positive Teacher Attention!

How often should I give positive attention?

6:1

**AT LEAST SIX
POSITIVES TO ONE
CORRECTION**

Caught you doing good!!

Eagle Eye Award

How Does This Work?

Nominating a student or students for Eagle Eye is very easy to do. Just send an email or written note to your grade level counselor. Please be sure to include the student's name, room number, teacher, and what the student is being recognized for. Anyone at school may nominate these deserving students. Some examples of behaviors to be nominated would be demonstrating a school General Learner Outcome (GLO) or TRIBES Agreement (Especially TRIBES #2 Community Contributor), helping teachers in their classrooms, helping other students on campus, and/or returning a lost item to the office.

Students do not need to demonstrate positive behavior consistently to be nominated and awarded. However, it is our hope that this program will empower students to make the right choices, thus creating a positive school environment.

Also, students may be nominated more than once for doing different deeds or displaying outstanding conduct during the school year. The nominated students will be recognized in the following fashion:

Students nominated for the Eagle Eye award will receive a certificate.

They will also have their photo posted on the bulletin board inside the cafeteria.

Referral Process

Taking care of yourself - Taking care of others -
Taking care of our school

Office
Referral



Tips on Setting a Positive Tone and Increasing Student Compliance

1. Students and teachers develop specific classroom expectations, procedures, and routines that are aligned with the Daniel K. Inouye Elementary PBIS matrix
2. Pre-correction
 - Anticipate and prevent an inappropriate behavior by correcting it before it occurs
3. Non-verbal cues
 - (gestures, facial expressions, etc) to redirect misbehavior prior to verbal correction
4. Use direct statements – not questioning.
 - “We keep our hands to ourselves.” Instead of, “Why did you hit that person?”
5. Get in close – respect privacy.
 - Avoid disciplining a student in front of the whole class.
6. Establish eye contact.
7. Give student time to respond.
8. Use start requests more than stop requests.
 - Example: “You need to start getting ready for lunch.” Instead of, “Stop playing at your desk.”
9. Calmly follow through on established consequences.
10. Maintain composure. Don’t argue.

- Talk in a calm voice and avoid a power struggle.

11. Acknowledge compliance with behavior specific praise.

- Example: “Thank you for standing nicely in line”
- Use an “I” message.

12. Building Relationships

- Not only establish relationships with students (students WANT to be personally known), but work to maintain them with daily direct interactions, and restore with a fresh restart when following through with a disciplinary action.
- Positive student-teacher relationships have been shown to support students adjustment to school, contribute to their social skills, promote academic performance, and foster students resiliency in academic performance!!

Daniel K. Inouye Elementary

Classroom-Managed vs. Office-Managed Behaviors

Teachers are responsible for the organization and management of the classroom where all students are given the opportunity and are expected to learn and achieve academic success. As stated in the Profile of an Effective Teacher, the effective teacher: “Establishes and maintains with students the procedures, routines, and expectations for behavior which foster a safe, orderly, motivating environment for learning and intellectual risk-taking.” Classroom management plays a vital role in the overall structure and successfulness of the learning environment

It is of utmost importance to develop positive relationships with ALL students in a caring and nurturing fashion. The procedure below is designed as a way to support student behavior.

<u>Classroom-Managed</u> Pre-referral school infractions
● Tattling ● Littering ● Possession/ use of school prohibited contraband ● Minor property destruction ● Cheating/copying ● Lying/Impulsive behavior (Talking out of turn, getting out of seat without permission) ● Distracted/ unfocused/ not on task ● Sleeping in class/refusal to complete work ● Talking back ● Talking loudly ● Teasing, putdowns, criticism, rumors ● Horseplay ● General disrespect/ non-compliance ● Leaving classroom without permission (Not a runaway)

Defined as disruptive and/or insubordinate behaviors that would be managed through a progressive process ranging from immediate teacher/staff intervention to administrative referral depending on the nature, severity and frequency of the infractions. Initially, these infractions would NOT generate an automatic administrative referral.

<u>Office-Managed</u>
Serious school violations
● Repeated pre-referral behaviors ● Racial or sexual verbal remarks and behavior ● Physical harassment ● Verbal threats ● Physical threat against another person or self ● Intentionally pushing, shoving, tripping, and hitting ● Assault ● Vandalism/ damage or misuse of school property ● Leaving campus without permission or runaway from class ● Disruptive behavior (i.e., shoving desks/ chairs, throwing chairs, repeated yelling) ● Profanity ● Gambling ● Theft ● Possession, use, or sale of: dangerous weapons, firearms, marijuana, alcohol, illicit substances, drug paraphernalia, intoxicating compounds

Defined as problem behaviors that represent severe breaches of school rules, Department of Education rules and/or law violations, which seriously disrupt normal school operations. These behaviors would generate an automatic referral form and are managed by school administration. Repeated pre-referral school infractions would be treated as serious school violations.

HALE KULA ELEMENTARY STUDENT BEHAVIOR MANAGEMENT FLOWCHART

Classroom-Managed Pre-referral infractions

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- Distracted/ unfocused/ not on task
- Sleeping in class/retreat to complete work
- Talking back
- Talking loudly
- Teasing, putdowns, criticism, rumors
- Harassment/ General disrespect/ non-compliance
- Leaving classroom without permission (Not a runaway)

Office-Managed Serious school violations

- Repeated pre-referral behaviors
- Assault or sexual violence/ threats
- Physical harassment
- Verbal threats
- Physical threat against another person or self
- Intentionally damaging, ripping and liting
- Assault
- Vandalism/ damage or misuse of school property
- Leaving campus without permission or runaway from class
- Disruptive behavior (i.e., shoving desks/ chairs, throwing chairs, repeated yelling)
- Profanity
- Possession, use, or sale of: dangerous weapons, firearms, marijuana, alcohol, illicit substances, drug paraphernalia, imitating anating compounds

Flowchart Steps:

- Class**
 - Prompt, Redirect, Reteach, Provide choice**
 - Resolved?**
 - No** → **Private conference with student** → **Resolved?**
 - No** → **Teacher determines classroom consequence/behavior strategy** → **Resolved?**
 - No** → **Complete conflict resolution and/or contact parent (Dojo call, etc)** → **Office confers with support staff** → **Office**
 - Yes** → **Office confers with support staff** → **Office**
 - Yes** → **Office**
 - Yes** → **Office**
- Office**
 - Non-crisis**
 - Complete office referral and send form to office** → **Admin will pick up student at first available opportunity** → **Admin to follow up and investigate situation** → **Admin to determine consequences and follow up as needed with parents, teachers, and support staff**
 - CRISIS**
 - Contact office immediately for support** → **Recommendations from admin**

Build Relationships/Teach Expectations/Reinforce Positive Behaviors 6:1 Ratio

Create a POSITIVE class culture and solid class management system =>

Observe & Identify behavior

How should behavior be managed?

Office-Managed Serious school violations

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Office-Managed Serious school violations

“One of the most successful
behavioral interventions is
academic success.”

George Sugai

How do we ensure success for ALL
students at Daniel K. Inouye Elementary?
That is our challenge!

We can do it! Let's work together to create a
positive culture at Daniel K. Inouye
Elementary so all students can be
successful.

