

Woodland Intermediate School
Positive Behavior Interventions and Supports
(PBIS)



We are Woodland!

Parent/Student Handbook
2016-2017

Introduction to PBIS

Positive Behavior Interventions and Supports (PBIS) is a framework for supporting a positive school climate and culture to support student learning. PBIS practices are research based and data driven. Here is a list of the things you will see as part of our PBIS program at Woodland Primary and Intermediate Schools.

1. Clear Expectations

We set clear expectations that are consistent in all areas of the school. When students know and understand what is expected of them, they are more likely to meet expectations.

2. Explicit Teaching of Expectations

We teach all of our students what respect, responsibility, safety and problem solving look like in all areas of the building. We teach through lessons, modeling, practice and reinforcement.

3. Acknowledging when students meet expectations

When students meet expectations, we celebrate! We place our attention and energy on what students are doing right, rather than their mistakes. We use a variety of ways to positively reinforce student behavior.

4. Support for students who do not meet expectations

We view mistakes as learning opportunities. We use research based, proactive, and restorative solutions to working with student misbehavior.

5. Teaching of Prosocial skills

We believe in teaching the social skills necessary to succeed in school and life. When student needs are met socially and emotionally, they are better equipped to learn at high levels.

6. Home-School Partnership

Together, we are your child's support team. We believe in working with you to support your child's learning and behavior. Your partnership is critical to ensuring all students grow and learn at high levels. Communication between school and home is a vital part of our shared success. Your questions, concerns and ideas are welcome any time by contacting your child's teacher, the school counselor, the principal, or any member of our school team. We will be contacting you as well, to keep lines of communication open and to work together for your child's success.

Woodland Intermediate School Wide Expectations

The Woodland Way

We are RESPECTFUL

We treat others the way we want to be treated

We are RESPONSIBLE

We can be trusted to do our part and to do what is right

We are SAFE

We keep ourselves and others free from danger and harm

WE ARE WOODLAND!

Teaching School Wide Expectations

Our school wide expectations for each area will be formally taught, practiced, and reinforced throughout the year.

The Woodland Way Before School			
We are SAFE	We are RESPECTFUL	We are RESPONSIBLE	We are PROBLEM SOLVERS
Walk	Follow adult directions	Eat before play	Look at the board
Choose cafeteria or playground	Let adult know where you are going	Level 0 voice in the building	Use your words
Leave backpack in assigned spot			
WE ARE WOODLAND!			

The Woodland Way at the Drinking Fountain			
We are SAFE	We are RESPECTFUL	We are RESPONSIBLE	We are PROBLEM SOLVERS
One at a time	Respect personal space	Quick drinks (1,2,3 drink)	End of the line for another turn
Hands anchored	Level 0 voice	Take care of yourself	
		Mouth on water only	
WE ARE WOODLAND!			

The Woodland Way in the Bathroom			
We are SAFE	We are RESPECTFUL	We are RESPONSIBLE	We are PROBLEM SOLVERS
Keep floor dry	Give privacy to others	Go, wash, exit	Wait quietly for empty stall
Feet on the floor	Level 0 voice	Take care of trash	Tell an adult if you see something wrong
One at a time in stalls/urinals			
WE ARE WOODLAND!			

The Woodland Way in the Hallway			
We are SAFE	We are RESPECTFUL	We are RESPONSIBLE	We are PROBLEM SOLVERS
Hands anchored	Level 0 voice	Be in charge of self	Tight to the right
Walking feet	Give each other space	Stay together	Follow traffic signs
WE ARE WOODLAND!			

The Woodland Way After School			
We are SAFE	We are RESPECTFUL	We are RESPONSIBLE	We are PROBLEM SOLVERS
Walking feet	Follow adult directions	Go straight to bus or pick up spot	Know how you are getting home each day
Use the crosswalk			Ask an adult in a vest for help
WE ARE WOODLAND!			

The Woodland Way in the Stairway			
We are SAFE	We are RESPECTFUL	We are RESPONSIBLE	We are PROBLEM SOLVERS
One step at a time	Tight to the right	Stay together	Tell an adult if you see something wrong
Walking feet	Level 0 voice		
Hands and feet to self	Give personal space		
WE ARE WOODLAND!			

The Woodland Way in the Common Areas, Library and Computer Lab			
We are SAFE	We are RESPECTFUL	We are RESPONSIBLE	We are PROBLEM SOLVERS
Use hands, feet and supplies correctly	Use appropriate and friendly words	Clean up after yourself	Come prepared and ready to learn
Walk directly to your destination	Level 0 or 1 voice Listen to adult directions	Use supplies and computers correctly	Report problems to adults
WE ARE WOODLAND!			

The Woodland Way on the Playground			
We are SAFE	We are RESPECTFUL	We are RESPONSIBLE	We are PROBLEM SOLVERS
Hands and feet to self	Listen to adults	Follow game rules	Freeze when the whistle blows
Walk on blacktop	Wait your turn	Use equipment correctly	Know when it's a big problem or small problem
Walk on the play structure	Use kind and appropriate words	Put toys away when you are done	Ask an adult for help with big problems
WE ARE WOODLAND!			

The Woodland Way in the Cafeteria			
We are SAFE	We are RESPECTFUL	We are RESPONSIBLE	We are PROBLEM SOLVERS
Stay in your seat until dismissed	Use table manners	Eat your own food	Wait in line patiently
Sitting on pockets, feet on floor	Hands and feet to self	Clean up after yourself	Know how to get help when needed
Walking feet	Follow adult directions	Voice level 1 or 2	Use your words
WE ARE WOODLAND!			

The Woodland Way at an Assembly			
We are SAFE	We are RESPECTFUL	We are RESPONSIBLE	We are PROBLEM SOLVERS
Hands and feet to self	Eyes on speaker	Show the Woodland Way	Respect personal space
	Follow directions		
WE ARE WOODLAND!			

The Woodland Way in the Office and Health Room			
We are SAFE	We are RESPECTFUL	We are RESPONSIBLE	We are PROBLEM SOLVERS
Have a pass	Level 0 or 1 voice	Walk directly back to class	Ask an adult for help
Listen to adults	Wait patiently	Clean up after yourself	
WE ARE WOODLAND!			

Classroom Systems

Students spend the majority of their school day in the classroom where social and academic skills are needed to be successful. We believe in creating a positive learning environment through effective classroom systems and practices that increase student engagement, allowing all students to learn essential skills. A positive relationship between the classroom teacher and parents, with open and frequent communication, is an essential part of our classroom systems.

<p style="text-align: center;">Classroom Expectations</p> <p>In every classroom, rules are defined and posted for each of the school wide expectations (The Woodland Way: Respect, Responsibility, Safety, and Problem Solving). These expectations are explicitly taught and reinforced throughout the year. You will see these in classroom documents sent home by the classroom teacher.</p>	<p style="text-align: center;">Classroom Routines</p> <p>All classrooms will have classroom routines and procedures explicitly identified for activities (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal). Routines and procedures will be taught and reinforced consistently throughout the year. You will see these in classroom documents sent home by the classroom teacher.</p>
<p style="text-align: center;">Classroom Acknowledgement Systems</p> <p>Each classroom has a formal acknowledgement system, including specific feedback when expected behavior is displayed. This feedback is explicitly linked to the four parts of the Woodland Way: Respect, Responsibility, Safety, and Problem Solving.</p>	<p style="text-align: center;">Classroom Continuum of Consequences</p> <p>Our Classrooms have a range of interventions for problem behavior that are documented and consistently delivered. These interventions emphasize proactive, instructive, and/or restorative approaches to student behavior. Communication with parents early and frequently when problem behaviors arise is a vital piece to intervention.</p>

School Wide Acknowledgment Systems

(When students meet expectations)

At Woodland Primary and Intermediate Schools, we reinforce school wide expectations by acknowledging appropriate behavior and providing specific feedback to support positive behavior. When we shift our focus to reinforcing what we want to see, we increase the likelihood that we will witness desired behaviors from students.

Woodland Way Coins

Woodland Intermediate staff in specialized and unstructured settings will use Woodland Way coins to acknowledge students when they are observed showing the Woodland Way (safety, respect, responsibility, problem solving). When a staff member observes a student showing the Woodland Way, they will give the student a coin, and specifically state which expectation they met (safety, respect, responsibility, or problem solving) and explain how they showed it. The student who earned the coin, will then place the coin in their grade level's bucket by the office. The first grade level to fill their bucket with kindness coins wins a reward that all students in that grade level participate in. Once a winner has been determined, the buckets are all emptied and the competition begins again. The group contingency is a great way for students to learn how to encourage and support each other towards making positive choices throughout the building.

Bucket Fillers

Each of us has an invisible bucket which represents our emotional self. When we are feeling great, our bucket is full. When we are not feeling good, our bucket is empty. We can fill other people's buckets through acts of kindness and respect. When you fill someone else's bucket, you are filling your own bucket too!

Students at Woodland K-4 are taught the concept of bucket filling. There are two different ways students are acknowledged through this concept.

1. **[Name] filled a bucket by:** These are given to students by school staff when acts of bucket filling are observed. Students who receive these tickets are entered into a daily drawing for bucket filling pencils, stickers or bracelets.
2. **I want to fill your bucket by saying:** These can be given to anyone, by anyone, at our school. This includes staff to student, student to student, and student to staff!

Woodland Way Character Trait Assemblies:

Each month we will focus on a specific character trait school wide. Within the month, the character trait will be taught, modeled, and reinforced. At the end of each month, we will have an assembly where two students from each classroom will be formally recognized for an outstanding job demonstrating the monthly character trait. Parents are invited to attend.

September	Respect
October	Responsibility
November	Thankfulness
December	Generosity
January	Tolerance
February	Friendship
March	Integrity
April	Perseverance
May	Cooperation
June	Celebration

Woodland Way Ambassadors

Ambassador: a person who acts as a representative or promoter of a specified activity.

This very special honor is reserved for the top five percent of students in our school who are ambassadors of the Woodland Way. These are the students who competently, confidently and consistently demonstrate the Woodland Way. These students are the models for their peers to see what being safe, respectful, responsible and a problem solver looks like. To receive this honor, a student must be nominated by each teacher and specialist with whom the student works. These students are recognized formally at monthly assemblies and are given a special shirt to wear so that everyone knows who to watch for a superior example of what it means to live the Woodland Way. When a student receives this honor, their parents will be invited to come and present the shirt to their child.

I am safe. I am respectful. I am responsible. I am Woodland!

Procedures and Response Systems for Problem Behaviors

(When students do not meet expectations)

Woodland Intermediate School Behaviors Defined

Behavior	Major (Support Team Managed)	Minor (Classroom Managed)
Aggressive Behavior	Student engages in actions involving <u>serious</u> physical contact <u>where injury may occur</u>	N/A
Bullying	Student <u>repeatedly</u> delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	N/A
Defiant/ Defiance	Student engages in refusal to follow directions or talks back	Student engages in brief or low intensity failure to respond to adult requests
Disrespectful	Student <u>chronically</u> delivers socially rude or dismissive messages to adults or students	Student delivers low-intensity, socially rude or dismissive messages to adults or students
Disruptive	Student engages in behavior <u>causing an interruption</u> in a class or activity. Disruption includes <u>sustained</u> loud talk, yelling or screaming, noise with materials, horseplay or roughhousing, and/or <u>sustained</u> out of seat behavior.	Student engages in low-intensity, but inappropriate disruption
Fighting	Student is involved in <u>mutual participation</u> in an incident involving physical violence	N/A
Inappropriate Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way	Student engages in low-intensity instance of inappropriate language

Physical Contact	<u>Intentional</u> actions involving serious physical contact where <u>injury may occur</u>	Student engages in <u>non-serious, or unintentional</u> , but inappropriate physical contact
Theft	Student is in possession of, having passing on, or being responsible for, removing someone else's property. Taking <u>items of significant value</u> * <u>repeated</u> minor incidents of theft	Student is in possession of, having passed on, or being responsible for, removing someone else's property. Taking <u>items of little or no value</u>
Use/Possession of Alcohol	Student is in possession of or is using alcohol.	N/A
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or imitations.	N/A
Use/Possession of Weapons	Student is in possession of knives, guns (real or look alike), or other objects readily capable of causing bodily harm.	N/A
Repeated Minors	Three documented (in SWIS) incidents of the same behavior	

"If a child doesn't know how to read, we teach
 If a child doesn't know how to swim, we teach
 If a child doesn't know how to multiply, we teach
 If a child doesn't know how to behave, we teach? Or punish?"

-Horner

We believe in making decisions based on data. We track minor behavior data to plan individual student support and create environments to support positive student behavior and safety. This is what our data tracking forms look like. As our partner, we will communicate with you throughout this process.

CLASSROOM Tracking Form - Minor Behavior

Student		Grade	
Teacher		Date	
Location		Time	
<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Special			
Problem Behavior	Interventions	Possible Motivation	
<input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Defiant Behavior <input type="checkbox"/> Disrespect to Peer <input type="checkbox"/> Disrespect to Adult <input type="checkbox"/> Physical Contact <input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Acknowledge Positive Behavior <input type="checkbox"/> Give Choices <input type="checkbox"/> Preferential Seating <input type="checkbox"/> Simple Reward System <input type="checkbox"/> Talk one on one with student <input type="checkbox"/> Review PBIS Expectations Awareness of how behavior affects others <input type="checkbox"/> Apology <input type="checkbox"/> Contact Parent	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Impulsivity <input type="checkbox"/> Inability to problem solve	

Please give brief description of incident on back

Repeated Minor
Incident

1 2 3

Parent contacted: _____ Date _____ Time _____

PBIS Tracking Form

Student		Teacher		Grade	
Staff		Date		Time	
Location <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Playground					
Problem Behavior	Interventions			Possible Motivation	
<input type="checkbox"/> Defiant <input type="checkbox"/> Physical Contact <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Disrespectful	<input type="checkbox"/> Reflective Listening by Adult Encouraged Student to Express their Feelings <input type="checkbox"/> Encouraged Empathy <input type="checkbox"/> Awareness of how behavior affected others <input type="checkbox"/> Apology Discuss how to handle the situation differently <input type="checkbox"/> Choose another activity <input type="checkbox"/> Choose one area of the playground <input type="checkbox"/> Loss of privilege			<input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Inability to problem solve	

Please give brief description of incident on back

When a student demonstrates a "major" behavior, we respond as a team to fully support the student and others involved in an incident. This is a form used to 1) Track major behaviors and 2) Request additional support for the student through the support team, including parents.

Student Name _____ Teacher _____ Grade K 1 2 3		
Referring Staff _____ Date _____ Time _____		
Location: <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway <input type="checkbox"/> Bathroom <input type="checkbox"/> Other _____		
Others Involved: <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other		
Description of Incident: _____ _____ _____ _____		
Major Problem Behavior	Classroom Interventions	Possible Motivation
<input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Aggressive Behavior <input type="checkbox"/> Fighting <input type="checkbox"/> Defiance <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Disrespect to adult <input type="checkbox"/> Bullying <input type="checkbox"/> Theft <input type="checkbox"/> 3 Minor Incidents (Same behavior repeated)	<input type="checkbox"/> Taught/Retaught Expectations <input type="checkbox"/> Taught/Role Played appropriate behaviors <input type="checkbox"/> Interactive Modeling <input type="checkbox"/> Redirection <input type="checkbox"/> Cued/prompted/reminded/redirected student <input type="checkbox"/> Clarified how behavior did not meet expectation <input type="checkbox"/> Provided structured choice <input type="checkbox"/> Collaborated with colleagues <input type="checkbox"/> Changed environmental factors <input type="checkbox"/> Met with/talked to parent <input type="checkbox"/> Reviewed student data for pattern/trend <input type="checkbox"/> Facilitated peer mediation <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Contacted Parent/Guardian (Date _____) <input type="checkbox"/> Other _____	<input type="checkbox"/> Peer attention <input type="checkbox"/> Adult attention <input type="checkbox"/> Obtain item <input type="checkbox"/> Obtain activity <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult(s) <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Inability to problem solve
Administrative Decision <input type="checkbox"/> Loss of privileges <input type="checkbox"/> Restorative conference with student <input type="checkbox"/> Restorative Circle with student and others involved <input type="checkbox"/> Restitution/Community Service <input type="checkbox"/> Other _____ <input type="checkbox"/> Contacted parent by phone: Name _____ Date _____ Time _____		
Additional Comments: _____ _____ _____		
Administrator/Support Team Signature _____ Date _____		
Parent Signature _____ Date _____		

Restorative Practices

When problems arise, our goal is to establish accountability, repair harm, and provide space for learning and growth. Restorative practices in our school allow our students to learn skills, recognize the impact of their actions, and to be held accountable. This may take on a variety of forms, and is individualized for each unique student and situation. In any case, your participation is vital to the restorative process.

Some restorative practices you may see in our school are:

A school climate where students and adults are welcomed and held accountable

A language that does not assign blame, assume or accuse

A commitment to building and maintaining positive relationships

Dialogue that brings those directly impacted and those responsible together to repair harm

Community service opportunities

One on one conversations to understand impact and take responsibility

Adults working with students to take responsibility for their actions and develop solutions

Involving students in decisions that affect them by listening to their views and opinions

Adults working with students, rather than doing things **for** them, or **to** them

Families and school staff working together to make decisions and develop solutions

Students using a buddy classroom to reflect on restorative questions

Apology letters or drawings

Restorative Questions:

- | | |
|---|---|
| <ul style="list-style-type: none">• What happened?• What were you thinking of at the time?• What have you thought about since?• Who has been affected by what you have done? In what way?• What do you think you need to do to make things right? | <ul style="list-style-type: none">• What did you think when you realized what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right? |
|---|---|

School Wide Social Skills Instruction

Second Step Curriculum:

Second Step is a research-based curriculum used in all classrooms to teach social-emotional skills. This program focuses on teaching children how to understand and manage their emotions, control their reactions, be aware of others' feelings and have the skills to problem solve and make responsible decisions.

Bucket Fillers:

Through books, classroom lessons, and school wide activities we teach students the idea of Bucket Filling. Each of us has an invisible bucket, which represents our mental and emotional selves. It is filled when good things happen to us, or emptied when bad things happen to us. We teach our students to fill other people's buckets through words and acts of kindness. We also teach students not to dip from other people's buckets through disrespectful words or actions. Students discover that when they fill someone else's bucket, their bucket is filled too!

Character Traits:

Each month we will focus on teaching and reinforcing positive character traits. We believe these characteristics are essential to success in school and life. Here is our schedule of monthly character traits. As part of our team, we encourage you to teach, model and reinforce these traits each month at home as well!

September	Respect
October	Responsibility
November	Thankfulness
December	Generosity
January	Integrity
February	Friendship
March	Tolerance
April	Perseverance
May	Cooperation
June	Celebration

A Home-School Partnership

We value your input in our PBIS practices. There are a variety of ways to get involved and share your ideas.

PBIS Team Member: Our Tier 1 PBIS team meets weekly to plan and implement PBIS practices, and analyze school wide data to create, monitor and adjust action plans. If you are interested in making this weekly commitment, in addition to the work required outside of meeting times, please request an application from the office, or from Lindsay Hill, PBIS Coach.

PBIS Parent Forum: This is an informal meeting time held once a month open to all parents and community members to brainstorm ideas for our PBIS system. You may have a fresh new idea, a twist on something we're already doing, or a connection or resource you feel would support our PBIS work together. It is an opportunity to share your ideas without having to commit to multiple meetings and tasks. Be on the lookout in your school newsletters for when and where these meetings will take place.

Family PBIS Survey: Our goal is to survey all families twice each school year. This gives an opportunity for all families to provide their ideas and feedback. We deeply value the input of our community. Sending home a survey will help to ensure that even those with busy schedules, who are unable to come in to school, have the opportunity to share their thinking.

Woodland K-4 PBIS Coach: You don't have to wait for a forum or survey to share your ideas! Please feel free to contact Lindsay Hill, the K-4 PBIS Coach and School Counselor, at any time.

Parents as Partners: We truly believe parents and guardians are our partners in fully supporting all students. We will communicate with you throughout the year and encourage your communication with us as well. Please feel free at any time to contact your child's teacher, our school counselor, our principal, or any member of our school team.

Lindsay Hill
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**Thank you for your role in
Positive Behavior Interventions and Supports!**

