

Multi-Tiered System of Support (MTSS) Positive Behavior Intervention Support (PBIS)

- Provides a framework (not a curriculum) for school improvement that focuses on *system level change* across the classroom, school, and district to meet the academic and non-academic needs of all students including students with disabilities, English Language Learners, and students who are academically advanced. It develops high quality core educational experiences in a safe and supportive learning environment with targeted academic and non-academic interventions and supports.

Teach, model and practice what
those behaviors look like, sound
like, and feel like

Use Core Values to focus social skills
instruction school wide, in class and within
small groups.

*Jackson students choose to be
safe and secure,
respectful and responsible,
positive and productive,
kind and courteous.*

*Work hard, be nice, make a difference
to be the best that you can be.*

SPARK NOTE



_____ created a SPARK today
by being ☐ Safe ☐ Respectful ☐ Positive ☐ Kind

From _____

Safe & secure

Positive & productive

And

Respectful & responsible

Kind & courteous

5 Stances for Growth Mindsets

Empathy: the ability to understand and share the feelings of another. “Walking in some else’s shoes.”

Resilience: the capacity to recover quickly from difficulties. (Perseverance with a positive attitude.)

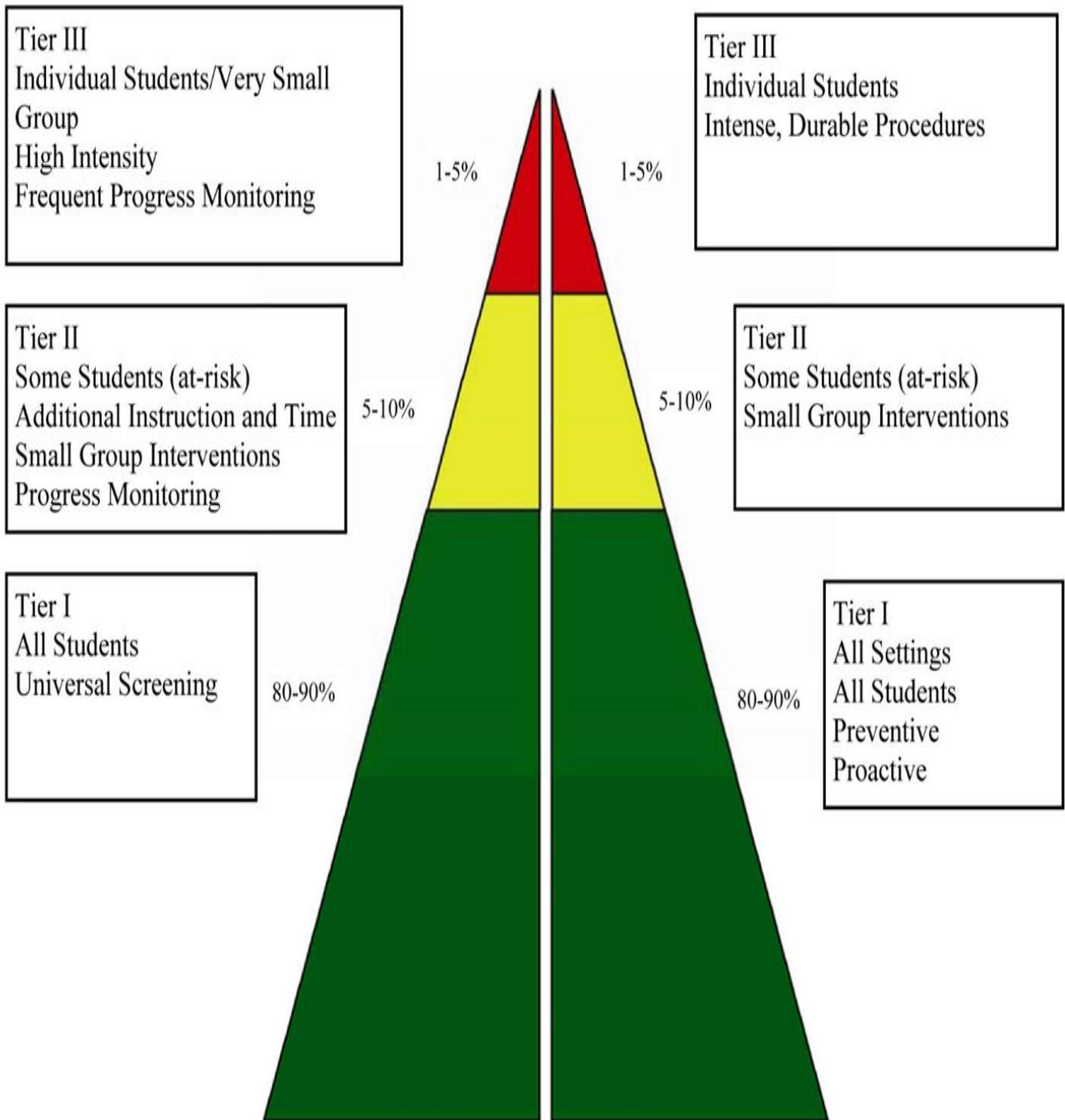
Optimism: hopefulness and confidence about the future or the successful outcome of something.

Perseverance: is not giving up. It is persistence and tenacity, the effort required to do something and keep doing it till the end, even if it's hard.

Flexibility: the ability to adapt to new situations, improvise, and shift strategies to meet different types of challenges

Academic Systems

Behavioral Systems



Values	Rules
<ul style="list-style-type: none">● Be Safe● Be Responsible● Be Kind● Be productive● Be Respectful● Be Courteous● Work hard● Be nice	<ul style="list-style-type: none">● Walk in the hallway● Keep hands off the wall● Include others at recess● Stay in your seat during work times● Raise your hand in class● Remain in your own personal space● Complete work to the best of your abilities● Use language that is considerate with others● Sign out to use the bathroom● Put materials and toys away after usage● Clean up after snack time.● Follow teacher directions

Core Values	Classroom	Hallway	Playground	Cafeteria	Bathroom
I am SAFE	Stay in your personal space Keep 4 chair legs on the floor Use materials appropriately	WALK Stay in line Keep your body in your personal space	Follow safety rules Stay in assigned locations Hands and feet to self	Eat your own food Carry tray with 2 hands Stay in your seat Don't share food	Shut doors all the way Notify adults if the bathroom needs attending
I am KIND	Helpful to others Share materials Compliment others Maintain positive attitude	Smile and silent wave at others Pick up trash if you see it	Include others Take turns Use friendly language Be a good sport	Use friendly words with others Sit with a variety of friends	Notify adults if others need help Acknowledge friends with a smile or wave
I am RESPECTFUL	Raise your hand Ask permission Wait your turn Speak to others in respectful tone	Quiet in the halls Hands off the walls Speak to others in respectful tone	Use and share equipment Respect nature Follow teacher cues Speak to others in respectful tone	Use good table manners Stay in your seat Raise your hand for help Speak to others in respectful tone	Respect Privacy Ask permission Use only the towels you need
I am RESPONSIBLE	Start work right away Keep desk neat Clean up centers	Watch where you are walking Take the shortest route	Dress for the weather Line up right away Return all equipment	Clean up your space Use indoor voice Eat healthy foods	Flush the toilet Wash your hands Throw away towels
I am PRODUCTIVE	Complete class work to the best of my abilities Try your best	Go directly to your destination	Play by the rules Be aware of your surroundings	Focus on eating your lunch	Be timely when using the bathroom Use the closest bathroom

Student engages in behavior that does not meet classroom expectations. First determine if the behavior constitutes a major or minor violation.

If it is a **major** offense (needs outside intervention) an office referral slip completed and **submitted ONLINE**.
Assigned staff will be notified immediately.

If it is a **minor** offense (a behavior that can be handled inside the class with current staff) the teacher follows



Office Management Plan

Review Office Referral
Utilize Behavioral Think Sheet
Contact parents
Multiple Office Referrals
requires Team Meeting



Initial Offense

1. Refer to Core Values as reminder
2. Determine type of error and intervene accordingly.

Acquisition error (student doesn't have the skill)	Reteach the appropriate behavior
Fluency error (student has skill but doesn't use it consistently)	Provide opportunities to practice and receive feedback on appropriate behavior
Maintenance error (student has the skill but doesn't use it after time has elapsed)	Provide reminders of appropriate behaviors and reinforce instances of success
Generalization error (student has skill and does not use it in certain settings or with certain people)	Provide practice and reinforcement in other settings and with other people.



Team meeting which may include parents, teachers, School Psychologist, support personnel.

Develop targeted behavior plan.



IF

If previous re-teaching and practice did not correct:

1. Remind student of consequences: Provide ONE warning that specifically states the inappropriate behavior, the consequence for continuing and the appropriate behavior that should occur.

THEN

If inappropriate behavior continues:

1. Employ function based consequence- (ex.-remove student from group, make up work during preferred activity time).
2. Document- fill out Tier 1 tracking sheet

Please remember these are guidelines- sometimes a minor behavior can be a major or a major can be a minor depending on the specific incident.

BEHAVIOR	MINOR	MAJOR
Physical Aggression/ Contact	<ul style="list-style-type: none"> • Poking • Tripping • Bumping into another • Physical contact that does not cause harm • Horseplay that does not result in injury 	<ul style="list-style-type: none"> • A Physical fight • Any physical contact that results in injury • Spitting • Fighting • Pushing • Punching
Inappropriate Language	<ul style="list-style-type: none"> • Negative talk • Name calling • Swearing 	<ul style="list-style-type: none"> • Blatant swearing • Offensive/harassing language
Harassment/ Bullying	<ul style="list-style-type: none"> • Teasing • Negative comments about appearance, ability, culture 	<ul style="list-style-type: none"> • Student delivers disrespectful messages (verbal or gestures) that include threats pictures or notes
Disruption	<ul style="list-style-type: none"> • Making noises • Talking • Out of seat • Not listening 	<ul style="list-style-type: none"> • Screaming/yelling • Teacher cannot teach • Students cannot learn • Out of control behavior
Property Misuse	<ul style="list-style-type: none"> • Inappropriate property use such as writing on desk or in books 	<ul style="list-style-type: none"> • Vandalism (breakage) • Defacing property • Stealing major items
Non-Compliance	<ul style="list-style-type: none"> • Not working/Unfinished work • Not participating in group work • Making faces/rolling eyes • Huffing, sighing • Not responding to teacher request • Cheating/Lying 	<ul style="list-style-type: none"> • Blatant insubordination • Bolting from a designated area • Repetitive minor incidences that normal classroom consequences are not addressing • Offensive language
Bathroom Misconduct	<ul style="list-style-type: none"> • Student takes unreasonable amount of time to use facilities • Another student or teacher reports misconduct such as fooling around 	<ul style="list-style-type: none"> • Reports of inappropriate conversations, physical contact, property damage, or privacy issues.

Types of behaviors-Examples	Who is responsible	Possible Intervention Strategies
<ul style="list-style-type: none"> • Not working/Unfinished work • Not participating in group work • Making faces/rolling eyes • Huffing, sighing • Not responding to teacher request • Cheating/Lying 	Classroom teachers Specials Teachers Paraprofessionals	<ul style="list-style-type: none"> -Finish work during free or recess time. -Review Core Values for Positive and Productive -Restate requests directly to individual. -Implement clear, consistent, and logical predetermined consequences. -Send unfinished work home to complete. -Classroom management programs
<ul style="list-style-type: none"> • Making noises • Talking • Out of seat • Not listening 	Classroom teachers Specials Teachers Paraprofessionals	<ul style="list-style-type: none"> -Planned ignoring -Praise students who are following directions -Wait for 100% attending -Move student to seated area away from peers for specific time- (5 mins.)
<ul style="list-style-type: none"> • Negative talk • Name calling • Swearing 	Classroom teachers Specials Teachers Paraprofessionals	<ul style="list-style-type: none"> -Document inappropriate language -Avoid power struggles -Student must say something nice to make amends. -Review Core Values for Respectful
<ul style="list-style-type: none"> • Poking • Tripping • Bumping into another • Physical contact that does not cause harm • Horseplay that does not result in injury 	Classroom teachers Specials Teachers Paraprofessionals	<ul style="list-style-type: none"> - Move student to seated area away from peers for specific time- (5 mins.) -Document deliberate actions -Review Core Values for Safety and Secure - Implement clear, consistent, and logical predetermined consequences.
<ul style="list-style-type: none"> • Inappropriate property use such as writing on desk or in books 	Classroom teachers Specials Teachers Paraprofessionals	<ul style="list-style-type: none"> -Logical consequences such as cleaning desk, erasing in book or telling the librarian.
<ul style="list-style-type: none"> • Student conflicts that are minor such as disagreements or sharing issues. 	Classroom teachers Specials Teachers Paraprofessionals	<ul style="list-style-type: none"> -Revisit Core Values -Separate students for a period of time -Increase proximity to students
<ul style="list-style-type: none"> • Refusal to leave room for services or specials • Not completing homework 	Classroom teachers Specials Teachers Paraprofessionals	<ul style="list-style-type: none"> -Preview First..... Then..... -Document loss of service -Complete homework at another time.

Types of behaviors-Examples	Who is responsible	Possible Intervention Strategies
Repeated minor behaviors such a pushing/shoving at recess	School Psychologist Support Personnel* Principal/Special Education Director Teachers	-Social skills group -Social Stories -Behavior Support plan -Track data for progress monitoring.
Unsafe behaviors that were not changed by Tier 1 interventions	School Psychologist Support Personnel Principal/Special Education Director Teachers	-Check In/Check Out -Token or Reward System -Scheduled breaks -Teach replacement behaviors -Track data for progress monitoring.
Consistent classroom disruptions	School Psychologist Support Personnel Principal/Special Education Director Teachers	-Behavior Support Plan -Token or reward system -FBA to determine function -Track data for progress monitoring.
Repeated conflicts with same students	School Psychologist Support Personnel Principal/Special Education Director Teachers	-Social skills training -Peer groups -Teaching replacement behaviors -Track data for progress monitoring.
Academic AND behavioral concerns	Support Personnel	-Targeted small group instruction tracking progress through data
Identified social or emotional need based on parent input or teacher observation	School Psychologist	-Whole, small or individual targeted instruction and training
Identified need based on IEP goals or 504 plans	Support Personnel School Psychologist	-Social skills training -Peer groups -Teaching replacement behaviors

Types of behaviors-Examples	Who is responsible	Possible Intervention Strategies
Students who have specific predetermined behavior goals on their IEP	Support Personnel School Psychologist	-Individualized social skills training and instruction -Specialized Behavioral Support Plan
Extremely aggressive and unsafe behaviors resulting in injury	Support Personnel School Psychologist	-Individualized instruction and additional staff support as needed. -Intensive Behavior Plan with frequent positive reinforcements.
Students who need intensive educational support due to their behavioral disruptions.	Tutors Support Personnel	-Individualized or very small group instruction with qualified personnel. -Implementation of students behavioral plan.

JACKSON ELEMENTARY SCHOOL

Major Referral Form/Office Data

Student Name: _____

Date _____ Time _____

Grade Level: **K** **1** **2** **3**

Referring Staff _____

☐ data collection only

☐ need assistance from the office

Location of incident

☐ Hallway ☐ Cafeteria ☐ Playground

☐ Class ☐ Special Event/Assembly/Field Trip

☐ Bus ☐ Art/Music/Gym ☐ Restroom

☐ Office ☐ Spanish

☐ Other _____

Problem Behavior Major Externalizing	Student Concern Major Internalizing	Possible Motivation	Action Taken By Referring Teacher and/or Admin Team (circle one to document)
<input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect/Noncompliance <input type="checkbox"/> Bully Behavior <input type="checkbox"/> Physical Contact/aggression <input type="checkbox"/> Information & other electronics/tech violation <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Academic non-compliance <input type="checkbox"/> Has 3 minors (teacher keeps track of this, then reports) <input type="checkbox"/> Fighting	<input type="checkbox"/> Extreme sensitivity <input type="checkbox"/> Overly Quiet <input type="checkbox"/> Expressed anxiety <input type="checkbox"/> Afraid of someone or something <input type="checkbox"/> Concerns about home <input type="checkbox"/> Made concerning comments <input type="checkbox"/> Not self <input type="checkbox"/> Needs a check-in <input type="checkbox"/> Parent concern <input type="checkbox"/> Frequent nurse visits	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Peers <input type="checkbox"/> Avoid Adults <input type="checkbox"/> Avoid Task/Activity <div style="border: 1px solid black; padding: 2px; margin: 5px 0;">Others involved:</div> <input type="checkbox"/> Peer(s) <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Other(s) <input type="checkbox"/> Unknown	<input type="checkbox"/> STUDENT CONFERENCE <input type="checkbox"/> Explanation of Rules <input type="checkbox"/> Verbal Warning <input type="checkbox"/> Re-teaching of skill <input type="checkbox"/> PARENT CONTACT <input type="checkbox"/> Parent Call - Date _____ Time _____ <input type="checkbox"/> Parent Conference <input type="checkbox"/> Written Report to Parents <input type="checkbox"/> Email- Date _____ <input type="checkbox"/> REVOKED PRIVILEGE <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> OTHER _____

Brief Description of Infraction/Concern:

Staff Signature _____ Date _____

- ☐ Need Principal intervention
 ☐ Handled in class
 ☐ Need School Psychologist
☐ Need Student Support Specialist

Only refer one student per referral form.

CC: Classroom teacher if filled out any other staff member.

Classroom Management Plan

Minor Discipline Record Form

Student Name: _____ Grade: _____

Teacher: _____

Step 1- Restate the expectation for ALL students before intervening individually. “Everyone should be in their seats with their book open to Page 12.”

- Selectively attend to at least one other student who is meeting the expectation. “I see that Becky and Sean have their books open to the correct page.”

Step 2- Quickly, quietly, and respectfully restate the expectation to the student(s) who are not responsive.

Step 3- Check in with the student(s) one-to-one if needed to problem solve. (Help, prompt, wait)

Step 4- If behavior continues, implement classroom consequence and continue teaching. Record on form below. *Complete major behavior form if behavior escalates or the specified number of incidences have occurred and submit online to notify support staff.*

Behavior	Minor 1	Minor 2	Minor 3
<input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Noncompliance <input type="checkbox"/> Bully Behavior <input type="checkbox"/> Physical Contact/ aggression <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Other: 3 in 5 days= major	Date: Time: Comments:	Date: Time: Comments:	Date: Time: Comments:
<input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Noncompliance <input type="checkbox"/> Bully Behavior <input type="checkbox"/> Physical Contact/ aggression <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Other: 3 in 5 days = major	Date: Time: Comments:	Date: Time: Comments:	Date: Time: Comments:

Thinking Plan

Name: _____ Grade: K | 2 | 3

Date: _____ Time: _____ Time: _____

Explain what happened: _____

What was the problem? I was.....



Unsafe



Not listening



Disrespectful



Peer conflict



Work refusal

Who was the problem with?



Myself



A Peer



An Adult

Why did it happen?



Angry



Not thinking

Other: _____

Next time, I will..... _____

Student Signature: _____

Teacher Signature: _____

Parent Signature:_____

Principal/Student Support Specialist Signature:_____