

The Oneida

Positive

Behavior

Intervention

Supports



*"Dedicated to developing and maintaining
safe learning environments
where teachers can teach
and students can learn"*

Parent Hand Book

Positive Behavior Intervention and Support PBIS

Proactive approach to School-wide Discipline

Definition of Discipline

Unfortunately, “discipline” commonly is defined by procedures that focus on control with punishment consequences. This traditional discipline perspective is incomplete without attention to the development and support of pro-social behavior. Research suggests that punishment by itself is ineffective in achieving long-term suppression of problem behavior and enhancement of pro-social behavior.

Therefore, a useful definition of discipline is “the steps or actions, teachers, administrators, parents, and students follow to enhance student academic and social behavior success”.

Proactive Approach to School-Wide Discipline

Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Instead of using a patchwork of individual behavioral management plans, schools are moving toward school-wide discipline systems that address the entire school, the classroom, areas outside the classroom (such as hallways, restrooms, cafeteria, offices, classrooms), and the individual student with challenging behavior, and that result in a continuum of positive behavior support for all students.

Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

- 1. Behavioral Expectations are Defined.** A small number of clearly defined behavioral expectations are defined in positive, simple, rules. Oneida’s 4 expectations are:
· Be Respectful, Be Responsible, Be Safe; Be Safe
- 2. Behavioral Expectations are Taught.** The behavioral expectations are taught to all students in the building, and are taught in real contexts.
- 3. Appropriate Behaviors are Acknowledged.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis.
- 4. Behavioral Errors are Corrected Proactively.** When students violate behavioral expectations, clear procedures are needed for providing information to them that they behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards.
- 5. Program Evaluations and Adaptations are Made by a Team.** School-wide systems of behavior support involve on-going modification and adaptation.
- 6. Administrative Support and Involvement are Active.** School-wide behavior support involves the active and on-going support and involvement of key administrators.
- 7. Individual Student Support Systems are Integrated with School-wide Discipline Systems.** School-wide behavior support is a process for establishing a positive culture in a school.

Schools that have been successful in implementing school-wide positive behavioral interventions and supports describe the following **BENEFITS**:

- 1. Increases in attendance.**
- 2. Student self-reports of a more positive and calm environment.**
- 3. Teacher reports of a more positive and calm environment.**
- 4. Reduction in the proportion of students who engage in behavioral disruptions.**
- 5. Reduction in the number of behavioral disruptions.**

PBIS Updates Positive Behavioral Interventions and Supports in Schools Update:

by Robert Ireland,
Central Region PBIS Family Coordinator

Families may complement what's going on in school and implement PBIS (Positive Behavioral Interventions and Supports), at home and in their community. There are aspects of PBIS, which families can incorporate into their lives on a regular basis, and they may already be doing many of them.

One of the easiest is to come up with clear expectations. In schools we recommend beginning with 3-5 expectations. They should be general in nature, easy to remember, and apply to the entire staff and student body. In a family setting, start with 3-5 expectations, and work more in gradually if you feel you need them. Some examples of expectations are; Be Respectful, Act Responsibly, Be Safe, or Be Ready to Learn. Most would agree that these expectations are appropriate in the home as well. Families may want to add others such as; Act Lovingly, Be Helpful, or Be Cheerful.

With these expectations families can then establish behaviors, or rules, that further break down these expectations into something that is observable, teachable and acknowledgeable in all settings. The easiest way to do this is to create a behavior matrix. A matrix is just a box graph that makes it easier to see where behaviors can fit. Below is an example of a behavior matrix.

This is a very basic example. You could have many other settings including; homework time, going to the store, getting ready for school, and play time. The key is that each behavior should be positively stated. There shouldn't be any "No's" or "Don'ts". They should also be observable (meaning it's something you can see or hear), teachable (something you can show someone how to do) and acknowledgeable.

The observable part should be pretty easy. It's easy seeing someone walking down the stairs. It could be said that you can see someone not running down the stair but this opens up for a lot of other options. With a behavior like "not running down the stair" a child could then decide to hop down the stairs, walk backwards down the stairs, slide down on his butt or hundreds of other ways. By stating exactly what we want there isn't too much room for leeway.

We then need to teach the behavior. This usually means more than just telling someone what we want. We can tell someone we want them to make their bed each morning but what that made bed looks like is still up for debate. Most kids that have this option will say the bed is made if the sheet and blankets are on the bed. However if we show them exactly what we want it is clear what has to be done. We then have to allow time to practice what we have shown them so that we can be sure that they understand what we are trying to get across.

	Awakening	Meals	Bath Time	Bed time
Be Loving	Say Good Morning Give parents a hug	Say 'Please' and 'Thank You'	Keep singing voice at a lower level Replace soap, if none is left	Say Good Night Give parents a hug Turn out light at assigned time
Be Responsible	Make Bed Get Dressed Shut bedroom door	Set table 10 minutes before dinner Clean your plate when done	Wash all parts of the body Keep water in bathtub	Brush teeth Change into Pajamas
Be Safe	Clean up dirty clothes and put in hamper	Wash hands before dinner Sit square in chair Take small bites	Wipe up any water on the floor Place dirty towels in hamper	Walk up the stairs Turn on light if its dark

FAMILY INVOLVEMENT IN PBIS

Working with the school in a proactive way to create a safe, positive and nurturing learning environment for all children.

PARENTING

Basic Responsibilities of Families

- ❖ Housing, health, nutrition, clothing, safety
- ❖ Parenting skills for all age levels
- ❖ Home conditions that support children as students at all grade levels
- ❖ Information and activities to help schools understand children and families

Challenge for Schools

- ❖ Provide information to all families who want it or who need it.
 - ❖ Enable families to share information with schools about background, culture, talents, goals and needs.
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COMMUNICATING

Basic Responsibility of School

School to Home communication

- ❖ Memos, notices, report cards, conferences, newsletters, phone calls, computerized messages
- ❖ Information on school programs, tests, and children's progress
- ❖ Information to choose or change schools, courses, programs or activities

Home to School Communications

- ❖ Two way channels of communication for questions and interactions

Challenge for School

- ❖ Make all memos, notices, and other print and non-print communications clear and understandable for all families
 - ❖ Obtain ideas from families to improve the design and content of communications such as newsletters, report cards and conference schedules
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VOLUNTEERING

Involvement At and For the School

- ❖ In school or classrooms: Assist administrators, teachers, and students as parent aides, tutors, coaches, lecturers, chaperones, office work, data results
- ❖ Attend School Events: assemblies, performances, sporting events, award ceremonies and other celebrations

Challenge for School

- ❖ Recruit widely, provide training and create flexible schedules for volunteers so that all families know that their time and talents are welcomed and valued

Oneida Middle School Volunteer Opportunities

Dear Parent,

Oneida is attempting to build an inventory of parent resources to volunteer throughout the school year. Often as little as an hour is of tremendous value to teachers or staff.

We urge parents to take an active role in your child's education by volunteering. If everyone pitches in, the results could be truly remarkable. Please look at the help wanted ads on the pages to follow. If anything is of interest to you, please don't hesitate to fill out the form below and check off the specific task you might be interested in. We appreciate your commitment to your child's education.

Name: _____
Phone: _____
Email: _____
Child's Name and Grade: _____

Please check the box of the want ad/s you are interested in. (Descriptions are on the following pages)

- | | | | |
|--------------------------|-----------------------------|--------------------------|-----------------------|
| <input type="checkbox"/> | Cafeteria/Bus Crowd Control | <input type="checkbox"/> | Homework Club |
| <input type="checkbox"/> | Craft Person | <input type="checkbox"/> | Library Assistant |
| <input type="checkbox"/> | Career Info. Person | <input type="checkbox"/> | Model- Figure Drawing |
| <input type="checkbox"/> | Chaperone | <input type="checkbox"/> | Model- Portraiture |
| <input type="checkbox"/> | Classroom Assistant | <input type="checkbox"/> | Painting & Prep Work |
| <input type="checkbox"/> | Field Trip Coordinator | <input type="checkbox"/> | Recruiter |
| <input type="checkbox"/> | Fun Food Fridays | <input type="checkbox"/> | Statistician |
| <input type="checkbox"/> | Grounds Keeper | <input type="checkbox"/> | Supervisor (Music) |

Oneida Middle School Volunteer Opportunities

Cafeteria/Bus Crowd Control

Parents are needed to help supervise groups of students entering/exiting the cafeteria, and arriving/departing on school buses.

Field trip Coordinator

Parents are needed to assist in organizing and managing various aspects of field trips.

Craft person

Parents are needed to run small craft groups during E.A. This person would have the opportunity to offer a particular craft course for 10, 20, or 30 week time periods.

Fun Food Fridays

Parents are needed to collect FYE tickets and distribute food rewards on Fridays in the cafeteria during lunches.

Career Info. Person

We are looking for a parent/s who would be interested in coming in and discussing their current occupation with students. Discussion would include, experience/schooling needed in your particular career, experiences in your life that directed you, people who influenced You in the decision making process. etc

Grounds keeping

Parent/s are needed that might be interested in trimming up and revitalizing the quad shrubbery along with performing plantings around the school.

Chaperones

Parents are needed to help supervise groups of children on various field trips throughout the school year.

Homework Club

Parents are needed to coordinate and run a homework club either during EA or after school for students who need additional help.

Classroom assistant

Parents are needed to occasionally help out and assist with various activities in classrooms. Also if a parent has any expertise in a field related to specific classroom topic, we would like them to enhance the curriculum by presenting information to students.

Library assistant

Parents are needed to help out in the library one or two hours during the school day. Duties might include, checking out books, organizing materials and reshelving, etc....

Oneida Middle School Volunteer Opportunities

Model - Figure Drawing - 8th grade

If you can hold a pose for 5-6 minutes at a time, and be available for three consecutive days, your help would be greatly appreciated. October 5, 6 and 7 are the days you would be needed, for one eighth grade class, 9:00 - 9:45. Wear whatever is comfortable...jeans and a t-shirt are fine. Students will be learning about observational drawing, proportion and contour line. Please see Ms. Dante in room 215.

Recruiter

A Parent is needed to make phone calls to other parents for the purpose of recruiting them to get involved with school activities

Model - Portraiture - 7th grade

I have two 7th grade classes that will be starting a unit on understanding how to draw the human face from observation - if you are free for three days in early October, one hour in the morning or one hour in the afternoon, please contact Ms. Dante in room 215.

Statistician

Parents are needed to tabulate results from PBIS surveys and discipline referral reports. This task does not have to take place at school. It can be done in the cozy comfort of your home.

Painting and prep work

Looking for a parent/s that might be interested in prepping old murals so new ones could be created over them.

Supervisor (Music Concerts)

Parents are needed to help supervise large music groups before and during concerts.

Winter Concert –Dec. 13th and 21st
6:30 P.M. to 8:00 P.M.

Spring Concert – May 18th and May 24th
6:30 P.M. to 8: 00 P.M

Oneida Middle School PBIS Reinforcement plan

To effectively change student behavior and improve the school climate, Oneida has developed a reinforcement plan to strengthen and support these changes. The plan includes and long-term reinforcement.

1. Short term reinforcement (Token economy)
2. Mid-range reinforcement
3. Long term reinforcement

Purpose:

1. Change the school from a negative and punitive climate to a positive atmosphere. We want to make reinforcement frequent and visible.
2. Make initial days of school positive and reinforce expected behaviors.
3. Develop ways to keep the program alive

FYE Tickets:

These tickets remain heart and soul of the reinforcement plan. All adults in the building will use these to reinforce appropriate behavior. During the first days of schools these tickets are use quite extensively to acknowledge expected behaviors. It is important to positively acknowledge exhibited positive behaviors. Students will have two options when receiving tickets. Tickets can be used towards the token economy to “purchase” food items on Fun Food Fridays or to purchase specific items from the book store. Also students will be able to enter bi-weekly drawings for pizza certificates and gift cards from FYE.

Fun Food Friday:

Each Friday students holding FYE Tickets will have the option to use their tickets toward snacks that will be available during all lunch periods. Typical snacks include; freeze pops, licorice, popcorn, etc...

Book store Items:

There will be small selected items in the book store that will be available to purchase only with FYE tickets. The book store will be open Mondays during lunch.

Bi-weekly Raffle Drawings:

Students who accumulate 3 FYE tickets can choose to drop the FYE Ticket Tub located in room 109 with Mrs. Murray. A drawing will be held every other Friday during each month. Prizes will include; FYE gift cards, pizza certificates, and other items later determined throughout the year. (The more tickets the better chances of winning!)

Rewards trips:

Students are eligible to attend planned trips who have never been the “E” list (those students who have *NEVER* been on the “I” list) will be rewarded with three BIG trips. The trips will take place throughout the year.

- November – Day trip to Chingachgook on Lake George
- February – Day ski trip
- April – NYC day trip

Oneida Middle School PBIS Matrix

	Hallways/Stairwells Drinking Fountains	Assemblies	Emergencies	Cafeteria	Classroom	Bathroom	Bus
Be Safe	<p>Stay to the right</p> <p>Keep hands to self</p> <p>Stay in line</p> <p>Walk</p> <p>One stair @ a time</p> <p>Wait for your turn</p> <p>Teachers supervise halls</p>	<p>Enter/Exit Quietly</p> <p>Remain in line</p> <p>Follow instructions</p> <p>Keep hands/feet to self</p> <p>Leave materials in class</p>	<p>Teachers be familiar with procedures (ie: code blue vs lockdown)</p>	<p>Teachers walk students down</p> <p>Sit at tables until directed to lunch line</p> <p>Walk to lunch line</p> <p>Wait patiently</p> <p>Follow instructions</p>	<p>Wait to be dismissed by teacher</p> <p>Push in chairs before exiting</p> <p>Walk into classroom</p> <p>Leave headgear/electronics home</p>	<p>Avoid congregating</p> <p>School will provide soap</p> <p>Go directly to bathroom and return to class</p> <p>Wait your turn</p>	<p>Stay seated</p> <p>Follow safety instructions</p> <p>Backpacks on floor</p> <p>Use seatbelts</p> <p>Keep hands/head inside bus</p> <p>Walkers stay clear of bus lanes</p>
Be Positive	<p>Help others</p> <p>Speak kindly</p> <p>Think before speaking/acting</p> <p>Place trash in trash barrels</p>	<p>Use appropriate manners</p> <p>Appreciate differences in others</p> <p>Applaud when appropriate</p>	<p>Be quiet & attentive</p> <p>Teachers remain calm</p>	<p>Use appropriate language</p> <p>Sit in designated area</p> <p>Raise hand for questions</p> <p>Monitors arrive on time</p> <p>Assist others</p>	<p>Use appropriate tone of voice</p> <p>Cooperate with group members</p> <p>Teacher greets students at door</p> <p>Post home work and objectives</p> <p>Respect others opinions</p>	<p>Report problems</p>	<p>Share seat when instructed to do so</p> <p>Speak kindly and politely to others</p> <p>Practice manners</p>
Be Respectfull	<p>Use quiet voices</p> <p>Use appropriate language</p> <p>Respect lockers</p> <p>Wait patiently</p> <p>Be considerate</p> <p>Respect school property</p>	<p>Be Attentive</p> <p>Remain seated</p> <p>Be quiet during presentation</p> <p>Applaud appropriately</p>	<p>Be respectful to teachers staff and peers</p> <p>Respect Emergency personnel</p>	<p>Use inside voices</p> <p>Dispose of trash appropriately</p> <p>Clean up after yourself</p> <p>Keep food on plate</p> <p>Follow instructions</p>	<p>Enter quietly</p> <p>Stay in seat</p> <p>Listen to/follow adult direction</p> <p>Raise hand to speak</p> <p>Respect school/student property</p> <p>Use appropriate language</p>	<p>Keep area clean</p> <p>Flush</p> <p>Respect other's privacy</p> <p>Speak quietly in the bathroom</p>	<p>Keep hands to self</p> <p>Use quiet voice</p> <p>Respect bus driver</p> <p>Respect neighborhood property</p> <p>Follow instructions</p>
Be Responsible	<p>Walk peacefully</p> <p>Keep fountains clean</p> <p>Have agenda/pass</p> <p>Keep combination to self</p> <p>Use lockers at designated times</p> <p>Follow instructions</p>	<p>Stay with class</p> <p>Follow directions</p> <p>Remain seated until dismissed</p> <p>Leave food/drink/books/bookbags in lockers</p>	<p>Follow all directions</p> <p>Teachers reference color-coded emergency card</p> <p>Report anything out of the ordinary</p> <p>Teachers without a class assist others</p>	<p>Report problems to adults</p> <p>Return to class on time</p> <p>Keep hands to self</p> <p>Keep feet under table</p> <p>Lunch monitors circulate cafeteria</p>	<p>Be prepared</p> <p>Use agenda books</p> <p>Hand in homework on time</p> <p>Bring necessary supplies</p> <p>Be on time</p> <p>Begin classwork immediately</p>	<p>Use toilet appropriately</p> <p>Turn off sinks</p> <p>Wash hands</p> <p>Have a pass</p>	<p>Enter/exit single file</p> <p>Keep hands to self</p> <p>Be courteous</p> <p>Wait your turn</p> <p>Throw trash in trash can</p> <p>Stay seated until your stop</p>

Oneida Middle School PBIS Matrix

	School Grounds	Entering & Exiting	Common Instructional Areas (Library, Computer Rooms, Gym, Auditorium)	Offices	In-school Room	Fire Drills
Be Safe	<p>Keep hands to self</p> <p>Follow directions</p> <p>Avoid dangerous activities</p> <p>Wait your turn</p> <p>Play fairly</p> <p>Stay on school grounds</p>	<p>Walk</p> <p>Use designated staircase/doors</p> <p>Hands to yourself</p> <p>Allow others to exit before entering</p>	<p>Enter and exit single file</p> <p>Keep your hands and your feet to yourself</p> <p>Walk into the room</p> <p>Follow posted rules in ALL rooms</p> <p>Use equipment as instructed</p> <p>Follow teacher directions</p>	<p>Keep hands and feet to yourself</p> <p>Stay clear of emergencies so others can handle them</p>	<p>Sit quietly</p> <p>Follow directions</p> <p>Sit in assigned seat</p>	<p>Walk silently</p> <p>Follow adult directions</p> <p>Line up quietly</p> <p>Stay with your teacher and class</p> <p>Remain calm</p> <p>Stay in line</p> <p>Go to assigned area</p>
Be Positive	<p>Help maintain facilities</p> <p>Beautify our building</p> <p>Speak kindly to others</p> <p>Assist others when asked</p>	<p>Assist others when needed</p>	<p>Use appropriate authorized web sites</p> <p>Politely ask for help</p> <p>Use appropriate language</p> <p>Use supplies as intended</p> <p>Return equipment to proper storage</p> <p>Assist others</p> <p>Encourage others</p>	<p>Use good manners</p> <p>Ask permission before using other's things</p>	<p>Reflect on your words and actions</p> <p>Accept responsibility for your actions</p>	<p>Practice before fire drills</p> <p>Be patient</p> <p>Teachers and students wait silently until the end of drill</p>
Be Respectful	<p>Use appropriate voice levels</p> <p>Respect school property and equipment</p> <p>Leave posted items in place</p> <p>Demonstrate sportmanship</p>	<p>Use quiet voices</p> <p>Use school appropriate language</p> <p>Follow adult instruction</p> <p>Walkers stay on sidewalks</p>	<p>Listen for directions</p> <p>Sit in assigned seat/area</p> <p>Be quiet while others are performing</p> <p>Only enter if you have a purpose</p> <p>Use computer equipment for school business only</p> <p>Be considerate of others in class</p>	<p>Use quiet voices</p> <p>Wait patiently and quietly for assistance</p> <p>Respect others doing business or work</p> <p>Respect others privacy</p>	<p>Follow directions</p> <p>Show respect for school property</p> <p>Be considerate of other students</p> <p>Speak quietly and in control</p> <p>Ask permission</p>	<p>Walk slowly</p> <p>Listen for directions</p> <p>Respect private property</p> <p>Hands and feet to yourself</p> <p>Stay on sidewalk</p>
Be Responsible	<p>Throw trash in receptacles</p> <p>Report problems to an adult</p> <p>Avoid destructive actions</p>	<p>Proceed directly to destination</p> <p>Meet friends outside</p> <p>Go directly to your bus</p>	<p>Keep food /drink only in the lunchroom</p> <p>Teachers escort students to lunch</p> <p>Sign in and sign out</p> <p>Remain on task</p> <p>Log off the computer when finished</p> <p>Check equipment when leaving</p> <p>Use equipment appropriately</p> <p>Keep equipment in original location</p> <p>Report problems/equip. failure to teacher</p>	<p>Leave quietly when business is done</p> <p>Stay in student designated areas</p> <p>Enter an office when invited</p>	<p>Complete assigned work</p> <p>Make up missed assignments</p> <p>Read quietly</p> <p>Teachers provide assignments</p> <p>ISS teacher returns work to teachers</p>	<p>Teacher takes attendance</p> <p>Teacher closes the room door</p> <p>Off duty teachers help supervise</p> <p>Teachers report suspicious behaviors</p>