The Bobcat Way

Dent-Phelps R-III

School-Wide Positive Behavior Program

Parent-Student Handbook

Revised April 2021

Mission Statement and Purpose:

At Dent-Phelps R-III we hope to instill respect and responsibility in the staff, students, and community to grow a positive and safe school that promotes learning.
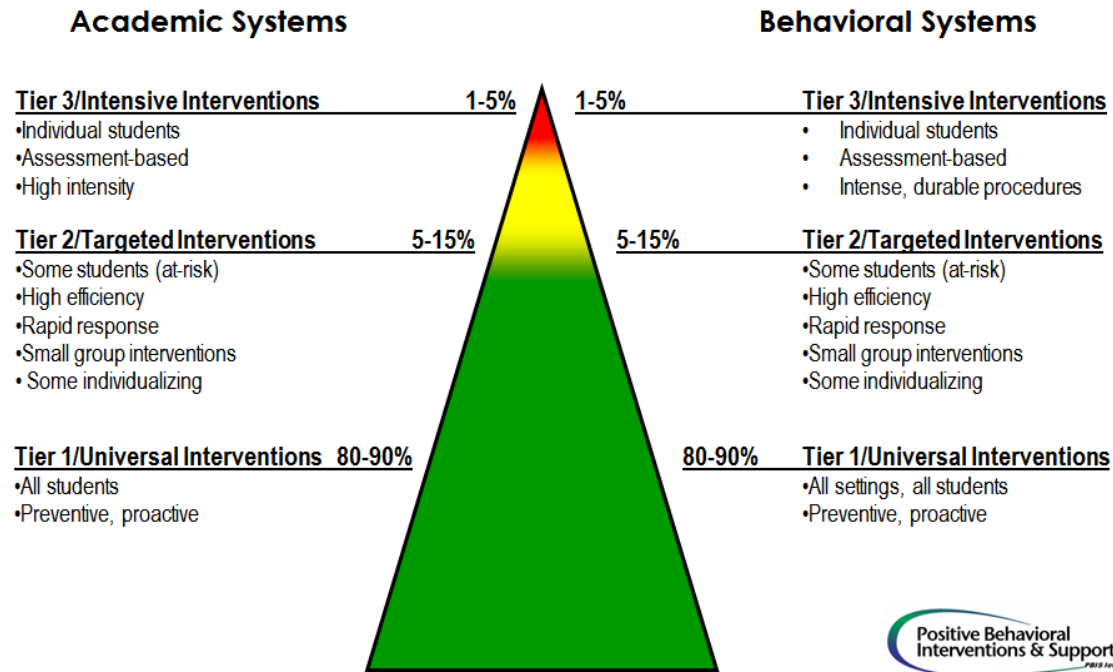
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What is PBIS?

PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. PBIS is a framework that seeks to set up clear, consistent expectations so that each student knows exactly what is expected of them in every situation in school.

The first tier (Universal or Primary) involves teaching these expected behaviors to ALL students and acknowledging students who act accordingly. It also re-teaches and reinforces appropriate behavior to students who act improperly. Tier Two (Secondary) will concentrate school efforts on the 5-15% of students who repeatedly struggle to reach our behavior expectations, while Tier Three (Tertiary or Intensive) puts extensive strategies and supports in place for the 5% of students who have not responded to earlier interventions.

Why is it so important to focus on teaching positive social behaviors?

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will increase academic achievement when implemented with fidelity. Appropriate behavior and social competence require direct teaching to students just like math and reading. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

School-Wide System for Student Success:
Multi-Tiered System of Supports (MTSS) Model

Academic Systems

Tier 3/Intensive Interventions   1-5%
•Individual students
•Assessment-based
•High intensity

Tier 2/Targeted Interventions   5-15%
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
• Some individualizing

Tier 1/Universal Interventions 80-90%
•All students
•Preventive, proactive

Behavioral Systems

1-5%   **Tier 3/Intensive Interventions**
•   Individual students
•   Assessment-based
•   Intense, durable procedures

5-15%   **Tier 2/Targeted Interventions**
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
•Some individualizing

80-90%   **Tier 1/Universal Interventions**
•All settings, all students
•Preventive, proactive

Positive Behavioral
Interventions & Supports
PBIS Iowa

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What is a systems approach in school-wide PBIS?
An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS framework emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems.

◦**Outcomes**: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
◦**Practices**: interventions and strategies that are evidence based. (How will you reach the goals?)
◦**Data**: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
◦**Systems**: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul.

School-Wide Behavior Plan

 Effective teachers spend more time promoting responsible behavior than responding to irresponsible behavior. Effective teachers recognize that misbehaviors, especially chronic, occur for a reason and take that into account when determining how to respond to the misbehavior.

LEVEL 1 POSITIVE INTERACTIONS Level 1 positive interactions are non-contingent upon other behaviors. Our interactions should model the Respectful, Responsible, and Safe Expectations for our students. Sample Behaviors Possible Interactions No behaviors necessary. These are non-contingent upon behavior.

● Greet students in the hall or at the door

● Ask students how they are doing

● Shake hands

● Offer high fives

PBIS Tier 1 is the foundation of the school wide expectations of student behavior taught to all students in all settings, using consistent strategies that encourage appropriate behavior. Each teacher will provide clear and concise lessons to teach and reteach the rules, procedures, and expectations in all the settings below. Years of research as shown that teaching the behaviors and expectations we want to see, can prevent occurrences of behavior. Do not teach students what they should not be doing, instead only teach the behaviors you want to see. It is important to teach the same behaviors throughout the school and throughout the school year.

1. **Classroom**
2. **Bus**
3. **Hallway**
4. **Cafeteria**
5. **Bathroom**
6. **Playground**
7. **Assembly**
8. **Emergency Drills**
9. **Gym Class**
10. **Library/Computers**
11. **Art/Music**

Bobcat Way - Behavior Intensity Chart

Level	Behavior Example	Intensity Levels	Adult Interactions	Documentation
Level 1 **WARNING**	*Refusal to follow directions *Scowling *Crossing arms *Pouting	Behavior confined only to the focus student	*Ignore *Proximity *Nonverbal signals *Ensure material is at appropriate level *Increase pre-corrects	*No documentation required ***Classroom managed**
Level 2 **MINOR**	*Slamming textbook closed *Dropping book on floor purposely *Name calling *Using inappropriate language	Behavior disrupts others in the student's immediate area	*Proximity *Redirect *"Buddy Room" *Reteach *Provide choice *Ensure Effective Classroom Practices are in place *Consult with grade level/department team	*Record as a minor if inappropriate behavior continues after reteaching *Call home ***Classroom managed**
Level 3 **MINOR or MAJOR**	*Throwing objects *Yelling *Open defiance *Leaving the classroom without permission	Behavior disrupts everyone in the class	*Proximity, redirect, reteach *Provide choice *Student conference *May include a consequence to decrease behavior ***Intensity** the Effective Classroom Practices	*Record as a minor if inappropriate behavior continues after conferencing with student *Call home *May require an office referral
Level 4 **MAJOR**	*Throwing objects *Yelling *Open defiance *Leaving school campus	Behavior disrupts other classrooms or common areas of the school	*Asses child's level of escalation *Use response strategies to de-escalate	*Refer to office *Consider restitution *Make home contact
Level 5 **MAJOR**	*Display of weapons *Assault on others	Behaviors cause or threaten to cause physical injury to others	*Implement safety plan immediately (Ex: Assess safety of all involved parties to determine to remove student or class)	*Automatic office referral *Restitution *Home contact

Dent-Phelps R3 BOBCAT MATRIX

	All Settings	Classroom	Bus	Hallway	Cafeteria	Playground	Bathroom	Gym	Technology	Library
B	KHFOOTY Be where you belong Walk with a purpose	Sit in seat correctly Use materials correctly	Keep all food/drink in backpack Remain seated/facing forward Keep aisle clear	Keep walking space clear Walk with a purpose SSS Keep feet in one square	Walk Sit in assigned area Voice level YELLOW Stay in seat until dismissal	If someone bothers you: 1 Say please stop 2 Ignore/Walk away 3 Get help from teacher Play safely	Keep bathroom clean Walk Quick, Clean, Quiet	Play catch in assigned areas Use equipment appropriately Walk in assigned areas	Always walk when near computers Keep food/drink away from tech Keep identities private	Walk KHFOOTY Use furniture respectfully
B	Use kind words Follow voice levels Respect school property	Be a good listener Raise hand Wait to be called on Use time wisely	Keep bus clean Follow driver's instructions Be on time for pick up	KHFOOTY Take turns at lockers Wait in designated spot Walk SSS Respect hallway displays Be respectful of working classrooms	Keep cafeteria clean Hands on own food Practice manners	Take turns Include others Follow directions Take care of equipment	Give others privacy Keep water in sink Quick, Clean, & Quiet	Respect Coach's classroom Ask permission Follow procedures	Only visit approved websites Use technology respectfully	Put books back where you found them Treat furniture correctly Voice level RED
B	Follow directions Listen to all staff Keep track of belongings	Be prepared Complete assignments on time and to the best of your ability	Take care of you belongings Watch your step	Return to class promptly Be on time Walk SSS Carry a hall pass	Eat first, visit second Food/drink remain in the cafe Keep cafe clean	Use equipment correctly Keep rocks and sticks on the ground Line up on 3 whistles	Take care of your business Leave it clean Follow procedures	Put equipment back where it belongs Be prepared for class	Take care of equipment	Look at one book at a time Use library passes Quick, Quiet, in Ten
B	Make good choices Keep positive attitude Give full effort Be a team player	Be engaged Use feedback to improve Actively participate in learning	Follow driver directions respectfully Be a friend to others	Do assigned tasks Respect the hallway as part of the classrooms Voice level YELLOW	Be respectful of the office Try new foods Say please and thank you	Include others Play by rules Be a problem solver	Make positive choices Take care of your own business	Include others Play by the rules Be a problem solver	Use technology for educational purposes	Find books that challenge you Use resources correctly

The Bobcat Way

As a student at Dent-Phelps R3, I will be:

-Safe

-Respectful

-Responsible

- A learner

<u>Dent-Phelps R3 School Wide Rules:</u>

1. Follow directions
2. KHFOOTY (keep hands, feet, other objects to yourself)
3. Use only KIND words
4. Listen
5. Follow the Bobcat Matrix