School Wide Positive Behavior Interventions Supports
What is SWPBIS?

- **PBIS**
- A behavior plan focusing on positive behavior supports in all aspects of a student’s day.
Target Areas

• Classroom Behaviors
• Hallway/ Stair/Locker Behaviors
• Cafeteria Behaviors
• Bus Behaviors
• Assembly Behaviors
• Bathroom Etiquette
• Tech Usage
Why SWPBIS?

Create change that is socially significant:

• Affects all parts of the students’ day
• See positive, long-lasting behavioral effects
• Reducing problem behaviors while increasing prosocial behaviors
• Create environments that foster success in students
• Boost morale :)
RtII: Multi-Tiered System of Supports
Secondary and Tertiary Supports
School-Wide Systems for Student Success: A Multi Tiered System of Support (MTSS) Model

Designing Schoolwide Systems for Student Success

**Academic Instruction**
- **Tertiary Interventions** (for individual students)
  - Assessment-based
  - High Intensity
  - 1-5%
- **Secondary Interventions** (for some students)
  - High Efficiency
  - Rapid Response
  - 5-10%
- **Universal Interventions** (for all students)
  - Preventive, Proactive
  - 80-90%

**Behavioral Instruction**
- **Tertiary Interventions** (for individual students)
  - Assessment-based
  - Intense, durable procedures
  - 1-5%
- **Secondary Interventions** (for some students: at-risk)
  - High Efficiency
  - Rapid Response
  - 5-10%
- **Universal Interventions** (for all students)
  - All Settings
  - Preventive, Proactive
  - 80-90%
We know you are sitting there thinking:

- How can we find time to implement this?
- Is this going to create more work?
- Are we rewarding too much?

Don’t worry, we had the same concerns!
How does implementation work?

- Identify expectations
- Teach the expectations
- Reward students who meet expectations
We are Panthers; Hear Us ROAR!

- Respect
- Ownership
- Acceptance
- Responsibility
Classroom Expectations

Respect
- Use a quiet, raised hand
- Actively listen
- Enter and exit rooms quietly

Ownership
- Bring needed materials
- Take ownership of your actions
- Be honest

Acceptance
- Value/respect others’ points of view
- Use encouraging comments

Responsibility
- Actively participate
- Stay on task
Bathroom Expectations

Respect
- Use materials appropriately
- Maintain personal place
- Keep walls clean and clear

Ownership
- Clean up your mess
- Wash your hands
- Technology free zone

Acceptance
- Value privacy of self and others

Responsibility
- Sign in and out of classroom to use bathroom
- Return prompt ready to learn
- Flush toilet
Hallway/ Stair Expectations

Respect
   Use appropriate voice tone and volume
   Walk, use the railing
   Maintain personal space

Ownership
   Keep halls clean and clear
   Apologize if you bump into someone

Acceptance
   Value/ respect others points of view
   Value/ respect differences

Responsibility
   Turn in found items
   Be on time
   Walk on the right side of the hallway
Bus Expectations

Respect
- Use appropriate voice tone and volume
- Walk in the bus loop
- Show respect and appreciation to the driver

Ownership
- Take ownership of your actions
- Keep food and drink in your backpack
- Keep hands and objects inside the bus

Acceptance
- Value and respect others points of view
- Value and respect differences

Responsibility
- Be honest
- Keep aisles clear
- Sit in your seat and face forward
Cafeteria Expectations

Respect
- Follow directions
- Wait your turn
- Walking feet with eyes forward

Ownership
- Throw away trash
- Pick up dropped items
- Eat your own food and drink your own drink

Acceptance
- Value/ respect others points of view
- Positive social interactions

Responsibility
- Stay seated at assigned table
- Report issues to an adult
- Maintain personal space and belongings
Assembly/ Group Expectations

Respect
- Use appropriate voice tone and volume
- Maintain personal space
- Be attentive to representation

Ownership
- Learn something from the assembly
- Exercise appropriate self control

Acceptance
- Keep an open mind
- Value/ respect others points of view

Responsibility
- Enter/ leave in an orderly fashion
- Support and encourage all participants
- Remain seated until dismissed
Locker Expectations

Respect
- Open and close locker quietly
- Keep your locker clean and neat
- Maintain personal space

Ownership
- Give neighbors room to use their lockers
- Take any items/food home with you

Acceptance
- Value and respect others points of view

Responsibility
- Decorate locker with appropriate and removable decorations
- Be the only person that uses or stores items in your locker
Emergency Procedures

Expectations

Respect
Use appropriate voice tone and volume
Maintain personal space

Ownership
Remain quiet at all times
Help others that need assistance
Use good judgement

Acceptance
Value and respect others points of view

Responsibility
Follow instructions
Take every incident seriously (even drills)
Move in an orderly fashion
Stay in assigned area
Tech Usage Expectations

Respect
Keep Ipad clean, charged and free from damage
Treat all technology with care

Ownership
Use only your assigned device
Report misplaced or damaged devices
Carry Ipad in school issued case
Use Ipad for only teacher directed assignments

Acceptance
Value and respect others points of view
Positive comments only

Responsibility
Use appropriate language when posting
Report concerning content or interactions to teachers
Discipline

Although discipline procedures and consequences still need to exist, the implementation of a schoolwide positive behavior plan will lessen these occurrences.

Benefits:

• Unifies expectations and consequences
• Increases instructional time
• Proactive approach
• Creates a positive school climate and culture
• Reinforces learned skills to prepare students for high school
SWIS Online Referral

Referral Entry

- Referral Type: Major
- Student: Select...
- Grade: 
- IEP Status: --
- Staff: Select...
- Date: 6/1/18
- Time: 
- Location: 
- Problem Behavior: 
- Perceived Motivation: 
- Others Involved: 
- Action Taken: 
- Seclusion / Restraint: None
- Send To Default Reviewer: 

Notes

Custom Fields
- Hallway
- Parent Contact
- Technology Violation

Save as Complete  Send for Review  Save as Draft  ...and Copy
Saucon Valley Middle School
SW-PBIS Correcting Behavior Flow Chart

Interfering Behavior

Minor
- Prompt, redirect, reteach, and provide choice
- Issue Resolved?
  - Yes: Private Problem Solving with Student
    - Issue Resolved?
      - Yes: After 3 minor ODR’s, administration will confer with staff
      - No: Fill out ODR: Minor
  - No: Fill out ODR: Minor

Major
- Staff or Office managed?
  - Yes: Fill out ODR: Major
  - No: Administration confers with staff, if needed

Classroom Managed Behaviors (Minor)
- Defiance
- Disrespect
- Disruption
- Dress Code Violation
- Inappropriate Language Other
- Physical contact/Physical Aggression
- Property Misuse
- Tardy
- Technology Violation
- Cheating
- Unprepared
- Loitering
- Lying

Office Managed Behaviors (Major)
- Abusive language, Inappropriate Language, or Profanity
- Arson
- Bomb or Weapon Threat, Fire False Alarm
- Bullying
- Defiance
- Disrespect
- Disruption
- Dress Code Violation
- Fighting
- Forgery/ Theft/ Plagiarism
- Harassment
- Inappropriate Display of Affection
- Inappropriate Location/ Eloping/ Out of Bounds Area
- Cheating
- Physical Aggression
- Property Damage/ Vandalism
- Cutting Class
- Technology Violation
- Use/Possession of Alcohol or Drugs
- Use/Possession of Tobacco
- Use/Possession of Weapons or Combustibles
Referral Guidelines

Major/Minor Information

Page 48-50 in SWPBIS Handbook
Teach Expectations to Students

Show students how to behave in all aspects of the school day. (Classroom, hallway, cafeteria, and bus)

• **Model** desired and undesirable behaviors.

• Have students **practice** in the setting.

• **All Staff** teaches the Expectations Lesson plans

• **Share.** Each grade level will meet with a discipline committee representative to discuss ideas, look over model lessons, answer any questions, and develop a grade level schedule for the teaching sessions.
Reward System
Panther Bucks

• Students are rewarded with tickets for good behavior
• Tickets can be redeemed for prizes at the school store
• Tickets can not be taken back once issued
• Teachers can sign out more tickets as needed in the main office
• Teacher MUST sign the ticket using their initials
When handing out the ticket tell the student what they’ve done correctly using ROAR language

**Teachers will be randomly chosen for rewards too**
Panther Buck
Examples of positive reinforcement phrasing to be used by classroom teachers

“Ryan, you are getting a Panther Buck because you showed Respect in the hallway by closing your locker quietly.”

“Jen, you are getting a Panther Buck because you showed Ownership with technology by commenting kindly on a classmates online comment”

“Dana, you are getting a Panther Buck because you showed Acceptance in the classroom by listening to a different opinion respectfully.”

“Lauren, you are getting a Panther Buck because you showed Responsibility in the cafeteria by staying in your assigned seat.”
**School-Wide Reinforcement**

**Student will be able to “purchase” these items with their Panther Bucks**

Examples:

- Wear a hat for a day
- Stylus pen
- Lunch outside
- Longer recess
- Sit in a special chair in the classroom
- Homework pass (w/ teacher approval)
- Stress ball
- Coupon for cafeteria item
- Lunch fastpass
Quarterly Team Rewards

- Admission to sporting event/ play/ dance or social
- Game time with counselor or administrator
- Get to participate in the morning announcements
- Movie Tickets AMC theaters
- SV T-Shirt
SVMS Commitment

• The PBIS Leadership Committee worked for 5 days during the school year to learn about and develop the school-wide program in 2017-2018

• The PBIS will meet once a month to analyze student behavior data in order to evaluate and continue developing the program

• Together we can make SVMS a positive place to learn and work
Let's have a Great Year! It is ROAR time!