



SHANNON HIGH SCHOOL

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2013 – 2014 PBIS

# Positive Behavior Interventions & Supports

SHANNON HIGH SCHOOL

# **The Raider Way**

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## Mission Statement



**T**he mission of Shannon High School is to develop a culture of high expectations and positive teacher-student relationships in an environment conducive to learning where students are actively working and thinking.

# Overview of PBIS

## POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

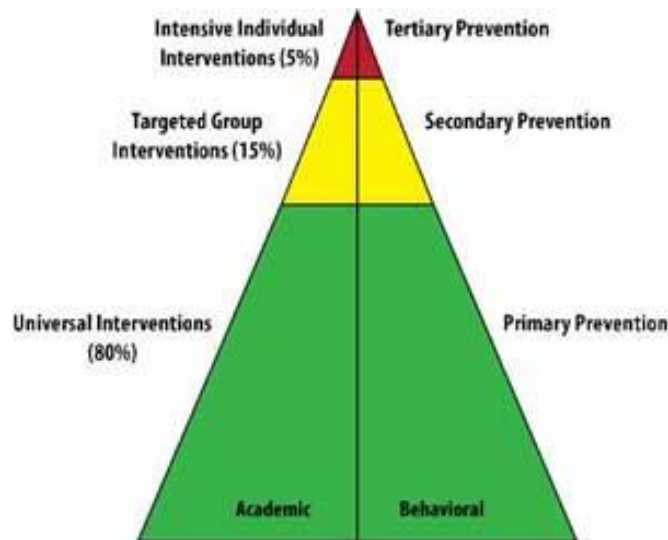
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Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success.

As a Response to Intervention model, PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.

Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. Schools applying PBIS begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. This provides a host environment that supports the adoption and sustained use of effective academic and social/emotional instruction. PBIS has proven its effectiveness and efficiency as an Evidence-Based Practice. (Sugai & Horner, 2007).

The principles and practices of PBIS are consistent with federal education mandates such as the *No Child Left Behind Act* (NCLB) and the *Individuals with Disabilities Education Act of 2004* (IDEA 2004). PBIS integrates state school improvement initiatives including Systems of Support, Standards Aligned Curriculum, and Response to Intervention.



**The PBIS Pyramid**

# Proactive Approach to School-Wide Discipline

## What is PBIS?

In the 1990s, the Office of Special Education Programs, U.S. Department of Education, founded the National Center for Positive Behavioral Interventions and Supports, centered at the University of Oregon. The center's objective is to give schools the capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices. The Department of Education focused on discipline management because of the disproportionately large numbers of suspensions, particularly out-of-school suspensions. Those referrals were not only ineffective in reducing behavior problems, they were *counterproductive* because they increased the number of dropouts.

Most schools, particularly high schools, lack any discipline management program except for a "discipline code" that lists a hierarchy of consequences. In the classroom, teachers simply do the best they can for as long as they can, and then, when they are at their wits end, they bounce the kid to the office. PBIS stresses the word **proactive** because discipline management at most school sites is reactive. It stresses the word **positive** because most discipline management is punitive. And it stresses the word **system** because so many school sites lack any real system.

## Why PBIS?

Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing 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.

## Implementation of PBIS – A School-wide System

In implementing a school-wide system of positive supports, Shannon High School will focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. 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. (i.e., - Be Safe – Be Responsible – Be Respectful)
- 2. Behavioral Expectations are Taught.** The behavioral expectations are taught to all students in the building and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("the raider way") are described and rehearsed, and negative examples ("the wrong way") are described and modeled. Students are given an opportunity to practice "the Raider Way" until they demonstrate fluent performance.
- 3. Appropriate Behaviors are Acknowledged.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis.

4. **Behavior Errors are Corrected Proactively.** When students violate behavioral expectations, clear procedures are needed for providing them with feedback, and preventing their unacceptable behavior from resulting in inadvertent rewards. Students, teachers, parents, and administrators all should be able to predict what will occur when behavioral errors are identified.
5. **Decisions about behavior management are data based.** One of the most important features of PBIS is the use of the web-based data management system. The database tracks what types of discipline incidents are occurring, where, what time of the school day, and who is involved in them. This eliminates guesswork from the decision making process about what is and is not working in a building's behavior management system. It allows decision makers to create reports that enable them to devote resources and time to the precise place, parts of the school day, and people that need them.

## Overview of a School-wide Reinforcement System

### What is School-Wide Reinforcement and Acknowledgement?

A school-wide reinforcement system provides immediate, intermittent, and long-term reinforcements, given by adults in the building, to any students displaying desired school-wide expectations, behaviors, or associated rules.

### Why develop a School-Wide Reinforcement and Acknowledgement System?

- Increase the likelihood that desired behaviors will be repeated
- Focus faculty/staff and student attention on desired behaviors
- Foster a positive school climate
- Reduce the need for engaging in time consuming disciplinary measures



### Components of a School-Wide Reinforcement and Acknowledgement System

- Immediate/high frequency/predictable/tangible reinforcement and acknowledgement
  - Delivered at a high rate for a short period while teaching new behaviors or responding to problem behavior

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None of us got where we are solely by pulling ourselves up by our bootstraps. We got here because somebody – a parent, a teacher, an Ivy League crony or a few nuns – bent down and helped us pick up our boots.

~ *Thurgood Marshall,*  
*US Supreme Court Justice*

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- name behavior and tie back to school-wide expectations upon delivery
- Intermitten/Unexpected
  - Bring “surprise” attention to certain behaviors or at scheduled intervals

- Used to maintain a taught behavior
- Long-term celebrations
  - Used to celebrate/acknowledge accomplishment
  - ALL kids, all adults

Students learn appropriate behavior in the same way a child who doesn't know how to read learns to read – through instruction, practice, feedback, and encouragement.

**Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.**

## **PBIS at Shannon High School**

**S**hannon High School is dedicated to being a place of mutual respect. It is an expectation that students will follow directions whether given by administrators, teachers, substitutes, staff, and any adult employed by the Lee County School District. It is expected that students will conduct themselves in such a fashion that everyone will feel safe and free from harassment, both physical and emotional.

**Shannon High School** has implemented the PBIS (Positive Behavior Interventions and Support) Program in our school. Our school will move from a reactive disciplinary system that relies on punishment to a proactive approach that incorporates the principles of Positive Behavioral Intervention and Supports. The system of School- Wide Positive Behavior Intervention Supports will increase our capacity to reduce school disruptions, increase appropriate behaviors, and educate all students of “The Raider Way” expectations.

### **Features of Positive Behavior Interventions and Support**

- Establish regular, CONSISTENT, PREDICTABLE, POSITIVE learning and teaching environments.
- Train adults and students to serve as positive role models by practicing “The Raider Way” expectations.
- Teach and model behavioral expectations.
- Create systems for providing regular positive feedback (Shannon High School Reinforcement System).
- Develop environments that support academic successes.

### **Purpose Statement of PBIS**

The purpose of implementing Positive Behavior Intervention and Supports at Shannon High School is to:

- Create a more positive culture in the entire learning community: classrooms, hallways, alleyways, cafeteria, bathrooms, assemblies, buses, and classrooms.
- Challenge students and adults to maintain consistent expectations.
- Inspire positive behaviors within the learning environment.

- Provide tier level interventions and supports to target students.
- Empower the decision-making process by utilizing behavioral data.

## School Goals

The goals of PBIS at Shannon High School::

- Students will meet the three “Raider Way” expectations: Be Safe, Be Responsible, Be Respectful (see behavior matrix chart)
- Focus on positive behaviors and increase reinforcement

# SHS PBIS Implementation Plan

## Raider Aids

*Each teacher is expected to teach the behavior expectations for all settings in the school. This implementation plan should take place during homeroom and in the classrooms. Teachers should follow the school-wide behavior matrix and Raider Aids when addressing behaviors in each of the areas.*

**Consistency:** This one word is the key to successful implementation of PBIS. Modeling our expectations, remaining consistent with teaching our expectations, and providing specific positive feedback will ensure we stay on track with helping all of our students become successful. The guidelines outlined in this handbook should be used as a *minimum* standard for the expectations that teams and individuals set.

Everything we have put in place has been a collaborative effort of the PBIS team. This has not been done by an outside source. **Everything we do with PBIS is “homegrown.”** The students, staff, and parents will continue to align our goals with our student needs.

**Patience:** PBIS has been proven to work, but it takes time and patience. **This is not an instant fix.** We will see some immediate results, but we should not get discouraged if some of the students do not respond immediately. We all need to remain consistent with our expectations and specific positive feedback. This patience should also be applied to our plan. This is a work in progress and will grow and change over time. We will find things that work and things that do not work.

**Teaching:** The reason we are all here. PBIS can be boiled down to one thing: teaching expectations. We can no longer assume that every student has been taught accepted behavior. By teaching expectations and consistently reinforcing them, we can keep more students in our classrooms, increase learning, and increase overall student success. **PBIS will allow us to become teachers instead of babysitters.**



## **PBIS Team**

Shannon High School has a PBIS team that has worked extensively on the implementation of our school wide Positive Behavior Interventions and Support. The PBIS team meets on a monthly basis (twice a month at the beginning of the year). The team consists of teachers, counselors, and administrators. At the monthly meetings, behavioral data is discussed and tracked. The data will guide the team's decision making process for creating a better school environment and culture. The purpose of the team is to better solve problems at Shannon High School by having a stronger and more consistent method of analyzing the information on referrals and situations within our school. The team will also discuss our reinforcement system for students and teachers that follow "The Raider Way," the need for staff training, and other information that is important in helping us create a positive school climate.

## **Reinforcement and Acknowledgement System**

Shannon High School's reinforcement system is a feature of "The Raider Way" PBIS. PBIS focuses on acknowledging students who demonstrate Shannon High School's behavioral expectations. The reinforcement system works in conjunction with school-wide expectations.

### **Specific Verbal Feedback**

- When you observe students being respectful, responsible, and safe, acknowledge them by giving specific positive verbal feedback such as:
  - a) "That was helpful how you helped your classmate pick up his/her books when they dropped to the floor. Thank you for being respectful."
  - b) "Thank you for being responsible by being prepared for class today."
- The key to making this program work is for all teachers and staff in the building to be aware of the program and acknowledge students for displaying positive behaviors.

### **RAIDER Bucks: Daily, Weekly, Monthly Acknowledgment**

The overall goal is to find ways to reward students with RAIDER Bucks on a **daily** basis. All teachers will have RAIDER Bucks to give to students, and all students have an opportunity to earn it. Faculty/Staff will give out RAIDER Bucks to a minimum of 4 students per class period.

A token economy system will be implemented using RAIDER Bucks. All staff will issue RAIDER Bucks to reinforce students for their appropriate behavior. During the fall Raider Aids and for a period of time after the first days of school, faculty/staff should generously distribute tickets to students so they will have plenty of opportunities to learn early on that following "The Raider Way" expectations will result in something positive. The Raider bucks clearly communicate that, when students follow "The Raider Way" expectations, their behavior will be positively acknowledged. It gets the students' attention and "hooks" them to the token economy system early in the school year.

**Great teachers know that they are the variable in the classroom. Good teachers consistently strive to improve, and they focus on something they can control: their own performance.**  
**~Todd Whitaker**

### **General Guidelines:**

1. RAIDER Bucks will be printed on one color paper only
2. A Master copy will be used on an "as needed" basis
3. Opportunities to exchange RAIDER Bucks for privileges/rewards will be available on a weekly and monthly basis. The school wide incentive program will include: lottery incentive program, "school store," random classroom reinforcement, and events.
4. RAIDER Bucks should NEVER be taken away from students once it has been earned. It is best to be selective about how and when they earn them rather than to take it away as punishment.
5. Students will use these as cash. If they lose it, it is lost.
6. Faculty/Teachers may create a classroom incentive program. Faculty/Teachers may also create a department/grade incentive program. RAIDER Bucks may be cashed in to the teacher for students displaying expectations in their classroom.

### **Procedures:**

1. RAIDER Bucks may be given anywhere a student is caught following the school-wide expectations.
2. Students will collect/save RAIDER Bucks as they will be able to exchange them for some type of reward during the initial training and the weeks that follow.

### **RAIDER Bucks FYI**

1. Remember that this is a school-wide incentive; therefore, refrain from only giving out all tickets in the classroom setting. RAIDER Bucks should be given in hallways, cafeteria, bus, etc...
2. Occasionally, a school-wide focus may be given to targeted problem areas.

### **Star Student: Weekly Acknowledgment**

A Shannon High School student will be recognized on a weekly basis. One student per grade will be chosen to receive the recognition/reward. Student of the week will be selected using the following criteria: teacher nominations and zero office discipline referrals. Each teacher will send in the name of one student per grade in each of their classes that has followed the Raider Way Expectations to the student's grade representative. The student that is nominated must have demonstrated Raider Way Expectations the week of the nomination. Teacher nominations will be collected on the Friday of each week. Therefore, each student will begin a new week each Monday to earn a teacher nomination (for that week) regardless of their behavior the days/week/month prior to the nomination.

### **Raider Way Student Lottery: Weekly Acknowledgement**

Five Shannon High School students will be recognized on a weekly basis. Students that have no office discipline referrals and perfect attendance will receive acknowledgement/reinforcement.

### **Raider Way Teacher: Monthly Acknowledgement**

Shannon High School will recognize one employee per month. Employees will be chosen based on the following criteria: fully implements the PBIS school-wide plan, perfect attendance, office nominations, and peer nominations.