New Teacher Handbook

Positive Behavior Supports

Continuous Learning Center
Mobile, Alabama
Introduction

Positive Behavior Supports (PBS) is a framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment, both academically and behaviorally, for all students.

Because PBS is a framework for organization and not a set curriculum or book of lesson plans, training is necessary to see how the components are organized within the framework for implementation. Some of the information may seem a little fuzzy to those who are untrained. The CLC faculty received extensive training, implemented and refined practices and interventions, and benefitted from technical support from PBS coaches.

Because some of the teachers came to CLC after the training was completed, this handbook is an overview of what PBS is and how it is implemented at CLC. To provide support to teachers untrained in PBS, the school will assign them a mentor teacher to address and clarify some of the fuzzy spots. To provide further support, the teachers who are trained will be modeling PBS strategies and interventions. PBS in Alabama is based on the Positive Intervention and Behavioral Supports model. Further information can be found at their web site www.pbis.org
What is Positive Behavior Supports or PBS?

PBS. . .

- is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

- is based on understanding why problem behaviors occur.

- can be used on a school-wide level, in a specific setting, in the classroom, or with an individual student.

- includes changing systems, altering environments, teaching skills, and focusing on positive behaviors.

- is based on preventing problem behaviors from escalating and early intervention if problems do occur.

- is organized in tiered levels of behavior and academic support for students.

- works hand-in-hand with the RtI framework that is required of every school system.

PBS is. . .

- **Not** specific practice or curriculum...it is a general approach to preventing problem behavior.

- **Not** limited to any particular group of students...it is for all students.

- **Not** new...it is based on long history of behavioral practices and effective instructional design and strategies.

Our goal is to teach and learn proactive behaviors that promote optimal social and academic outcomes for everyone.
Expected Outcomes

1. Reduced discipline referrals
2. Reduced suspensions and expulsions
3. Increased consistency/morale among staff
4. Support and infrastructure to improve relationships between home, school, and community stakeholders
5. Proactive, predictable, positive learning environments
6. Supported, successful student interventions

Four Challenges

- Doing more with less
- Educating increasing numbers of students who are more different than similar from each other
- Educating students with severe problem behavior
- Creating “host environments” or cultures of competence that enable adoption and sustained use of effective practices

School-wide PBS involves the entire staff at a school—administrators, teachers, paraprofessional, clerical, custodial, and cafeteria staff, and bus drivers. Schools establish a common language, common vision and values, and common experience.

The following graphic shows the intervention levels of PBS, both academic and behavioral.
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Tier 3
Wrap-around services help address entire family,
Counseling from outside Sources (USA, AltaPointe)
FBA’S (functional behavior assessments)
Family Counseling
Law Enforcement
Substance abuse counseling

Tier 2
One on one counseling from Behavior Intervention Specialist
(anger management tips, making positive decisions, thinking of the consequences, being accountable for actions, effective communication)
Social Skills Instruction
Behavior Contracts
Substance Abuse Counseling
Re-Focus
Skills Development

Tier 1
Skills Development
Rewards Programs (Ram Room, Assembly)
Positive Reinforcement
Transition Countdowns
Preferential Classroom Placement
Hallway intervention (counseling in hallway and student returns to class)
Proximity Control
The 3 R’s
Classroom Management Rules and Procedures
Re-Focus
PBS at CLC

PBS at the Continuous Learning Center (CLC) is school-wide; that is, everyone participates—the administration, teachers, paraprofessionals, custodians, bus drivers, office staff.

The purpose of school-wide PBS is to make schools more effective learning environments for all students.

CLC staff built their Positive Behavior Supports around these three school-wide rules:

♦ Be Respectful
♦ Be Responsible
♦ Be Resourceful

These rules apply to both students and adults.

The staff taught, practiced, acknowledged, intervened, monitored . . . taught, practiced, acknowledged, intervened, monitored . . . again and again.

These rules are posted throughout the campus, in each classroom, the hallways, cafeteria, any common areas. The following is a replication of the signs that are posted throughout CLC.
Classroom Rules

❖ Be Respectful
  • Respect yourself and others.
  • Use appropriate inside voices.
  • Wait your turn.

❖ Be Responsible
  • Be prepared and on task.
  • Be on time.
  • Follow procedures.
  • Strive for excellence.

❖ Be Resourceful
  • Do your best at all times.
  • Be safe.
  • Communicate appropriately.
My Classroom Rules

Use this worksheet to write one or two additional rules for your classroom. Use the model on the previous page or ask your mentor teacher for assistance if you get “stuck.”

<table>
<thead>
<tr>
<th>Be Respectful</th>
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<table>
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<tr>
<th>Be Responsible</th>
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<table>
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<tr>
<th>Be Resourceful</th>
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</table>
Important Classroom Management Strategies

The following are important PBS strategies. Classroom management sets the tone for effective instruction and optimizes student learning. Teachers are expected to incorporate these strategies into their daily classroom routines.

1. Be at your door and visible in hallway.
2. If you need to say something to the class during activities or group work, designate a teaching square (same place each time) and establish “My turn” time to talk procedures.
3. Make sure you have an agenda and give clear directions; mark agenda items off as they are completed.
4. Use “I” statements; for example, I need you to sit down. (Not “Would you sit down? Nor SIT DOWN!!)
5. The “LOOK” while slowly moving toward the student.
6. Use wise time management; plan for more than students can get done.
7. Use soft voice intonation; students will scream back if teachers yell or scream.
8. Listen to students and use non-verbal cues.
9. Be proactive and pre-correct students (offer reminders).
10. Have 3-5 positively stated rules in classrooms.
11. Teachers should continually teach and model the rules.
12. Make all situations win-win, so that no instructional time is lost.
13. Go from least intrusive corrections to most intrusive (such as give them the “eye,” then move toward the student, whisper pre-correction).
14. Remember that the teacher does not always have to have the last word (it takes two to tango; don’t get into an argument with a student).
15. The school and classrooms should have the following behavioral expectations: Be Respectful, Be Responsible, Be Resourceful. These expectations should be posted in each classroom and throughout the school. Teachers should model what being respectful, responsible, and resourceful looks like in their classrooms, but also in the hallway, lunchroom, restrooms, library—everywhere.
16. For teachers having significant problems, the teachers should teach/model the appropriate behavior. (For example, classroom tardies: When the tardy bell rings, does a student need to be 1) in the room, in their seat, with materials out ready to begin?, 2) just in the classroom?, or 3) running down the hallway toward the class?) The teacher needs to set to correct expectation.
17. Bellringer assignments for students to begin as they enter the classroom help prevent classroom problems.
18. Behavioral expectations should be posted on large poster board, not just on sheets of copy paper.
19. Teachers need to stand up, walk and move around as they teach, not be seated; teachers should also stay in close proximity to students.
20. Classrooms should be arranged in a manner that is conducive to a positive, learning environment and easy student management.
Classroom Walk-Through “Look Fors”

This self-assessment will help you implement PBS strategies. Use it to monitor your own progress. Ask your mentor teacher to explain the items that are not familiar.

<table>
<thead>
<tr>
<th>Room Number:</th>
<th>Date:</th>
<th>Time:</th>
<th>Room Number:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the students. . .</td>
<td>Are the students. . .</td>
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<td>Engaged</td>
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<td>On task</td>
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<td>Participating</td>
<td>Participating</td>
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<td>Knowledgeable of classroom rules</td>
<td>Knowledgeable of classroom rules</td>
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<tr>
<td>Self-correcting and managing</td>
<td>Self-correcting and managing</td>
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<td>Being respectful</td>
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<td>Being responsible</td>
<td>Being responsible</td>
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<td>Being resourceful</td>
<td>Being resourceful</td>
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<td>Is the teacher. . .</td>
<td>Is the teacher. . .</td>
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<td>Engaging</td>
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<td>Actively participating</td>
<td>Actively participating</td>
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<tr>
<td>Providing a positive learning environment</td>
<td>Providing a positive learning environment</td>
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<tr>
<td>Using prompt, appropriate pre-corrections</td>
<td>Using prompt, appropriate pre-corrections</td>
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<tr>
<td>Being respectful</td>
<td>Being respectful</td>
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<td>Being responsible</td>
<td>Being responsible</td>
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<td>Being resourceful</td>
<td>Being resourceful</td>
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<tr>
<td>Building positive relationships</td>
<td>Building positive relationships</td>
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<tr>
<td>Are these PBS strategies being used in instruction?</td>
<td>Are these PBS strategies being used in instruction?</td>
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<tr>
<td>Positive feedback</td>
<td>Positive feedback</td>
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<td>Pro-active refocusing</td>
<td>Pro-active refocusing</td>
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<tr>
<td>Teaching Square</td>
<td>Teaching Square</td>
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<tr>
<td>Agenda</td>
<td>Agenda</td>
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<tr>
<td>Bell Ringer</td>
<td>Bell Ringer</td>
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<tr>
<td>The 3 R’s posted in plain view</td>
<td>The 3 R’s posted in plain view</td>
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<tr>
<td>Teacher moving about the room</td>
<td>Teacher moving about the room</td>
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<tr>
<td>Models/teaches appropriate behavior</td>
<td>Models/teaches appropriate behavior</td>
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<tr>
<td>Seamless behavior transitions</td>
<td>Seamless behavior transitions</td>
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<tr>
<td>Uses examples of 3 R’s in instruction</td>
<td>Uses examples of 3 R’s in instruction</td>
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<tr>
<td>Bell-to-bell instruction</td>
<td>Bell-to-bell instruction</td>
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<tr>
<td>Stands at door and visible in hallway</td>
<td>Stands at door and visible in hallway</td>
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<tr>
<td>Soft voice intonation</td>
<td>Soft voice intonation</td>
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<tr>
<td>Use of “I” statements</td>
<td>Use of “I” statements</td>
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<tr>
<td>Listens to students and gives nonverbal cues</td>
<td>Listens to students and gives nonverbal cues</td>
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<tr>
<td>Well-organized, effective routine</td>
<td>Well-organized, effective routine</td>
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<tr>
<td>Differentiates instruction</td>
<td>Differentiates instruction</td>
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<tr>
<td>Maintains a 4:1 ratio of positive to negative statements</td>
<td>Maintains a 4:1 ratio of positive to negative statements</td>
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<tr>
<td>Enforces classroom rules consistently and equitably</td>
<td>Enforces classroom rules consistently and equitably</td>
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</table>
Why Do We Need PBS?

1. Problem behavior is the single most common reason for removing students from the regular classrooms. Even though students with extreme problem behavior represent only 20% of school enrollment, they can account for more than 50% of behavioral incidents.

2. Harsh punishment and zero tolerance policies have not been effective at either improving the behavioral climate in schools, or preventing students with problem behaviors from entering the juvenile justice system. Three years after being excluded from school, almost 70% of these youth have been arrested.

3. PBS provides a positive and effective alternative to traditional discipline methods. PBS methods are research-based and proven to significantly reduce problem behaviors, resulting in a more positive school climate and increased academic performance.

4. PBS is consistent with the *Individuals with Disabilities Education* Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension or expulsion as disciplinary options.

On the next few pages are some forms that are used at CLC to assist in the implementation of PBS. Ask your mentor teacher to explain unfamiliar items or how the form is used.
# CLC Disciplinary Referral Form

**Student Name:**

<table>
<thead>
<tr>
<th><strong>Teacher Name:</strong></th>
<th><strong>Date:</strong></th>
<th><strong>Summary:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferential Classroom Placement</td>
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<tr>
<td>Transition Countdown</td>
<td></td>
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<tr>
<td>Cool down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proximity Control</td>
<td></td>
<td></td>
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<tr>
<td>Compliance Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Reinforcement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Contact</td>
<td></td>
<td>Phone Call Parent Conference</td>
</tr>
<tr>
<td>OFFICE REFERRAL</td>
<td></td>
<td>DATE:</td>
</tr>
</tbody>
</table>
## CLC Graphic Organizer

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Antecedent</strong></th>
<th>What was happening when I got into trouble?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Behavior</strong></th>
<th>What did I do to earn an office disciplinary referral?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Consequence</strong></th>
<th>What happened as a result of what I did?</th>
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</thead>
</table>

What I will try to do better next time is

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PBS Walk-Through Checklist
5 – 10 minutes in classroom

School:__________________________________________PBS oach__________________
Teacher:________________________________________________
Date:____________________________________________Number in class________________________
Time/Class Period/Subject:__________________________________

INSTRUCTION
☐ Demonstrates well-organized, effective routine
☐ Maintains engagement of class during instruction
☐ Has classroom and seating arranged to promote learning and to manage students easily
☐ Is visible at door and in hallway during transitions
☐ Gives specific explanations and clear instructions
☐ Checks for understanding frequently, both after directions and during lesson
☐ Maintains student attention throughout lesson
☐ Does not digress often from the main topic
☐ Gives frequent and detailed positive feedback to students
☐ Provides opportunity for student practice and questions
☐ Makes wise use of class period—minimal down-time and non-instructional time
☐ Uses a variety of teaching methods and instructional resources, in addition to textbook
☐ Includes illustrations and real-world examples in instruction
☐ Incorporates technology, such as Smart Boards, into lesson

CLASSROOM MANAGEMENT
☐ Uses instructional support personnel effectively
☐ Posts bell ringer for immediate work
☐ Posts agenda for class period
☐ Posts 3 R’s and clearly defined classroom rules and consequences in plain view
☐ Enforces classroom rules equitably and consistently
☐ Incorporates 3 R’s into classroom instruction
☐ Gives pre-corrections and re-directs student misbehavior
☐ Uses “I” statements
☐ Makes all situations “win-win”
☐ Responds to changes in student attentiveness
☐ Maintains a 4:1 ratio of positive to negative statements
☐ Supervises actively during instruction by moving about classroom and/or scanning student activity
☐ Models and teaches appropriate behavior

COMMENTS:

REFLECTIVE QUESTION:
Conclusion

This handbook includes basic information about Positive Behavior Supports (PBS). It gives an overview and explanation of how and why CLC operates as it does. Because the school has been a PBS school for the past several years, many of the practices and habits of PBS have become ingrained in the daily culture of the school. It is simply “the way we do things at CLC.”

We hope that this handbook gives you a basic understanding of PBS. If you have any questions or concerns, ask any of the faculty or administrators. They will be more than willing to help you.

Check our their web site mentioned earlier in the handbook: www.pbis.org

This site is filled with presentations, forms, testimonials, data, and other information that will add to this overview. The best news is that site is free and does not require a password or a user name.

Best wishes for a great year at CLC! This school is a great place to work, and I know that your time here will be well spent! Good luck!