



# **RIALTO HIGH SCHOOL**

“Home of the Knights”

## **PBIS**

(Positive Behavior Interventions and Supports)

## **TIER I HANDBOOK**

2018-2019



## Behavioral Statement of Purpose

Rialto High School utilizes a school-wide system of positive behavioral support interventions, and training that utilizes concrete behavioral expectations, incentives, interventions, and support. The system is designed to create a socially inclusive school culture and develop the appropriate behaviors that students need to master in order to achieve academic and social success within the Rialto High School Community.

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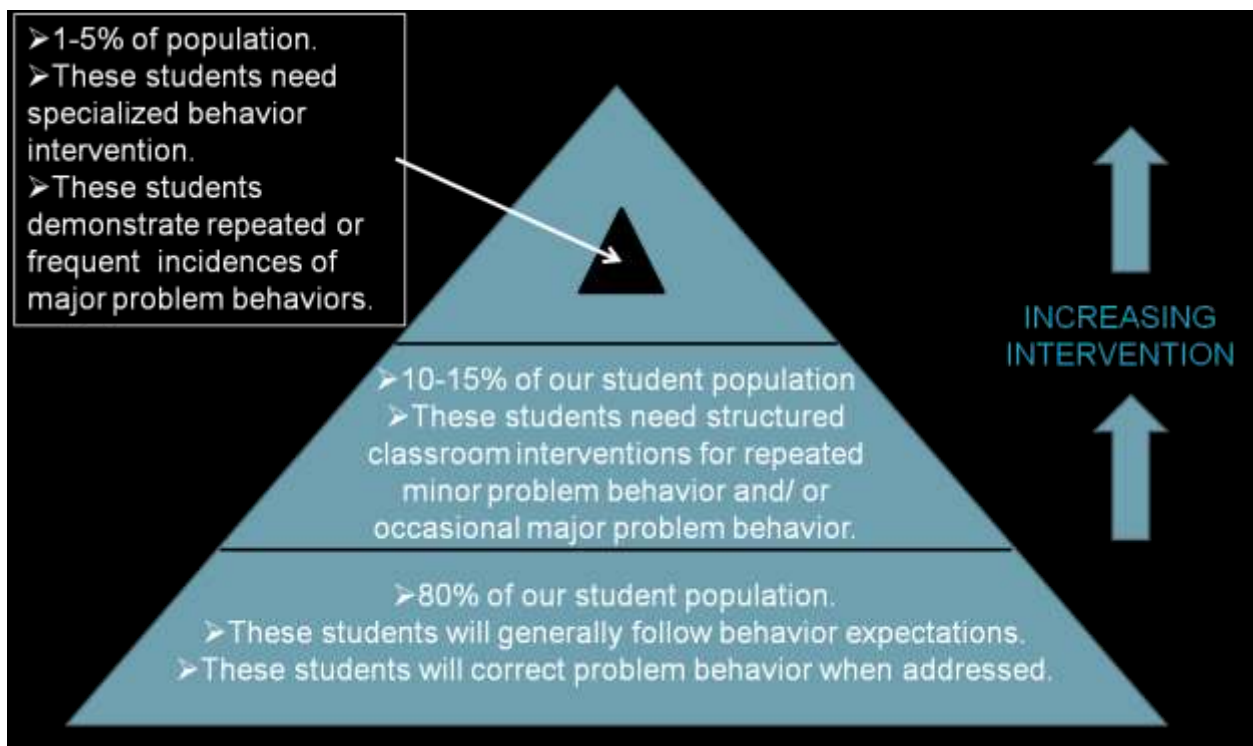
# PBIS Overview

## What Is Positive Behavior Interventions And Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting positive behavioral development among all students. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through reinforcement of concrete behavioral expectations and provides a continuum of intervention that gives each student the appropriate level of behavioral support necessary to ensure success. This support is organized into three distinct tiers. Tier I supports are provided to all students. Tier II supports are designed for student who are struggling within the parameters of Tier I and need additional, small group intervention. Tier III supports are designed as intensive, individual supports for students who need the most intervention. Tier III supports involve many different stakeholders including teachers, support personnel, parents, and sometimes outside support personnel.

School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students, to provide interventions to help develop appropriate behavior among all students, and to improve school climate.

## Intervention Pyramid



## Who is on the school-wide PBIS Team?

The PBIS Tier I team at Rialto High School is representative of the entire school staff. Currently, our team reflects the following: Administrator, Various Grade Level Teachers, Counselor, Wellness Center COSA, Special Education Teachers, School Psychologist, ASB Director, School Safety Officer, At-Risk Counselor, and Attendance Specialist. Having a having broad representation on the team improves communication among stakeholders and feedback about PBIS systems in the school and helps to ensure that involvement and buy-in throughout the school is developed and maintained.

In addition, Rialto High School has 5 sub committees that address more specific, site identified, areas of focus in our PBIS implementation. These 5 committees are: Staff Support, Family Engagement, School Culture, Interventions, and Incentives. Our committees are encouraged to have both parent and student representation. The sub-committees meet regularly, independently of the PBIS team, and develop action plans in support of our school wide PBIS goals. **Committees are open to all staff. If you are interested in joining a committee, please contact a member of the PBIS Team.**

## What are the responsibilities of the Tier I PBIS Team?

Hold PBIS Team meetings on-site once per month to plan and coordinate school-wide behavior systems.

Develop action plan goals for implementation of SWPBIS systems and procedures.

Develop activities that will support PBIS Tier I action plan goals.

Develop professional development sessions that will support these goals.

Use effective data systems to analyze the effectiveness of Tier I practices.

Modify, restructure, and refine Tier I practices to reflect real data measures.

Facilitate committee meetings and develop action plan goals for those committees.

Attend district-wide meetings and trainings to promote the continuing development and maintenance of PBIS programs at our site.

Participate in Team Development Days to strengthen, develop, and further train the Team in effective practice and new and relevant material.

Be culture change leaders on campus.

# Current PBIS Team Members

## Tier 1 Team

Anne Cordaro	P.E. Teacher, Internal Coach	<a href="mailto:acordaro@rialto.k12.ca.us">acordaro@rialto.k12.ca.us</a>
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Lety Tapia	School Safety Officer	gtapia@rialto.k12.ca.us
Larry Bush	English Teacher	<a href="mailto:lbush@rialto.k12.ca.us">lbush@rialto.k12.ca.us</a>
Sharon Straughter	PBIS Administrative Lead	sstraugh@rialto.k12.ca.us



# Rialto High School

## School-Wide Behavioral Expectations

Responsibility - Respect - School Pride

### **Why do we have School-Wide Behavioral Expectations?**

Having a few simple, positively stated behavioral expectations facilitates the teaching of said expectations across school settings because students will be learning using common language. By focusing on only three expectations, it is easier for students to remember. It is also important for staff because instruction focusing on only a few expectations will improve teaching and consistency across staff through the use of a common language.

### **Why are these positively stated Expectations relevant?**

Positively stated expectations are important because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating expectations positively, the hope is that staff will be more likely to use to use positive language when catching students engaging in the appropriate behavior.

### **Why are there only three Expectations?**

Selecting only three behavioral expectations allows these expectations to remain broad enough to encompass all potential problem behaviors. With our chosen expectations, the PBIS team believes that they can be further defined to identify specific behaviors we want our students to demonstrate. Staff can then teach all the necessary specific positive behaviors we want to see across all school settings.

### **Examples of positively stated, specific, Behavioral Expectations:**

- Be respectful of the learning opportunities of others.
- Be responsible by bringing all materials to class.
- Show school pride by saying hello, or giving a high five to the teacher.

# Positive language

## What is Positive Language?

In an effort to promote positive interactions between students, staff, and parents, Rialto High School adopted “positive language”. Positive Language is a set of words and phrases that provide a script for anyone to use to promote a more positive frame for interactions. Our Positive Language is not meant to be an inclusive list of positive phrases, but rather a starting point for positive interactions. Positive interactions are at the core of PBIS and developing these interactions will help to facilitate all other aspects of PBIS. Acknowledging appropriate behavior is vital to creating a positive classroom environment. Positive Language creates a script that helps facilitate positive acknowledgement.

## Why use Positive Language?

By using Positive Language, students, staff, and parents can practice using this type of language. By practicing positive interactions, habits are created and using Positive Language will become a function of school culture instead of a forced routine.





## BEHAVIORAL MATRICES

### What is a Behavioral Matrix?

Behavioral Matrices (see the following pages) use the school-wide behavioral expectations to identify specific behavioral expectations across all school settings and allow for individual teachers to design positive, behavioral expectations within their own unique classroom environment.

### Who should use a Behavioral Matrix?

All staff and students in the school are expected to know the school-wide behavioral expectations. If Matrices are implemented and practiced throughout all classrooms and areas at Rialto High School, Behavior Expectations will be practiced by our students daily, leading to a higher level of mastery of those expectations. **Our school will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide behavioral expectations.** The goal is that 90 % of staff and students know these expectations. To be most effective, regularly teaching using the school-wide traits should become part of the school culture.



## RIALTO HIGH SCHOOL SCHOOL-WIDE BEHAVIORAL MATRIX

School-Wide Behavioral Matrix posters are available for all staff and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the overall behavioral expectations. It will also allow staff to easily refer to these expectations to praise positive behavior and to correct negative behavior. Rialto High already has School-Wide Matrices posted in common areas of the school.



### THE PATH OF HONOR FOR ALL KNIGHTS... "PROTECT THE CASTLE"

	CLASSROOM	LUNCH AREA	HALLWAYS/QUA	OFFICE/ACADEMIE	AFTER SCHOOL
RESPONSIBILITY	-Stay in class.	-Recycle.	-Move with purpose.	-Use your phone only with permission.  -Have patience.	-Move quickly to your appropriate destination.
RESPECT	-Use phones with permission for educational purposes,  -Follow all classroom expectations,	-Eat in the lunch area.  -Trash your trash.	-Respect others' personal space. -Follow all directions from adults. -Trash your trash.	-Sign in and have a seat.  -Stay seated until called.	-Keep our community safe.
SCHOOL PRIDE	-Expect success.	-Keep our school clean.	-Be on time.	-Value each other's time.	-Be involved in school activities.

### Always

-Have a pass. -Move quickly to your appropriate destination. -Be drug and alcohol free.	-Use PBIS language. -Have positive interactions. -Do unto others as you would want done to you.	-Dress for success. -See something, say something.
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## INDIVIDUAL CLASSROOM/AREA MATRICES

Individual Classroom/Area Matrix posters should be posted in every room/area in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention behavioral expectations. Behavioral expectations signs should be big enough to read and highly visible throughout all settings in the school. This practice will also give staff and students a reference/redirection point when problem behavior arises.

### EXAMPLE OF CLASSROOM MATRIX

Expectation	Entering PE Area	Locker Room	Roll Call	During Activity	Dismissal to Locker Room	Dismissal From PE Area	Run Day
<b>RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>-Put electronics away before approaching gate.</li> <li>-Be inside the gate before the bell stops ringing.</li> </ul>	<ul style="list-style-type: none"> <li>-Secure all belongings.</li> <li>-Lock your locker.</li> </ul>	<ul style="list-style-type: none"> <li>-Go to your number.</li> <li>-Sit down on your number.</li> </ul>	<ul style="list-style-type: none"> <li>-Try your best.</li> <li>-Stay engaged in the activity.</li> </ul>	<ul style="list-style-type: none"> <li>-Line up and sit down.</li> </ul>	<ul style="list-style-type: none"> <li>-Stay behind the red line.</li> </ul>	<ul style="list-style-type: none"> <li>-Give your best effort; strive to improve your time.</li> </ul>
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>-Hustle when running late.</li> </ul>	<ul style="list-style-type: none"> <li>-Respect personal space.</li> <li>-Leave in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>-Face forward, and cross your ankles.</li> <li>-Refrain from talking during roll call.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the instructions of the teacher.</li> <li>- Demonstrate good sportsman ship.</li> </ul>	<ul style="list-style-type: none"> <li>-Square off in your designated area.</li> <li>-Stay seated until dismissed.</li> </ul>	<ul style="list-style-type: none"> <li>-One person at a time at the water fountain, others behind red line.</li> </ul>	<ul style="list-style-type: none"> <li>-Stay on designated course.</li> </ul>
<b>SCHOOL PRIDE</b>	<ul style="list-style-type: none"> <li>-Greet staff at the gate.</li> </ul>	<ul style="list-style-type: none"> <li>-Keep trash in the trash cans.</li> <li>-Wear proper uniform.</li> </ul>	<ul style="list-style-type: none"> <li>-Be dressed properly.</li> <li>-Say hello to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-Use equipment properly.</li> <li>-Take care of facilities.</li> </ul>	<ul style="list-style-type: none"> <li>-Help others to get information.</li> </ul>	<ul style="list-style-type: none"> <li>-Have positive interactions with those around you.</li> </ul>	<ul style="list-style-type: none"> <li>-Give your best effort.</li> </ul>

MRS. CORDARO'S CLASSROOM BEHAVIORAL EXPECTATIONS

# Teaching School-Wide Behavioral Expectations, Classroom Expectations, & Developing Routines

## Starting The Year Off Right

During the first week of school, staff should spend some time focusing on teaching the school-wide behavioral expectations, specific behavioral expectations, and should begin to develop routines for all students across all settings in the school. To truly start the year off right we will need participation and support from the entire staff. In addition, the PBIS team will be providing staff support days so that if you need any help in accomplishing these goals, we will provide you with the support you need.

Also, the PBIS Team will be having a “kickoff” party before school on the first student day. The purpose of this party is to set a positive tone for the year, to help all students (especially freshmen) to find their way, and to begin demonstrating the behavioral expectations we want to see. Staff is welcome to participate in this event.

## Why teach the Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is that so all students experience consistency in what is expected of them. By doing this the first week of school, the tone is set for the year and many of the behavioral issues that arise later can be prevented. In particular, when dealing with students who struggle meeting behavioral expectations, concrete, consistent, effectively taught expectations can often prevent many behavioral challenges before they come to a crisis point. Another major reason to teach behavioral expectations and routines is to demonstrate that staff members agree on what is expected. Surprisingly often, staff members have different expectations about what behavior is acceptable in different settings which can confuse the students. Consistency across staff in enforcing the School-Wide Behavioral Expectations will improve consistency of experience therefore, behavior. Finally, we cannot assume that students will behave appropriately if we have not taught them what appropriate behavior is. **As a part of our evaluation process, the PBIS Team needs to have evidence that teachers have taught behavioral expectations either in the form of lesson plans, or documented class activities. Included later in this section are sample behavioral lesson plans and a blank behavioral lesson plan form that staff is welcome to use to complete this important task.**

## **What Are Routines?**

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, should be taught and reinforced during the first week of school so that everyone in your class is following the same set of procedures. School-Wide expectations should also be taught so that when students are in common areas, students will meet these expectations.

## **Re-teaching Behavioral Expectations and Routines.**

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of PBIS Points (Castle Swag) or having a contest between classes to reward the class that does the best with the identified expectations or in the specified area.

## **RESOURCES**

The following pages provide tools staff can use to guide the teaching of behavioral expectations according to the School-Wide Behavioral Expectations.

SAMPLE LESSON PLAN #1

**Responsibility**

**Respect**

**School Pride**

**Lesson Plan:** Time Management (Getting to Class on time)

**Behavioral Expectation Addressed:** Responsibility, Respect, School Pride

**Day:** Tuesday, August 7, 2018 **Time:** Period: 1

**Materials Needed:** Teacher: Map of campus. Students: Pen, pencil or highlighter and a piece of paper.

**Objective:** Students will maximize their passing period time, while moving around campus, attending to personal needs and gathering all necessary supplies and materials for next class and/or activity.

**Essential Question:** How does getting to class on time show Responsibility, Respect, and School Pride?

**Teach Expected Behavior - 2 minutes**

Outline your expectations for getting to class on time in your own class. Do you have to be inside the door, in your seat, etc? Be specific and consistent in your expectations (don't let it change from day to day).

**Model Expected Behavior - 2 minutes**

**Practice Expected Behavior - 5 minutes**

Students Copy Table below onto a piece of paper/provide handout.

1. Students write down their current schedule

<b>Period</b>	<b>Classroom Number</b>	<b>Time Needed For Travel</b>	<b>Other</b>
1			
2			
3			
4			
Lunch			
5			
6			

Teacher shows the school map.

Teacher should explain what it looks like to take the quickest route between classes.

Students identify the quickest route between each class.

Students fill in the “Route” portion of the table,

### **Check For Understanding - 6 Minutes**

On the back of the schedule the students have filled out, have them write out the answers to the following statements.

By using my passing period time wisely . . .

- I show RESPONSIBILITY because \_\_\_\_\_.
- I show RESPECT because \_\_\_\_\_.
- I have SCHOOL PRIDE because \_\_\_\_\_.



## SAMPLE LESSON PLAN #2

### **Responsibility**

### **Respect**

### **School Pride**

**Lesson Plan:** Dress code

**Behavior Expectation Addressed:** Responsibility, Respect, School Pride

**Day:** Wednesday, August 8, 2018 **Time:** Period: 1

**Materials Needed:** Example pictures/slides of appropriate dress and inappropriate dress.

**Objective:** Students will understand the proper and appropriate attire needed to be successful at school.

**Essential Question:** By following the school dress code, how are you showing responsibility, being respectful, and showing school pride?

#### **Lesson Progression**

##### **Teach Expected Behavior – 2 minutes**

“Today, we are going to learn about Dress Code Expectations at Rialto High School”

Define Appropriate Dress attire as outlined in student handbook.

##### **Model Expected Behavior - 2 minutes**

Teacher provides four examples of positive and negative examples of appropriate dress attire. Show the visual of the example. Emphasize the positive examples.

##### **Practice Expected Behavior - 5 minutes**

Teacher will provide examples of situations that might prevent a student from being dressed appropriately and ask students how they could respond to the examples in an appropriate way

1. Not waking up on time and now you only have 10 minutes to get dressed for school. *What steps can you take to make sure you are still wearing attire that shows Responsibility, Respect, and School Pride?*
2. You forgot to do laundry and you do not have any clean clothes to wear to school. *What steps can you take to make sure you are still wearing responsible, respectful, and safe attire? It is 90 degrees outside.* Tell some specific examples of clothing attire you can wear that would show Responsibility, Respect, and School Pride?

## Check For Understanding - 6 Minutes

Now that students have a better understanding of appropriate dress attire for Rialto High School they will write a paragraph using the following sentence frames, have students complete the sentences frames in pairs either on paper or using the provided google link.

*“When attending Rialto High School, I must dress appropriately and plan my outfits according to the \_\_\_\_\_. By following the school dress code, I show the important traits of being a Knight by being \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.”*

### SAMPLE LESSON PLAN #3

## **Responsibility**

## **Respect**

## **School Pride**

**Lesson Plan:** Cleanliness

**Behavioral Expectation Addressed:** Responsibility, Respect, School Pride

**Day:** Thursday, August 9, 2018 **Time:** Period: 1

**Materials Needed:** Students: Pencil and Paper

**Objective:** Students will clean up trash from their breakfast, lunch and/or snacks eaten throughout the day. Students will place trash in an appropriate trash/recycling can. Students will listen to adults who kindly remind them to pick up their trash and help keep the campus safe and clean.

**Essential Question:** How does picking up after yourself show Responsibility, Respect, and School Pride?

**Lesson Progression:**

**Teach Expected Behavior – 2 minutes**

Please follow the format but feel free to use your own ideas, classroom management techniques and style to get the lesson across.

Teacher will discuss the following examples of times when students need to pick up after themselves.

- Walking down the hall and picking up trash you see and placing it in a trash can.
- Peeling an orange next to the trash can.
- When finished eating, throw away lunch containers, napkins, utensils and any other items that are no longer needed.
- Kindly and respectfully remind others to keep our school clean.
- Take pride in our school cleanliness.

Teacher will give examples of why not doing this is a problem.

**Model Expected Behavior - 2 minutes**

### **Practice Expected Behavior - 5 minutes**

Teacher asks student to discuss in partners the following scenarios. Students should identify which scenario illustrates the expected behavior on cleanliness.

1. Several students were eating lunch in the cafeteria and started throwing food at their friend because they thought it would be funny. The cafeteria monitor witnessed this and escorted everyone involved to the Principal's Office.

2. Several students were eating lunch in the cafeteria and Tony spilled milk on the table, Frank walked to get paper towels for Tony to wipe up the spilt milk. The cafeteria monitor witnessed this and gave the students Trojan Tickets for demonstrating the expected behavior of responsibility.

### **Check For Understanding - 6 Minutes**

Display the following and have students complete the paragraph, keeping in mind the Rialto High School Behavioral Expectations.

Have students complete the sentences frames in pairs and have them use strategies of oral language practice.

*My friends and I hang out during lunch. When the bell rings, we \_\_\_\_\_ our trash.  
On my way to class, if I find a bunch of garbage that students had left on the ground, I  
\_\_\_\_\_.*

Have students turn in their work.

SAMPLE LESSON PLAN

**Responsibility**

**Respect**

**School Pride**

**Lesson Plan:**

**Behavioral Expectation Addressed:**

**Day:**

**Materials Needed:**

**Objective:**

**Essential Question:**

**Lesson Progression**

**Teach Expected Behavior - 2 minutes**

**Model Expected Behavior - 2 minutes**

**Practice Expected Behavior - 5 minutes**

**Check For Understanding - 6 Minutes**

# Acknowledgment System

## Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative/corrective interaction (5:1 ratio). As staff, it is easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

## How Do We Acknowledge Expected Behavior At Rialto High School?

At Rialto High School we use an electronic acknowledgement system known as **PBIS Rewards**. Using this program allows all staff members to easily and conveniently give PBIS points to students. These PBIS points are known as “Castle Swag” and can be given out in any situation in which a student shows Responsibility, Respect, or School Pride. Students can receive 1-3 points on any given occasion based on their positive behavior. The amount of points given at one time depends on how many of the School Wide Behavioral Expectations a student demonstrates with their positive behavior. It is up to the discretion of the adult as to how many points are awarded. Points can be awarded via a desktop computer, tablet or phone.

When recognizing students with PBIS points (Castle Swag), it is important to identify specifically what behavior the student engaged in and link it to the appropriate school wide behavioral expectation.

### For example:

- You were being Responsible when you asked for help from the teacher during class instead of talking to your neighbor
- Thank you class for Being Respectful by raising your hands to speak and listening to what everyone else had to say about the story.
- Thank you for throwing away your trash in the lunch area, it really shows School Pride.
- Cita, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible and respectful and it really helped me out. I am awarding you two PBIS points.

**Ideally, students should be given points immediately following the behavior and be told exactly why they received the points. In order to promote expected behavior it is important that students know when and why they are being acknowledged.**

### **Who should be handing out PBIS points (Castle Swag?)**

All staff in the school can and should be giving out PBIS points, including general and special education teachers, classified staff, supervisors, as well as substitute teachers.

### **How many PBIS points should be given out?**

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.

**We have the goal for all teachers to give out a total of at least 100 points a week either to whole classes or individuals.**

Classified staff members are encouraged to regularly hand out points for positive behavior they observe whenever possible.

### **How do I give out PBIS points?**

Every staff member has a PBIS Rewards account. To access your account, all you have to do is follow the email link that has been sent to you to initiate your account. Once you have set up your account, you can give out PBIS points.

Staff members can award points to individual students for positive behavior or groups including classes, athletic teams, etc.

There are tutorials that walk you through the process of **giving points** that are accessible at:

<https://support.pbisrewards.com/guides/giving-points-with-the-staff-app/>

There is also a webinar that walks you through giving points to groups (like your classes) available at:

<https://support.pbisrewards.com/guides/staff-training-reward-and-redeem-from-the-groups-screen/>

If you have any trouble with your account, please feel free to contact a member of the PBIS team. The emails of all of the PBIS Team members are included at the beginning of this handbook.

## What can students do with their points?

As part of the PBIS Rewards program, students have multiple opportunities to “spend” their points.

The ASB window has a store in which students can use their points to get a treat, or save up for giveaways like: prom tickets, yearbooks, ASB cards, etc. The ASB store is open before school, at lunch, and after school.

In addition, individual staff can set up their own classroom store and have their own personal incentive prizes. Staff has the freedom to create their own incentives that are unique to their own classroom, and set the prices (in points) for each of these items. Store items can include incentive prizes that do not cost any money like: homework passes, extra credit, etc. Each staff member will also receive a small box of branded incentives at the beginning of each year to use in their classroom stores. A classroom store is a great way to motivate students to demonstrate positive behaviors. There is a webinar that walks you through the process of **setting up a classroom store** that is accessible at:

<https://support.pbisrewards.com/guides/staff-training-reward-and-redeem-from-the-groups-screen/>

If you have any trouble with your account, please feel free to contact a member of the PBIS team. The email addresses of all PBIS team members are included at the beginning of this handbook.



# Consequence/Intervention System

## Why have a Consequence/Intervention System?

Consistent and fair discipline procedures are crucial to a successful consequence/intervention system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences/interventions should focus on teaching, remediation, and logic as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

## Taking a Thoughtful Approach to Problem Behavior

Problem Behavior can present itself in a wide variety of ways but every problem behavior has a motivation, a function, and a consequence. Often times, adults inadvertently reinforce problem behaviors by not identifying and effectively intervening using these three factors.

*Take, for example the case of the student who refuses to do his math work. The student struggles in math so he feels embarrassed and does not want to/cannot do the work. The adult who has failed to identify the fact that the student struggles in math, may interpret his behavior as being “defiant” and send him out of class. The end result is that the student did not have to do the work, thereby reinforcing his “defiant” behavior. In other words, the student learned that by refusing to do his work, he can get sent out of class and not have to do the work. The next day the behavior is more likely to repeat itself.*

Further, most staff are familiar with Externalizing Problem Behaviors that take the form of talking back, refusal, fighting, cursing, etc. This is because; these behaviors are usually disruptive to the learning environment and often require immediate response. Externalizing Problem Behavior, however, is only one end of the spectrum. The other end of the spectrum is Internalizing Problem Behaviors. This type of behavior is often harder to spot, and does not necessarily require the adult to address the behavior immediately but is equally detrimental to the success of a student demonstrating these behaviors.

*Take, for example, the case of the female student who sits in the back of the class, keeps her hoodie on during the entire class, never says a word, but does not do her work. This student is demonstrating internalizing problem behavior, but is easy to miss or ignore because there is not disruption to the learning environment. But this type of behavior can be equally problematic to the success of the student since this student is not completing her work just like the student demonstrating externalizing behavior.*

Both types of behavior are roadblocks to success and both types of behavior need to be identified, addresses, and resolved. It is the hope of the PBIS team that all staff will always take a thoughtful and not reactive approach to problem behavior.

## What are my options for dealing with problem Behavior?

Problem behavior can take many forms. The goal of PBIS at Rialto High is to create a system through which every problem behavior can be addressed. The first line of defense for problem behavior is always the staff member, who has the power to investigate the behavior, and intervene within the classroom. However, it is unrealistic to think that all problem behavior can, or should, be solved in this way. Many students need additional intervention and support. With this being said, additional methods of intervention are available for all staff on an ongoing basis. Below are three options for staff to utilize when dealing with problem behavior.

- **Write a Intervention/Request for Assistance Referral**
- **Write a Minor Discipline Referral**  
**(This is a good option for documentation of repetitive behavior)**
- **Write a Major Discipline Referral**  
**(This generally means you will be sending the student out of class.)**

## How do I write an Intervention/Request for Assistance Referral?

Sometimes, staff may observe problem behavior and not want to write a discipline referral and would prefer to write an **“Intervention/Request for Assistance”** referral. Ultimately, the goal of PBIS is to resolve problem behavior and time out of class, suspension, and other disciplinary measures often do little to resolve problem behavior. This is a great option for students who appear to have multiple challenges in the classroom. **Also, this referral can be utilized to begin a path to the Wellness Center for formalized intervention.** The intervention referral is also appropriate for students who show “Internalizing” problem behavior. For example, a staff member may have a student who does not participate and is withdrawn, but does not act out in any significant way. Lastly, some other problem behaviors such as truancy can be handled this way since the student is not in class and no intervention is possible. **Writing an Intervention/Request for Assistance referral means that there will be no immediate discipline consequences administered to the student, but rather, the student will meet with an intervention specialist to try to “get to the bottom” of the problem behavior.**

Any staff member may write an Intervention referral at any time via google forms using the following link:

<https://goo.gl/forms/uGxW1r8cLRlxCH6o2>

## **For what behaviors should Discipline Referrals be written?**

It is essential that staff and administration agree on what problem behaviors should be sent to the office and what problem behaviors are expected to be dealt with in the classroom. These decisions were discussed by all staff and decided upon as a result of staff Professional Development. These decisions will be revisited from time to time to discuss if any alterations are necessary. As a result, Rialto High has identified two major subsets of problem behavior: Major and Minor. **Minor Problem behavior refers to smaller, less disruptive behavior for which documentation is important, but you are not planning on sending the student out of class. Major problem behavior refers to behaviors that may necessitate the staff member sending the student out of class.** Please see below for definitions of major and minor behavior.

## **When should I write a Discipline Referral?**

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which includes teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting a member of the PBIS team for support.

Staff members are encouraged to use redirections, when possible, to diffuse problem behavior and also to try to identify the motivations for behavior so that any cycle of problem behavior can be broken and/or prevented. These are strategies that should be attempted prior to sending a student out of class. If you need any help with these strategies, power point resources are available on the PBIS world google classroom or you can contact a member of the PBIS team.

## **What is considered a Major Problem Behavior?**

Major problem behavior is any behavior that rises to a level that the student usually needs to be removed from class. It is expected that the staff member has attempted to diffuse the situation, has identified the motivation for the behavior, and has tried to intervene without success. It is understood that sometimes, these actions are not possible due to the severity of the behavior or certain ed. code violations. A list of identified Major Problem Behaviors can be found in the resource pages for this section.

## **What is considered a Minor Problem Behavior?**

Minor Problem Behaviors are generally those behaviors that are annoying or distracting, but are not severe enough that a student needs to be removed from instructional time. Sometimes, minor problem behaviors are simply habits that can be corrected over time through the ABC's technique of solving problem behavior. Below is a link to a presentation outlining the ABC's of behavior and how to use this technique. If intervention techniques prove ineffective, and the minor problem behavior persists, staff members have the option to combine multiple minor referrals into a major referral. In order to combine minor referrals into a major referral, multiple instances of the problem behavior must be demonstrated along with interventions that the teacher has utilized.

## **How Do I Write A Discipline Referral (Major/Minor)**

When a staff member needs to write a Major or Minor Referral, it is done using an electronic referral through the **PBIS Rewards** program. Paper referrals are not encouraged as they lack the accountability of the electronic system. The account that you use for giving PBIS points can also be utilized for writing an electronic referral. There is a tutorial that walks you through the process of **writing an electronic referral** that is accessible at:

<https://support.pbisrewards.com/guides/referral-form-part-1/>

**NOTE: When writing a Major Referral, the staff member needs to identify whether or not they are sending the student out of class as we need to document whether or not the student has missed instructional time.**

## **What is done with the data?**

All referrals (Major and Minor, and Intervention) are electronically recorded which provides easy access to discipline/intervention information across the entire school and for individual students. The PBIS Team will look at discipline data on a monthly basis to make decisions about Tier I practices and identify students in need of additional support (Tier II, Tier III)

## **RESOURCES**

The following pages provide information about the discipline/intervention process at Rialto High School.

# IDENTIFIED MAJOR BEHAVIORS AND THEIR DEFINITIONS

- **Defiance**  
*Student engages in refusal to follow directions, talks back and/ or delivers socially rude interactions.*
- **Bullying**  
*Student delivers disrespectful or harassing messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include but are not limited to negative comments based on race, religion, gender age, and/or national origin, sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.*
- **Alcohol**  
*Student is in possession of or is using alcohol*
- **Drugs**  
*Student is in possession of or is using illegal drugs/substances or imitations*
- **Fighting**  
*Student engages in actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).*
- **Inciting**  
*Student urges encourages, or persuades someone to act in a defiant, unlawful, angry, or violent manner.*
- **Profanity Towards Teacher**  
*Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way towards a person of authority.*
- **Refusal to follow teacher directives**  
*Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.*
- **Sexual Harassment**  
*Student delivers disrespectful or harassing messages (verbal or gestural) to another person that includes obscene gestures, pictures, or written notes. Disrespectful messages are based gender, sexuality, or other items of sexual natures. This includes initial, sustained or intense harassment.*

- **Theft**  
*Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.*
  
- **Threats**  
*Student delivers a message of intended violence, crime, or possible explosive materials being on campus while on campus or near campus.*
  
- **Vandalism**  
*Student participates in an activity that results in destruction or disfigurement of property.*
  
- **Walking out of class**  
*Student leaves or misses class without permission.*
  
- **Weapons**  
*Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.*
  
- **Graffiti**  
*Student draws, scribbles, scratches, or sprays illicitly on a wall or other surface in a public place or on someone else's property.*
  
- **Repeated minor behavior not corrected by interventions.**  
*Student demonstrates ongoing minor behaviors that are not corrected by teacher Interventions.*

6.1.18

# **Minor Problem Behaviors**

**Minor Defiance**

**Cell Phone Policy Violation**

**Disruptive Behavior**

**Disturbing Others**

**Dress Code**

**Excessive Talking**

**No Materials**

**Not Following Directions**

**Off Task**

**Out of Seat**

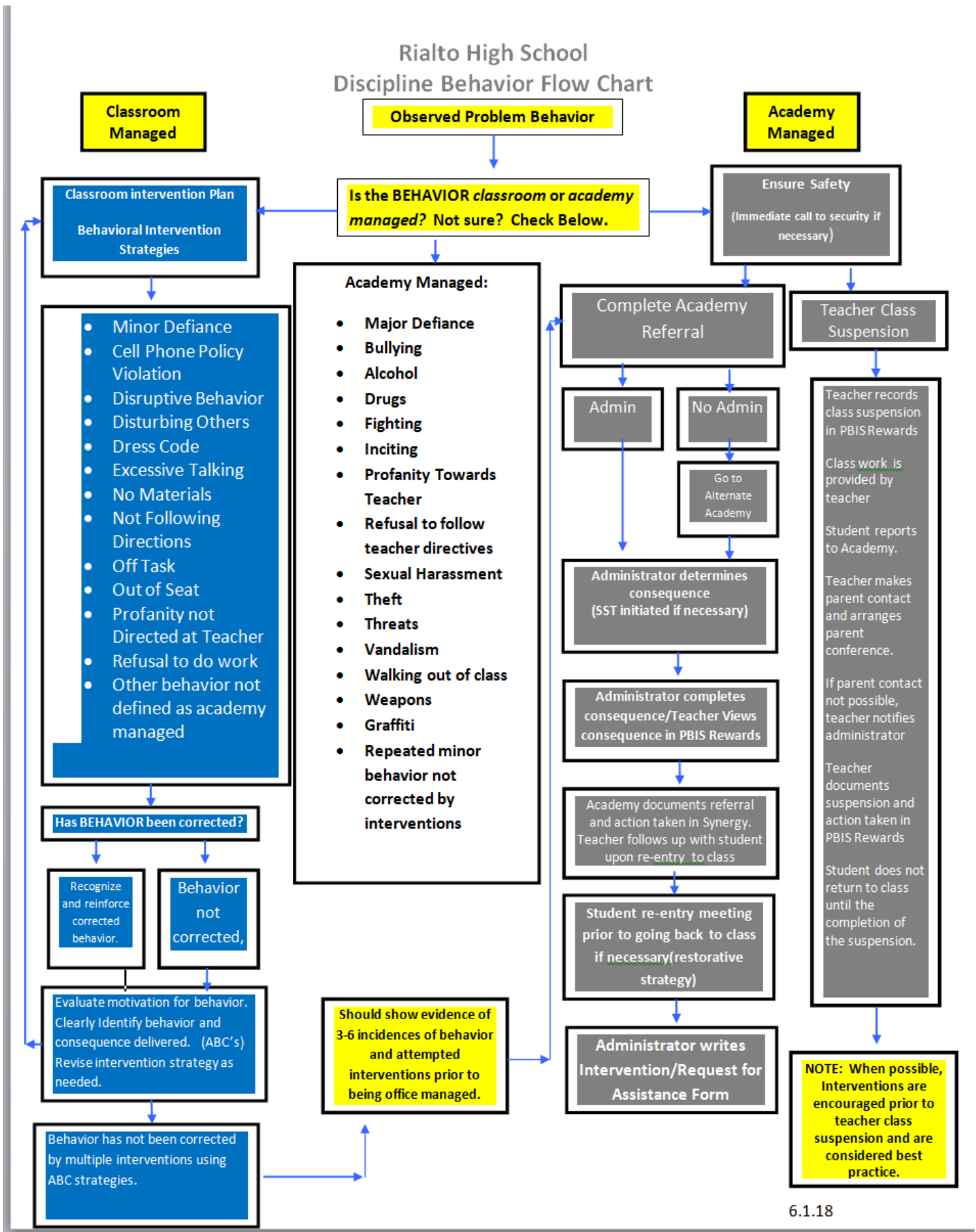
**Profanity Not Directed at Teacher**

**Refusal to do Work**

**Other Behavior not defined as Academy Managed**



# Discipline Behavior Flow Chart



# POPULAR LINKS

**To write a request for assistance/intervention referral:**

<https://goo.gl/forms/uGxW1r8cLRlxCH6o2>

**To access online Resources for PBIS:**

<https://classroom.google.com/c/MTQ4NDU5MDU3Nzha>

<https://PBISrewards.co>

**To access PBIS Rewards:**

<https://www.pbisrewards.com/>

**On-Line Tutorials for PBIS Rewards:**

<https://support.pbisrewards.com>