Positive Behavioral Intervention and Support Handbook

Iowa Valley Elementary School

Tiger Pride Expectations:

Be Safe
Be Responsible
Be Respectful
Do Your Best

Tiger Pride Pledge:

At Iowa Valley Elementary
Tiger Pride Means:
I Will Be Safe,
Be Responsible,
Be Respectful,
And Do My Best!

(ROAR!)

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OVERVIEW OF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS) SYSTEM

What is School-wide Positive Behavioral Intervention and Support?

School-wide PBIS is a set of strategies and systems to increase the capacity of schools to reduce school disruption and educate all students to make positive decisions.

What are the major ideas behind PBIS?
- Build multiple systems of behavior support
- Invest in prevention
- Administrative and leadership commitment
- Team-based implementation
- Adapt procedures to "fit" the context
- Collect and use information for decision making

What are the multiple systems of behavior support?
- School-wide system
- Classroom systems
- Non-classroom settings systems
- Targeted group systems
- Individual student systems

What is the research-base and philosophy behind PBIS?

- PBIS is based on an instructional approach to discipline.
- Punishment is ineffective and does not teach appropriate behavior.
- Using research-based strategies is a better use of resources.
- Setting clearly defined outcomes and expectations enhance student success.

OVERVIEW OF BEHAVIORAL INTERVENTIONS AND SUPPORT SYSTEM

TEACH BEHAVIORAL EXPECTATIONS

- Transform broad school-wide expectations into specific, observable behaviors
- Teach behaviors in the actual settings where behaviors are to occur
- Teach the words and the actions
- Build a social culture that is predictable and focused on student success

ON-GOING REWARD OF APPROPRIATE BEHAVIOR

- Every faculty and staff member acknowledges appropriate behavior
  - 5 to 1 ratio of positive to negative contacts
  - Every student should receive positive reinforcement for appropriate behavior
- System that makes acknowledgement easy and simple for students and staff
- Different strategies for acknowledging appropriate behavior
  - Classroom reinforcements
  - Raffles/Drawings
  - Rewards (extra recess, homework pass, etc…)
  - School-wide announcements and recognition

ENCOURAGE APPROPRIATE BEHAVIORS

- Do not ignore problem behavior
- Behavior reports with student follow-up
- Clear guidelines for what is handled in class versus sent to the office
- Prevent problem behaviors from being rewarded (e.g., escaping the task, peer attention, etc….)

Do not expect negative consequences to change behavior patterns. The research on behavior is clear - negative consequences are a way of "keeping the lid on" behavior only (it doesn't change it). Teaching changes behavior patterns over the long term

REINFORCEMENT PROCEDURES FOR APPROPRIATE BEHAVIORS

*Our goal is to reinforce appropriate behavior demonstrated by our students. We should attempt to maintain a **5:1 positive to negative** ratio of contacts with every student. Students who are "doing what they are supposed to be doing" should get the majority of our attention.*

- Staff will give tiger paws to students each day during the week for reinforcement of appropriate behavior and meeting the school wide and/or classroom expectations. Staff should attempt to give out 50% of their paws to students at grade levels other than their own.

- Classroom teachers are encouraged to take advantage of the "teaching moments" when students earn a paw. Recognizing these students in front of the class as they put their paw in the box is desired.

- Students should write their first and last name on the back of the paw.

- Classrooms will collect the tiger paws in their rooms each week in their designated spot. Teachers will record the number of tiger paws each student in their class earns for each day of the week. A PBIS team member will pick up the tiger paws weekly.

- Weekly drawings will be held per classroom to recognize individual students following Tiger Pride Expectations. Weekly winners will be announced at the next Tiger Pride Assembly and each winner will receive a certificate of acknowledgement and a prize.

- Bi-weekly drawings will be held per grade level to recognize individual students for following the social skill of the month. Bi-weekly winners will be announced at the next Tiger Pride Assembly and each winner will receive a certificate of acknowledgement and a prize.

- Individual classrooms will set up goals relating to tiger paws. Classrooms will hold a class meeting to develop individual classroom incentives/rewards to work for when collecting tiger paws. Each classroom goal will match the needs of the individual classroom. The goal will be set and the class will work towards meeting their goal to earn their incentive/reward for demonstrating and meeting school wide and/or classroom expectations.

- Quarter and semester assemblies will be held to recognize students who have not received any behavior reports. The students will receive a certificate and be involved in a reward celebration.

	Be Safe	Be Responsible	Be Respectful
Before & After School	-stay inside marked yellow line -do not cut through parking lot -follow designated routes -hands, feet, materials to self	-arrive at 7:55am for breakfast, 8:10am for all others -all bikes parked in designated area -dress appropriately for weather & school -line up in specific grade level areas -personal items in bag	-respect others' space and property -be on time -appropriate language in all conversations
Classroom	-hands, feet, objects to self -walking only in classroom -sit in chairs safely	-come to class prepared with materials -follow classroom directions - raise hand before speaking -complete work neatly & on time	-listen to teacher & follow directions -address all staff with Mr., Mrs., Ms. -call other students by name only - take care of materials
Homework	-transport homework materials (books, iPad, etc…) appropriately and keep them away from other people	-complete work neatly & on time -have needed materials	-give best effort on homework -complete homework legibly and neatly -ask for assistance when needed (from staff, peers, parents)
Guest Teacher	-hands, feet, objects to self -walking only in classroom -sit in chairs safely	-come to class prepared with materials -follow classroom directions - raise hand before speaking -complete work neatly & on time -be helpful to the guest teacher (offer assistance)	-respect differences in teaching -listen to teacher & follow directions -address all staff with Mr., Mrs., Ms. -make them feel welcome
Hallways	-walk on silver line on the right side -face the direction you are walking - hands, feet, and objects to self	-keep hallways clean - walk directly and quickly to your next stop	-hands and feet to self -pace and space -voices off in the hallway
Restrooms	-report problems (e.g., water, etc…) to classroom teacher immediately -put toilet paper in stool -use stalls appropriately	-no items brought into restroom -take care of personal needs quickly - flush toilet after use - use restroom at appropriate times	-respect the privacy of others - wash hands with soap -throw paper towels in garbage can
Recess Outdoor **Indoor**	-use equipment the right way -all games are touch not tackle - walk on structure -walk in classroom - use indoor recess activities correctly	-return all equipment to the crate -when whistle blows, stop playing and line up immediately -leave all personal items at home - pick up indoor recess items when signaled - Use indoor voices	-be a good sport -treat each other with respect - include everyone in activities -share and turns on equipment -be a good sport -treat each other with respect - include everyone in activities
Lunchroom	-keep your hands and feet in their space -walk in cafeteria	-use condiments before sitting -go immediately to table with tray -clean up space when excused and dispose of silverware and garbage --raise hand for help	-say "please" and "thank you" -use good table manners -use indoor voices for polite conversation with your neighbor
Assemblies	-leave a center aisle for walking -stay seated until dismissed -keep your hands and feet in their space	-sit in designated area -stop talking at the quiet signal	-indoor voices while waiting for others to enter -eyes on speaker -applaud when appropriate
Technology	-walk quietly to and from computer -use only school appropriate sites -keep hands and feet to yourself and only at your computer -push in your chair when finished -no food or drink allowed in computer labs, near computers or I-pads, mobile labs or other devices	-leave computer setting alone -respect all computers and equipment -use please and thank you -use for academic purposes only -log off when finished	-return Internet/computer policies and follow rules provided -sit in assigned or directed seats -quietly complete tasks given -report all problems to adult/staff -pick up trash and any of your materials

Before School Outside

Students will …

Be Safe

- Make sure you stay on the right side of the yellow line in the parking lot.
- Do not play on equipment.
- Make sure to wipe your feet on the rug when walking into building.

Be Responsible

- Arrive at 7:55AM for breakfast.
- Breakfast students wait in line for supervisor to let them in.
- Arrive between 8:00-8:10AM for school.
- Put your bike in the bike rack correctly.
- Line up in designated grade level areas.
- When entering west door, go directly out the opposite door.

Be Respectful

- Keep your hands, feet, and belongings to yourself.
- Use appropriate language in all conversations.
- Do not enter building until the first bell rings.

Before School Inside

Students will …

Be Safe

- Come directly inside upon arrival.
- Make sure to wipe your feet on the rug when walking into building.
- Sit against the wall with legs crossed and hands in lap.

Be Responsible

- Arrive at 7:55AM for breakfast.
- Breakfast students wait in line for supervisor to let them in.
- Arrive between 8:00-8:10AM for school.
- Put your bike in the bike rack correctly.
- Sit in designated grade level areas.
- When entering west door, go directly to your designated area.
- Keep all personal items in your bag.

Be Respectful

- Use inside voices.
- Use appropriate language in all conversations.
- After first bell, wait for signal to be dismissed.

After School

Students will …

Be Safe

- Walk home or meet your ride.
- Stay on the left side of the yellow line in the parking lot.
- Do not cut across the parking lot.
- Watch for traffic when crossing streets.
- If your ride does not show up, report back to supervisor or the office.

Be Responsible

- Leave building right away after bell rings.
- Do not play on equipment.
- Go out the correct door.
- If there is a change in after school arrangements, please have parents call or send a note.

Be Respectful

- Bikers yield to walkers.
- Carry items correctly (bags, snow pants, shoes, etc.)
- Be ready to go on time.
- Older students yield to younger students.

Assemblies

Students will …

<u>Be Safe</u>

- Walk quietly into Multi-Purpose room facing forward.
- Sit in designated areas leaving a center aisle.
- Sit with hands and feet to self.

<u>Be Responsible</u>

- Quietly raise your hand to participate or ask a question.
- Quickly become silent when signal is given.
- Stay in your spot until dismissed.

<u>Be Respectful</u>

- Be considerate and attentive to the speaker.
- Show appreciation with applause.

Seating Order:

Front of Multi-Purpose Room

First Grade	Pre School Kindergarten
Third Grade	Second Grade
Fifth Grade	Fourth Grade
Sixth Grade	Sixth Grade

Classroom/ Guest Teacher

Students will…

Be Safe

- Keep hands, feet, and objects to self.
- Walk at all times.
- Sit in chairs safely (all four on the floor).

Be Responsible

- Come to class prepared.
- Complete work on time and to the best of your ability.
- Read and follow directions.
- Prepare your paper properly.
- Raise hand before speaking.
- Positively participate in all classroom activities.
- Complete homework and turn in on time.

Be Respectful

- Listen to teachers and guest teachers.
- Follow directions.
- Use caring words.
- Call each other by name only.
- Refer to all staff by Mr., Mrs., Ms., etc.
- Use indoor voices.
- Show care and respect for materials.

Hallways

Students will …

Be Safe

- Walk on the silver line.
- Keep the pace and space.
- Keep hands, feet, and objects to yourself.
- Face forward at all times.

Be Responsible

- Keep hallways clean; pickup and dispose of trash.
- Walk directly and quietly to your destination.
- Take care of all needs quickly and then return to the classroom.
- Voices off in hallway.

Be Respectful

- No talking while in the hallway, unless directed by an adult.
- Older students will yield to younger students in the hallway.
- Do not look into other classrooms.

Restrooms

Students will …

Be Safe

- Go directly to sink and wash your hands.
- Always wash hands with soap and water.
- Put towels in the wastebasket.
- If you see a problem, report it to your teacher.
- Keep restrooms clean and sanitary.

Be Responsible

- Walk quietly into the restroom.
- Choose the first empty stall.
- Exit restroom quietly.
- When done, go straight back to your classroom.
- Practice good hygiene.

Be Respectful

- Use the toilet/urinal quietly and quickly.
- Respect privacy of others.
- Flush toilet after use.

Lunchroom

Students will …

<u>Be Safe</u>

- Keep hands, feet, and objects in your own space.
- Walk at all times and be alert.

<u>Be Responsible</u>

- K-2 - Line-up in alphabetical order and check-in with the person at the computer.
- 3-6 - After going through the lunch line, enter student ID number at the computer.
- Use appropriate amounts of condiments.
- Sit where directed.
- Clean up your space when excused.
- Properly dispose of silverware, garbage, and stack tray neatly on counter.

<u>Be Respectful</u>

- Raise your hand for help.
- Use please and thank-you when appropriate.
- Use table manners.
- Use napkin and silverware properly.
- Use indoor voices.
- Visit with only students in your area.

Outdoor Recess

Students will …

Be Safe

- Play only in designated areas.
- Use equipment as intended.
- All games are touch, not tackle or push.

Be Responsible

- Remember to walk in hallways when going to and returning from recess.
- Leave personal items in the classroom or at home.
- Dress appropriately.
- When whistle blows, stop playing immediately, quickly gather equipment, put equipment into recess cage, and line up.

Be Respectful

- Use appropriate language in all conversations.
- Invite others to join in games.
- Share and take turns on equipment.
- Follow all directions of supervisors promptly.

Indoor Recess

Students will...

<u>Be Safe</u>

- No running.
- No throwing objects.
- No standing on desks or chairs.

<u>Be Responsible</u>

- Play quietly in your **own** classroom.
- Use restrooms during recess time.
- On signal, clean up immediately.

<u>Be Respectful</u>

- Use inside voices.
- Include everyone in play.
- Play by the rules.
- Use only items your teacher has designated for indoor recess.
- Stay out of other people's desks.

Technology

Students will …

Be Safe

- Walk quietly to and from computer lab.
- Use only school-appropriate sites.
- Keep your hands and feet to yourself.
- Keep food, beverages, and liquids away from all technology.
- Leave computer lab better than the way you found it.

Be Respectful

- Respect all computers and equipment (mouse, headphones, screens, printers, etc.).
- Leave computer settings alone.
- Listen carefully to teacher instructions.
- Use technology for academic purposes only.

Be Responsible

- Return technology policies and follow rules provided.
- Sit where directed or assigned.
- Quietly complete tasks given.
- Report all problems to adult/staff.
- Raise hand or use cups for help.
- WAIT and be patient with technology problems.

SMARTboards	Computer Lab /CCC
- clean hands - press gently - use only pens provided - follow teacher directions	- proper use of headphones & mouse - follow teacher directions - hands on own computer & keyboard - report all problems - Internet policies signed & enforced
Mobile Lab	**iPad /Handheld Devices**
- use on hard surfaces - click & wait – be patient - be gentle with flash drives - put computers back in correct order - shut down correctly - carry with both hands - report ALL issues to teacher	- review mobile lab expectations - specific apps given by teacher recommendations only - use safe searching procedures (for any technology) - don't click on anything flashing unless teacher has given directions to

Behavior Management Flowchart

Minor

Definition: Any behavior that doesn't involve being sent to the office.

Ignore/Proximity/Class Reminder/Praise Behavior Desired
Direct Reminder
Move Student to New Location (within classroom)
Behavior Report (document as a major or minor?)
Re-Teaching/Consequence

- Student re-teaching with teacher 5 to 10 minutes at recess
- Writing exercise (apology or classroom think sheet)
- Silent lunch
- Time out
- Loss of classroom privilege
- Complete unfinished work (before/after school, recess)

2 or less Behavior Reports
       Or
3rd/6th/9th Behavior Report
3 Minors=1 Major (Same Behavior)

Major

Definition: Safety violations that are harmful to self, other students, adults, or property. Any extreme behavior that result in immediate office attention.

3 Minors=1 Major (Same Behavior)
Offense 1: Time in office/Consequence

- Fill out reflection form
- Re-teaching by classroom teacher

Offense 2: Time in office/Consequence

- Re-teaching by Mrs. Miller, PBIS team member, or Guidance Counselor
- Fill out reflection form

Offense 3: Behavior Team Meeting/Time in Office/Consequence

- PBIS behavior team meets with classroom teacher to plan further procedures
- Parent Meeting
- Fill out reflection form
- Re-teaching by Mrs. Miller, PBIS team member, or Guidance Counselor

Offense 4: ½ Day In-School Suspension

- PBIS behavior team meets with classroom teacher to plan further procedures
- Re-teaching by Mrs. Miller, PBIS team member, or Guidance Counselor
- Parent Meeting
- Fill out reflection form

Offense 5+: Behavior Plan

- Further action to be planned by Mrs. Miller, PBIS Behavior Team, and classroom teacher.
- Fill out reflection form
- Re-teaching by classroom

* Severe behaviors may lead to more serious consequences. District policies may lead to more serious consequences for severe hitting, threats, and harassment. If the student has broken the law, the school will inform the police.

Classroom / Office Behavior Report

Name: _____

Date: _____ **Time:** _____

Homeroom Teacher: _____

Grade: PK K 1 2 3 4 5 6

Referring Staff: _____

Location

☐ Playground ☐ Library

☐ Cafeteria ☐ Bathroom

☐ Hallway ☐ Arrival/ Dismissal

☐ Classroom ☐ Other

Problem Behavior	Minor Consequences	Major Consequences
Check specific problem behavior: ☐ Abusive/Inappropriate Language ☐ Defiance/Disrespect/Insubordination ☐ Disruption ☐ Fighting/ Physical Aggression ☐ Harassment ☐ Lying/Cheating ☐ Technology Violation ☐ Other **MINOR: Definition: Any behavior that doesn't involve being sent to the office.** **MAJOR: Definition: Safety violations that are harmful to self, other students, adults, or property. Any extreme behavior that results in immediate office attention.**	Check consequence(s)used: ☐ Student re-teaching with teacher 5 to 10 minutes at recess ☐ Writing exercise (apology or classroom think sheet) ☐ Silent lunch ☐ Time out ☐ Loss of classroom privilege ☐ Complete unfinished work (before/after school, recess)	**<u>Offense 1: Time in office/Consequence</u>** ☐ Fill out reflection form ☐ Re-teaching by classroom teacher **<u>Offense 2: Time in office/Consequence</u>** ☐ Re-teaching by Mrs. Miller, PBIS team member, or Guidance Counselor ☐ Fill out reflection form **<u>Offense 3: Behavior Team Meeting/Time in Office/Consequence</u>** ☐ PBIS behavior team meets with classroom teacher to plan further procedures ☐ Parent Meeting ☐ Fill out reflection form ☐ Re-teaching by Mrs. Miller, PBIS team member, or Guidance Counselor **<u>Offense 4: ½ Day In-School Suspension</u>** ☐ PBIS behavior team meets with classroom teacher to plan further procedures ☐ Parent Meeting ☐ Fill out reflection ☐ Re-teaching by Mrs. Miller, PBIS team member, or Guidance Counselor **<u>Offense 5+: Behavior Plan</u>** ☐ Further action to be planned by Mrs. Miller, PBIS Behavior Team, and classroom teacher ☐ Fill out reflection form ☐ Re-teaching by Mrs. Miller, PBIS team member, or Guidance Counselor

Notes: _____

_____

1. **What rule(s) did you break? (Circle) Be Safe   Be Respectful   Be Responsible   Do Your Best**

2. **What did you want**? _____

3. **What will you do differently next time**? _____

4.. **Student signature**:_____

5. **Staff signature:** _____

6. **Parent signature:** _____

Behavior Report Definitions

Problem Behavior

Problem Behavior	Definitions
Abusive/Inappropriate Language	Verbal messages that include swearing, name-calling, or use of words in an inappropriate way.
Fighting/Physical Aggression	Actions involving physical contact (e.g. hitting, punching, hitting with an object, throwing an object, biting, kicking, hair pulling, scratching, pushing, etc…)
Defiance/Disrespect/ Insubordination	Refusal to follow directions, talking back, and/or socially unacceptable interactions.
Disruption	Behavior causing an interruption/disruption of class routines. Disruptions include: blurting out, yelling, screaming, noise with materials, horseplay, or roughhousing.
Harassment	Disrespectful behaviors including negative comments or actions based on race, religion, gender, age, national origin, disabilities, or other personal matters.
Lying/Cheating	Student deliberately makes a false statement to deceive.
Technology	Misuse or damage of school electronics.
Other	Any other inappropriate behaviors not specified above.

K-1 Classroom
Think Sheet

_____'s Think Sheet

I can think about my choices and how they affect ME and others.

What I chose to do:

kick	hit	push	bite	talk or scream

run	not work	pinch	use unkind words	throw something

It made _____ feel:

happy	sad	mad	scared	frustrated

Next time I can choose to:

have SAFE feet	have SAFE hands	use kind words	listen and not talk during instruction	ask for a calm break

say "I need space."	ask someone to "Please stop."	follow directions	stay in my work area	say, "I don't understand."

When I make a positive choice like that:

others will want to be with me	others will feel good around me	others want to play with me	people will know that I am kind	I will feel proud of myself

K-6 Classroom
Think Sheet

Date: _____

1. What rule did I break?

    _____
    _____
    _____

2. What are the consequences of my actions?

    _____
    _____
    _____

3. Why did I break the rules?

    _____
    _____
    _____

4. What could I have done differently?

    _____
    _____
    _____

_____   _____
Student Signature   Parent Signature
                        _____
                        Teacher Signature

Office
Reflection

Date: _____

Problem: Write who, what, why and how the problem occurred
_____
_____
_____

What was the result?
_____
_____
_____

Write two better ways to solve the problem:
   1. _____
       _____
   2. _____
       _____

How could I have prevented (or stopped) the problem:
_____
_____

 In the future I will
_____
_____

_____   _____
Student Signature   Parent Signature
                _____
                School Personnel Signature

Tier II Intervention Description

This tier is part of a larger umbrella of behavior supports within our school called Positive Behavior Intervention Supports (PBIS). All students are taught the behavior expectation of the building and within their classrooms as part of our Tier 1 or universal supports. These expectations are clearly defined and are practiced and reviewed throughout the year. However, some students do not respond to our universal behavior instruction and may need additional support. As a result, students who are identified as needing behavior support due to their persistent external or internal behaviors are provided Tier II support to meet their needs. The goal is to help students be successful in the school and have access to class learning, and avoid needing more intensive services. This tier of intervention is managed by a Tier II team made up of school staff and external supports.

Tier II Team Description
The Tier II team is made up of a general education teacher, special education teacher, principal, internal PBIS coach, and external PBIS coach. These individuals meet on a weekly basis to examine data, review teacher nominations, monitor student progress, and to meet with teachers of students who are being provided Tier II interventions.

Decision Making Rule
The Tier II team will examine nomination forms from classroom teacher, as well as PowerSchool data.
> Absences: 5 absences accumulated
> Tardies: 5 within a month
> Behavior Reports: 5
> Physical Aggression: 3 in any location (same behavior, physical aggression)
> Homework Assignments: 3 homework assignments across all subjects

Behavior Nomination Process

Screening:

1. Student nomination form is filled out by the classroom teacher and turned in to the office (Tier II team).
2. Team looks at referral data from Office Discipline Referrals on Power School (ODR).
3. Tier II team members meet with the teacher to discuss the referral and determine what data needs to be collected based on the problem behavior. Baseline data will be collected for 7-10 days.
4. Clearly identify and define specific behavior in measurable and observable terms.

Baseline:

1. Teacher collects baseline data for 7-10 days on a daily basis pertaining to the specific behavior identified during team consult.
2. Review data after 7-10 days with the teacher and Tier II team.
3. Make a decision based on the data: discontinue, add intervention and continue data collection, refer to Tier II, Tier III.
   a. Stop data collection (behavior is no longer an issue)
   b. Continue to collect data and put in place an intervention
   c. Change data collection method to gather more baseline data
   d. Examine Tier II behavioral interventions based on data. (Ex. Begin the Check-In/ Check-Out (CI/CO) process)
   e. Frequency and intensity of behaviors require more extensive supports such as referral to Tier III. Begin collecting Antecedent Behavior Consequence (ABC) data (7-10 days) in order to develop a Brief Functional Behavior Assessment (FBA)

Intervention:

1. Intervention plan developed with the Tier II team and classroom teacher
   a. Intervention plan documented on the online General Education Intervention (GEI Plan)
   b. Inform those involved (all staff) with student about the plan, actions, and reinforcements
2. Intervention will be implemented and data collected daily during the intervention period
   a. Daily data collection will occur for a minimum of **8** weeks
   b. A percentage of behavior data will be calculated weekly
   c. Depending on the goal developed for the student to reach, the student should have consistent success for four consecutive weeks
   d. If success is shown, student will begin the one to two week fade out process

Student Nomination Form

General Information

Student Name: _____   Parent/Guardian: _____

Referring Teacher (s)_____   Phone Number: _____

Address:_____

Have parents/guardians been notified of the concern(s)?:_____

Reason for Referral (Primary Concern):

_____ Behavioral   _____ Emotional

Please describe the specific concerns prompting this referral. List any behavioral,, social, emotional or other factors that you think impact the student's performance.

_____
_____
_____
_____

How do this student's academic skills compare to those of an average student in your classroom?

_____
_____
_____

In what settings/situations does the problem occur most often?

In what settings/situations does the problem occur least often?

What are the student's strengths, talents, or specific interests?

What interventions/Strategies have you tried to resolve this problem?

_____
_____

How did it/they work?
_____

When did you start the intervention? _____ When did you end the intervention? _____

REFERRALS	SOURCE (e.g. classroom, gym, lunchroom, specials)
# Office Referrals to date	

Tier II Interventions – Quick Sort
The intervention quick sort helps determine what interventions are suitable for students depending on identified problem behavior (as determine by the Tier II team and classroom teacher through the decision making and problem solving process).

	Check In Check Out	Social Skills Group	Homework Club	Newcomers Club	Brief FBA & BIP
Adult Attention	X	X	X	X	X
Peer Attention		X		X	X
Encouraging Relationship	X				
Choice of Alternatives/ Activities		X			
Teach Replacement Behavior	X	X	X	X	X
Teach Problem Solving Skills		X			
Increase Pre-corrects & Prompts for Behavior Expectations	X				
Monitor Risk Factors					
School/ Home Communication System	X				

Tool Used to Track Tier II Interventions and How to Determine Students Responding to the Interventions

Formal documentation of Tier II interventions will occur using the attached tracking intervention tool. The classroom teacher will develop the intervention plan with support of the Tier II team based on the data collected during the baseline data collection. This will all be documented on a General Education Intervention plan using https://iowagened.org/.
The Tier II team reviews student data after 4 weeks to check on student progress and if changes need to occur. Then at 8 weeks, if the goal of 80% is not met for 4 out of 5 days for 4 consecutive weeks, changes or modifications need to occur based on conversation with the classroom teacher and Tier II team. Also, it should be considered whether or not the function of the behavior is correct and if additional data needs to be collected.

School Name: _____   **Total School Population as of October 1:**_____

Interventions	Check-in Check-out (CI/CO)		Social Skills Groups		Homework Club		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning)		Complex FBA/BIP	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July										
August										
September										
October										
November										
December										
January										
February										
March										
April										
May										
June										

Data-based Decision-rules for defining "response to intervention": Please list below your data-based decision-rule/s to determine student 'response' for each of the six levels of intervention. Ex. Students received 80% or better on the "Paw Power" point card for 4 consecutive weeks.

Responding to <u>Check-in Check-out (CI/CO)</u>:

Responding to <u>Social Skills Groups</u>:

Responding to <u>Homework Club:</u>

Responding to <u>Newcomers Club:</u>

Responding to a <u>Brief FBA/BIP:</u>

Responding to <u>Complex FBA/BIP:</u>

WORKSHEET

Social Skills Groups

Group 1 Name:		Group 2 Name:		Group 3 Name:		Group 4 Name:		Group 5 Name:		Total for Social Skills Groups:	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding

Data-based Decision-rule/s for defining "response to intervention":

Responding to Group 1:

Responding to Group 2:

Responding to Group 3:

Responding to Group 4:

Responding to Group 5:

Tier II Tracking Tool Directions:

Tracking Tool: The purpose of this tool is to progress monitor the effectiveness of PBIS interventions by comparing the number of students supported by an intervention to the number of students responding to that intervention (ex. if 16 out of 20 students are responding to CI/CO, then CI/CO is operating with 80% effectiveness), as well as for examination of trends across interventions and across Tier II & Tier III systems. For each of the six intervention categories, for each month, record the total number of students being supported by that intervention and the number of students responding to that intervention. Note: Numbers in each box should not be added together across the rows or down the columns.

Definitions of Interventions:

Secondary Interventions

CICO – Check-in Check-out: Students check-in with designated CI/CO Facilitator/s before the beginning and at the end of each school-day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. At the end of each class period, classroom teachers provide students positive behavioral feedback, based on the school-wide expectations, on a daily "Paw Power" point card.

SS Groups – Social Skills Groups: Students are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors as well as social skills specific to student needs. Structured practice and direct behavioral feedback are given to students. Intervention leads to generalization most effectively when students are also supported by CI/CO, where classroom teachers provide students positive behavioral feedback on a daily social skills progress card related to their transference of newly learned skills taught during group.

Homework Club: Based on the screening data, students attend an after school sessions in which adults are available for provide homework assistance. Homework is prioritized and students are given assistance to complete work. Students are also instructed on how to organize materials, keep track of assignments, and break large assignments down into smaller chunks. Homework will be tracked through a daily homework log.

Brief FBA/BIP – Functional Behavior Assessment/Behavior Intervention Plan: Brief behavior intervention plans are developed for one student at a time, based on a brief assessment of function of behavior by the Tier II generic problem-solving team. Brief Tier II behavior intervention plans address only one behavior, typically only in one setting. Interventions are chosen or designed based on student's strengths, assessed function of behavior and skills-deficits.

Complex FBA/BIP – An individualized team is created specifically for one student at a time (includes family, community, and relevant school-based adults) to assess student strengths, skills-deficits, and function of behavior, as well as to develop a comprehensive intervention plan. Plan addresses multiple settings and/or behaviors.

Examples of Definitions for Response:

Responding to Check-In/Check-Out (CI/CO): The program runs for a minimum of 8 weeks in which the student earns 80% or more on 4 out of 5 days for 4 consecutive weeks on their daily "Paw Power" point card. After the first 4 weeks, the data will be reviewed to determine if the student is on track to meet the goal and that the student has no new Office Discipline Referrals (ODR's). If the student is successful at meeting the 80% goal after 8 weeks, the team will begin a fade-out plan for 1-2 weeks, with weekly checks to determine whether or not the student is maintaining the 80% goal.

Responding to Social Skills Groups: The program runs a minimum of 6 weeks of the social skills group, the data will be reviewed at 3 weeks to determine if the student has earned 80% or more of their daily social skills progress card on 4 out of 5 days for 4 consecutive weeks. Success after 6 weeks will prompt the 1-2 fade-out process, with weekly checks to determine whether or not the student is maintaining the 80% goal.

Homework Club: After 6 weeks, student has earned more than 85% on 4 out of 5 days for 3 consecutive weeks on their daily homework log in regards to completion of all homework assignments. If student maintains 85% on homework completion after 6 weeks, we will begin to fade the homework assistance as long as the student maintains 85% completion without supports.

Responding to Brief Function-based Interventions: The program runs for a minimum of 8 weeks in which the student earns 80% or more on 4 out of 5 days for 4 consecutive weeks on their daily "Paw Power" point card. After the first 4 weeks, the data will be reviewed to determine if the student is on track to meet the goal and that the student has no new Office Discipline Referrals (ODR's). If the student is successful at meeting the 80% goal after 8 weeks, the team will begin a fade-out plan for 1-2 weeks, with weekly checks to determine whether or not the student is maintaining the 80% goal.

Responding to a Complex/Multiple-life-domain FBA/BIP: After 8 weeks, student demonstrates a 50% reduction in minors and ODRs and earns 80% or more on 4 out of 5 days for 4 consecutive weeks on their daily "Paw Power" point card. After the first 4 weeks, the data will be reviewed to determine if the student is on track to meet the goal and that the student has no new Office Discipline Referrals (ODR's). If the student is successful at meeting the 80% goal after 8 weeks, the team will begin a fade-out plan for 1-2 weeks, with weekly checks to determine whether or not the student is maintaining the 80% goal.

"Paw Power" Overview

The purpose of the Check-In and Check-Out (CI/CO) program is to increase opportunities for: feedback, positive adult contact, embed social skills training, positive reinforcement on meeting behavioral goals, and increasing the home-to-school connection.

Check-In and Check-Out (CI/CO) is referred to as "Paw Power" at Iowa Valley Elementary. "Paw Power" is a group-based program that can accommodate a number of students. Essential features of the "Paw Power" program include: increased structure, Check-In and Check-Out, and connecting with a key school building adult. It provides a built-in system for monitoring students' behavior progress, evaluating fidelity of implementation, and transitioning students to a self-managed program.

Students who can benefit are those who are unresponsive to Tier I and who do not require more immediate individualized interventions. Students who can be nominated for "Paw Power" include:
- Students with low level, problem behavior across settings
- Students with a pattern of office referrals
- Students who receive a number of office referrals above data decision mark

Basic Approach

Students are selected to participate in "Paw Power" by being nominated by building staff (e.g., teacher, administrator, PBIS team). The PBIS team reviews the student data and determines if the student is a likely candidate who would benefit from the program. Also during the nomination process, classroom teachers will inform the parent of the nomination.

Once the team decides they also recommend the student for "Paw Power," the program coordinator will contact the student's family to set up a meeting time to discuss the "Paw Power" system and expectations for all parties involved. At the time of the meeting, a permission slip will need to be signed in order for the student to participate in "Paw Power." Upon receipt of the consent form, the student will be assigned a "Paw Power" coordinator based on current or previous positive relationships with a building staff member. Then the student will begin the "Paw Power" program the following day.

"Paw Power" Daily Activities

The program runs for a minimum of 8 weeks in which the student earns 80% or more on 4 out of 5 days for 4 consecutive weeks on their daily "Paw Power" point card. After the first 4 weeks, the data will be reviewed to determine if the student is on track to meet the goal and that the student has no new Office Discipline Referrals (ODR's). If the student is successful at meeting the 80% goal after 8 weeks, the team will begin a fade-out plan for 1-2 weeks, with weekly checks to determine whether or not the student is maintaining the 80% goal.
- Check-In with a "Paw Power" coordinator in the morning
- Carry a "Paw Power" point card that is based on school-wide expectations
- Receive frequent and regular feedback on their behavior from adults throughout the day
- Check-Out with a "Paw Power" coordinator in the afternoon
- Take their "Paw Power" point card home for parent signature and positive feedback
- Program coordinator will enter data weekly into the monitoring system

"Paw Power"

Student: _____ Grade: _____

Program Coordinator: _____

Dear Parent/Guardian:

We would like to include your child in our "**Paw Power" Check-In/Check-Out Program.** This is a program designed to help students meet our school-wide expectations in a positive manner.   This program will provide extra support for a minimum of **8** weeks, with periodic reviews, to enhance success through feedback by multiple adults at school. A daily "Paw Power" point card will be filled out by the teachers and checked at the beginning and end of the school day by the assigned program coordinator. Students will Check-In with their program coordinator every morning between 8:15 a.m.-8:25 a.m. to work on goal setting for appropriate behaviors and pick up their "Paw Power" point card. Students will Check-Out with their program coordinator each afternoon between 3:05 p.m.-3:15 p.m. to receive feedback on their daily goals and to review their "Paw Power" point card. Your student will earn incentives and rewards for appropriate behaviors.

As parents, you are responsible for making sure your child arrives on time each day for Check-In and that you review and sign the "Paw Power" point card each day for your child to return the report to school. Together, we can make this a positive experience for your child. We appreciate your cooperation in this program and look forward to working with your child.

For further information, please call:
Building Principal- 319-642-3812
PBIS Coordinator- 319-642-5422

Student Name: _____

_____ I do give consent for my child to participate in the "Paw Power" program.
_____ I do not give consent for my child to participate in the "Paw Power" program.

Parent/Guardian Signature: _____ Date: _____

"Paw Power"

Check-In/Check-Out Point Card

Date:_____

Goal: Student will demonstrate common area expectations 80% of the school day.

GOALS	Time Period						Total
	Reading	**Math**	**Recess/ Lunch**	**Science**	**Specials**	**Social Studies**	
Safe- • Keep hands, feet, and objects to self • Walk at all times • Use materials as directed	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Responsible- • Raise hand before speaking • Have materials ready • Complete work neatly and on time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Respectful- • Use kind words • Follow Directions • Address all staff with Mr., Mrs., Ms.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Total							

Daily Point Goal= 36
Weekly Point Goal= 180

Points Possible: _____

Points Received: _____

% of Points: _____

0 points = needed three or more reminders
1 points = needed one or two reminders
2 points = demonstrated independently

Rewards for meeting Goal:

Coordinator Signature: _____   **Parent Signature:** _____