

Vista Grande High School:
Positive Behavioral Interventions
and Supports Handbook 2021-
2022 SY



Table of Contents

Introduction	Page 3
What is School- Wide PBIS?	Page 4
Definition	Page 4
Values, Framework, and Goals	Page 5
Multi-Tier Support	Page 6
The 2020-2021 PBIS Team	Page 7
Team Objectives	Page 7
Team Members and Role Descriptions	Page 7
Creating a Climate of Respect	Page 8
What to Measure and How	Page 13
Five Strategies that Work	Page 14
Vista Grande PBIS in Different Settings	Page 15
Classroom Expectations	Page 15
All Areas (Common Space)	Page 16
Bathroom Area Expectations	Page 17
Community and Visitor Expectations	Page 18
Behavior Flow Chart	Page 19
Teacher Behavior Strategies	Page 20
Teacher/Staff Training Lessons	Page 21
Lesson 1: Classroom Expectations	Page 21
Lesson 2: Expectations for Specific Classroom Activities	Page 22
Lesson 3: Managing Inappropriate Behavior	Page 23
Lesson 4: Managing Consequences: Positive and Negative	Page 24
Lesson 5: Preventative Strategies and School Data	Page 26
Lesson 6: Pre-Correction	Page 27
Acknowledgement System	Page 28
Why	Page 28
Spartan Ticket	Page 29
Incentives and Incentive Schedule	Page 30
Commonly Asked Questions	Page 31
Student Training Lessons	Page 32
Philosophy	Page 32
Social Emotional Learning (SEL)	Page 33
Philosophy	Page 33
Topics and Sub-Topics	Page 33-34

Introduction

Picture for me a small fishing village. One day, while fishing on the riverbank a fisherman spotted a child in the river screaming for help. Immediately, the fisherman jumped in to save the child and pull them to safety only to turn around and see more children in the water screaming for help. Soon, all the fisherman were jumping in to save the children. Amidst all the chaos, one fisherman was seen walking away.

A short while later the flow of children stopped, and the exhausted fisherman lay on the riverbank to catch their breath. The fisherman seen walking away returned and the others turned irate to say, "How could you leave when there were so many children to save??!" The fisherman responded, "I thought someone ought to go upstream and find out why so many children were falling in the river. I found a hole in the bridge, so I fixed the bridge."

Too often we **react** to problems rather than think proactively in order to **prevent** future problems. This story is an example of the mindset shift we need to make in order to stop reacting to problem behavior and begin thinking proactively how to address behavior.

What is School-Wide PBIS?

Definition

School-wide positive behavioral interventions and supports (PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from negative behaviors and exchanges to positive expectations and interactions.

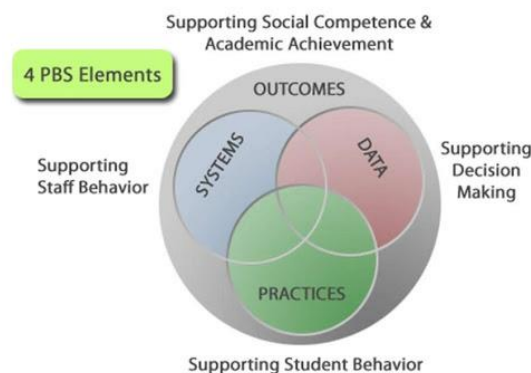
School-wide Positive Behavioral Interventions and Supports is nationally recognized and implemented in over 22,000 schools in all 50 states.

What PBIS is NOT

PBIS is NOT a curriculum, intervention, or practice, but IS a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and social behavior outcomes for all students.

There are four main elements in PBIS:

- Customized practices to support student behavior, such as defining and teaching appropriate behavior
- Systems of support for educators in the school; such as schoolwide behavioral expectations, indicators, and coaching
- Data-based decision making, which is the corner stone of the behavior problem-solving process
- And, the combination of these to enable school-wide outcomes, which promote social proficiency and academic success



Values and Goals

PBIS Core Values:

1. We can effectively teach appropriate behavior to all children
2. Intervene early
3. Use a multi-tier model of service delivery
4. Use research-based, and scientifically validated interventions to the extent available
5. Monitor student progress to inform interventions
6. Use data to make decisions
7. Use assessment to monitor fidelity of implementation

PBIS is a framework to:

1. Identify student/school needs
2. Develop strategies for success
3. Evaluate success through data collection

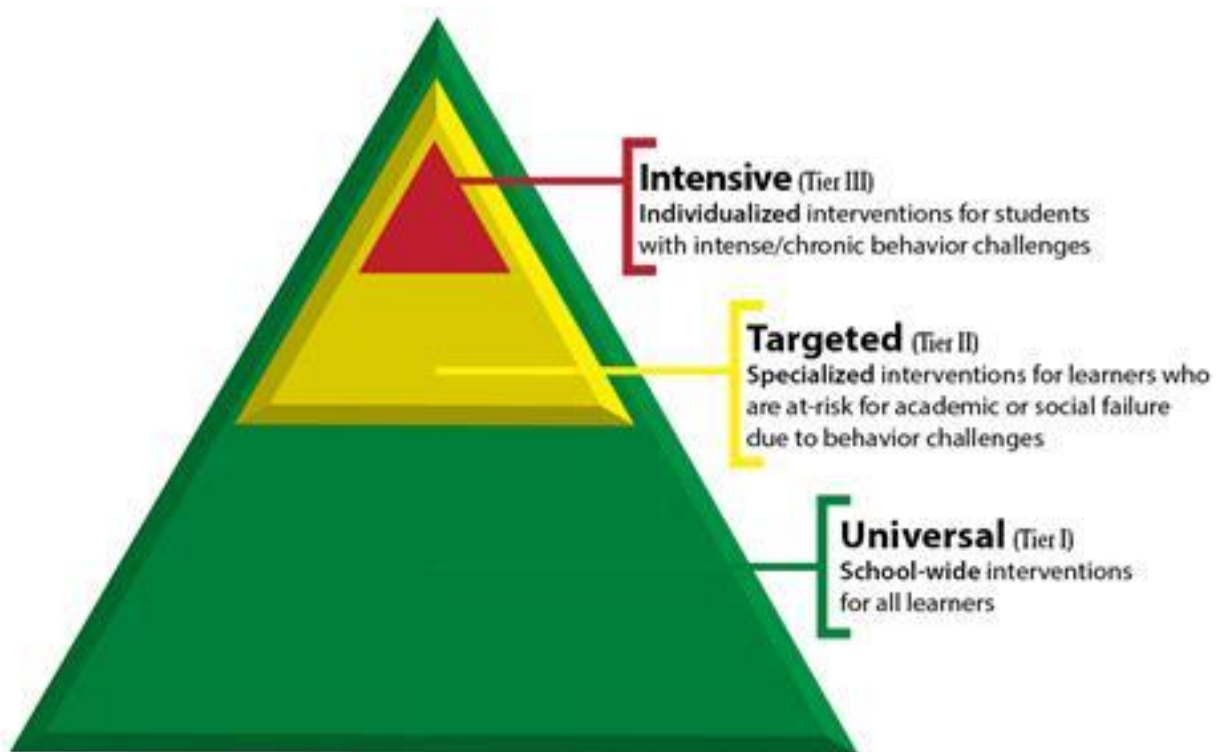
PBIS Goals

1. Develop positive school culture.
2. Teach students appropriate behavior and give them the support to sustain that behavior.
3. Increase academic performance.
4. Increase safety.
5. Decrease problem behavior



Multi-Tier Support

School-wide means that educators support appropriate behavior in classroom and non-classroom (Restrooms, assemblies, hallways) areas. This support happens along a continuum from Tier 1 for all students and Tier 2 for a small group of students to Tier 3 for individual students. The goal is to create an environment that sets up ALL students for success.



An important aspect of PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

2021-2022 PBIS Team

Objectives:

1. Improving School Climate
2. Build Social Skills
3. Reduce Office Discipline
4. Increase Instructional Time

School Team Members & Role Description

Team Member	Role at Vista Grande
Deanna Addison	ESS
Jovahn del Cid	School Counselor
Jennifer Kortsen	Freshmen Success
Ana Matthews	World Languages
Kristin McCallin	English/Link Crew
Cara Osmer	School Counselor
Cristina Salcido-Grigg	Physical Education
Christi Saucedo	Social Studies
Amanda Scheeler	Mathematics
Nathan Scheeler	Social Studies
Jared Walther	Behavior Interventionist
Cassandra Yeo	CTE Early Childhood
Lisa Horsley	CTE Marketing

Administrative Support From:

Glenda Cole, Vista Grande Principal

Vance Danzy, Vista Grande Assistant Principal

Creating a Climate of Respect

Jonathan Cohen, Richard Cardillo and Terry Pickeral

School climate reform means measuring the level of respect and then using that information to improve the quality of school life.

For some, the notion of *respect* implies a courteous, decorous, civil, or deferential attitude. Here we use the term to refer to the experience of *being taken seriously*. Acting respectfully reflects appreciative feelings for another person or group.

In school, respect can sound like this:

They actually listen to me here. The teachers care about what I think and feel. They want me to be part of making this school even better. Like when they realized there's much more bullying going on here than they knew. Now they're really trying to do something about it.

—A 15-year-old student

In contrast, this is what the absence of respect can sound like:

They don't care what I think. All they care about are the tests. There aren't even stalls in the bathroom. They dis' us.

—A 16-year-old student

Ten percent of kids in my class...are so bad that I've just given up on them.

—A teacher

Sarah Lawrence-Lightfoot (2000) has suggested that respect "is not something that one can imitate, but something one must embody.... It is only in the individual acts of respect that the quality becomes actual". We agree. But practically, what can we do to make respect an integral part of school climate?

A Look at School Climate Reform

Respectful schools are, by definition, democratically informed learning environments where people feel safe, supported, engaged, and helpfully challenged. Respect doesn't happen in isolation; it's based in relationships. As we learn and teach, we are—or are not—respectful in the context of our social, emotional, civic, and intellectual interactions. A sustainable, positive school climate fosters youth development and the learning necessary for a productive and satisfying life in a democratic society. In such a climate,

- People are engaged and respected.
- Students, families, and educators work together to develop and contribute to a shared school vision.
- Educators model and nurture an attitude that emphasizes the benefits and satisfaction of learning.
- Each person contributes to the operation of the school and the care of the physical environment (National School Climate Council, 2007).

We at the National School Climate Center have worked with thousands of schools and districts across the United States to create safe, supportive, and engaging schools. We have worked with more than a dozen state departments of education to support their efforts to improve school climate. We have found that measuring school climate provides data that serve as both an anchor and a flashlight for school climate reform. For example, if students report that they feel unsafe and bullied in school, school communities can use this information as a wonderful springboard for discussion and planning to support effective bully prevention efforts.

Four Crucial Goals

School climate reform focuses on four central overlapping goals that foster respect in school.

Goal 1: Creating Democratic Communities

In respectful schools, *everyone's* voice is recognized and appreciated. Unfortunately, what we primarily measure today—and, hence, recognize as important—are students' reading, math, and science scores. As important as these are, they do not recognize the varied voices of students, parents, and educators. This is one reason so many students and adults feel unheard and disrespected in school today.

When we measure school climate in valid and reliable ways, we recognize and value *all* aspects of the learning process—not just the intellectual aspect, but the social, emotional, and civic aspects as well. A democratically informed school climate needs to model the essential elements of democracy—liberty, justice, common good, equality, diversity, and

truth—for students to experience and contribute to their school environment in respectful ways. When we measure school climate, we assess important ethical and civic dispositions, such as the fairness of school norms and the extent to which students and adults feel supported.

Recently we observed a 2nd grade classroom teacher who struggled for more than 10 minutes to get students' attention. She repeatedly reminded the children, "You're not following the rule of listening while others speak. You're not following the rule of being seated to be called on." A student calmly replied, "We didn't make those rules. They're *your* rules."

Even at a young age, students sense when teachers honor their voices. Creating procedures to appropriately and sincerely include students in shaping the tenor of their class time is a fundamental component of engendering respectful and democratically informed classrooms (Marzano, Pickering, & Pollack, 2001). For example, a 2nd grade teacher used a backward design model to invite student voice in establishing class guidelines. He asked his students to brainstorm ideas on what their ideal classroom would look and sound like. He then invited the students to work together to create guidelines that would make everyone accountable for achieving this new vision.

Goal 2: Supporting Students and Teachers

Being supported means that others appreciate those areas that challenge us. Asking students questions such as, What is one thing about your school that you would *not* change? and What should teachers do to better support your success at school? acknowledges student voice and has a profound and positive effect on students.

One common reason people act disrespectfully is that they feel disrespected themselves. As James Comer (1999) said, emotions are contagious. When we feel listened to, taken seriously, appreciated, and respected, we tend to "pay it forward."

When we measure school climate, we see the extent to which students and adults feel supported. As Adelman and Taylor (2005) detailed, a range of factors can create barriers that undermine student learning—and all these barriers are grounded in unmet needs. Whether a student struggles with an undiagnosed learning disability or enters a new school for the second or third time in a year because of frequent family moves, he or she needs understanding and support.

For example, after we helped a middle school assess its school climate, we learned that 6th graders felt dramatically less safe in school than other students did. In partnership with teachers, school aides, and administrators, we discovered two probable causes: The class had a high concentration of homeless students and students in foster care, and the class had seen at least four different teachers come and go that year. As a result, the school developed measures that responded to these students' unmet needs, such as using the term *caregiver* instead

of *parent* in standardized forms and replacing Mother's Day and Father's Day celebrations in school by having students note the birthdays of their caregivers and create special cards for those days.

Adults in schools also have needs. They dearly want to be ongoing learners and vital members of a learning community. In fact, this is the mark of a great teacher! Yet schools often don't appreciate or support these needs and can inadvertently contribute to teachers feeling disrespected.

What would it look like, for example, if our learning communities were structured in such a way that a struggling teacher would feel comfortable sharing with colleagues his or her need for assistance? What would our schools look like if all teachers could share best practices in a trusting, nonjudgmental forum?

Goal 3: Ensuring Safe Schools

Perhaps the most pervasive unmet need in our K–12 schools today, for both teachers and students, is to feel socially, emotionally, intellectually, and physically safe. Feeling unsafe is one of the most important forces that undermine respectful norms and school communities. In our work with schools, we have found that although educators and parents appreciate that many students do not feel safe, they tend to rate this as a mild or only a moderately severe problem. But students almost always report this as a *severe* problem socially and, to a greater or lesser extent, physically (Cohen, Pickeral, & Levine, 2010). Our findings overlap with recent surveys of more than half a million students, which found that 50 percent of middle and high school students do not feel safe in school (Quaglia Institute, 2010).

People need to feel safe to be respectful to others. If we feel unsafe, we will naturally focus on protecting ourselves; we won't be able to listen to and appreciate others.

In one school, for example, we heard a teacher pose open-ended questions to the entire class. This teacher responded to incorrect answers with the phrase, "Nope, incorrect! Next time, think before responding." It was no surprise that no one in the class wanted to risk being incorrect. Noting her students' reluctance, this teacher sought our assistance. Now, instead of immediately adding commentary to student responses, the teacher probes their thinking with such questions as, How did you come to that conclusion? and How would you explain that answer to a younger child or to someone who did not understand? Honoring *all* student responses without framing wrong answers as "bad" or "stupid" went a long way in meeting students' need for safety and acceptance.

To promote safe schools, we must help students, parents, and school personnel become *upstanders*—that is, people who notice and respond in socially responsible ways to cruel, mean, or bullying behavior.¹ Too often, if a bystander sees bully-victim behavior, it's acceptable to either collude in this toxic behavior by doing nothing (a passive bystander) or

actively egg on the bully (an active bystander). Students who witness bullying can, however, alleviate the situation by simply letting the target of bullying know that they noticed, they care, and they understand how hard this is. In the absence of a comprehensive and sustained bully prevention program in school, directly confronting the bully often makes matters worse. Upstander norms and behavior provide an essential foundation for respectful schools. All too often, schools rely on the daily recitation of a pledge or display inspirational signs to promote respect and encourage supportive upstander behavior. However, only when a school sincerely enters into the work of making each of its members a *living pledge*—a living sign of respect—does that respectful norm become embodied schoolwide.

In our national bully prevention and student leadership campaign—[BullyBust](#)—we support and recognize students' efforts to transform schools from a culture of bystanders to a culture of upstanders. One elementary school, for example, had all members of the school community explore what its daily respect pledge really meant—in the classroom, on the playground, on the school bus, in the cafeteria, and after school. Teachers intentionally infused learning objectives and activities related to the actions of a bully, victim, and witness into existing lessons. As a result, a culture of upstander behavior became much more visible.

Goal 4: Promoting Student Engagement

Today, one in two students report that they do not enjoy being in school, and more than 48 percent report being bored (Quaglia Institute, 2010). The National Dropout Prevention Center reports that more than 50 percent of students drop out of high school in many U.S. states. Supporting student engagement, and parent and guardian engagement as well, means that we're attuned to everyone's needs and interests—that we're acting respectfully. When students are engaged, they feel safe and supported to foster positive change in their school communities in authentic and rich ways. (See "[Five Strategies That Work](#)." For example, as part of one school's climate reform work, a 4th grade class in Far Rockaway, New York, observed how students treated one another day to day. Despite the fact that students recited a daily pledge in which they promised to be models for their classmates and others, the 4th graders saw that few took this responsibility seriously. Taking action, the 4th graders now serve on the playground and in the classroom as upstander models for 1st and 2nd graders, showing the younger students what a desired behavior actually looks like.

The Golden Rule—and More

Emotions *are* contagious. When we treat students and adults with respect, they're much more likely to do the same to others. However, to promote respectful schools, we need to do much more.

A foundation for respectful schools is to measure—and, thus, publicly recognize—how we treat one another and then use this information to create safer and more supportive, engaging, challenging, and joyful schools. By doing so, we can reinvigorate our democracy and encourage students to better understand the world in which they live—and their role in improving it.

What to Measure and How

The National School Climate Center recommends that schools measure their school climate using reliable and valid surveys that

Respondents can complete in less than 20 minutes on paper or online.

Recognize student, parent or guardian, and school staff member voices.

Result in a useful report that presents the data intelligibly and provides research-based suggestions about next steps.

Measure the four major aspects of school life:

Safety (rules and norms and social as well as physical safety).

Relationships (school connectedness/engagement, respect for diversity, social support, and teacher and administrator leadership).

Teaching and learning (intentional social, emotional, and civic learning; support for learning; professional development offerings for teachers and administrators).

The environment (physical surroundings).

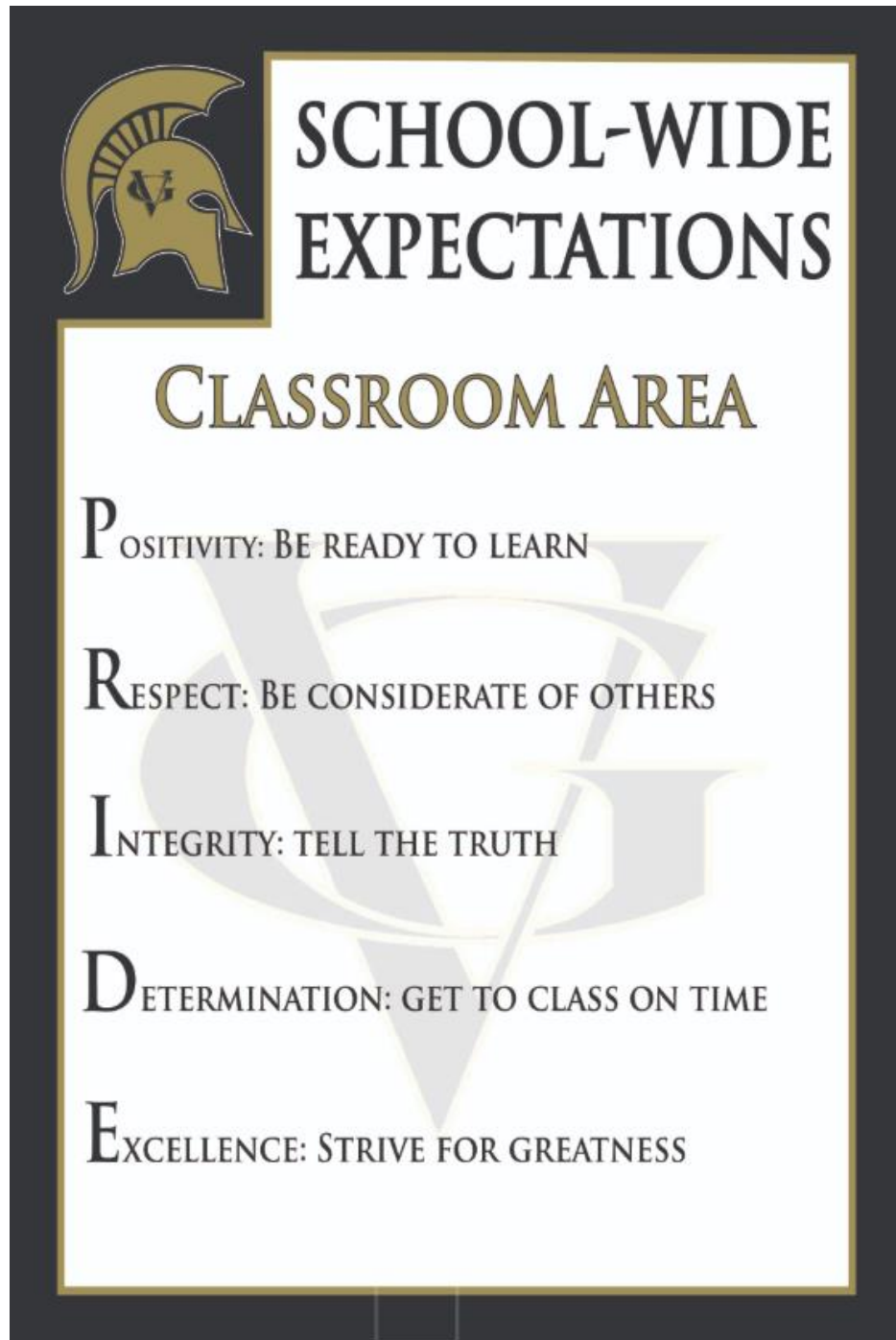
Five Strategies That Work

The following five strategies foster just, equitable, and inclusive classrooms.

1. *Create opportunities for group decision making.* Open dialogue engages students in a democratic process in which compromise rather than competition is crucial to making decisions.
2. *Democratize the space.* When group decision making or student interaction is key to an effort, rearrange the room. Change which way is the front, move all the desks to the side, or have students sit on the floor in a circle and link arms. Let students have a say; give them a chance to learn from their decisions.
3. *Use multidimensional group projects, and vary the composition of the groups.* A good group project should highlight different learning styles and skills. Graphic, textual, presentation, creative, and other components should have equal importance; successful completion of the project will require interdependency among group members.
4. *Vary protocols for classroom sharing.* Student sharing in classrooms typically comes through talking or writing; often the fastest or loudest wins the stage. Instead, use reflection and writing time to help students organize their thoughts, have students share through visual art without using language, or have students share in pairs or small groups. Focus on ways for the writer, the thinker, the talker, and the visual artist to share their ideas.
5. *Create conflict around issues.* When discussing issues in class, provide a more realistic experience of what a complex issue is. Taking different sides of an issue—not to compete and win, but to come to a collective decision—creates a democratic experience that demonstrates the messiness and complexity of the process.

Vista Grande PBIS in Different Settings

Classroom Expectations





SCHOOL-WIDE EXPECTATIONS

ALL AREAS

POSITIVITY: PRACTICE HELPFUL BEHAVIOR

RESPECT: USE APPROPRIATE LANGUAGE

INTEGRITY: REPORT MISCONDUCT

DETERMINATION: WEAR YOUR I.D. EVERYDAY

EXCELLENCE: FOLLOW SCHOOL HANDBOOK AND RULES



SCHOOL-WIDE EXPECTATIONS

BATHROOM AREA

POSITIVITY: KEEP BATHROOMS CLEAN

RESPECT: CONSIDER THE PRIVACY OF OTHERS

INTEGRITY: REPORT UNSAFE CONDITIONS

DETERMINATION: USE BATHROOM BETWEEN CLASSES

EXCELLENCE: FLUSH, WASH, AND BE ON YOUR WAY



SCHOOL-WIDE EXPECTATIONS

COMMUNITY/VISITORS AREA

POSITIVITY: EXHIBIT POLITE BEHAVIOR

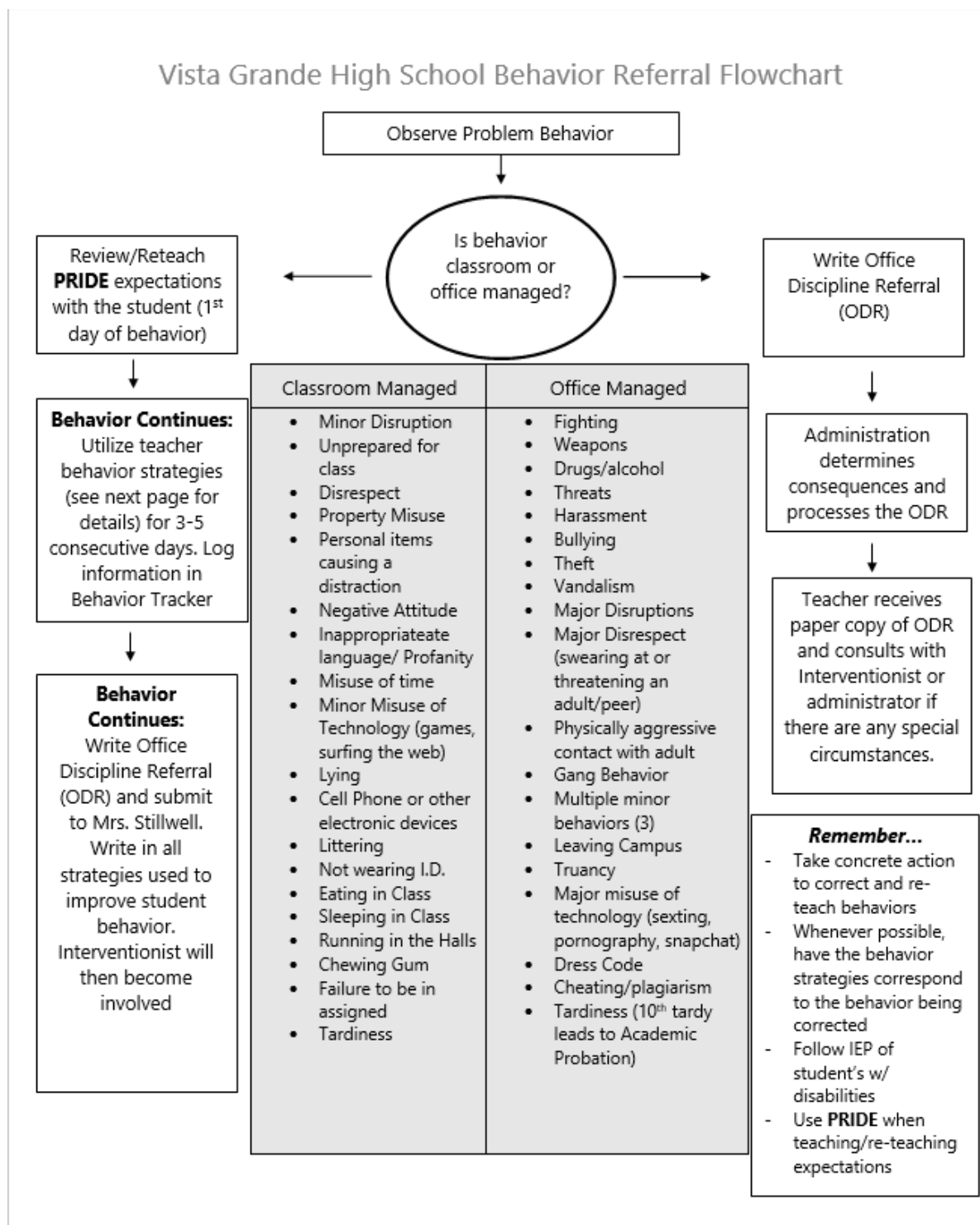
RESPECT: BE MINDFUL OF OTHERS

INTEGRITY: BE HONEST

DETERMINATION: VALUE OTHER PEOPLE'S TIME

EXCELLENCE: ABIDE BY SCHOOL POLICY

Behavior Flow Chart: Office vs. Classroom Managed Discipline



Teacher Behavior Strategies

Teacher Behavior Strategies

Note: the following strategies are to be used to try and correct negative behavior. They are not written in any order. These are research-based strategies to help teachers.

Teacher Managed Strategies

- Nonverbal Correction
- Student conference
- Ignore
- Give choices
- Redirection
- Help student start assignment
- Acknowledge Positive Behavior with PRIDE card
- Report name to Interventionist
- Gentle verbal reprimand
- Family Contact
- Change Seats
- Frequent eye contact
- Praise when on task
- Proximity
- Humor
- Modeling

For more information about strategies to use for specific behavioral problems please use the resources found using the link provided below:

- <https://www.pbisworld.com/>

Teacher/Staff Training Lessons

Lesson 1: Classroom Expectations

Lesson Objective: TWBAT design teachable, measurable, and reinforceable expectations for their own classrooms based on their teaching style.

Materials: PowerPoint and Teacher Notes Page (Below)

- TWBAT design _____, _____, and _____ expectations for their own classrooms based on their teaching style.
- What are your classroom expectations?
 - _____
 - _____
 - _____
 - _____
 - _____
- What were some expectations you heard from your peers?
 - _____
 - _____
- PBIS Expectations should be?
 - _____
 - _____
 - _____
- Classroom Expectations should be overly taught. True False

Lesson 2: Expectations for Specific Classroom Activities

Objective: TWBAT create PBIS style expectations for different classroom specific activities based on their own style.

Materials: PowerPoint and Teacher Notes Page (below)

- TWBAT create PBS style expectations for _____ classroom activities based on their own style.
- How are expectations for specific activities different than overall classroom expectations?
 - Do you have the same expectations for independent work as you do group work?
 - Are students expected to behave the same during a classroom discussion as they are during a quiz?
- What are your current expectations for...?
 - Bell work _____
 - Group work _____
 - Technology _____
 - Absences _____
- From listening to your colleagues, what is one thing you can bring add to your list?
 - _____
- What might you need to add or create expectations for?
 - _____
- What happens if your expectations are not met?
 - _____
- “You are either teaching it, not teaching it, or allowing it to happen.” – John Wooden
- Effective consequences are....
 - _____
 - _____
 - _____
- How can setting clear expectations impact your classroom?
 - _____
 - _____
 - _____

Lesson 3: Managing Inappropriate Behavior

Objective: TWBAT identify problem behaviors, student motivations and create structures for consistency.

Materials: PowerPoint and Teacher Notes Page (below)

- TWBAT _____ problem behaviors, student motivations, and create structures for _____.
- Why do inappropriate behaviors happen?
 - _____
 - _____
 - _____
- Consider motivation behind the action:
 - _____
 - Students are motivated when they have a positive relationship with their teacher
 - _____
 - Students must believe they can improve on a task.
 - _____

** Intrinsic reinforcement: is done internally. In other words it is something we do to ourselves, although this may be done with external stimulus, such as thanks or smiles.

**Extrinsic reinforcement: Outside of our internal thinking. Classic examples of extrinsic reinforcements are money and physical punishment.

- Common Mistakes = Ineffective Classrooms (these are common things that happen in the classroom that can lead to ineffective classrooms.)
 - Less than half the student hand raises, or correct academic responses were acknowledged by the teacher.
 - _____
 - Less than 2 praise statements per hour
 - 64% of “to do” statements were social in nature
 - Most academic work consisted of _____
 - Inconsistent and unpredictable distribution of teacher attention
 - Compliance to command generally resulting in the delivery of another command
- _____ - If more than 3 students are demonstrating the same misbehavior, the classroom management plan needs to be adjusted to address the misbehavior.
- Tips for Effective Accountability Practices:
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

Lesson 4: Managing Consequences: Positive and Negative

Objective: TWBAT manage positive and negative consequences for student behavior.

Materials: PowerPoint and Teacher Notes Page (below)

- TWBAT manage _____ and _____ consequences for student behavior.
- What do you believe negative consequences are?

- What do you believe positive consequences are?

- Definitions:
 - Positive Consequences:

 - Negative Consequences:

- Monitoring Minor Behavior:
 - The same approaches used to help students when they _____ should be used when they students are behavior inappropriately.
 - Inappropriate behavior is a _____
 - The first step is to identify the problem for the student
- Examples of Positive Reinforcements:
 - Praise and acknowledging a student's behavior (PRIDE Card)
 - Activity oriented reinforcement (Allowing students who finish early to start homework or relax and talk with friends)
 - Material reinforcements (5 extra points on a quiz or test, skip a question on a test, PRIDE Card)
- Examples of Negative Reinforcements:
 - Either Logical or Natural Consequences
 - Student is playing games on computer instead of working on assignment. **Review class expectations with the student. If it persists, remind the student they will fail, if it continues allow the natural consequence of the student failing the project to take place.**
 - Student yells out ideas instead of raising their hand. **Remind the student of the expectations of raising their hands, if it persists ignore the student's ideas and to students who raise their hands acknowledge that and thank them.**
- Use negative Consequences to achieve the following 4 functions:
 - Prevent a problem behavior from being rewarded
 - Prevent a problem behavior from _____
 - Prevent a problem behavior from interrupting instructions for others

- Provide a _____ opportunity
- 3 R's of Logical Consequences
 - _____
 - Conveyed through words and nonverbal gestures
 - _____
 - A consequence needs to be logically related to the students' actions
 - _____
 - A consequence should be something the teacher and student can follow through on

• PREVENTATIVE STRATEGIES STRENGTHEN CLASSROOM MANAGEMENT

Logical Consequences	Punishment
Feeling of control	Leaves student feeling helpless
Use thinking words	Uses fighting words
Provide choices with limits (What could you have done?)	Demands compliance
Given with empathy	Given with anger/emotional response
Teach responsibility	Student focuses on adult rather than choices.
Focus on internal locus of control	

Scenarios: Come up with a Logical Consequence for the Student Actions listed below

- A student bumps into a classmate's desk and knocks some books onto the floor.
 - _____
- Two students are whispering and giggling while working together on a social studies assignment.
 - _____
- Two students have a side conversation while a classmate is sharing.
 - _____
- A student is distracting tablemates instead of working.
 - _____

Lesson 5: Preventative Strategies and School Data (2 Day Lesson Spread out over time)

Objective: TWBAT implement different Preventative Strategies in their classrooms and compare school data from previous school years.

Materials: PowerPoint and Teacher Notes Page (below)

- TWBAT implement different _____ strategies and compare school data from previous school years
- Strategy #1: Active Supervision and Proximity
 - o MIA – _____ – _____ – _____
 - o Maximize opportunities for student _____ (less likely to tune you out.)
- Strategy #2: The Power of Attention
 - o Non-Contingent Attention
 - Provided _____ of _____ and includes such things as _____, _____, and _____.
 - o Contingent Attention
 - Provided based upon individual _____ of an identified _____ or _____.
 - The attention is contingent upon the individual performing a _____ desirable behavior.
- Choose 1 of the 2 strategies to focus on in your classroom and bring your results to the next meeting.
 - o Strategy picked: _____
 - o Ideas of who you can practice the strategies on:
 - Focus on a problem class you have and try the strategy with just that class
 - Focus on a problem student of small group of students
 - Focus on all your classes
 - Focus on students who are struggling grade wise but are well behaved
 - Focus on the top students in your class

Lesson 6: Pre-Correction

Objective: TWBAT utilize effective preventative strategies in their classroom

Materials: PowerPoint and Teacher Notes Page (below)

- TWBAT utilize _____ preventative strategies in their classrooms.
- Steps of the Evidence Based Practices:

Occurrence of Inappropriate Behavior is due to:

- Lack of _____ behavior skills.
- Limited _____ to practice acquisition.
- Inadequate awareness of when to use skills
- Negative Interactions

- ➔ Use strategies for encouraging expected behavior
- ➔ Attend to students who display expected behavior
- ➔ Pre-Correct for Problem Behavior
- ➔ Redirect when early problem behavior occurs
- ➔ Individualize correction procedures
- ➔ Evaluate regularly

- Pre-Correction means
 - _____ problem behavior and _____ beforehand.
 - Problem Behavior is _____
 - Expected behavior replaces _____ behavior
- 7 Steps of Pre-Correction
 - 1. _____ the context (trigger) and predictable problem behavior.
 - 2. _____ expected behavior.
 - 3. _____ modify the context
 - 4. _____ behavioral rehearsals
 - 5. _____ strong reinforcement for expected behavior
 - 6. _____ expected behavior
 - 7. _____ supervision of behavior
- Example Scenario:
 - Potential behavior problem having students walk into class before the bell
 - Specify what you want students to do upon entering class (Starting with walking in the door)
 - Change things dependent upon how the classes behavior is
 - Practice Practice Practice
 - PRIDE Cards when students follow the expected behavior.
 - Remind students about what is expected when they walk in to class
 - Continually supervise and support the behavior

Acknowledgement 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 of effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (**4:1 ratio**). As staff it is very easy to get caught up in focusing on catching students engaging in negative behavior. The goal of an acknowledgement system is to increase the number of positive interactions that all school staff have with students.

At Vista Grande High School we use PBIS to knowledge students for appropriate behavior. Through this program we hand out Spartan P.R.I.D.E Cards to students for following the school rules.

When recognizing students with P.R.I.D.E. Card it is important to identify specifically what behavior the student engaged in and link it to the appropriate school trait. For example:

Jose, I wanted to thank you for coming in to class and getting started with your bell work right away, you were showing how excellent a student you are and this attitude will really help you. Here is a P.R.I.D.E Card.

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

Who should be handing out P.R.I.D.E Cards?

All staff in the school should be provided with P.R.I.D.E Cards, including general and special education teachers, classified staff, administration, security, and custodial staff.

How many tickets 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 others. The goal should be 1-3 Cards a week.

How often should assemblies/announcements be held to recognize students for positive behavior?

Every 2 weeks is recommended. First month of every year should be weekly on announcements. Assemblies are a chance for schools to celebrate positive behavior and regularly re-teach students the school-wide traits. We will aim to do an assembly once a quarter along with a Quarterly Celebration based on certain criteria.

Spartan Tickets

VISTA GRANDE HIGH SCHOOL



- ☐ **POSITIVITY**
- ☐ **RESPECT**
- ☐ **INTEGRITY**
- ☐ **DETERMINATION**
- ☐ **EXCELLENCE**

STUDENT NAME: _____

STAFF NAME: _____

PLEASE TURN THIS TICKET IN TO THE BOOKSTORE

When you reward a student with a Spartan Ticket please:

- Check one or more of the 5 traits.
- Write the student's name and I.D. Number.
- Write your name (Teacher/Staff Name).
- Write what the student demonstrated on the back.
- Make the student aware they can place the card in any of the 3-4 raffle boxes in the Bookstore.

PBIS Incentives and Incentive Schedule

Incentives

These are example prizes and will change regularly

- | | | |
|---------------------------|------------------------------|-------------------------------|
| - Dutch Bothers Gift Card | - Parking Pass | - Spartan Swag |
| - Starbucks Gift Card | - Prom Tickets | - Yearbook |
| - Homecoming Tickets | - MORP Tickets | - Tickets to a Sporting Event |
| - Activity Pass | - Tickets to a theater event | |
| - Mystery Prize | - Water Bottle | |

Incentive Schedule

Students have the entire week to place their P.R.I.D.E Cards in the raffle boxes that are placed inside the bookstore. Names will be drawn on Friday's during 6th hour. Prizes will then be distributed to students while they are in class on Monday or Tuesday.

Weekly drawings will occur during the time periods below. All other times of the year, drawings will be bi-weekly.

- First Month of the School Year
- First Month of Second Semester
- Last Month of Every School Year

Commonly Asked Questions

1. How many cards per teacher?

- Teachers will be given 10 cards at a time by their department chairs. The goal will be to distribute those 10 cards over a 2-week period. Teachers who need more cards can email Jared Walther (jwalther@cguhsd.org) for more.

2. What are some examples of how a student can earn a Spartan P.R.I.D.E Card?

- Demonstrating any of the Spartan P.R.I.D.E. Traits (Positivity, Respect, Integrity, Determination, Excellence)
- Acts of kindness for example, if you see a student a positive interaction between students in the hallway or when students are accommodating to teachers or other students. More specifically, students see you with your hands full and open a door for you without having to be asked.
- If a student changes a behavior in a positive way such as attending school daily or arriving to class on time with materials.
- When students pick up other's trash. For example, a student is walking in the hall and sees garbage and discards it.
- When students motivate other students in a positive way. For example, when students help their peers with assignments eagerly and willingly.

*** Please keep in mind these are just a few examples ***

Student Training Lessons

Philosophy:

Student training lessons are designed to help students realize and understand the importance of whatever expectations is being taught. For example:

The lesson on attendance is designed for students to realize that attendance and being on time to class is an important life skill. The lesson gives national statistics on attendance and ends with students reflecting and understanding their “why” which is why they come to school.

These lessons will happen once a month, whenever that particular trait is being emphasized.

We use data to target what behaviors need to be addressed. Members of the PBIS Team along with administrative review student behavior data, present the data to the staff (recommended for each quarter), and then the staff recommends what behavior should be addressed. The team then creates (or uses) a student training for the students to participate in to understand more about that particular behavior and its impact on them and the school.

Social Emotional Learning (SEL)

Philosophy:

Definition: Social Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Why is Social Emotional Learning Important for Students?

SEL provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. It is our belief at Vista Grande High School that students will only reach their full academic potential once they are at peace with themselves and have learned how to manage their behaviors. As our student's frontal lobes are developing it is essential for them to learn the important life skills SEL provides.

Topics and Sub-Topics:

Freshmen Year:

- | | |
|------------------------------------|---|
| - Organization and Time Management | - Problem Solving and Embracing Struggle |
| - SMART Goals | - Reflective Thinking and Learning |
| - Conflict Resolution | - Responsibility vs. Ethical Responsibility |
| - Effective Communication | - Stress Management |
| - Empathy | - Supporting Others |
| - Fixed vs. Growth Mindset | - Working with Others |
| - Personal Vision | - Positive Affirmations |

Sophomore Year:

- | | |
|------------------------------------|--|
| - Organization and Time Management | - Practicing Self Discipline |
| - SMART Goals | - Regulating Emotions |
| - Reflective Thinking and Learning | - Reliability |
| - Growth vs. Fixed Mindset | - Self Confidence |
| - Being Flexible | - Self Reliance |
| - Keeping an Open Mind | - Skills for School and the Workplace |
| - Knowing your Emotional Triggers | - Understanding Self-Awareness and Self Advocacy |

Junior Year:

- Organization and Time Management
- SMART Goals
- Reflective Thinking and Learning
- Communicating Effectively with Others
- Developing Positive Relationships
- Identifying Social Cues
- Recognizing Strengths in Others and Celebrating Others
- Identifying Social Norms, including Unjust ones
- Resisting Negative Social Pressure
- Resisting Stereotypes
- Resolving Conflicts Constructively
- Standing up for the Rights of Others
- Taking Other' Perspectives
- Understanding and Expressing Gratitude

Senior Year:

- Organization and Time Management
- SMART Goals
- Reflective Thinking and Learning
- What Makes a Leader
- Analyze the Situation
- Consider Ethical Responsibility
- Coping Skills
- Identifying the Problem
- Leadership Styles
- Practicing Leadership through Service
- Recognizing Leadership Qualities in Yourself
- Reflecting and using Empathy
- Solving the Problem