

# Twinfield PBIS

## Positive Behavioral Interventions & Supports

If a child doesn't know how to read, we teach. If a child doesn't know how to swim, we teach. If a child doesn't know how to multiply, we teach. If a child doesn't know how to drive, we teach. If a child doesn't know how to behave, we teach? punish? (Hemer, 1998)

The philosophy of education at Twinfield Union School and the mission of PBIS are closely linked. The goal of PBIS is to create an environment where students, parents and staff are continually teaching and modeling the behaviors that will allow all students to thrive and succeed academically, socially and emotionally in order to become responsible citizens, life-long learners and successful contributors to our diverse local and global economy.

PBIS is a nationally validated behavior education process that provides ongoing supervision and training for staff through the VT Department of Education. PBIS specifies universal recognition of positive behaviors, prevention strategies for at-risk behaviors and individual supports for high-risk behaviors.

In order for students to learn appropriate social behaviors...

- Adults must consistently model the expected behavior. Students must be formally taught the behavior. Students must be engaged in the academic program.
- Student expectations are kept simple and specific behaviors are described in a matrix of various school settings. (See matrix of expected behaviors)

## **Comprehensive Discipline Plan**

Twinfield Union School's philosophy of child behavior education and discipline includes:

- An active partnership between parents and school
- Clearly communicated, developmentally appropriate lists of expected behaviors
- Direct, repeated instruction in expected behaviors
- High frequency recognition for expected behaviors (verbal and PBIS tokens)
- Targeted intervention/support for chronic inappropriate behaviors

This learning requires a consistently supportive and safe environment that models and teaches self-control and a sense of community among students and adults. These factors will enable students to become socially responsible citizens, lifelong learners and successful contributors to our diverse local and global economy.

### **Twinfield Union School's Guiding Expectations**

**Take care of yourself**

**Understand each other**

**Safely learn together**

(See matrix of behavior expectations)

Twinfield Union School staff members are expected to respond to positive and negative student behaviors according to the following levels of responses. Children cannot be expected to exhibit behaviors that they haven't been taught. For most students, the fact that this set of steps exists will be all they need to be successful. Once expectations are taught, they will work hard to discipline themselves and adult intervention will be minimal.

#### **LEVEL 1: CLEAR EXPECTATIONS**

The first step in the Discipline Plan calls for establishing and teaching rules and expectations to all students, staff, and parents. These must be discussed, posted and clearly visible in all appropriate areas in the school. For most students, simply having a set of expectations will be all they need to assume responsibility for themselves and their actions. For others, additional interventions and supports will need to be provided.

#### **LEVEL 2: FREQUENT RE-TEACHING**

When acquiring new information in changing environments, students often need reminders. Students will be reminded of the Twinfield Union School expectations through re-teaching and examples of positive behavior.

### **LEVEL 3: SUBTLE STAFF INTERVENTIONS**

Staff have many subtle, non-confrontative strategies for redirecting a student's behavior such as: moving closer to the student, establishing eye contact, asking a question, giving a new direction, etc. Staff may have a chime or other attention device to re-focus students who are off track.

### **LEVEL 4: DIALOGUE**

When conflict or disruption arises, staff will guide the student to recognize the negative behavior, state the appropriate behavior, and choose to do it.

A conversation could consist of three questions:

1. **What are you doing?** *Tapping my pencil on neighbor's desk.*
2. **What are you supposed to be doing?** *Finishing my math assignment.*
3. **What are you going to do?** *Stop tapping the pencil and finish the math assignment.*

### **LEVEL 5: TAKE A BREAK/COOL DOWN AREA**

The break area and cool down procedure will be designated and taught by each teacher within the first two weeks of the school year. This break/cool down area might be a private space in the classroom, in an adjacent teacher's classroom, or any other space that would allow the student to cool down, re-focus, and re-start. At the secondary level, the Student Support Center may be used for this purpose. The cool down area is not punishment, carries no further negative consequences, and must last only as long as it takes for the student to agree to come back to class/area and participate appropriately in the activity. Students are responsible for self-regulating and returning to class activities when they are ready to learn. A natural consequence is for the student to make up any missed work and repair the impact of their actions with other students or adults who were negatively affected.

### **LEVEL 6: RESPONSIVE INTERVENTION FROM BEHAVIOR SUPPORT STAFF OR ADMINISTRATOR**

If a student is demonstrating behavior that prevents the teacher from teaching or classmates from learning, staff will complete an office discipline referral and contact SSC or main office for behavior support staff. Behavior support staff will process the ODR with the student and return and copy of the completed ODR to the classroom teacher.

#### **Processing Basics**

- Have quiet reflection until ready to process.
- After a time, give an opening for child to speak about incident/feelings. Acknowledge feelings with limited adult talking.
- Use prompts below to develop an acceptable plan.

- **What happened?** Student responds using I statements either verbally or in writing. Students identify who was impacted by the behavior.
- **Why did it happen?** Student identifies what need the behavior filled. Most children will need suggestions.
- **What could you have done differently?** Assist the student in identifying replacement behaviors.
- **What could you do next time?** Choose a replacement behavior, model and practice the behavior. Choose appropriate restitution and plan for implementation.

Behavior support staff or administrator will contact parents about needed behavioral support. Completed ODR will be sent home.

## **LEVEL 7: IN-SCHOOL SUSPENSION**

When a student is unable to maintain expected behaviors in the social/classroom environment, he/she may be assigned to in-school suspension. Parents will be notified. The student will spend the in-school suspension day(s) in an assigned area with bathroom breaks as needed. Lunch will be delivered to the student. Teachers will provide classwork and reading, and the student will be expected to work consistently throughout the day so that he/she returns to class prepared and with work up-to-date. The student is also expected to maintain behavior expectations or the suspension may be extended.

## **LEVEL 8: MAJOR INFRACTIONS**

The following constitute major infractions which result in immediate actions and consequences as outlined in Vermont statutes and School Board policy:

- Weapons
- Serious physical altercations
- Bomb scare/threat
- Serious verbal, non-verbal or physical aggression and threats
- False setting of fire alarm
- Damage to or theft of property
- Chronic violation of school or class rules
- Bullying
- Harassment
- Possession or use of illicit drugs, tobacco, alcohol, or a controlled substance

### **INTERVENTIONS, SUPPORTS, AND CONSEQUENCES FOR MAJOR INFRACTIONS**

Immediate parent notification and due process when required by law will precede disciplinary actions for major infractions. When these infractions are criminal in nature, police, Department of Children, Youth & Families and/or community mental health agency notification may be warranted.

Consequences for major infractions may include:

- Safety plans
- Loss of privileges
- Restitution and reparations
- In-school suspension
- Out-of-school suspension (up to 45 days)
- Expulsion

### **INDIVIDUAL BEHAVIOR PLANNING**

A small percentage of students will require plans. These are students who chronically violate school rules or for whom the system appears ineffective. Students may be referred for educational and/or psychological evaluation. The school will need to rely on skilled individuals (e.g. behaviorist) to design plans that teach students expected social behaviors. These plans may need to be revised often and require a team approach for successful implementation. This team should include the student, their family, TUS school staff, and other professionals as needed.

## **Twinfield Elementary Token System**

### ***How do students earn tokens?***

By meeting our TUS Expectations (Take care of yourself, Understand each other, Safely learn together). For example, being where you're supposed to be, thinking how your behaviors affect others, walking in the hallway, staying in control of your body, and reporting unsafe behaviors and conditions to adults.

See *Twinfield Guiding Expectations* for all expected behaviors.

### ***Where do tokens go?***

Elementary tokens go to their classroom tube.

### ***How do we celebrate?***

Students and teachers collaboratively choose a celebration activity to work towards. When the class has earned one inch of tokens per number of students in the class, they have earned their celebration activity. These activities should not exceed 30 minutes.

Celebration ideas: Extra recess, game time, crazy hair day, no homework days, theme days

### ***What happens next?***

Students return tokens to receptacle in designated area near the elementary office. The process of earning tokens and celebrations continues throughout the year.

A sticker will be added to the chart near the guidance office to track the number of celebration activities earned over the year by each classroom. Once every classroom has reached previously set milestones, all elementary classrooms will participate in a school-wide celebration.

Teachers' token supplies will be replenished upon request.

## **Twinfield Middle School Token System**

### ***How do students earn tokens / raffle tickets?***

By meeting our TUS Expectations (Take care of yourself, Understand each other, Safely learning together). For example, being where you're supposed to be, thinking how your behaviors affect others, walking in the hallway, staying in control of your body, and reporting unsafe behaviors and conditions to adults.

See *Twinfield Guiding Expectations* for all expected behaviors.

Staff can give either a token or a raffle ticket directly to a student.

### ***Where do tokens go?***

Student will take tokens to TA teacher to exchange for a raffle ticket.

### ***What happens next?***

Student will put raffle ticket into the raffle box of their choice. Raffles will take place monthly during school-wide celebrations.