

# Audubon Elementary School

San Mateo-Foster City School District



**Positive Behavior Interventions Supports (PBIS)  
and Discipline Handbook**

# Audubon Elementary School

## Positive Behavior Interventions & Supports (PBIS) and Discipline Handbook

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# Audubon Elementary School

## A General Overview

Audubon Elementary School supports a school-wide program based on the Positive Behavior Interventions and Supports (PBIS) framework.

School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to [www.pbis.org](http://www.pbis.org)). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Audubon PBIS Team comprised of teachers, support staff and administration have developed school-wide procedures to accomplish the following:

1. **Define Behavior Expectations.** A small number of clearly defined behavioral expectations are defined in positive, simple, rules known as our Four Pillars of Excellence: *Responsibility, Respect, Safety and Engagement*. These expectations are defined across school settings in the expectations matrix included in this handbook.
2. **Teach Behavior Expectations.** The behavioral expectations and school procedures are taught to all students in the building, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to academic instruction. When teaching, behavioral expectations they are linked to the Four Pillars of Excellence: Be Respectful, Be Responsible, Be Safe, and Be an Engaged Learner. The rationale for the rules and behavioral expectations are presented for each setting, then staff demonstrate examples of what the expected behavior looks like in the setting. Teachers will use common scenarios in the setting to demonstrate the expected behavior, but may also demonstrate 1 or 2 examples of the 'wrong way' to do it - it is also important for students to learn what is not acceptable behavior, but there should be more focus on the desired behavior. Next, students are given the opportunity to practice the "right way" until they demonstrate fluent performance.
3. **Acknowledge Appropriate Behaviors.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior.

Audubon Elementary School has developed an acknowledgment system to encourage regular recognition of desired behavior in the school. Positive or negative environments for students and staff are the result of the accumulation of individual positive or negative interactions. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. Positive interactions can occur in many meaningful ways (pat on the back, smile, verbal praise), but the goal of an acknowledgment system is to provide a regular reminder to staff during your busy days to catch kids doing the right thing. Negative interactions are any time we give attention to students for problematic behavior (e.g. “Rex keep hands and feet to yourself”, “Remember class, all eyes on the teacher.”, “Sophia that’s a beautiful drawing, but it’s time to start math.”) As a school we will strive to achieve and maintain a 5:1 ratio for all students.

Through our PBIS program, “Excellent Eagles” tickets will be used by individual staff members and school volunteers to recognize students or colleagues for engaging in positive behavior. Staff members can award “Excellent Eagles” to students across all school settings, whether they teach the student or not. When handing out “Excellent Eagles” we should always clearly identify the specific positive behavior the student is being recognized for and match it with one of the school Pillars of Excellence: “Responsible, Respect, Safe, and an Engaged Learner”. School-wide drawings will occur at least once per month to recognize some lucky “Excellent Eagles” for their positive behavior.

4. **Responding to Problem Behavior.** Despite our efforts to proactively set students up for behavioral success and to prevent problem behavior, there will still be incidents of problem behavior. When it comes to responding to problem behavior we have three primary goals:
  - a) Make sure to keep everyone safe
  - b) Minimize the loss of instructional time for all students (including the student who engaged in problem behavior)
  - c) To teach the student the appropriate behavior to use instead of the problem behavior

Every occurrence of problem behavior is an important opportunity to teach the appropriate, desired behavior to the student. In developing our Audubon PBIS program it is our responsibility to provide fair and consistent consequences for problem behavior that focus first on teaching our students the appropriate behavior and that get them back engaged in academic instruction as soon as quickly as is safely possible. The PBIS team has developed a progressive discipline model will be utilized in the school that focuses on teaching and preventing future occurrences of behavior. When students violate the behavioral expectations they will be informed that their behavior was not acceptable and how it relates to the school wide Pillars of Excellence: of Be Responsible, Be Respectful, Be Safe and Be an Engaged Learner. Instructions on using a “Minor” and “Major” Referral form are

included in this Handbook. For students who engage in recurring problem behavior, who are not responding to the school's progressive discipline system, additional individual behavioral supports will be provided.

## Defining and Teaching Behavioral Expectations

Students respond to clear, consistent expectations and predictable adult responses to behavior. In order to establish a positive, predictable school environment it is important to clearly define behavioral expectations, establish agreement across staff, and actively teach those expectations from the beginning of the year to all students in the school. All staff should participate in the instruction of behavioral expectations during the first week of school and throughout the school year to create a consistent, united front. The Audubon Elementary Behavior Expectation Matrix (see pp. 6-8) is used to identify important behavioral expectations across school settings.

The Behavior Expectation Matrix is used to guide lesson planning and teaching of prioritized behavioral expectations across settings. In PBIS, instruction of social behavior is viewed in much the same way as academic instruction. The same principles of effective academic instruction apply for teaching social behavior. In the same way that we shouldn't punish kids if they can't do math problems, we should not punish students for not knowing the behavioral expectations or routines... instead we must teach them. It is our responsibility to prepare our Audubon students to be successful socially by teaching behavioral expectations and school routines from the beginning of school year, followed by periodic review throughout the year. We also understand that effective instruction of social behavior should:

- a) Occur in the natural setting, for example we should teach expectations and routines for recess behavior on the playground, not in the classroom
- b) Focus on what to do instead of what not to do, for example teach how to keep hands and feet to self, instead of what not to do
- c) Physically demonstrate or model the expected behavior, not simply talk about it
- d) Give students the opportunity to actively practice the expected behavior in the real setting with feedback
- e) Link expected behavior to the School-wide rules



# Audubon Elementary School



## Behavior Expectations

	 <b>Office</b>	 <b>Library</b>	<b>Lunchcourt/ Lunch Time</b>	 <b>Playground</b>	 <b>PE/PMT</b>	 <b>Hallway/ Stairway</b>	 <b>Restrooms</b>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Use Polite Language: "please", "Thank you"</li> <li>Wait in a single file line</li> <li>Use quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Listen to instructions, and directions</li> <li>Wait in line quietly while waiting for check-out</li> <li>Keep library clean: this is a food and candy free zone</li> </ul>	<ul style="list-style-type: none"> <li>Only eat <u>YOUR</u> food</li> <li>Clean up your area: table and ground</li> <li>Patiently wait to be excused</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn in line</li> <li>Listen to all adults.</li> <li>Follow the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>Be a team player: encourage others</li> <li>Use inside voice in activity room/MPR</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voices-to keep from disrupting others</li> <li>STOP, LOOK, and LISTEN when spoken to by adults</li> </ul>	<ul style="list-style-type: none"> <li>Give people privacy</li> <li>Use quiet voice</li> <li>Wait your turn</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>State your purpose politely</li> <li>Wait patiently for your turn</li> </ul> 	<ul style="list-style-type: none"> <li>Put books back where they belong</li> <li>Sit and read once you have found a book</li> <li>Push in your chair</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn in line.</li> <li>All food and drink stay in eating areas</li> <li>Pick up trash around you-even if left by others</li> </ul> 	<ul style="list-style-type: none"> <li>After the whistle, come off play structure and sit</li> <li>Put away all equipment</li> <li>Tell an adult on the yard if someone is hurt</li> </ul>	<ul style="list-style-type: none"> <li>Show good sportsmanship: play by the rules</li> <li>Return equipment to designated area</li> <li>Follow directions for activity</li> </ul>	<ul style="list-style-type: none"> <li>Stay in line facing forward unless directed by an adult</li> <li>Keep halls clean: this is a food and candy free zone</li> </ul> 	<ul style="list-style-type: none"> <li>Flush toilets</li> <li>Wash and dry hands</li> <li>Tell an adult if there is a problem in the restroom</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>While seated: Keep 2 feet and 4 legs (chair) on the floor</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>While seated at a table, keep 2 feet and 4 legs (chair) on the floor</li> <li>Walk at all times</li> <li>Use library computers for book searches only</li> </ul>	<ul style="list-style-type: none"> <li>In line leave space between you and others</li> <li>Walk at all times</li> <li>Keep all food off the ground</li> </ul>	<ul style="list-style-type: none"> <li>Walk to/from class and playground</li> <li>Avoid all play fighting</li> <li>Stay in designated play areas</li> </ul>	<ul style="list-style-type: none"> <li>Wear appropriate clothes and shoes</li> <li>Stand in appropriate line quietly</li> <li>Use equipment as directed by an adult</li> </ul>	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Keep hands, feet, and objects to yourself</li> <li>Move with the flow of traffic</li> </ul>	<ul style="list-style-type: none"> <li>Walk to and from restroom</li> <li>Keep water in the sink and off the floor</li> <li>Report any spills or messes</li> </ul>
<b>Be Engaged</b>	<ul style="list-style-type: none"> <li>Only go to office if directed by adult</li> <li>Listen to adults in office</li> </ul>	<ul style="list-style-type: none"> <li>Quietly sit and listen to librarian</li> <li>Read quietly during library time</li> <li>Line up when directed to</li> </ul>	<ul style="list-style-type: none"> <li>Stay focused on eating your food</li> <li>Listen to yard supervisors</li> <li>Be ready on time</li> </ul>	<ul style="list-style-type: none"> <li>Be an ally to other students</li> <li>Work together to solve problems</li> <li>Be aware of your surroundings</li> </ul>	<ul style="list-style-type: none"> <li>Listen to PMT/PE teachers</li> <li>Stay focused on activity/game</li> <li>Pay attention to teacher signals (blowing whistle)</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to your surroundings</li> <li>Notify adults of any problems</li> </ul>	<ul style="list-style-type: none"> <li>Stay focused on your task</li> <li>Pay attention to your surroundings</li> </ul>

# Behavior Expectations Hallway/Stairway

## SAMPLE Lesson Plan

### Step 1: Review School Wide Rules

Be Kind, Be Safe, Be Responsible & Be an Engaged Learner

### Step 2: Teach Expectations for Specific Setting

### Step 3: Tell Why Rules are Important

It's important to be Respectful, Responsible, Safe and an Engaged Learner in the hallways/stairways so:

- Nobody gets hurt
- We don't bother other students working in the classrooms
- We know where all of the students are to keep them safe

### Step 4: Demonstrate Rules

#### Group Line in Hallway:

Demonstrate - line, move with group, appropriate spacing, face forward, hands to side & mouths quiet,

Walking down stairs - hold rails, stay on appropriate side of stairs for either going up, or coming down.

#### Individual in Hall

Quietly walk directly to your location

<u>Pillar of Excellence</u>	<u>Example</u>	<u>Non-Example</u>
Be Safe/Be Engaged	A student walks, facing forward, down the hallway	A student runs down the hallway. Student looking backward, not moving w/ line
Be Respectful	A student silently looks at the schoolwork on the walls as her class moves down the hallway. She keeps her hands at her sides.	A student talks loudly to her friend as she walks with her class.
Be Responsible	A student walks directly to where he is supposed to go in a timely manner	A student walks the "long way" to and from his destination and stops to visit with the people in the office and in the halls.

### Step 5: Provide Opportunities for Student Practice

- Have class practice walking as a group down the hall & teacher/staff provide specific feedback (e.g. "nice job keeping your hands to self that is

very safe, great job looking forward and keeping mouths quiet; make sure we remember to give the person in front of us enough space)

- Teacher can demonstrate examples & non-examples and have students tell you what the teacher is doing that is

## **Audubon PBIS** **Yearly Teaching Schedule**

Re-teaching of behavioral expectations and routines will occur as necessary throughout the year. This will be planned by the Audubon PBIS team

Strategic re-teaching and booster sessions will occur during the first week of school following:

- Winter Break
- Spring Break



Audubon Elementary School Pledge



# Audubon Eagles



By Shoshana Kurland

We're the Audubon Eagles,  
We are the best!

Our minds are gold in a  
Treasure chest!

We know our **Responsibility**,  
**Respect**, **Safety** and **Engagement** too,  
Who makes the right choice?

**Y-O-U!**

Let your heart soar on  
Eagle's wings,  
We can take on whatever the day brings!

# Acknowledgement System

On a daily basis, a student can earn an “Excellent Eagle” when they are following any or all of the Four Pillars of Excellence: Responsible, Respectful, Safe, and Being an Engaged Learner by a staff member (see matrix for examples). There will be many instances when a student will receive verbal praise, a smile, wink or nod instead of an Excellent Eagle. The staff member may choose to give an Excellent Eagle in order to have greater impact. Excellent Eagles are intended to serve as a reminder to staff to catch kids doing the right thing, in pursuit of a 5 to 1 positive to negative ratio at Audubon. All students should receive Excellent Eagles when they engage in positive behavior... we do not want to exclude those students who are always engaging in appropriate behavior or those students who are more at-risk for challenging behavior. All students deserve and need to be recognized for positive behavior, and all students engage in positive behavior.



I am an engaged learner.      I am respectful.

I am responsible.                  I am safe.

Name \_\_\_\_\_

Room \_\_\_\_\_

All staff members, volunteers and substitute teachers should have the opportunity to hand out Excellent Eagles whether they teach that particular student or not and tickets can be handed out across all school settings. This is a school-wide effort to increase recognition of positive student behavior. Recognition of positive behavior is an important step in teaching students appropriate social behavior. Excellent Eagles are designed to be user friendly. They are small enough to hopefully fit into a pocket and will only take a quick moment to fill out. It can be important to teach and remind students that they will not receive an Excellent Eagle if they ask for it.

How does the process work?

1. A staff member observes a student displaying one of the behaviors outlined on the expectations matrix or another positive behavior in school.
2. The staff member hands a completed Excellent Eagle to the student while complimenting the student. Tickets should always be accompanied with a verbal explanation to the student identifying the **specific behavior** they are being recognized for and linking the behavior to a **school rule**. For example, “Wow, thank you for stopping to **help pick up Jenni’s books**, that was very **Responsible** of you, you’ve earned an Excellent Eagle.”
3. The student brings the award back to his or her classroom to place in his or her classroom’s receptacle.
4. Teachers have the option of doing a classroom reward for number of awards earned by his or her students.
5. Each classroom collects Excellent Eagles for the week. Before the Words of Wisdom on Friday morning, each class brings his or her classroom awards down to the front office. After saying the Audubon Pledge and announcements, the principal draws 2 names from each receptacle. The students’ names are read and the students come forward for a prize a picture with their principal or teacher to be posted in the school.

# Correction System – Responding to Problem Behavior

We only earn the right to use consequences for problem behavior after explicitly teaching and reinforcing the behavior we expect. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior – they are kids! When responding to problem behavior at Audubon Elementary, we will be guided by the following principles:

- We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.
- A primary focus of responses for problem behavior is the instruction of the expected behavior
- Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting

Primary goals in responding to problem behavior are to identify minor problem behavior early and quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirects pre-planned consequences may be required.

## **Level 1:**

Staff are encouraged to deal with minor problem behavior in the classroom. The response to many behaviors will be a simple redirection and return to instruction (e.g. redirect to task, a calm response to engage in the expected behavior, or recognizing a neighboring peer for the expected behavior).

## **Level 2:**

For student behavior that persists beyond a warning or repeated redirection, disrupts instruction, or recurring student behavior a teacher redirection may be paired with a Minor Referral. When delivering a Minor Referral staff members should clearly identify the behavior of concern, link it to violation of a school-wide rule and use the opportunity to have the student practice the appropriate response whenever possible. Staff may pair with a classroom consequence, however, make sure to try to reduce the loss of instructional time.

Behaviors that are given a Minor Referral frequently warrant communication with parents, student will receive a Minor Referral form. Behaviors that indicate a Minor Referral are more serious than a Level 1 offense and may result in disciplinary action. Students may also receive a Minor Referral for repeated redirections for the same behavior.



# Audubon Elementary

## Minor Referral



Name: \_\_\_\_\_ Grade: \_\_\_\_\_

First Last

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_

Referred By: \_\_\_\_\_ Others Involved: \_\_\_\_\_

**Problem Behavior**

- Loud voices/yelling
- Running/ Play fighting or pushing
- Disruption of Learning
- Off-task behaviors
- Not being prepared for class/Missing Homework
- Teasing Name Calling
- Breaking common area rules

**Location**

- Classroom
- Playground
- MPR
- Bathroom
- Library
- Lunch Court
- Computer Lab
- Music
- PE/PMT
- Other

**Possible Motivation**

- Peer Attention
- Obtain Adult attention
- Obtain items/Activities
- Avoid Tasks/Activities
- Avoid peer(s)
- Avoid Adult
- Unknown Motivation
- Other

**Comments?** \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

**Action Taken:**

- Action pending
- Conference with Student
- Loss of: \_\_\_\_\_
- Parent Contact: \_\_\_\_\_
- Other: \_\_\_\_\_

### Level 3:

Serious student offenses for which the school principal will be involved call for an Office Discipline Referral. Such offenses will merit parent communication and will likely result in some disciplinary action. Based on teacher judgment a student may also receive a Discipline Referral for receiving 3 Minor Referrals for the same offense within a one month period. Disciplinary responses for Level 3 offenses will focus on minimizing the loss of instructional time and focus on returning the student to the classroom as quickly as possible when it is safe to do so. Once again instruction of the expected behavior, including student practice, should be a consistent component of all disciplinary responses.

As much as possible natural consequences for behavior will be issued (e.g. writing an apology, making up missed instructional time), which may include restitution for damaged property. Out of school suspension may be warranted in the most extreme cases, but only when the physical safety of the student, peers or staff are of concern. In such cases, every attempt will be made to instead use In-school suspension and maintain access to instructional activities to the greatest extent possible.



# Audubon Elementary School



## Major Referral

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

First Last

Classroom Teacher: \_\_\_\_\_ Referred By: \_\_\_\_\_

Others involved in the incident: None \_\_\_\_\_ Staff \_\_\_\_\_ Unknown \_\_\_\_\_ Other \_\_\_\_\_ Peers \_\_\_\_\_

Name(s) \_\_\_\_\_ Behavior: Minor \_\_\_\_\_ Major \_\_\_\_\_

All **Minor** behaviors are filed with classroom teachers. All **Majors** will require Administrative Action.

Behaviors		Possible Motivation	Location
Teacher/Staff Managed Minor Problem Behavior	Administrator Managed Major Problem Behavior		
<input type="checkbox"/> Loud voices/yelling	<input type="checkbox"/> Inappropriate language/gestures	<input type="checkbox"/> Peer Attention	<input type="checkbox"/> Classroom
<input type="checkbox"/> Running/ Play fighting or pushing	<input type="checkbox"/> Deliberate intent to cause injury/ inappropriate physical contact or aggression	<input type="checkbox"/> Obtain Adult attention	<input type="checkbox"/> Playground <input type="checkbox"/> MPR
<input type="checkbox"/> Disruption of Learning Off-task behaviors	<input type="checkbox"/> Overt Defiance-Refusal to Obey Staff	<input type="checkbox"/> Obtain items/Activities	<input type="checkbox"/> Bathroom
<input type="checkbox"/> Not being prepared for class/Missing Homework	<input type="checkbox"/> Cheating/plagiarism	<input type="checkbox"/> Avoid Tasks/Activities	<input type="checkbox"/> Library
<input type="checkbox"/> Teasing/Name Calling	<input type="checkbox"/> Excessive intimidation or Threats Harassment/Bullying	<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Lunch Court
<input type="checkbox"/> Breaking common area rules	<input type="checkbox"/> Destruction of School Property/misuse	<input type="checkbox"/> Avoid Adult	<input type="checkbox"/> Computer Lab
<b>**3 Minor Referrals in the same month for the same behavior will result in a Major Referral**</b>	<input type="checkbox"/> Internet misuse/cyber bullying	<input type="checkbox"/> Unknown Motivation	<input type="checkbox"/> Music
	<input type="checkbox"/> Assault	<input type="checkbox"/> Other	<input type="checkbox"/> PE/PMT
	<input type="checkbox"/> Theft		<input type="checkbox"/> Other
	<input type="checkbox"/> Bringing Weapons to School		

Please list strategies/interventions used to correct problem behaviors:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Comments/Actions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Administrative Action

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Time in Office          | <input type="checkbox"/> Loss of : _____       | <input type="checkbox"/> In-school suspension     |
| <input type="checkbox"/> Action pending          | <input type="checkbox"/> Parent Contact: _____ | <input type="checkbox"/> Out-of-school suspension |
| <input type="checkbox"/> Conference with Student | <input type="checkbox"/> Student sent home     | <input type="checkbox"/> Other Action Taken       |



# Audubon Elementary School



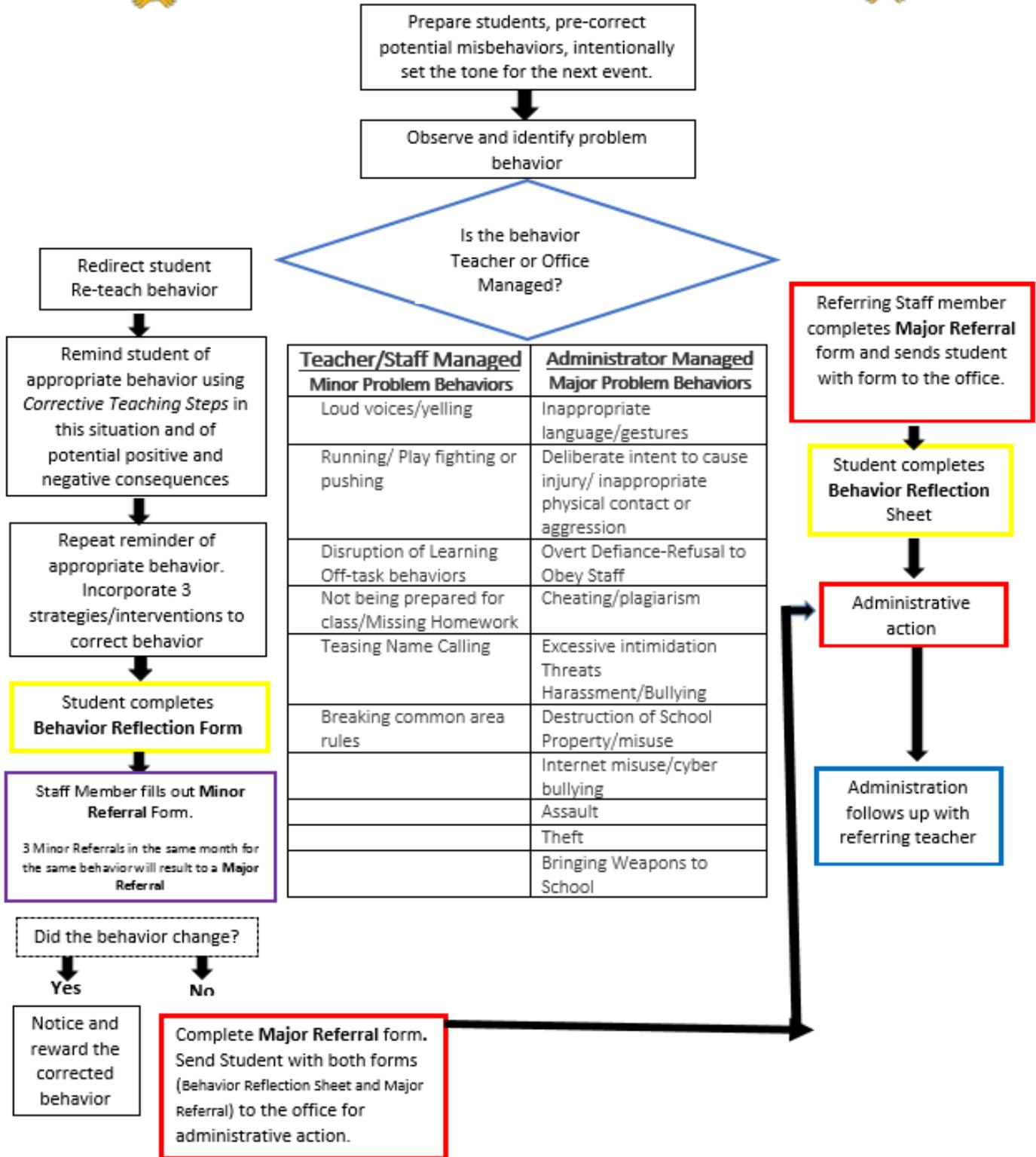
## Rule Violation Response Continuum of Problem Behaviors

Level				
	Staff	Multiple Staff members	Administration	Administration and Community
	<u>Minor</u>	<u>Chronic Minor Referrals</u>	<u>Major Referral</u>	<u>Illegal</u>
<b>Definition</b>	A problem behavior that has low intensity, short duration, <b>and</b> does not occur with regular frequency.  <i>Staff responds by re-teaching the appropriate behavior &amp; rule.</i>	Minor behaviors <i>repeated over time</i> that require staff attention due to significant intensity three times in one month for the same behavior.  <i>Staff can respond with consequence.</i>	A problem behavior that has high intensity, or long in duration, or occurs with increasing frequency.  Staff members are <b>not</b> able to respond to independently.	Behaviors that are defined by the law to be illegal.
<b>Examples</b>	Loud voices, yelling, running, play fighting, pushing, disruption of learning, teasing, name calling, not being prepared for class, missing homework, breaking common area rules.	Recurring minor problem behaviors (Loud voices, yelling, running, play fighting, pushing, disruption of learning, teasing, name calling, not being prepared for class, missing homework, breaking common area rules)	Inappropriate language/gestures, deliberate intent to cause injury/inappropriate physical contact or aggression, overt defiance-refusal to obey staff, destruction of school property/misuse, internet misuse/cyber bullying, assault, theft, bringing weapons to school	Weapons, drugs/alcohol other
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. Redirect student re-teach behavior.</li> <li>2. Remind students of appropriate behavior and potential positive and negative consequences.</li> <li>3. Repeat reminder of appropriate behavior-incorporate three strategies/interventions to correct behavior.</li> <li>4. Student completes <b>Behavior Reflection Form.</b></li> <li>5. Staff member fills out <b>Minor Referral form.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Redirect student behavior</li> <li>2. Fill out <b>Minor Referral form</b> when student is ready. 3 minor referral for the same behavior in the same month will result to a <b>Major Referral</b></li> <li>3. Give additional classroom consequence if warranted.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fill out <b>Major Referral Form.</b></li> <li>2. Get administrative support</li> <li>3. Administrator implements consequence</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure safety of students and staff then follow procedures of major behaviors.</li> </ol>



# Audubon Elementary School

## Student Behavior Management Process



## Corrective Teaching Steps

1. **Initial Praise/Empathy** - Manner in which to approach the child in a neutral manner
  - o Thank you for coming over here to me...
  - o I can tell that you are upset right now...
2. **Describe Inappropriate Behavior**
  - o Describe what you saw
3. **Describe Appropriate Behavior**
  - o Discuss Pillar of Excellence or Appropriate Behavior Expectation
4. **Rationale**
  - o Explain why correct behavior is expected and/or how correct behavior will help student be successful
5. **Request acknowledgement**
  - o Student shows that they understand
6. **Practice**
  - o Show me or tell me how to do this correctly...
7. **Feedback and/or consequence**
  - o Example: Restitution, owe time, etc.
8. **General praise**
  - o Thank you for talking with me
  - o I know you can do it!



## Possible Teacher/Staff Strategies and Interventions

- o Positive reinforcement
- o Changed student seating
- o Loss of privilege
- o Conference with student
- o Time in buddy teacher class
- o Completion of Behavior Reflection form
- o Individualized instruction
- o Parent contact (e-mail, phone, in person)
- o Conference with parent/student
- o Meeting with Administrators
- o SST/YSB referral

## **Individual Student Behavioral Supports**

Audubon PBIS Team will regularly review discipline referral data to identify areas for intervention and students who are at-risk. For students who engage in repeated, chronic behavior, additional supports will be put into place. Research has found that 10-15% of students will require additional support to be successful socially in school. Some of these students will respond to simple levels of intervention, while others will require more intensive individualized support.

Audubon Elementary will provide a continuum of individual positive behavioral interventions and supports which will be available to all students, but will be put in place to support students with recurring challenging behavior. This continuum of support will be provided for at-risk students. When students are identified as at-risk for problem behavior, a continuum of individual behavioral support will be provided to support students in hope of reducing their likelihood of receiving additional disciplinary contacts, suspensions and lost instructional time. Daily data will be collected for all interventions implemented with students at-risk for behavioral concerns to monitor student progress and evaluate the effectiveness of interventions.