

***Cassville R – IV Middle
School***



***SW-Positive Behavior
Support Teacher
Handbook***

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Positive Behavior Support Defined

School-wide Positive Behavior Support (SW-PBS) is rooted in the behavioral or behavior analytic perspective in which it is assumed that behavior is learned and is related to immediate social environmental factors, and can be changed. SW-PBS is based on the idea that students learn appropriate behavior in the same way they learn to read – through instruction, practice, feedback, and encouragement. Key features of SW-PBS include:

- Administrative leadership
- Team-based implementation
- A clear set of defined positive expectations and behaviors
- Teaching of expected behaviors
- Recognition of meeting expected behaviors
- Monitoring and correcting errors in behaviors
- Using data-based information for decision-making, monitoring, and evaluation

Why SW-PBS?

Previously, school-wide discipline has focused mainly on reaction to specific student misbehavior by implementing punishment-based strategies, including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student’s educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

Expectations and Goals

In accordance with SW-PBS universal expectations guidelines, the SW-PBS expectations at Cassville R-IV School are designed to:

- Provide a clear understanding of expected student behavior.
- Be few in number.
- Be positively stated and structured.
- Use familiar language.
- Include example behaviors defined for purposes of instruction.

These expectations are defined as “***Walk the Wildcat Way.***”

School-wide Positive Support Overview

Behavior Expectations	The Behavioral Expectations Curriculum is a school-designed set of behavioral expectations with accompanying lesson plans. The lessons are planned around <i>Walk the Wildcat Way</i> and the Behavioral Expectations Matrix. They are taught within the first few weeks of school with continued application, practice, and feedback.
Second Step Behavioral Intervention (SW-PBS Think Sheet and/or Room)	Second Step Behavioral Intervention Curriculum emphasizes empathy, impulse control, anger management, and other behavior related skills through a problem-solving approach. Students requiring a secondary intervention are those who make choices that result in an assignment to Detention or ISS. Students will complete work while assigned to these areas.
Common Area Matrixes (Expectations and Procedures)	Common Area Expectations and Procedures (Matrixes) are specific for successful participation in those areas. Each Matrix was developed, designed, and specifies expectations for that particular area (i.e., cafeteria, hallway, bathroom, assemblies, classrooms, bus). Expectations and procedures are taught at the beginning of the year and throughout the year in assemblies. They are reinforced daily within classes and other areas.
Classroom Expectations and Procedures	Classroom Expectations and Procedures are specific for successful participation in the classroom. The basic expectations are established on a building-wide basis, but teachers may adapt them to their own personalized classroom procedures and expectations, as appropriate. If assistance is needed in this area, teachers may contact the SW-PBS middle school team. Expectations and procedures are taught at the beginning of the year and practiced in each class and other areas, as needed.
SW-PBS Behavioral Recognition	Recognitions are designed to acknowledge individuals and classrooms which meet and/or exceed behavioral expectations.

School-wide Positive Behavior Supports Teacher/Staff Responsibilities Guide

Purpose Statement

The community of Cassville Middle School, including administrators, faculty, staff, parents, and students fosters a welcoming, positive school environment with a variety of programs that support the specific academic, behavioral, and social needs of all who enter into our school environment.

Mission Statement

The mission of Cassville Middle School is to provide a multidisciplinary approach to learning which promotes life-long learning and cultivates ability, intellect, and character learning by empowering the students to become industrious and responsible citizens.

SW-PBS School Goal

Students at Cassville R-IV Middle School will meet three building expectations specified with “Walk the Wildcat Way” in classroom and non-classroom settings at all times.

Building-Wide Expectations

“Walk the Wildcat Way”

Be Responsible

Be Respectful

Be Ready

Classroom Teacher Responsibilities

- Teachers will teach, model, and practice each of the building-wide behavioral expectations and practice these expectations throughout the year as needed.
- Teachers will establish their own classroom expectations based upon the building-wide expectations.
- Teachers will use the SW-PBS team and the Pyramid of Interventions when working with students who fail to meet building-wide expectations.
- Teachers will establish and/or use SW-PBS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations. (See “Recognizing Individuals Who Achieve Behavioral Expectations”)

All Staff Responsibilities

- All staff will circulate among students and observe students to see that they are meeting building-wide expectations in all specials and non-classroom settings of the school.
- All staff will talk with students and provide feedback based on the building-wide expectations.
- All staff will help students settle problems responsibly, respectfully, and readily.
- All staff will use the SW-PBS team and the Pyramid of Interventionists when working with students who fail to meet building expectations.
- All staff will establish and/or use SW-PBS established strategies for recognizing students who meet and/or exceed building-wide and classroom expectations. (See “Recognizing Individuals Who Achieve Behavioral Expectations”)

Implementation Schedule

<i>Task Description</i>	<i>Timeline</i>	<i>Responsible Parties</i>
Teach and reinforce memorization of “Walk the Wildcat Way”	First two to three weeks of school; reinforced weekly, as needed	All administrators, teachers, and staff
Use SW-PBS lesson plans to teach building-wide behavioral expectations (Matrix)	Strongly emphasized the first two to four weeks of school; focusing on a specific lesson each Wednesday	All teachers
Reinforce and practice building-wide behavioral expectations (Matrix)	Throughout the year each Wednesday, and as needed	All teachers
Undergo School Evaluation Tool (Set Evaluation)	Third Quarter	SW-PBS team and a sampling of all individuals
Complete SW-PBS Self-Assessment Survey Online	Fourth Quarter	All administrators, teachers, and staff
Analyze behavioral reporting data and report information to all faculty	Monthly	SW-PBS team
Report behavioral data to regional consultant	Each Quarter	SW-PBS team
Recognize students for meeting and/or exceeding building-wide behavioral expectations	Daily	All teachers and SW-PBS team

Note: The above Implementation Schedule has been approved by administration. All teachers are expected to uphold responsibilities and timelines. If assistance is required, teachers should contact a SW-PBS team member (see list in back for a SW-PBS team member).

SW-PBS Teacher Toolkit

The SW-PBS Team

The SW-PBS at Cassville Middle School consists of representatives from each grade/subject level, as well as the principal, assistant principal, and a special education teacher. The team members are here to serve the teachers in order to ensure student behavior expectations are taught and reinforced so that behavioral incidents are kept at a minimum. If teachers have a PBS question or need assistance in regards to SW-PBS, they should contact a SW-PBS team member. The 2012-2013 SW-PBS team members are:

Terry Jamieson	Melanie Stringer	Alene Campbell
Ann Ellis	Becky Haynes	Darlene Post
Jennifer Pendergraft	Shari Rhea	Ron Hudson

Many online resources exist in regards to School-wide Positive Behavioral Supports. Some of the best websites include:

<http://www.pbis.org>

<http://www.pbismaryland.org>

<http://columbia.k12.mo.us>

<http://www/apbs.org/main.htm>

Recognizing Individuals Who Achieve Behavior Expectations

The SW-PBS team in conjunction with faculty members of Cassville Schools has devised two key recognition reinforcers as part of PBS within the building. These reinforcers are designed to recognize those individuals who make the right choices in upholding *Walk the Wildcat Way* on a daily, weekly, and monthly basis. Teachers and administrators are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations. These recognitions reinforcers are intended to complement this direct response to positive student behavior.

****Note:* Classroom teachers are also encouraged to develop strategies for recognizing students within their own classrooms. This recognition may occur on an individual or whole group level.

Teacher Appreciation Recognition

Teacher appreciation recognition are intended to publicly acknowledge those teachers who exceed expectations set for them. The SW-PBS team has found that teachers appreciate being recognized for what they do at Cassville Middle School.

Procedures for Infractions of Behavioral Expectations

When a behavioral incident occurs either in a classroom or a non-classroom setting, faculty members should quickly deal with the matter. Some occurrences will warrant a completed Discipline Referral Form by the referring staff member, while others should be handled directly by the faculty member through reinforcement of the behavioral expectations. Below is a listing of various incidents and where they should be managed.

Definitions of Problem Behaviors

Teacher Managed	Action
Tardy	Still in hallway when bell is ringing.
Office Managed	Action
Disrespect	Anything a teacher deems that has compromised his or her ability to teach and/or has compromised a student's ability to learn.

Cassville Middle School Behavior Management Process

Problem Behavior Observed

Is the behavior teacher-managed (Minor) or office-managed (Major)?

Teacher-Managed

Not bringing materials to class

Homework-related issues

Classroom disruptions (not raising hand, not paying attention, out of seat, etc.)

Gum/candy/food/water

Talking

Sleeping

Horseplay/Boisterous conduct

Public displays of affection (PDA)

Cheating

Not working in class

Office-Managed

Disrespect

Defiance

Fighting

Vulgar language

Threats (to a teacher)

Threats (to a student)

Bullying/Harassment

Truancy

Skipping Teacher's Detention (Non-academic related)

Out of assigned area

Vandalism/Theft

Sexual harassment

Possession of tobacco or other controlled substance

Under the influence

Assault

Arson

False alarms

Possession/Use of weapons

Computer violations

Physical touching of a sexual nature

Dress code violation

Electronic devices

Tardy

Write referral to the office

(Student to the office)

Administrative conference with student

Administrative Action
(Principal's Detention, ISS, OSS, etc.)

Warning – Remind of Classroom Expectations

(Teacher Management Strategies)

Minor Referral Sheet

(Reflection Sheet)

Parent Contact

Teacher Detention

(After School, Before School, Lunch, etc.)

Did the behavior change? If no, refer to the office.

Office referrals for "Minor Behaviors" must be accompanied by Minor Reflection Sheet.