



Positive Behavior  
Interventions & Supports  
**MANUAL**

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## Introduction to Prairie Trail's Positive Behavior Interventions and Supports (PBIS)

### What is PBIS?

- PBIS is about TEACHING! Students are taught prosocial behaviors in a consistent and effective fashion.
- PBIS is a commitment to a positive school culture in which prosocial behavior is taught to all students and acknowledged in a consistent fashion by all staff members.
- PBIS is a prevention-oriented framework for staff to organize evidence-based practices, improve implementation of those practices, and ultimately maximize academic and behavioral outcomes for all students.
- PBIS is based on the principles of applied behavioral analysis.
- PBIS sets the stage for trauma-informed practices by creating a positive, welcoming, and predictable environment for students and staff.
- PBIS uses data-based decision-making to teach and encourage prosocial behaviors.
- PBIS creates a climate for supporting prosocial behaviors, which necessarily makes problem behaviors less effective for students, and therefore less likely to occur.
- PBIS encourages consistent behavior management for all staff through the use of universal language, universal expectations, and consistent teaching practices.

### Why PBIS?

- When implemented with fidelity, research shows that PBIS decreases disciplinary infractions, suspensions, and overall challenging behavior. Meanwhile, it increases academic engagement and prosocial behaviors.
- PBIS integrates with other systems that encourage prosocial behavior, including Safe Crisis Management.

### Key Components of PBIS

- School-wide commitment
- Consistent behavioral expectations

- Direct instruction of behavioral expectations and rules
- Acknowledgment of student behavioral success
- Consistent, appropriate consequences for behavior challenges
- Data-based decision-making to monitor effectiveness and plan interventions

## Behavior Expectations

The Prairie Trail behavioral expectations are universal prosocial behaviors for students and staff. Consistent expectations are important because they:

- Clarify for students, educators, and parents how students should behave at school.
- Provide guidance for teaching behaviors.
- Serve as a consistent language for all educators working with students.
- Represent a foundation for delivering praise and corrective statements.

All Prairie Trail Students Are Expected To:

**PAWS: Positivity, Acceptance, Wellness, and Show Grit**

# Prairie Trail **HALLWAY**



**Positivity**

**Respect  
Personal  
Space**

**Acceptance**

**Be Inclusive  
Be an Upstander**

**Wellness**



**Respond  
Respectfully  
Seek Help**

**Show Grit**

**See the Problem,  
Own the Problem**

## Behavior Matrix

Students and educators follow Prairie Trail's expectations: Positivity, Acceptance, Wellness, and Show grit. Each expectation has rules individualized to specific settings (i.e. classroom, cafeteria, etc.). The rules define the ways in which students will be successful in meeting school-wide behavior expectations.

<div style="display: flex; justify-content: space-between; align-items: center;">  <h1 style="margin: 0;">Prairie Trail PAWS Matrix</h1>  </div>					
	Classroom	Cafeteria	Event	Hallway	Restroom
<b>Positivity</b>	<ul style="list-style-type: none"> <li>Positive self-talk</li> <li>Use kind words (including teachers, paras, and substitutes)</li> <li>Show gratitude (saying please and thank you to all PRT Family)</li> </ul>	<ul style="list-style-type: none"> <li>Positive self-talk</li> <li>Use kind words (including cafeteria staff, lunch supervisors, and custodians)</li> <li>Show gratitude (saying please and thank you to all PRT Family)</li> </ul>	<ul style="list-style-type: none"> <li>Positive cheering</li> <li>Being respectful to all during quiet times (at plays,, national anthem, injuries, etc.)</li> <li>Use kind words (including guests and referees)</li> <li>Positive self-talk</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Holding the door open for others</li> <li>Respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Holding the door open for others</li> <li>Respect personal space</li> </ul>
<b>Acceptance</b>	<ul style="list-style-type: none"> <li>Be inclusive (invite someone new to work in your group project)</li> <li>Help others (helping a student on an assignment, even if they're not a close friend)</li> <li>Be supportive (asking a peer how they are feeling if they look upset)</li> <li>Be an Upstander (speaking up for someone who is getting mistreated)</li> <li>Celebrate Diversity (FORD, asking someone to share about their culture)</li> </ul>	<ul style="list-style-type: none"> <li>Be inclusive (invite someone new to sit with you at lunch)</li> <li>Celebrate Diversity (FORD, asking someone to share about their culture when they have a food you've never had)</li> <li>Be supportive (asking a peer how they are feeling if they look upset)</li> <li>Be an Upstander (speaking up for someone who is getting mistreated)</li> </ul>	<ul style="list-style-type: none"> <li>Be inclusive (invite someone new to attend at PRT event with you and your friends)</li> <li>Celebrate Diversity (FORD, asking someone to share about their culture when they're wearing clothing you're not familiar with)</li> <li>Be supportive (asking a peer how they are feeling if they look upset)</li> <li>Be an Upstander (speaking up for someone who is getting mistreated)</li> </ul>	<ul style="list-style-type: none"> <li>Be inclusive (say hi to a person you don't know)</li> <li>Be supportive (helping a peer who dropped their belongings, asking a peer how they are feeling if they look upset)</li> <li>Be an Upstander (speaking up for someone who is getting mistreated)</li> </ul>	<ul style="list-style-type: none"> <li>Be inclusive (say hi to a person you don't know)</li> <li>Be supportive (asking a peer how they are feeling if they look upset)</li> <li>Be an Upstander (speaking up for someone who is getting mistreated)</li> </ul>
<b>Wellness</b>	<ul style="list-style-type: none"> <li>Stay Organized (bring materials to class, ensure your device is charged, phone in locker)</li> <li>Check StudentVue daily for grades and missing assignments</li> </ul>	<ul style="list-style-type: none"> <li>Stay Organized</li> <li>Respond Respectfully (when any adult asks you to do something, just say "ok")</li> </ul>	<ul style="list-style-type: none"> <li>Stay Organized</li> <li>Respond Respectfully (when any adult asks you to do something, just say "ok")</li> </ul>	<ul style="list-style-type: none"> <li>Stay Organized</li> <li>Respond Respectfully (when any adult asks you to do something, just say "ok")</li> </ul>	<ul style="list-style-type: none"> <li>Stay Organized</li> <li>Respond Respectfully</li> <li>Think Before You Act (use facilities for their intended purpose)</li> </ul>

## How to Teach Expectations and Rules

PBIS works through teaching. Students are taught and retaught expectations and rules. Both formal teaching and informal teaching are critical to success.

### Formal Teaching

- Scheduled, semi-scripted lesson-plans
- All students are taught expectations and rules using PBIS lesson plans at the beginning of each school year.
- Lesson plans include direct instruction, discussion, modeling, role play, and performance feedback.
- Later in the school year, all students receive scheduled *reteaching* of expectations and rules using PBIS lesson plans.
- Individual teachers may reteach PBIS lesson plans as needed when students need an extra reminder. Most classrooms will need targeted reteaching multiple times each year.
- At PRT, teaching videos are used as a supplemental teaching aid with the lessons. These can be found on the PRT website in the “What is PBIS?” section.



## Informal Teaching

Sometimes students follow expectations. Sometimes they do not. Staff responses to each are powerful tools to shape future behavior. The most effective behavior change occurs with a praise to correction ratio of at least **5 to 1**. That means that each day, all students should receive five times as many praise statements as they receive corrective statements.

### Precorrection

A reminder of the expected behavior for different situations BEFORE going into the situation.

Example: "We are going to head to the restroom. Remember, when we are in the hallway, we are Positive, Accepting, staying Well and Showing Grit by keeping a safe distance between us and the person in front of us, we use a quiet voice in the hall to not interrupt other classes, and we stay in our line order, so we are prepared to go in when it's our turn."

### Re-teaching

Reviewing and practicing the expected behavior.

Example:

"Friends, I noticed when it was time to line up outside after recess many people struggled to follow our expectations. This tells me that we need to review our expectations and practice them. Remember our expectations for the end of recess are:

- Immediately stop playing when the whistle blows
- Put our equipment in the appropriate box
- Promptly join our class line in line order
- Stand in line quietly until it's time to go inside

Now, that we've reviewed the expectations, let's go back out the playground and practice. When we get outside I want everyone to go pretend to play and then I'll blow the whistle."

### Behavior Specific Praise

When students follow expectations and rules, they may receive behavior specific praise. Praise often! Praise can be verbal or non-verbal. Behavior specific praise includes three components:

1. The student's name
2. The appropriate behavior they displayed
3. A praise statement

Example: "Jen, excellent work starting your math assignment so quickly. That shows me you are ready!"

Example: "Aaden, you are doing an amazing job keeping your hands to yourself in the hallway."

### Redirections

When students engage in a **minor** problem behavior (see major/minor flowchart), they should receive a redirection. A redirection contains three components:

1. The student's name
2. A "Stop" statement
3. A "Start" statement

Example: "Micah, stop climbing on the fence and keep both feet on the ground."

Example: "Jenna, put the stapler down and go back to your area."

### Warnings

When students engage in a **minor** problem behavior after a redirection has already occurred, they should receive a warning. A warning is a redirection that also includes an "If/Then" statement indicating what will happen if the behavior continues.

Example: "Micah, stop climbing on the fence and keep both feet on the ground. If you stay on the fence, you will not be able to play in the field for the rest of recess."

Example: "Jenna, put the stapler down and go back to your area. If you continue to play with the stapler, you will not be able to use the stapler again this morning."

## Informal Teaching Strategies At-a-Glance:

Type	Description	Example
<b>Pre-Correction</b>	A reminder of the expected behavior for different situations	At the beginning of PE review how to be safe in specials.
<b>Re-Teaching</b>	Reviewing and practicing the expected behavior	Students begin to transition to lunch in a loud, disorganized line. Staff has students return to class, quickly reviews the transition expectations, has students transition again.
<b>Behavior Specific Praise</b>	A verbal or non-verbal expression of approval used to identify and encourage prosocial behavior	Verbal: "Harper, great job walking into homeroom quietly." Non-verbal: Harper walks quietly into homeroom and staff gives Harper a fist bump.
<b>Redirections</b>	An expression of disapproval used to discourage the problem behavior and encourage the alternative prosocial behavior	"Marquise, instead of yelling use a quiet voice."
<b>Warning</b>	An expression of disapproval used to discourage the problem behavior and encourage the alternative prosocial behavior	"Daniel, instead of yelling use a quiet voice. If you continue to yell you will have to move to a different seat."

## Acknowledgement System

Once taught, it is essential to encourage students to follow expectations and rules every day. The best way to accomplish this is to create a school-wide acknowledgement system. Acknowledgement is not about bribery or just about rewards. The purpose of an acknowledgement system is to:

1. Teach students prosocial skills by pointing out when they occur.
2. Prompt adults to provide behavior-specific praise to students very frequently throughout the day.
3. Improve students' understanding and control of their own behavior.
4. Increase the likelihood of future prosocial behavior, this year and long into the future.

### **Multiple Layers of Acknowledgment Are Available at Prairie Trail Middle School.**

Blue PAWS Tracks can be received anytime during the year when a teacher notices a student demonstrating PAWS.

Golden PAWS Tracks are given during special times of the year. If a student receives a GOLDEN PAWS Track... they will come to the office during Husky Time. They will pull a number and get their name on the Principal's 100 club. When a row or column is filled, they will then get to pick one item from the week's raffle choices.



## Reward Menu

It is important that when students earn a PAWS Track, they can receive incentives. Prairie Trail's reward menu is linked to our school-wide expectations and is available to all students within our school. The rewards presented fit a variety of student motivations and behavior functions.

When a student receives a PAWS Track, they will be able to redeem the PAWS track at the school store. The store has a variety of items that rotate throughout the year to keep student interest below is an example of a PRT Reward Menu.

### PRT PBIS School-Wide Rewards Menu

#### 25 tickets

Hat Day Pass  
Individual front of the lunch line pass  
Entry into Pep Assembly student Game

#### 50 tickets

Can of Soda  
Candy Bar



#### 100 tickets

Pie a teacher  
Lunch outside with a friend  
Whole table front of the lunch line pass  
5 Song Music Playlist for lunch hour

#### 250 tickets

Soda for lunch table  
Candy for lunch table



#### 400 tickets

Free time in the gym for you and 3 friends  
Pizza for your lunch table  
Dress your administrator at lunch

## Consistent Corrective Consequences

### Consequence Philosophy:

- Punishment alone is ineffective in changing behavior.
- Effective positive behavior supports prevent challenging behavior from occurring and maximize the effectiveness of consequences.
- A student's individual behavior plan or MTSS behavior plan overrides the below consequences.

[Insert any supporting consequence materials here, such as:

- Logistics of where to find the forms
- Data entry

### Corrective Consequences with an Instructional Focus

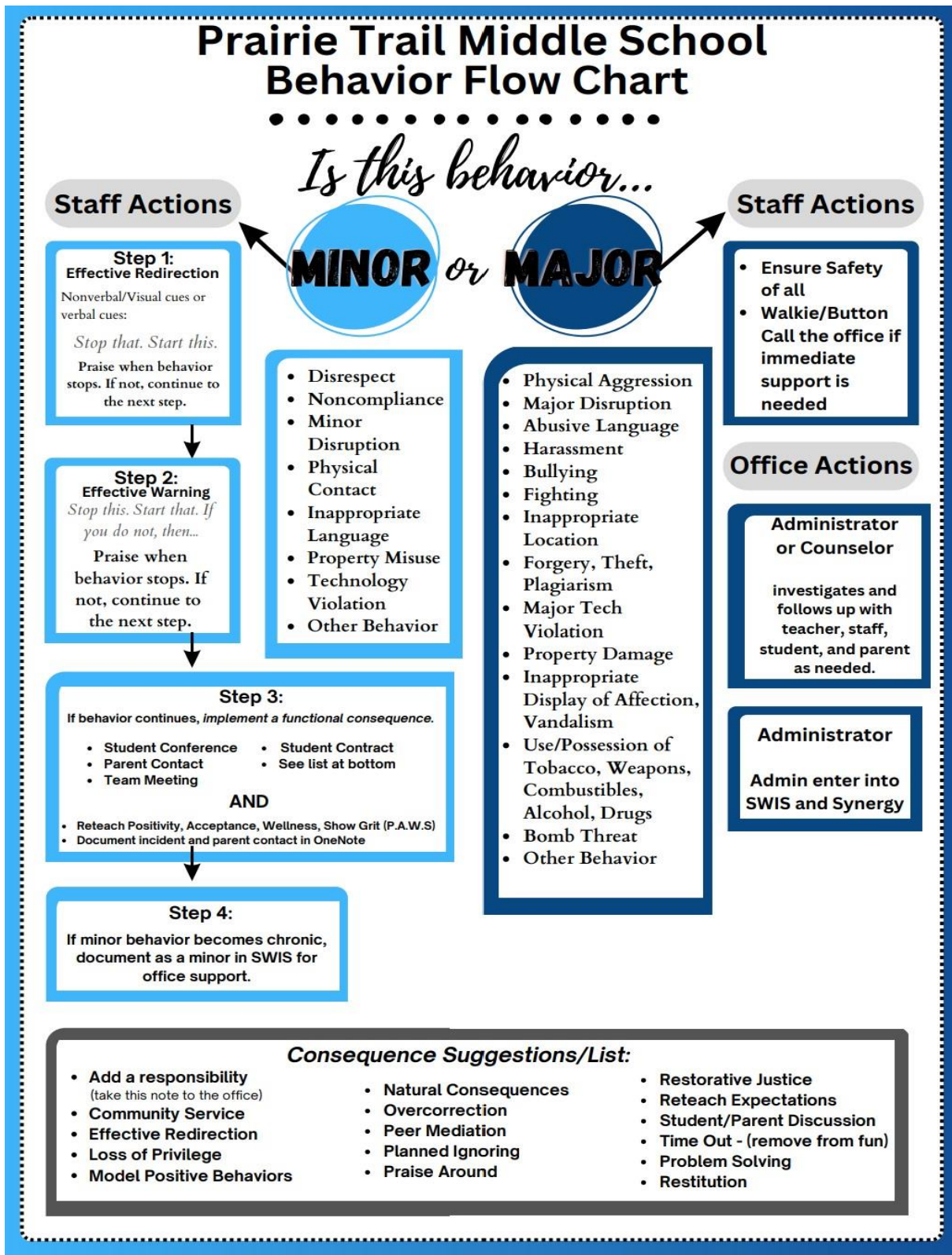
Type	Definition
Restitution*	Returning an item that was lost or stolen to its proper owner or returning something to its original state.
Loss of Privilege	Student loses access to a preferred activity or loses the opportunity to participate in an activity with their peers.
Community Service	Student participates in work toward the service of others.
Effective Redirection	An expression of disapproval used to discourage the problem behavior and encourage the alternative prosocial behavior.
Peer Mediation*	Peer mediation supports problem solving by students with students. When two or more student are in conflict, they meet in a safe, private, and confidential space to solve the problem with a trained peer (student) mediator.
Planned Ignoring	Paying no attention to a child who is misbehaving, not looking at a child and not talking to them while they are misbehaving that way.
Restorative Justice*	A meeting between the victim and offender focused on reconciliation in a safe and respectful space, that promotes dialogue, accountability, and a stronger sense of community.
Time Out (remove from the fun)	Removal from positive reinforcement (i.e., the current fun they are having) for a brief period of time.
Reteach Expectations	Reviewing and practicing the expected behavior.

Overcorrection	Having a student engage in repetitive expected behavior as a result of having displayed an inappropriate action.
Model Positive Behavior	An adult prompts a student to imitate expected behavior or response by showing them first what to do or say.
Praise Around	Praising students who are exhibiting the behavior you would like to see.
Problem Solving	The brainstorming of ideas to assist a student or students as to why a certain behavior is occurring.
Student/ Parent Discussion	Schedule a conference with a student and their parent to discuss their behavior and problem solve ways for the student to be more successful.
Add a Responsibility	An adult can initiate an opportunity for a student to engage in a task or errand.

\*This consequence is often misused. Please consult with your PBIS coach if you are interested in this strategy.



## Behavior Flowchart





## Behavior Definitions

### Olathe Major Behavior Definitions

These definitions apply to the SWIS – Major Behavior Report form and are designed to support staff as they complete the form and enter data into SWIS. Administrators entering information into Synergy should continue to use the Code of Conduct to guide their decision making. Full definitions can be found in [Appendix A](#).

### Olathe Minor Behavior Definitions

These definitions apply to minor behaviors that are handled by staff, typically at the classroom level. Full definitions can be found in [Appendix B](#).

## Data-Based Decision-Making

The Prairie Trail team uses data to make decisions about how to better support student needs. Data is used to identify interventions for individual students, classrooms, grades, and the whole school.

The PBIS team is representative of the school staff and meets monthly to review data and identify needed changes to the PBIS system, as well as school-wide, class-wide, or grade-wide interventions. If data indicates an individual student needs additional support, the student is referred to Tier 2 and Tier 3 behavioral supports as appropriate.

### **SWIS – School Wide Information System**

The PBIS Team uses SWIS ([pbisapps.org](http://pbisapps.org)) to collect and analyze behavior data. These data lead to targeted interventions to improve school climate, prevent challenging behavior, and further strengthen our routines and procedures.

# PBIS Student Major Behavior Data Form

## SWIS – Major Behavior Report Olathe Public Schools

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

Referring Staff Member: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time Incident Started: \_\_\_\_\_



<b>Completed by Referring Staff Member</b>	<b>Major Problem Behavior</b> <i>(Check most severe; circle other behaviors that occurred)</i>											
	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> Physical Aggression</div> <div style="width: 33%;"><input type="checkbox"/> Inappropriate Location</div> <div style="width: 33%;"><input type="checkbox"/> Use/Possession of Tobacco</div> <div style="width: 33%;"><input type="checkbox"/> Major Disruption</div> <div style="width: 33%;"><input type="checkbox"/> Forgery/Theft/Plagiarism</div> <div style="width: 33%;"><input type="checkbox"/> Use/Possession of Weapons</div> <div style="width: 33%;"><input type="checkbox"/> Abusive Language</div> <div style="width: 33%;"><input type="checkbox"/> Major Technology Violation</div> <div style="width: 33%;"><input type="checkbox"/> Use/Possession of Combustibles</div> <div style="width: 33%;"><input type="checkbox"/> Harassment</div> <div style="width: 33%;"><input type="checkbox"/> Property Damage/Vandalism</div> <div style="width: 33%;"><input type="checkbox"/> Use/Possession of Alcohol</div> <div style="width: 33%;"><input type="checkbox"/> Bullying</div> <div style="width: 33%;"><input type="checkbox"/> Inappropriate Display of Affection</div> <div style="width: 33%;"><input type="checkbox"/> Use/Possession of Drugs</div> <div style="width: 33%;"><input type="checkbox"/> Fighting</div> <div style="width: 33%;"><input type="checkbox"/> Bomb Threat</div> <div style="width: 33%;"><input type="checkbox"/> Arson</div> <div style="width: 33%;"><input type="checkbox"/> Other Behavior: _____</div> </div>											
	<b>Location</b> <i>(Where it started – check one)</i>	<b>Possible Student Motivation</b> <i>(Check one)</i>	<b>Others Involved</b> <i>(Check one)</i>									
	<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bus <input type="checkbox"/> Gym <input type="checkbox"/> Office <input type="checkbox"/> Bathroom <input type="checkbox"/> Commons <input type="checkbox"/> Other: _____	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Avoid Tasks/Activities <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Other <input type="checkbox"/> Unknown Motivation	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Other: _____									
Provide a professional description of what you observed (optional):			Was an Emergency Safety Intervention (ESI) Used?  <input type="checkbox"/> Yes <i>(follow all documentation and communication requirements)</i>  <input type="checkbox"/> No									
<b>Completed by Administrator</b>	<b>Action(s) Taken</b> <i>(Check primary; circle other actions taken)</i>		<b>Required State Coding for Data Entry</b> <i>(see back of form)</i>									
	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Alternative Placement  <input type="checkbox"/> Time Out/Detention  <input type="checkbox"/> Conference with Student  <input type="checkbox"/> In-School Suspension  <input type="checkbox"/> Loss of Privilege  <input type="checkbox"/> Out-of-School Suspension  <input type="checkbox"/> Parent Contact  <input type="checkbox"/> Time in Office           </div> <div style="width: 50%;"> <input type="checkbox"/> Individualized Instruction  <input type="checkbox"/> Bus Suspension  <input type="checkbox"/> Restitution  <input type="checkbox"/> Community Service  <input type="checkbox"/> Expulsion  <input type="checkbox"/> Action Pending  <input type="checkbox"/> Other Action Taken: _____           </div> </div>		Administrator: use this box only if entry into Synergy is warranted. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="padding: 2px;">Offense Category:</td><td style="width: 100px;"></td></tr> <tr><td style="padding: 2px;">Offense Violation:</td><td></td></tr> <tr><td style="padding: 2px;">Location:</td><td></td></tr> <tr><td style="padding: 2px;">Disposition:</td><td></td></tr> <tr><td style="padding: 2px;">Referral:</td><td></td></tr> </table>	Offense Category:		Offense Violation:		Location:		Disposition:		Referral:
Offense Category:												
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Referral:												



## Appendix A: Major Behavior Definitions

These definitions apply to the SWIS – Major Behavior Report form, and are designed to support staff as they complete the form and enter data into SWIS. Administrators entering information into Synergy should continue to use the Code of Conduct to guide their decision making. These definitions are consistent in all Olathe schools.

<p><b>Physical Aggression:</b> Making physical contact with another person with the intent of causing physical harm to that person.</p> <p><u>Examples:</u> Intentionally hitting, kicking, pushing, or biting another person; intentionally hitting a person with an object that is likely to cause harm</p> <p><u>Non-examples:</u> Accidentally bumping into someone even if they fall and get hurt; placing a hand on a person's shoulder; two students attempting to hurt one another (this is fighting)</p>
<p><b>Major Disruption:</b> Engaging in a behavior that causes a significant, sustained interruption in other students' learning. Major disruption is typically an intense situation that is sustained for a period of at least several minutes.</p> <p><u>Examples:</u> Running around the classroom for twenty minutes; yelling loudly in a classroom for ten minutes; engaging other students in an off-topic game or activity for half of a class period</p> <p><u>Non-Examples:</u> Yelling loudly in class but stopping quickly; student puts his or her head down and refuses to work for a long period of time, but others are not disrupted; Entering class late and telling a joke that disrupts the classroom for one minute</p>
<p><b>Abusive Language:</b> Disrespectful or inappropriate verbalizations or gestures directed at another person that is likely to offend that person.</p> <p><u>Examples:</u> Explicit profanity directed at another person (e.g., "F*** you"); ongoing insults or beratement of another person; angry ranting at a person insulting their ability or performance</p> <p><u>Non-examples:</u> Cursing that is not directed at a person (e.g., "F*** it"); teasing that is mutually consensual (such as playful teasing among friends that is truly fun for all parties); minor insults (e.g., "You didn't do a great job at that.")</p>

**Harassment:** Comments, jokes, slurs, touching, or teasing that is related to a person's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity, or religion. Harassment also includes sexual harassment, which is unwelcome sexual advances.

Examples: Negative comments about a person's perceived disability status; passing notes deriding a person's faith; unwanted physical touching; unwanted showing of sexual images.

Non-examples: Mutual discussion about the history of a religion; respectful questions about a person's heritage or culture; consensual flirting between peers

**Bullying:** Intentional aggression that is repeated over time and involves an imbalance of power between the perpetrator and the victim. Bullying can be physical, verbal, social, or cyberbullying. Intentional means purposeful behavior. Repeated over times means done more than once over the course of a period of at least several hours, and often days or weeks. An imbalance of power means that the target has a difficult time defending themselves.

Examples: A student calls a peer derogatory names several times a month; a student repeatedly pushes a peer into a wall over the course of several days; a student coordinates a social media campaign to spread negative messages about a peer; a student systematically excludes a student from social activities

Non-examples: A student chooses not to be friends with a peer; a student punches a peer (this is physical aggression); two students get in a verbal argument.

**Fighting:** At least two students engaged in mutual physically aggressive behavior towards one another.

Examples: Two students physically swing at one another until stopped by an adult; three students push each other and wrestle one another to the ground.

Non-examples: A student punches a peer on the arm every day for several weeks (this is bullying); two students get in a verbal argument; a student pulls a peer's hair and the peer does not attempt to physically fight back (this is physical aggression).

<p><b>Inappropriate Location:</b> A student leaves the classroom, building, or other educational space without adult permission.</p> <p><u>Examples:</u> A student runs or elopes from the classroom without permission; a student leaves the building or school grounds without permission; a student hides in the kitchen; a student goes to the bathroom without permission.</p> <p><u>Non-examples:</u> A student is out of their seat but within the classroom; a student is in the wrong spot in the gym but does not leave the gym; a student goes to the office with permission; a student goes to a calm down space as a part of their behavior plan</p>
<p><b>Forgery/Theft/Plagiarism:</b> Forgery means signing a person's name without that person's permission. Theft means intentionally taking someone else's property with the goal of depriving them of that property. Plagiarism means claiming another person's work as one's own.</p> <p><u>Examples:</u> Faking a parent signature (forgery); taking someone's food (theft); taking someone's headphones and planning to keep them (theft); copying someone's assignment (plagiarism); downloading a paper from the internet and representing it as one's own (plagiarism)</p> <p><u>Non-examples:</u> Borrowing a person's pencil but not intending to keep it; forgetting to cite a source (this is often addressed through reteaching)</p>
<p><b>Major Technology Violation:</b> Failure to follow district or building technology rules, including with district technology or personal electronic devices, in a fashion that is likely to cause disruption or harm</p> <p><u>Examples:</u> Deleting another student's needed files; hacking into school or district networks</p> <p><u>Non-examples:</u> Refusing to put phone away (this is minor non-compliance); sending rude text messages to a peer (this is potentially bullying); sending harassing emails to a staff member (this is harassment)</p>
<p><b>Inappropriate Display of Affection:</b> Engaging in an inappropriate but consensual show of physical, verbal, or gestural affection towards a peer.</p> <p><u>Examples:</u> sexual activity; gratuitous kissing in a public space; fondling</p> <p><u>Non-Examples:</u> Holding hands; consensual hugs</p>

<p><b>Property Damage/Vandalism:</b> Property damage means intentional damage to or destruction of property that belongs to the school or to another person. Vandalism means intentional defacement of school property.</p> <p><u>Examples:</u> Throwing a chair into a wall, resulting in damage to the chair and the wall; intentionally breaking a window; intentionally ripping a peer's jacket; spray painting a wall; writing on a wall.</p> <p><u>Non-examples:</u> Intentionally breaking a pencil (this is a minor behavior); intentionally breaking one's own property; accidentally dropping a school laptop resulting in damage; painting a wall as a part of a school project.</p>
<p><b>Use/Possession of Tobacco:</b> A student has tobacco in their possession or uses a tobacco product.</p> <p>Examples: A student smokes a cigarette on school grounds; a student chews tobacco on school grounds; a student has a tobacco product in their backpack</p> <p>Non-examples: A student pretends to "smoke" with a pencil</p>
<p><b>Use/Possession of Weapons:</b> A student uses a weapon or has a weapon in their possession (as defined in the code of conduct).</p> <p><u>Examples:</u> A student has a gun on school grounds; a student uses a knife to attempt to harm someone</p> <p><u>Non-examples:</u> A student has a butter knife; a student fires a starter pistol with permission and under supervision of staff; a student uses a potato cannon as part of a sanctioned science project</p>
<p><b>Use/Possession of Combustibles:</b> Use or possession of an explosive or flame-producing device (such as lighters or fireworks).</p> <p>Examples: A student lights off fireworks from school grounds; a student brings a lighter on school grounds</p> <p>Non-examples: A student lights a Bunsen burner as a part of a school science project</p>



<p><b>Arson:</b> Intentional burning of a building, its contents, or the personal property of others.</p> <p>Examples: Starting a fire in a school building; lighting another person's property on fire</p> <p>Non-examples: Lighting a Bunsen burner; involvement in the accidental starting of a fire; lighting a cigarette (this is use/possession of tobacco)</p>
<p><b>Use/Possession of Alcohol:</b> Using alcohol, having possession of alcohol, or being under the influence of alcohol.</p> <p>Examples: A student brings alcohol to school; a student arrives at school inebriated; a student consumes an alcoholic beverage at a school function</p> <p>Non-examples: A student uses alcoholic wipes to treat a wound; a student pretends a soda is an alcoholic beverage</p>
<p><b>Use/Possession of Drugs:</b> Using or having possession of a controlled substance without direction from a medical professional.</p> <p>Examples: Possession of marijuana on school grounds; consumption of Adderall without a prescription; possession of drug paraphernalia on school grounds; selling prescription drugs to peers</p> <p>Non-examples: Consumption of Oxycodone under the direction of a medical professional; sharing non-controlled drugs with peers (e.g., Advil)</p>
<p><b>Bomb Threat:</b> A communication of the intent to set off any explosive device on school grounds or an intentionally false warning about an explosive device, including communication made electronically.</p> <p>Examples: A student tells a peer that he will bring a bomb to school; a student writes a post on social media that there will be an explosion in the gym; a student calls the school pretending she left a bomb on campus</p> <p>Non-examples: A student reasonably believes he has discovered an explosive device and informs a teacher</p>
<p><b>Other Behavior:</b> Engaging in a problem behavior that is not listed above, and is deemed to be dangerous or destructive. Use this category sparingly.</p> <p><u>Examples:</u> A student runs a gambling operation from school; a student possesses obscene literature</p> <p><u>Non-examples:</u> A student stages an elaborate prank that disrupts the whole school (this is major disruption); A student engages in disrespectful behavior (this is unlikely to qualify as a major behavior)</p>

## Appendix B: Minor Behavior Definitions

### Consequences with an Instructional Focus- Supplemental Definitions

These definitions are examples of consequences with an instructional focus. Classroom teachers and office staff can use these in their responses to minor and major behaviors. For more information and training on any of these consequences, please contact your PBIS coach or email [PBISCoaches@olatheschools.org](mailto:PBISCoaches@olatheschools.org).

#### **Restitution:**

*Restitution is often misused. Please consult with your PBIS coach if you are interested in this strategy.*

- Returning an item that was lost or stolen to its proper owner or returning something to its original state.

#### Examples:

- Ashley returned the pen she took from Katie and apologized.
- Ashley broke Katie's pen because her feelings were hurt. (Teacher made parent contact after considering the how and why of the behavior.) She replaced Katie's pen and wrote an apology letter explaining why her feelings were hurt.
- Ben cleaned up the paper towels he threw on the floor in the bathroom.

#### Non-examples:

- Ashley misses recess because she took Katie's pen.
- Ben is asked to stay after school to help the custodian clean the bathroom, but his offense had nothing to do with the bathroom.

#### **Loss of Privilege:**

- Student loses access to a preferred activity or loses the opportunity to participate in an activity with their peers.

#### Examples:

- Jeff disrupted the math lesson by making noises with his mouth and body. As a result, Jeff was not allowed to participate in the all-school assembly.

#### Non-Examples:

- As a result of disrupting the math lesson, Jeff was sent out of the classroom and given a think sheet.

**Community Service:**

- Student participates in work toward the service of others.

Examples:

- You notice a student throws their trash on the ground in the cafeteria. You may ask the student to help clean up extra trash for 10 minutes around the school for the remainder of their lunch period.

Non-examples:

- The student is kept after school to clean desks.

**Effective Redirection:**

- An expression of disapproval used to discourage the problem behavior and encourage the alternative prosocial behavior.

Examples:

- "Micah, stop climbing on the fence and keep both feet on the ground."
- "Lesley, the expectation for the hallway is walking feet."

Non-examples:

- Micah is sent to the office for climbing on the fence.
- "Lesley stop running!"

**Peer Mediation:**

*Peer mediation is often misused. Please consult with your PBIS coach if you are interested in this strategy.*

- Peer mediation supports problem solving **by** students **with** students. When two or more students are in conflict, they meet in a safe, private, and confidential space to solve the problem with a trained peer (student) mediator.

Examples:

- Darnell always gets the soccer ball first at recess, but today Adam gets to the ball first so he and his friends can play four square. Adam and Darnell get into a yelling match and were sent to meet with the recess peer mediators.
- Tiffany accused Brittany of stealing her bracelet, and they broke into a fight during 5<sup>th</sup> hour passing. Brittany called Tiffany an inappropriate name. Both were sent to peer mediation.

Non-examples:

- Adam and Darnell get into a physical fight.
- Tiffany threatened Brittany with her life.

\*<http://www.schoolmediation.com/pdf/Quick-Guide-to-Implementing-a-Peer-Mediation-Program.pdf>

**Planned Ignoring:**

- Paying no attention to a child who is misbehaving, not looking at a child and not talking to them while they are misbehaving that way.

Examples:

- Jake does not want to work with the partner he was assigned for math, instead of working with the partner, Jake hides under his desk. Mr. Krammer ignores Jake hiding and assigns his partner to another group until Jake is ready.

Non-examples:

- Mr. Barksdale is helping another student with his back turned and does not notice when Jake wads up his assignment and throws it across the room.

**Time Out (remove from the fun):**

- Removal from positive reinforcement (i.e., the current fun they are having) for a brief period of time.

Examples:

- Johnny would not share the swings during recess, he was asked by his teacher to stay away from the swings for the next 10 minutes.

Non-examples:

- Johnny will not do his work in class. Johnny is removed from math and sent to the hallway or buddy room.

**Restorative Justice:**

*Restorative Justice is often misused. Please consult with your PBIS coach if you are interested in this strategy.*

- A meeting between the victim and offender focused on reconciliation in a safe and respectful space, that promotes dialogue, accountability, and a stronger sense of community.

Examples:

- A 6<sup>th</sup> grade girl tells her friends to not allow the new student to sit with them and the new student eats alone in the restroom. A restorative justice circle is held with a moderator, the victim and the offender where the guiding questions focus on repairing the damage done, providing accountability, and rebuilding a sense of community.

Non-examples:

- Getting everyone together in a circle and forcing the offender to say sorry.

**Reteach Expectations:**

- Reviewing and practicing the expected behavior.

Examples:

- When students take longer to line up from recess, repeatedly fail to respond to the classroom quiet signal, and begin to move away from classroom routines, it is time to reteach expectations. Consider which expectations need to be retaught and break the expectation down into manageable targets.
- Ms. Clark's students are having trouble keeping their voices at a 0–1 level when they transition in the hallway. Ms. Clark reteaches the hallway lesson plan specifically addressing the expectations for voice level. She checks for understanding by practicing this with the students in the hallway. Before leaving the classroom, Ms. Clark reminds students of the hallway behavior she expects to see. Ms. Clark spends the next two weeks acknowledging students with tickets until they are successful.

Non-examples:

- Ms. Clark yells at her students for not being quiet in the hallway. She takes time away from recess for them to walk, rewalk, and walk again in the hallway until students are silent.

**Overcorrection:**

- Having a student engage in repetitive expected behavior as a result of having displayed an inappropriate action.

Examples:

- DeAngelo wrote his name on his desk. Mrs. Wallace gives DeAngelo a piece of paper and prompts him to write on the paper rather than writing on the desk.

Non-examples:

- DeAngelo wrote his name on his desk. Mrs. Wallace takes DeAngelo's pencil away, so now he cannot write at all.

**Model Positive Behavior:**

- An adult prompts a student to imitate expected behavior or response by showing them first what to do or say.

Examples:

- When Johnny approaches the stairs, he jumps down them. The teacher models how to walk down the stairs one by one and asks Johnny to show her the same thing.

Non-examples:

- Telling a student to follow an expectation that they have never been taught or shown.

**Praise Around:**

- Praising students who are exhibiting the behavior you would like to see.

Examples:

- "Thank you, Susan for getting out a book to read silently while you wait on the next set of directions".
- "I have 3 friends following my directions, now I have 5 friends, 10 friends, wonderful, you are all showing me you are ready to learn!"

Non-examples:

- Asking Tabitha why she can't be more like Susan who is reading silently.

**Problem Solving:**

- The brainstorming of ideas to assist a student or students as to why a certain behavior is occurring.

Examples:

- Kevin needs help getting in line on time at the end of recess. He and his teacher have a private conversation to come up with some ideas as to why this keeps happening. Kevin shares that he does not get time to play outside when he is home because of his parents' work schedules, and he doesn't feel safe in his neighborhood. He and his teacher create a plan that he will earn double tokens every day he lines up on time for the next three days, and they will check in on his progress then. Kevin's teacher makes a mental note that she will provide a group contingency of extra recess for the class if they all line up on time the next three days.

Non-examples:

- Kevin's teacher takes away recess time for every minute he is late to the recess line.

**Student/Parent Discussion:**

- Schedule a conference with a student and their parent to discuss their behavior and problem solve ways for the student to be more successful.

Examples:

- Anthony has struggled with talking to his peers during lecture and independent work time. Mrs. Osborne has Anthony report to his classroom so they can call his mom and work on ways to resolve Anthony's need to talk to his peers.

Non-examples:

- Making a phone call home to report a student's behavior without the student present.

**Add a Responsibility:**

- An adult can initiate an opportunity for a student to engage in a task or errand.

Examples:

- Asking a student, who may need a break from the learning environment, to run down to the office and grab some more paper for the classroom.

Non-examples:

- Having a student bang erasers together to clean them.