

Abrams Elementary School

Positive Behavior Interventions and Support (PBIS)

Abrams Elementary School PBIS is a school-wide program based on the Positive Behavior Interventions and Supports (PBIS) framework. Staff members have worked closely together to develop Abrams Elementary School which matches the principles of PBIS in a way that fits the goals, mission and culture of Abrams Elementary School.

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). 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.

Panther Pride Pledge

At Abrams we are;

Respectful

On Task

Always Safe

And Responsible

Abrams Panthers ROAR!



Acknowledgement System

On a daily basis, a student can earn “Panther ROAR Paws” when they are caught being Respectful, On Task, Always Safe, and Responsible 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 a ROAR Paws. The staff member may choose to give a ROAR Paws in order to have greater impact. ROAR Paws 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 Abrams Elementary. All students should receive ROAR Paws 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.

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 Hope, 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 is 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 Think Sheet. When delivering a Think Sheet, 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. It is also important the staff notify parent and log it in PLP (IC).

Behaviors that are given a Think Sheet frequently warrant communication with parents and could require administration support.

Level 3 and 4:

Serious student offenses for which the school principal/assistant 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 an office Discipline Referral for receiving three level 2 infractions within a two 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.



Home

R	Respectful	I am truthful and kind to others.	I say please and thank you, and I wait my turn.	I help others in need, and share.
O	On Task	I follow my at home routine established by my family.	I complete my homework/chores.	I take breaks if needed to complete tasks.
A	Always Safe	I follow the set rules of my home.	I follow directions the first time they are given.	I tell an adult if I need help or have a problem.
R	Responsible	I keep my room neat, and organized	I do my homework before it is due.	I try my best on all tasks I do.