

RASHKIS ELEMENTARY SCHOOL



POSTIVE **B**EHAVIOR **I**NTERVENTION & **S**UPPORT **P**ARENT **H**ANDBOOK

2010-2011

September 2010

Dear Rashkis Families,

It is a pleasure to welcome you to a brand new school year at Rashkis Elementary School! We are excited to be involved in learning with your child and look forward to a very positive year!

As some of you know, Rashkis uses a process called Positive Behavior Intervention & Support (PBIS), designed to educate all children on appropriate social skills and to prevent inappropriate behavior by teaching and expecting all students to be safe, respectful, responsible learners. This defining, teaching, and supporting of appropriate student behavior creates a positive school environment for all.

We believe in this process and its benefit for children and want to invite you to be a part of Positive Behavior Intervention & Support at Rashkis . One way you can do this by read through this handbook to acquaint yourself with the process and the language we use with children as we teach and reinforce appropriate social skills.

Inside this handbook you will find a listing of our expectations, information about R.O.A.R.S. cards, routines we teach, the continuum of intervention, which is the process we use when a student is not meeting expectations, and our comprehensive matrix of expectations for all areas of our school.

As always, if you have questions or suggestions, please contact our PBIS Coach: Candice Norwood or me. Our faculty and staff look forward to working with you to help your child have a very successful school year!

Sincerely,

Deshera Mack
Principal

RASKIS ELEMENTARY SCHOOL EXPECTATIONS

Rashkis....

Respectful

Organized

Active Learners

Responsible

Safe

These expectations are designed to help create a climate of cooperation, academic excellence, respect and safety at Rashkis. All behavior expectations will be taught in the context of these expectations. The power of this process is the continuity of the expectations and the common language used by parents and staff. All students will hear the *same expectations* from all adults.

The expectations are based on seven guiding principles. We believe these principles will help create an optimal learning environment for the students. The guiding principles are:

- Clear **expectations** for student behavior.
- Clear and consistent strategies for **teaching** appropriate behavior.
- Clear and consistent strategies for **encouraging** appropriate behavior.
- Clear and consistent consequences that **discourage inappropriate behavior**.
- A **support** system and individual behavioral programs for students with unique or exceptional needs.
- Clearly designed methods for **evaluating** and **revising** the Expectations.
- Clear plans and strategies for **communicating** the characteristics and philosophy of the behavior plan to students and parents.

This fits perfectly into our first week of setting classroom expectations. As your child and his or her teacher generated specific classroom rules/skills you will be able to guide their understanding of the **EXPECTATIONS...**

Respectful...Organized...Active Learners...Responsible...Safe

By helping our students become familiar with the expectations of the building and the classroom, we will establish a positive learning climate, promote a sense of community and keep our students safe.

Encouraging Expected Behavior

Establishing an ongoing school-wide system for giving students performance feedback is one of the keys to Positive Behavior Intervention & Support. Our goal is to give students REGULAR, SPECIFIC AND POSITIVE feedback to support them in meeting the identified academic and social/behavioral expectations at Rashkis.

Why REGULAR, SPECIFIC, AND POSITIVE?

- Feedback helps create a positive and predictable environment.
- A positive environment provides a higher ratio of positive to negatives
- A positive environment is one in which compliance receives more attention than non-compliance
- Students in a classroom with higher ratios of positives to negatives will have increased compliance and increased time in learning. (students demonstrate the behavior we give the most attention to).

Feedback should be:

- Contingent on student meeting expectations whether academic or behavioral
- Specific about what behavior met the expectation
- Genuine in tone and intent (no sarcasm)

Examples:

- “Everyone at this table is working quietly. That’s being respectful. Way to go.”
“Great job walking quietly in the hallway. You are helping others learn. Thank you.”

The critical element of any incentive system is not the token, or tangible, but, rather the social acknowledgement and interaction between the student and the school. When teachers provide a token, they are instructed also to state the specific social skill that is being rewarded (“ I noticed you were using your words to solve the problem”), state what larger school rule the student was following (“ You were respecting others by managing the situation in a peaceful manner”) and provide a social acknowledgement(“excellent job”). The emphasis is once again placed on the instructional sequence of pairing student behavior with predictable social outcomes (e.g. adult approval, access to privileges) and building proactive social relationships.

Positive Performance Feedback

R.O.A.R.S Cards

R.O.A.R.S. Cards are the school-wide tangible feedback system Rashkis teachers and staff use to support learning.

R.O.A.R.S. Cards are utilized to:

- Teach new skills
- Reinforce (boost) previously learned skills
- Increase building awareness (teacher, staff, and students) of the ROARS expectations

Once a class has earned 20 R.O.A.R.S. Cards the class will be presented with a certificate and have their picture taken and displayed under the big ROARS letters in the cafeteria. After a class receives five (5) certificates they will be given a banner to be placed outside their class door.

Other forms of feedback:

- Morning announcements
- Signs around the building
- Verbal and non-verbal regular, specific and positive feedback
- Classroom posters, pictures and signs
- Expectation and skill review
- Classroom incentives (individual and whole group)

Please remember:

Children are not born intrinsically motivated. This level of development is achieved as the child moves through the developmental cycle. As with academic progress, if the child misses key milestones or components of learning there will be gaps in his or her achievement (social/emotional/behavioral, speech, motor and academic).

As with all teaching, we start where the child indicates they need us to start. We provide the scaffolding they need to learn the skill, including independent utilization of the skill. Then we gradually remove the supportive structure.

Continuum of Interventions:

At Rashkis we want all students to be engaged and focused learners. However, from time to time problem behaviors occur. When problem behaviors occur we use a Continuum of Interventions to help students achieve the desired behaviors.

Universal Interventions:

- School-Wide rules and procedures
- Systematic reinforcement procedures
- Recognition of accomplishments

Targeted Group Interventions:

- Social Skills Instruction
- Reinforcement of specific skills

Intensive Individual Interventions

- Individual Positive Behavior Support Plans

Rashkis School-Wide ROARS Expectations

RASHKIS ROARS

Expectation <i>Rashkis Raptors</i> are:	Classroom Rules	Cafeteria Rules	Hall Rules	Playground Rules	Restroom Rules	Bus Rules
Respectful	Respect everyone Respect property Speak to each other in a positive manner	Use an inside voice, “2” Use good manners	Zero voices, “0” Keep hands and feet to yourself	Include everyone Show good sportsmanship	Give others privacy	Use an inside voice, “2” Keep hands and feet to yourself Listen to adults and bus driver
Organized	Be prepared Keep classroom neat & orderly	Get all you need when you go through the line	Keep hands & belongings by your side Stay in line	Return recess equipment	Throw trash away Keep bathroom clean	Board in a single file line
Active Learners	Be on task Follow class rules	Include everyone Recognize No Peanut tables	Watch where you are going Use a hall pass when not with your class	Line up at first signal Agree on rules before playing game & follow rules during game	Use zero voices, “0” Pull one paper towel at a time	Remain seated with feet on floor and out of aisles Keep hands, feet & belongings inside bus and to yourself
Responsible	Follow classroom rules Participate in class Keep hands, feet & objects to yourself	Clean up trash	Go directly to your destination Keep hall clean	Gather your belongings (lunch boxes, jackets) Keep hands, feet & objects to yourself	Use bathroom for intended purposes Take all belongings with you when you leave (lunch boxes, jackets)	Report problems to the bus driver Follow school rules while waiting at the bus stop
Safe	Use supplies properly Follow teachers instructions	Walk Remain in seat until dismissed	Walk & move carefully Walk on the right side Walk with a buddy	Use equipment properly Stay in approved areas Walk safely	Use good hygiene Wash hands with soap & water Good behavior	Stay under awning until bus stops Remain in your seat Remain on marked spot until instructed