



Riverview Elementary

**SCHOOL-WIDE
RESTORATIVE PRACTICES
and
POSITIVE BEHAVIOR &
INTERVENTION SUPPORTS
(PBIS):**

*Riverview Elementary's
Behavior, Discipline and Student
Recognition Program*

Riverview Elementary School-Wide Restorative Practices and Positive Behavior & Intervention Supports

Characteristics and Components

Riverview Elementary believes that an effective school-wide program has the following components and characteristics:

- A positive school climate leads to higher student achievement
- There is a focus on relationships
- Creates a culture and a common language in the school
- Targets all forms of behavior [safe, responsible, respectful]
- States rules positively and ensures that they are known by all
- Teaches social behavior like academic skills through multiple examples, where problems are occurring, giving frequent practice opportunities and useful corrections, providing positive feedback and monitoring for success
- Prevention involves building skills and capacities.
- Responses to misbehavior involves helping students understand the effects of their misbehavior and how to repair harm that is done, working towards positive outcomes.
- A restorative approach is used in discipline, ensuring high expectations and high support. (See the social discipline window below)

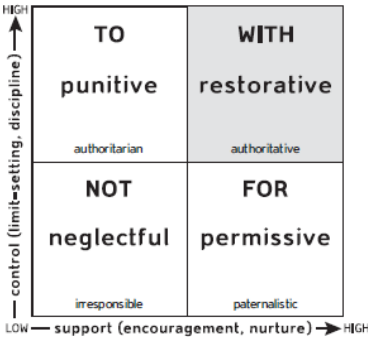
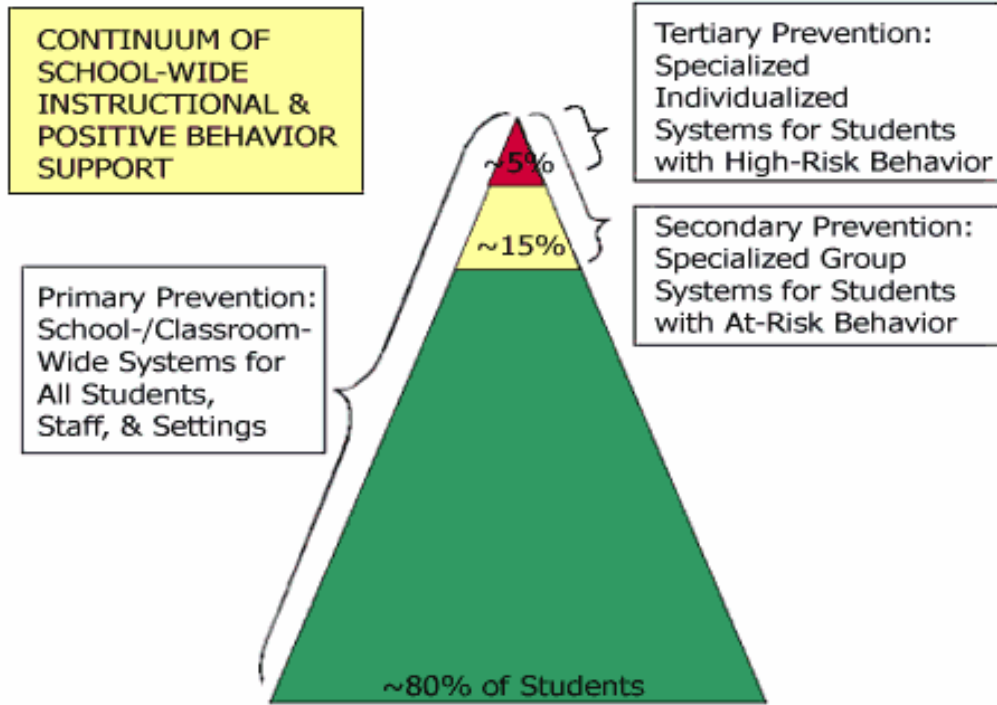


Figure 1. Social Discipline Window

POSITIVE BEHAVIOR SUPPORTS
School-wide Continuum of Supports:



Riverview Tertiary Prevention—Intensive Intervention

- Mentoring
- Conferences
- Threat Assessment
- Suicide Protocol
- Counselor Intervention
- Restorative conferencing

Riverview Secondary Prevention

- Think Time/Reflection
- Mentoring
- Counselor Support
- Functional Behavior Assessment
- Behavioral Plan-scaffolded, intentional & supported
- Behavior Support Team
- Restorative Practices
- Circles
- Conferences
- Small Impromptu
- Peer modeling
- Curriculum-Skill Streaming

Riverview Primary Prevention

- Kelso, Second Step, & Steps to Respect
- Positive, Proactive Discipline & Behavior Supports
- Teaching school-wide behavior expectations, active supervision and monitoring
- Positive reinforcement & acknowledgement systems
- Restorative Practices
- Circles

Establishing a Culture for Learning and Behavior

- Our Pillars: Welcoming, Do No Harm, Choice Words, Never Too Late To Learn and Best School in the Universe
- First Three Days and Family Groups
- Focus on Respect, Responsibility and Safety
- Building school capacity to carry out interventions and keep them going
- Clarifying and communicating norms about behaviors
- Establishing school expectations for learning and behavior
- Providing high expectations and support for learning and behavior
- Recognizing and celebrating success and growth
- Communicating the pillars through school-wide teachings
- Effective classroom management = building relationships and ensuring high quality instruction
- Comprehensive social skills programs
- Techniques for improving self-control, impulse control
- Stress management, coping strategies and mindfulness
- Problem solving
- Positive behavioral support plans based on functional assessment
- Restorative Practices, circles and conferencing

Punishing youth alone is not a solution...without a school-wide positive support system, punishment alone results in increased aggression, vandalism, truancy and dropouts. Traditional tools, such as rewards and consequences, shame and humiliation, suspensions and expulsions only produce short term change and often more harm than good. Prevention is necessary to build skills and capacity. Students must be taught how to engage in productive learning. When students develop strong, trusting relationships with adults and peers, and when the lessons are engaging, interesting, and relevant, it is harder for them to misbehave. When misbehavior occurs, how adults respond is key. Students must understand the effects their behavior has on others and learn to repair the harm done. Holding students responsible, repairing harm and working towards positive outcomes is necessary.

Classroom effectiveness is improved by:

- Building strong and trusting relationships
- Planning engaging lessons
- Developing positive support plans
- Focusing on preventative interventions
- Directly teaching social skills
- Developing a positive classroom climate
- Imbedding restorative practices: affective statements & questions, class meetings, circles and conferencing

Riverview Elementary

Agreements:

Act *Respectful!*

Be *Responsible!*

Create a *Safe* Environment!

Behavior Expectations are taught directly and reinforced, using the common language. By keeping a fewer number of guidelines or agreements, stating them positively and teaching the behavior expectations to go along with the agreements, a culture is developed and the desired behavior is encouraged.

Riverview Elementary School Rules and Behavioral Expectations

Common Area	Be Safe	Be Respectful	Be Responsible
All Common Areas	<ul style="list-style-type: none"> ○ Walk facing forward ○ Keep hands, feet, and objects to self ○ Get adult help for accidents and spills ○ Use all equipment and materials appropriately ○ Students will follow all common teachings (attention, etc.) ○ Students must stay in areas where there is adult supervision present 	<ul style="list-style-type: none"> ○ Use kind words and actions ○ Wait for your turn ○ Clean up after self ○ Follow adult directions ○ Walk quietly ○ Remove hats while inside the building 	<ul style="list-style-type: none"> ○ Follow school rules ○ Remind others to follow school rules ○ Take proper care of all personal belongings and school equipment ○ Be honest ○ Be on time ○ Students will follow all common teachings (attention, freeze bell, etc.)
Playground/ Recess	<ul style="list-style-type: none"> ○ Walk to and from the playground ○ Walk on the blacktop ○ Stay within boundaries ○ Be aware of activities / games around you ○ No play fighting ○ What is on the ground stays on the ground ○ Use equipment on your own/under own power ○ Keep hands feet and objects to self ○ When a whistle blows, students must follow adult directions. ○ Benches are for sitting on 	<ul style="list-style-type: none"> ○ Play fairly ○ Include everyone ○ Use kind words ○ Garbage is placed in trash cans 	<ul style="list-style-type: none"> ○ Use a health pass to go to the clinic ○ Return equipment to proper location ○ Coats must be brought to the cafeteria ○ Only school equipment allowed ○ Food (including ice cream) is eaten in the cafeteria and under direct supervision ○ Follow all playground rules and adult directions ○ Engage in approved playground activities and games ○ Stay clean and dry during inclement weather
Commuting/ transitioning: Halls, Sidewalks	<ul style="list-style-type: none"> ○ Stay to the right ○ Allow others to pass ○ Keep hands, feet & objects to self 	<ul style="list-style-type: none"> ○ Hold the door open for the person behind you ○ Use quiet and kind voices; ○ Keep body to self 	<ul style="list-style-type: none"> ○ Hold all equipment and supplies appropriately during transition ○ Use benches for sitting ○ Use appropriate route to destination

Bathrooms	<ul style="list-style-type: none"> ○ Keep feet on floor ○ Keep water in the sink ○ Wash hands ○ Put towels in garbage can 	<ul style="list-style-type: none"> ○ Respect privacy ○ Use quiet voices ○ Wait for your turn 	<ul style="list-style-type: none"> ○ Flush toilet after use ○ Return to room promptly ○ Keep floor clean & dry
Arrival and Dismissal Areas	<ul style="list-style-type: none"> ○ Watch for moving vehicles ○ Wait calmly ○ Bus students find the appropriate bus and board ○ Students being picked up will go to and wait patiently in pick up area in front of school 	<ul style="list-style-type: none"> ○ Use kind words and actions ○ Follow adult directions 	<ul style="list-style-type: none"> ○ Arrive on time between 8:15 and 8:30 ○ Students participating in before or afterschool activities will report directly to that area.
Special Events and Assemblies	<ul style="list-style-type: none"> ○ Carry chairs/carpets properly ○ Single file ○ Walk safely 	<ul style="list-style-type: none"> ○ Use audience manners; eyes and ears on presenter, showing appropriate appreciation & listening with undivided attention ○ Respect other people's viewing and listening needs ○ Sit appropriately ○ Enter and exit quietly, staying in line ○ Respect personal space 	<ul style="list-style-type: none"> ○ Follow directions ○ Remain seated during assembly until directions given ○ Sit in designated classroom location/area with teacher ○ Use bathroom and get drinks prior to the event ○ Follow/respond to common teachings/signal
Cafeteria	<ul style="list-style-type: none"> ● Keep all food to self ● Eat only your food ● Sit on the bench, with feet on the floor, facing the table. ● Four students per bench seat ● Walk hold the tray with both hands ● Keep hands and feet to self 	<ul style="list-style-type: none"> ● Stand in line patiently ● Use kind words and actions ● Follow adult directions ● Use good manners ● Use quiet voices ● Allow anyone in your class to sit next to you 	<ul style="list-style-type: none"> ● Raise your hand to empty your tray or throw away garbage. ● Clean your area when you are finished ● Handle your own lunch card ● Remain seated until you are excused ● When excused, go directly to recess ● Get all utensils, milk, etc when going through the line the first time. Raise your hand for assistance ● Throw paper products in trash and stack trays neatly

Riverview Elementary Playground Rules and Behavioral Expectations

Play Area	Be Safe	Be Respectful	Be Responsible
Swings	<ul style="list-style-type: none"> • Sit on the swings, with legs parallel (not locked/crossed) • One person per swing • Swing appropriately; back and forth, slowing and stopping with feet only • Stay a safe distance from other swings • Get off of the swing when the swing has stopped completely, by standing up • Both hands should be on the chains • Toys and other equipment should remain on the ground while swinging. 	<ul style="list-style-type: none"> • share and take turns; when others are waiting for a turn, counting to 60 (back & forth = 1 count) is acceptable • include everyone 	<ul style="list-style-type: none"> • listen for adult directions
Jump Ropes & Hula Hoops	<ul style="list-style-type: none"> • Use ropes for jumping only • Keep a safe distance from other people • Use jump ropes and hula hoops in the designated area on the blacktop 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • listen for adult directions • put equipment away
Blacktop	<ul style="list-style-type: none"> • Use approved equipment appropriately • Balls are thrown to and not at other students • Games of tag should be played on the grass and not on equipment 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • listen for adult directions • Balls allowed on the blacktop include: 4-square, basketball (designated areas only), and tetherball.
Balls	<ul style="list-style-type: none"> • If the ball goes off the school grounds, tell an adult (students are not allowed to go get the ball without adult supervision) • Balls can be bounced and thrown (not kicked) on the blacktop • Balls are kicked in the field 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • listen for adult directions • put equipment away

<p>Play Structure & Bark area</p> <ul style="list-style-type: none"> • Slide: 	<ul style="list-style-type: none"> • Walk on the structure and in area with woodchips • Keep balls, toys and equipment out of the structure area • Tag games are allowed on the field, not on equipment or woodchip area. • Stairs & Railings: <ul style="list-style-type: none"> -One person on step at a time -Stay to the right when going up or down -Side rails are for your hands (no standing on or hanging from) -Keep hands, feet & objects to self (no pushing, shoving or throwing things) -Use steps and safe ways to get off structure (no jumping off) • Slide feet first in a sitting position • go up the ladder/steps only (no climbing or hanging from the bar) • line forms on the ground/one person at a time on the ladder • One person slides at a time • After sliding down, move out of the way for the next person • Slide only when slide is dry (not wet and slick) • Bars: <ul style="list-style-type: none"> -Cross one person at a time with hands (no sitting on top) -Go in one direction: from the ladder to the platform 	<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • listen to adult directions
<p>Bump</p>		<ul style="list-style-type: none"> • share and take turns • include everyone 	<ul style="list-style-type: none"> • Two balls per hoop • Stand in line • Everyone starts shooting from the same spot and you must try to make the basket • If the person in front of you makes the basket, they get back in line. If

			<p>the person behind you in line makes the basket before you, you are out.</p> <ul style="list-style-type: none"> • Hands must remain on the ball when bumping someone else's ball, except when you are trying to bump the ball out of the hoop. If you throw the ball to bump someone else's, you are out. • No one new can join once someone is out. They must wait for the next game to start • No freebies or redos • If you throw or kick a ball when you get out, you are out for the rest of recess.
Tether Ball		<ul style="list-style-type: none"> • share and take turns • include everyone 	<p>The server puts the ball in play by tossing it in the air and hitting it in the direction he chooses. Serves must be hit, not thrown.</p> <ul style="list-style-type: none"> • The opponent must not strike the ball on the first swing around the pole. • On the second swing, he/she may hit the ball back in the opposite direction. • As the ball is hit back and forth, each player tries to hit the ball so that the rope winds completely around the pole in the direction he/she is hitting. • When hitting the ball, it should bounce off of the hands immediately, with no lingering contact. • The game is won by the player who succeeds or whose opponent forfeits by making a foul. • A foul is: <ul style="list-style-type: none"> -Stepping off sides, crossing the line in the middle of the court -hitting the ball with any body part other than the hands or forearms

			<ul style="list-style-type: none"> -Catching/ holding the ball -Carrying/throwing the ball. -Grabbing the pole -Touching the rope -Throwing the ball -Double hitting-a player can hit the ball only once per wrap around the pole, except if the ball hits the pole between hits. *The winner of the first game serves for the next game. *Winning three games, wins the set. **The last person in line makes the calls
Basketball	<ul style="list-style-type: none"> • Keep the game in control, so no one gets hurt (no aggressive play, pushing, tripping, throwing, tackling, fouling on purpose • Games are played half court only 	<ul style="list-style-type: none"> • Encourage each other • Use sportsmanship • Teamwork • include everyone 	<ul style="list-style-type: none"> • Follow the behavior expectations
Four Square	<ul style="list-style-type: none"> • Follow official Riverview Four-Square Rules 	<ul style="list-style-type: none"> • Encourage each other • Use sportsmanship • Teamwork • include everyone 	<ul style="list-style-type: none"> • Follow official Riverview Four-Square Rules

RIVERVIEW

Official Rules of Four Square

The Object

The object of the game of four square is to eliminate players in higher squares so that you can advance to the highest square yourself. Four square is played with a rubber playground ball on a square court with four players, each occupying a quarter of the court. The ball is bounced between players in squares until someone makes an error and is eliminated. Eliminated players leave the court, all players advance to fill the empty squares, and a new player joins at the lowest ranked square

The Ball

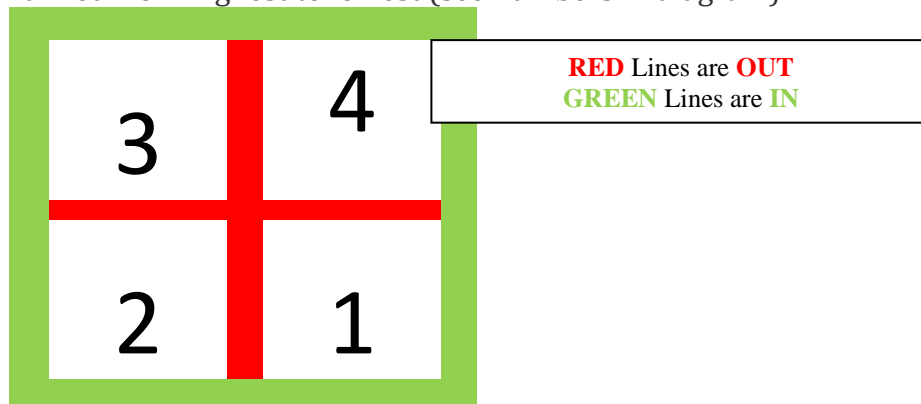
Only rubber playground balls can be used in the game. During play, players may only hit the ball with their hands. We describe the "hands" as any area between the player's wrists and her fingertips, including the backs of her hands. The ball may be hit with open hands or closed fists.

Players may not catch, carry or hold the ball at any time during play. Spinning the ball is allowed as long as the hit that produces the spin is not a carry or other illegal hit.

In all cases, players who strike the ball incorrectly are eliminated.

The Court

Four Square is played on the marked four-square courts of the playground. Squares are ranked from highest to lowest (see numbers in diagram).



There are two sets of lines on the court. "Outside lines" are the outermost edges around the court, while "inside lines" refer to the line dividing individual squares of the court that cross in the center.

- **Outside lines are in-bounds.** If a player bounces the ball onto any outside line, it is still in play. However, if the ball bounces outside of the outside line, it is out of bounds and the player that last hit it is eliminated.
- **Inside lines are out-of-bounds.** If a player hits a ball onto any inside line then they are out. This applies to ALL inside lines, not just the lines that border her square. If a ball touches an inside line, the player that hit it last is out.

Serving the Ball

The ball is always served from the highest ranked square (4) to the diagonal square (2). Squares one and four are positioned diagonally across the court. The server must drop the ball and serve from the bounce. The ball must be allowed to bounce once in the receiving square, then the receiving player must hit the ball into another square of his or her choice. After the receiver touches the ball, the ball is in play.

Serves are meant to place the ball fairly into play. Because the server must serve the ball the same way each time, it is the receiving player who controls the first play of the game.

Faults

The receiver of the serve is allowed only one mistake on each round, we call this a fault. If the receiver of the serve hits the ball incorrectly, or fails to hit the ball inbounds, then the receiver is allowed to take a second serve. There is only one fault allowed per player per round.

Normal Game Play and Possession

Each time the ball bounces in a square, the owner of that square must hit the ball into another square. This repeats until a player makes a mistake and is eliminated.

Elimination

Each time a player is eliminated, that player leaves the court and all players advance to the higher numbered square squares. The lowest ranked square is then filled with a new player. All eliminated players leave the court and wait for their next turn to join in the lowest square. The person at the end of this line serves as the judge.

These situations represent all the ways in which a player may be eliminated from the court.

Players are eliminated for:

- Failing to hit the ball into another square
- Allowing the ball to bounce more than once in their own square
- Hitting the ball out of bounds or onto an inside line
- Hitting the ball incorrectly, such as holding, catching or carrying
- Hitting the ball with a part of the body that are not hands
- Hitting the ball out of turn

Interference

If the ball is touched by another object which is not one of the four players or the floor, this is called interference. This includes if a ball from another court or game enters the court. The round is started again. Players waiting in line may not touch the ball when in play.

FOOTBALL FOR FUN

Open Games: Even number players

- Two captains alternate picking teams from the players present-one player at a time.
- Rotate captains at each recess
- Limit teams on the field to 6 per side (if more that, players can sub in/out or start a second game)
- Students may choose to have a student referee or scorekeeper
- Students may choose to set up cones to mark the field

Rules for Touch football

- One hand touch only-above the waist and below the shoulder
- No tackling
- No blocking
- No blitzing-Go on 7 Mississippi count
- No fighting or excessive contact(kicking, grabbing, pushing, hitting)
- No trash talk, foul language, or name calling
- No stripping the ball
- Be willing to rotate positions so that everyone gets a chance to play different positions

Disputes: Students may use one of the following methods to solve disputes.

- Rock-Paper-Scissors
- Notify a duty teacher

Gaga Ball Recess Rules:

1. Be Awesome to Everyone in the Game
2. 25 students or less to start a game. Players can hit the ball with an open or closed hand.
3. One touch each turn, must be a "hit" (Player cannot carry or throw the ball)
4. If player "A" gets hit with the ball on the knee or below, player "A" is out
5. If player "A" gets hit above the knee with ball, then the player who hit the ball is out.
6. If a player hits the ball and it flies out of the pit or bounces out of the pit, that player is out. (This game is meant for the ball to be played on the ground)
7. If the ball is caught on the fly, the player who hit the ball is out.
8. Once there are three players left, you can hit (touch) the ball twice (two hits) each time.
9. Last player standing is the winner of that round. New game begins.

Riverview Kickball Rules:

1. New teams are picked every recess. Each recess has a new captain until everyone has a turn.
2. Each inning has a new pitcher.
3. Players waiting to kick line up on the fence.
4. A foul ball counts as a strike, three strikes (or foul balls) is an out.
5. Do not throw balls at players to get them out.
6. There is no stealing bases in kickball.
7. No leading off the base.
8. Do not bunt unless there is a catcher playing behind the kicker.
9. If you run out of the baseline, you're out.
10. Switch teams after everyone on the team kicks once or you have three outs.

Our School-Wide Acknowledgement System:

Our Riverview Elementary Acknowledgement System is school-wide.....for all students!

- Positive Acknowledgements should outnumber corrections at a rate of five to one! By increasing the number of positive interactions between staff and students, we are improving the school climate.
- Acknowledgments systems reinforce school rules and behavior expectations and are a part of the regular school routine, promoting a more positive school environment
- Praise and acknowledgement should be specific, not random, connecting to the behavior at the time the behavior occurs and include a description of the behavior observed. (e.g. "Sergio, thank you for picking up Jackie's book for her. You are being very kind. I really appreciate you showing kindness and caring for another student.")
- Acknowledgements and positive interactions are increased before difficult times
- Behavior Expectations are "re-taught" if difficulties occur
- All staff are a part of providing the acknowledgements and positive reinforcement and all students should be able to access acknowledgement, even those with the most challenging behavior.

Students are regularly recognized for

- Being *Respectful*
- Being *Responsible*
- Being *Safe*
- Academic Efforts*
- Citizenship Efforts*
- Success with *Special Goals or Areas of Focus*
- Success with *Special Programs, PE, Music*

Rewards include:

- Verbal Praise & Feedback
- "Eagle" Tickets or MVPs
- Free-time and extra recess
- Drawings for prizes
- Privileges & activities
- Awards at Monthly Pride Assembly

Systems for Responding to Problem Behavior

“Only after teaching, reinforcing & providing opportunities to practice the expected behavior do we earn the right to use negative consequences. Consequences for negative behavior cannot be the only behavior management plan a school or teachers have. If a “hammer” or consequence is your only tool, every problem becomes a nail!”

Chris Borgmeir
PBS Network, Portland State University

The key to our system at Riverview are the positive behavior interventions and supports that include a teaching focus. Responses to behavior need to match the severity of the behavior in intensity. Shame and humiliation, sarcasm and interventions that stigmatize are not used. There should be a continuum of responses, with a corrective/remedial focus—a teaching focus, rather than strictly punitive consequences or punishments that remove students from instructional time. There should be a plan for a response to problem behaviors. As a staff we work to differentiate between classroom managed behaviors, office managed behaviors and crisis situations.

The social discipline window shows the efforts for high expectations and high support which characterize our approach to behavior:

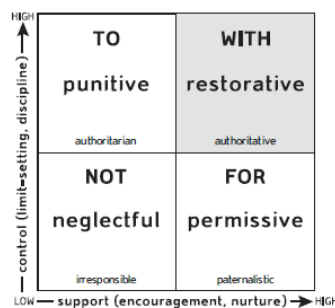


Figure 1. Social Discipline Window

Responses to Problem Behavior may include tools such as:

- Restorative Practices: Affective statements & questions, small impromptu conferences, class meetings, circles and formal conferences. (See questions to follow that are printed on cards)
- Helping students understand the effect of their misbehavior and repairing harm
- Redirection and Guided Practice; Restating the behavior expectation, modeling the behavior and having the student then state the expectation and demonstrate the behavior
- Timeout within the classroom or a buddy classroom
- Problem solving/refocusing activities- -Reflection Tools
- Natural consequences resulting from behavior choice
- Special Assignments
- Parents Contacted/Parent Conference
- Withdrawal of privileges
- Work detail/restitution/reparation
- Behavioral support plan or contract

RESTORATIVE QUESTIONS

Restorative Questions to ask the student/person who caused harm:

- ◆ What happened?
- ◆ What were you thinking of at the time?
- ◆ What have you thought about since?
- ◆ Who has been affected by what you have done?
- ◆ In what way have they been affected?
- ◆ What do you think you need to do to make things right?

Restorative Questions to ask student/person affected:

- ◆ What happened?
- ◆ What did you think when you realized what had happened?
- ◆ What impact has this incident had on you and others?
- ◆ What has been the hardest thing for you?
- ◆ What do you think needs to happen to make things right?

Strategies for Addressing Challenging Behavior in the Classroom: Things to Try

- Restorative practices: Affective Statements & Questions, Small Impromptu Conferences, Class meetings, circles, conferences
- Voice Enhancement System-research has shown that the use of microphone systems in classrooms supports and enhances student focus and attention
- Preferential Seating Options:
 - Near teacher—allows proximity for non-verbal cues
 - Front of room-limit distractions
 - Back of room-use others for cues/models of behavior
 - Defined spaces-tape on carpet, etc
 - Alternate seating: stools, wedge, cushions, etc..
 - Multiple work spaces-support movement and differentiation of support for different tasks/activities
- Clear Routines & Expectations-what learner behaviors look like/sound like
 - T-chart look like/sound like—examples/non examples
 - For whole class, small group, partner, individual, independent work, carpet activities, etc..
 - For movement, supplies, talking, need for help, etc...
 - Teach and practice to promote habit and default behaviors, also to build stamina
 - Teach and reteach for 20 days/review as needed
 - Build in self-monitoring/self-check & reflection/think time skills for students
 - Concentration game to teach focus and build stamina
- Incorporate movement
- Non-verbal cueing systems- the “eye”, proximity, touch on shoulder, point to work, signals with hands, red card/green card, etc...
- Consistent responses to misbehavior –blurts/talk outs, excessive movement, playing around, not paying attention, not doing work/off task, etc....(flow chart)
- Individual Positive Behavior & Intervention Support Systems
- Whole Class Positive Behavior & Intervention Support Systems
- Class circles
- Weekly class goals
- Think Time Process
- Mentoring
- Functional Behavior Assessment-Understanding the function of the behavior

Reflection on Classroom Behavior

Visualize the perfect classroom. What do you see & hear? Write the five things that come to mind as the most important to you. Reflect on your own class. What is one thing that is bothering you most/one thing that needs improvement? What would you like to see? Make a lesson plan for teaching it.

Riverview Elementary Discipline Referral System

Students are referred to building administration when their misbehavior is severe or chronic. Referrals to the office usually fall in three areas; physically dangerous acts, illegal acts, and overt defiance.

Examples of behavior that would warrant referral to administration include:

1. Fighting, bullying, assault and harassment
2. Stealing
3. Profanity, inappropriate language, or gestures, when they are chronic, directed at another person, threatening, won't cease or are escalating
4. Insubordination, rudeness or discourteous behavior
5. Possession of tobacco, alcohol or drugs
6. Possessing, using or throwing any weapon or dangerous object
7. Destruction of property
8. Leaving school grounds without permission.

A conference is held with the student and a process of problem solving appropriate to the student's age and level of understanding will be facilitated with the principal. A plan for helping the student learn safe, respectful and responsible behaviors is developed. The principal, teacher and the parents work together to help support this learning. A restorative approach is used to help students understand the impact of their behavior on others and to repair any harm done. Previous referrals are reviewed and consequences may be assigned according to the situation and need. Patterns of behavior that develop will be referred to the Behavior Support Team so that appropriate intervention efforts can be initiated as well.

RESPONDING TO MISBEHAVIOR

Staff Managed Behaviors:

Failure to follow school or classroom rules and/or behavior expectations

Staff Managed Behaviors	Responses/Consequences
<ul style="list-style-type: none"> • Repeated talk outs or off task behavior • Repeated rule violations • Inappropriate language/name calling • Arguing/talking back/minor defiance • Cheating (grade level dependent/teacher discretion) • Disruption of the classroom/other students • Throwing food • Put downs/low level teasing • Hands/feet/objects on others • Pushing/shoving/tripping/kicking • Unsafe play without injury • Unsafe transfers/transitions • Dishonesty/lying • Leaving assigned area • Unsafe play/inappropriate use of equipment • Spitting 	<ul style="list-style-type: none"> • Restorative Responses: Affective Statements, affective questions, small impromptu conferences, class meetings, and circles. • Ask the restorative questions (What happened, etc...) • Ask the student which rule was broken and have them tell/demonstrate the behavior expectation • Teach/model the behavior expectation • Remind, redirect & reinforce • Provide additional practice • Close monitoring & proximity • Ignore & acknowledge appropriate behavior • Contact parent if necessary • Mild consequences (natural & logical) • Consult with counselor, behavior specialist, principal • Behavior plan/contract

RESPONDING TO MISBEHAVIOR

Office Managed Behaviors:

Failure to follow school or classroom rules and/or behavior expectations

Office managed Behaviors	Responses/Consequences
<ul style="list-style-type: none"> • Fighting/Harm to self or others • Cumulative Behavior Alerts • Stealing • Violent/Threatening behavior • Intimidation • Bullying • Harassment • Inappropriate touching/sexual behavior • Cheating • Insubordination/Overt defiance • Unsafe play with injury • Vandalism • Danger to others with the intent to hurt • Assault/Physical Aggression • Weapons • Possession of Alcohol, drugs or tobacco • Serious disruption 	<ul style="list-style-type: none"> • Student sent to the office • Restorative Responses: Affective Statements, affective questions, small impromptu conferences, class meetings, and circles. • Ask the restorative questions (What happened, etc...) • Parent contact • Behavior plan • Consequences if needed

Common Teaching for All Students

Students are taught what to do when someone bothers them:

Students:

1. Respectfully ask the person to stop:

“Please don’t call me names. It hurts my feelings.”

2. Assertively tell the person to stop:

“Do not call me names, I don’t like it.”

3. Walk away, ignore and pretend the person is not there

4. If the person continues, calmly walk to an adult and say:

“Tess called me a name. I walked away after I asked her to stop twice and ignored her for a long time.”

Students are taught the Attention Signals

”One Hand Raised”

They are taught that when an adult raises their hand, students stop what they are doing, raise their hand, stop talking and wait for adult directions or communication.

If a student hears: **”May I have your attention please.”**

They are taught that when an adult says “May I have Your Attention Please,”students are to stop what they are doing, turn towards and look at the adult, stop talking and wait for adult directions or communication

Freeze whistle

Students are taught that three whistle blows is a signal to “freeze” and wait for adult directions. After directions are given, students will follow the directions. A single whistle will release kids to follow the directions given.

Clap Series

Adult claps a series and students repeat.

Harmonica

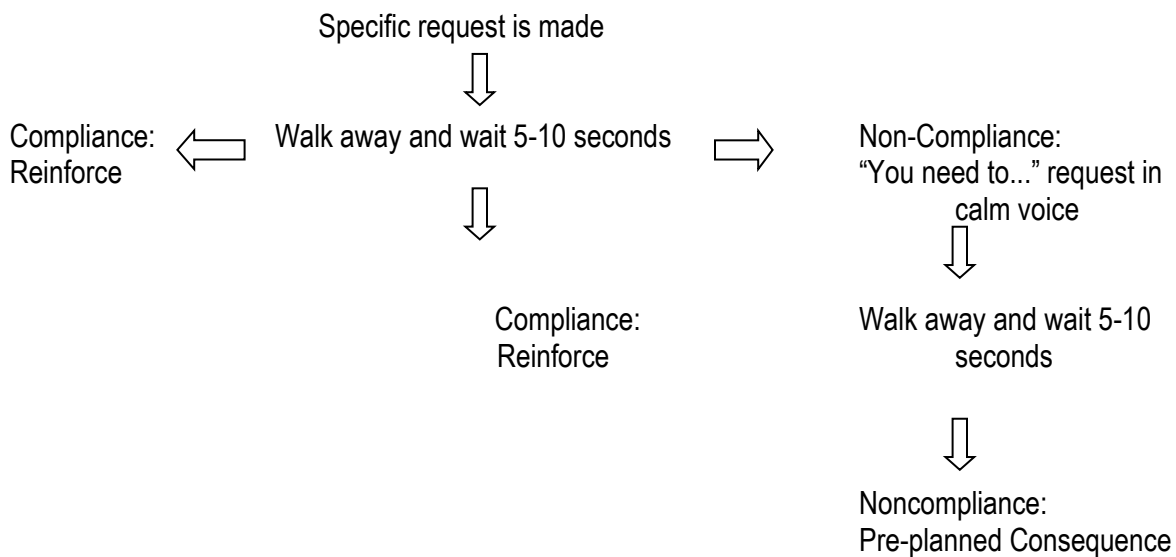
Students are taught that when an adult plays a harmonica they are to stop what they are doing and look at the adult, stop talking and wait for adult directions or communication.

When asking a student to do something or making a request, staff members:

Use Alpha Commands: Minimal amount of words, clear, concise and specific, using a neutral voice that tells the kid what you want him or her to do and allows a reasonable amount of time for the behavior to occur.

Avoid using Beta Commands: Wordy, vague, often conveying feelings of frustration or anger with many sets of directions embedded, no sarcasm, threats, belittlement or intimidation.

A Specific Request Sequence is Used and Taught to Students



Active Supervision

Active Supervision is a technique of supervision that is used in areas where there are large numbers of students and unstructured activities (kid-directed activities) are taking place, such as on playgrounds, in cafeterias, and hallways. Active supervision works by supporting appropriate student behavior. Supervisors have increased opportunities for high rates of positive contact with a large number of students. A rate of positive contacts to corrective contacts of 5:1 has been shown to be effective in reducing problem behaviors. Supervisors also have increased opportunities for correcting inappropriate behavior. Research has shown that high rates of positive contact with individuals and groups of students can significantly reduce student problem behavior for up to 90% of all students. Success requires that relationships be built with students. Components of Active Supervision include:

1. **Movement** –which is constant and randomized/unpredictable patterns. Movement targets known problem areas, activities, groups and individuals. It increases opportunities for close proximity contact with problem areas, activities, groups and individuals.
2. **Scanning** – targets appropriate and inappropriate behaviors and known problem areas, activities, groups and individuals. Scanning uses both visual and aural cues and extends the ability to supervise large areas. It also increases the opportunities for positive contact.
3. **Positive Contact** –friendly, helpful and open demeanor that is proactive. Positive contact can be short in duration (5-10 seconds), and involve groups as well as individuals.
4. **Positive Reinforcement** – immediate, contingent on behavior, and consistent. Positive reinforcement is given at a

high rate and appropriate behavior is acknowledged and looked for.

Dealing with escalating behavior:

Many people hold the following assumptions regarding escalating behavior:

- I can't let the student get away with this...What will the others students think?
- I need to establish authority
- I need to settle down agitated students
- I need to be in control

Riverview Elementary Staff, however, realize that these assumptions are inaccurate.

Signs of Escalating Behavior:

- Questioning
- Arguing
- Non-compliance and defiance
- Verbal abuse
- Disruption
- Bothering others
- Destruction of property
- Whining and crying
- Limit testing
- Threats and intimidation
- Avoidance and escape
- Off-task

Approaches to preventing escalating behavior :

- Recognize the signs
- Avoid escalating responses
- Maintain calmness, respect, and detachment
- Use crisis prevention techniques

Techniques for managing agitation:

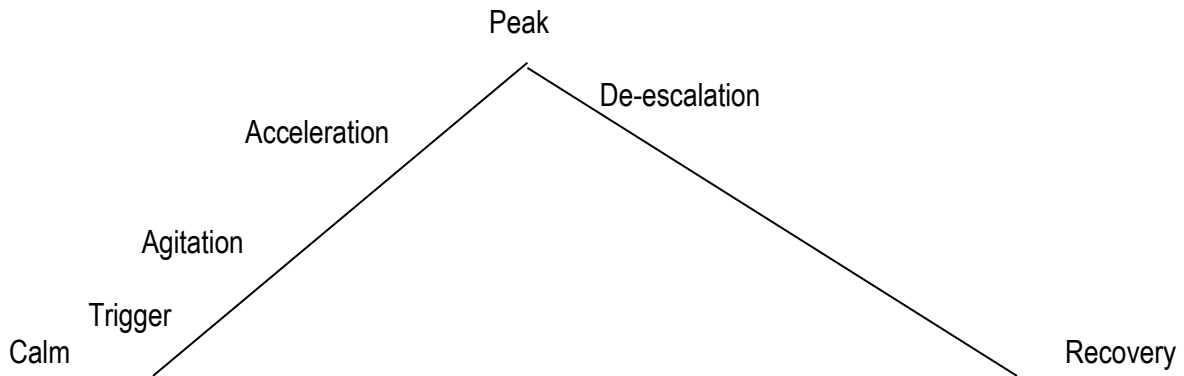
- Teacher support
- Space
- Choices
- Preferred activities
- Teacher proximity
- Independent activities
- Movement activities
- Involvement of the student
- Relaxation activities

Responses that Escalate Behaviors

- Getting in students face
- Discrediting students
- Nagging or preaching

- Arguing, shouting or raising voice
- Engaging in power struggles
- Tugging or grabbing
- Coercing

Phases of behavior escalation



Phase One: Calm

On task	Follows rules and expectations	Responsive to praise	Imitates behavior
Goal oriented	Socially appropriate		

Phase Two: Triggers

School Based:

Conflicts [denial of something they need]	Changes in routine	Errors	Provocations
Ineffective problem solving	Pressures	Interruptions	Corrections

Non-school Based:

Dysfunctional families	Health problems	Abuse	Nutrition
Sleep	Substance abuse	“Drug babies”	Gangs

Phase Three: Agitation

Increase in Behavior:

Eyes dart	Language--not-conversational	Busy hands	In and out of group	Off task/on task
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Decrease in behavior:

Stare into space	Language subdued	Hands contained	Withdraws from group	Off task/“frozen”
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Phase Four: Acceleration

Questioning and arguing	Noncompliance and defiance	Off task	Provoking students
Criterion problems	Whining and crying	Avoidance and escape	Verbal abuse
Threats and intimidation	Compliance with accompanying inappropriate behaviors		

Phase Five: Peak

Serious destruction of property	Assault	Self-abuse	Severe tantrums
Hyperventilation	Screaming	Running	Violence

Phase Six: De-escalation

Confusion Reconciliation Withdrawal Denial Blaming others Sleeping
Responsive to directions Responsive to manipulation or mechanical tasks Avoidance of discussion

Appendix A:

Forms

Restorative Question Cards

Restorative Questions to ask student :

- ◆ What happened?
- ◆ What were you thinking of at the time?
- ◆ What have you thought about since?
- ◆ Who has been affected by what you have done?
- ◆ In what way have they been affected?
- ◆ What do you think you need to do to make things right?

Restorative Questions to ask those affected:

- ◆ What happened?
- ◆ What did you think when you realized what had happened?
- ◆ What impact has this incident had on you and others?
- ◆ What has been the hardest thing for you?
- ◆ What do you think needs to happen to make things right?

Eagle Pride MVP “Red Slips”

Pads of eagle Pride “red slips” are available and used to recognize students for their safe, respectful and responsible behavior and support the monthly character traits.

Soaring with the
Eagles



Awarded to: _____

Teacher Name: _____

Riverview Elementary Functional Behavioral Assessment

Understanding the Function of Behavior

Student: _____

Date: _____

Team Members: _____

Set Up ("slow trigger") Because of these circumstances...	Set Off ("fast trigger") When these events happen...	Target Behavior This behavior is occurring...	Reinforces (gain/avoid) For these reasons...



Options and Interventions for Potential Support:

Resources/Supports For Setting Events	Change the Environment and Change our Behavior	Replacement Behavior	How to Reinforce new Behavior