

**Positive Behavior  
Interventions & Supports  
(PBIS)**



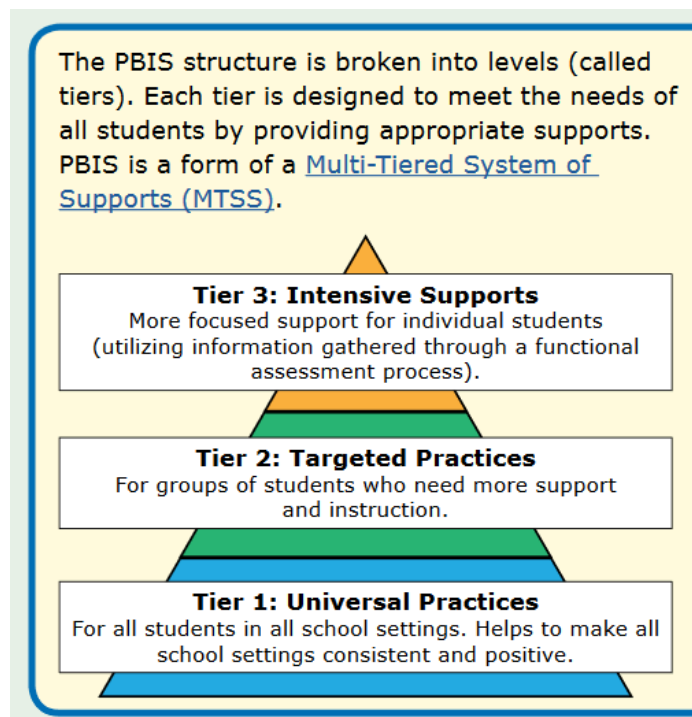
**Allendale Early  
Childhood Center**

**Parent Handbook**

# What is PBIS?

School-wide Positive Behavioral Interventions and Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on the prevention of problem behavior, the development of prosocial skills, and the use of data-based problem-solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions. By implementing PBIS, we aim to enhance school culture, reduce disruptive behaviors, and improve academic engagement. PBIS helps foster a safe and respectful school atmosphere where students can thrive both academically and socially.

PBIS functions within the Multi-Tiered System of Support (MTSS) of a school district and follows similar Tiered supports with a heavy focus on student and staff well-being. PBIS uses the Tiered support approach to ensure that all students receive adequate support based on data. And, that all staff have the resources to respond effectively to student behaviors, both expected and unexpected.



# Why PBIS at AECC

The Allendale Early Childhood Center is the first school experience for many children in Allendale. As an early childhood school, we have an opportunity to create a foundation of learning for later in school and life. We believe in using consistent expectations to create a healthy learning environment.

## AECC Positive Behavior Expectations Matrix

	<b>Bathrooms</b> <i>Go, Wipe, Flush, Wash, Leave</i>	<b>Lines, Hallway, &amp; Common Areas</b> <i>L-level 0 I-n my spot N-ice feet E-yes forward S-tanding straight</i>	<b>Lunch/Snack</b> <i>S-eat N-eat A-lways wash C-clean K-keep using manners</i>	<b>Classroom, Library, &amp; Specials</b> <i>C-ome ready L-isten and Level 0 A-lways raise hand S-afe S-tay in your spot</i>	<b>Playground</b> <i>P-lay L-isten A-reas Y-ourself S-hare</i>
<b>Be Safe</b>	Keep body safe Wipe with toilet paper Wash hands with soap Close doors Keep water in sinks	Use walking feet Keep hands & feet to self Eyes and body forward Stay in line	Keep hands & feet to self Keep all food & stuff to self Stay in your spot Follow adult directions	Use walking feet Keep hands & feet to self Use materials and furniture safely Follow adult directions	Keep hands & feet to self Stay in playground area Use equipment safely Follow adult directions
<b>Be Kind</b>	Level 1 voice Knock first Keep to yourself Wait your turn	Level 0 voice Stay in your spot	Level 2 voice Use manners (words and eating) Wait your turn	Level 0 voice Use kind words Listen when others are speaking	Take turns on equipment Include everyone Use kind words Check the buddy bench
<b>Be Helpful</b>	Clean up after yourself Ask for help Paper towel in trash	Raise hand for help Stay in your spot Stop, take 3 deep breaths, relax	Clean up after yourself Help classmates Raise hand for help Stop, take 3 deep breaths, relax	Clean up after yourself Raise hand for help Stay in your spot Stop, take 3 deep breaths, relax	Ask for help Keep sand, wood chips, and snow on the ground Stop, take 3 deep breaths, relax

# Allendale Early Childhood Encouragement System

## Earning Falcon Tickets:

- Students earn Falcon Tickets when they are exhibiting 3 B behaviors and meeting expectations.
- This is part of working toward a 5:1 ratio of praise to corrective responses to students and is a great way to build morale and rapport with students.
- Falcon Tickets are also a foundational part of building expected behavior and drawing attention to behavior we want to see more of in our building.
- Students will write their name on their ticket and place it inside the classroom bin.

## Weekly Ticket Drawings:

- Teachers will give their bins to Mr. Smolen on Monday morning.
- Monday morning, Mr. Smolen will draw a Falcon Ticket from each bin and call the student's name out over the intercom.
- The students who won will report to the office for a book or small prize.

## Grade Level Bins:

- At the end of each week, the Falcon Ticket winner will put the weekly class tickets into the grade level bin. Each grade level will earn a special prize when their bin is full.

## Schoolwide Celebration:

- When the falcon wings are completely full of falcon feathers (worth 50 tickets each) the school will have a schoolwide celebration.



# Behavior Response Flowchart

Teach and positively reinforce behavior expectations in all settings. Re-teach and pre-correct and conference as needed.

Is the behavior Classroom Supported or Office Supported  
See complete list of behavior definitions

Staff Response	Staff Supported	Office Supported	Office Action
<p><b>REMIND</b></p> <ul style="list-style-type: none"> <li>- Proximity</li> <li>- Nonverbal Cue</li> </ul> <p>Did Behavior Change: <span style="margin-left: 20px;">Yes: Positively Reinforce Student</span>  <span style="margin-left: 20px;">No: ↓</span></p> <p><b>REDIRECT</b></p> <ul style="list-style-type: none"> <li>- Gentle verbal reminder</li> <li>Hurdle Help</li> </ul> <p>Did Behavior Change: <span style="margin-left: 20px;">Yes: Positively Reinforce Student</span>  <span style="margin-left: 20px;">No: ↓</span></p> <p><b>RETEACH</b></p> <ul style="list-style-type: none"> <li>- Model</li> <li>- Positive Practice</li> <li>- If...then/when</li> <li>- Provide choice/break</li> <li>- Whole Class Social Story</li> </ul> <p>Did Behavior Change: <span style="margin-left: 20px;">Yes: Positively Reinforce Student</span>  <span style="margin-left: 20px;">No: ↓</span></p> <p><b>RESTORE</b></p> <ul style="list-style-type: none"> <li>- Regulate</li> <li>- Relate</li> <li>- Reason</li> </ul> <p>Did Behavior Change: <span style="margin-left: 20px;">Yes: Positively Reinforce Student</span>  <span style="margin-left: 20px;">No: ↓</span></p> <p><b>REFERRAL</b></p> <ul style="list-style-type: none"> <li>- Contact parents</li> <li>- Complete a staff-supported referral</li> </ul> <p>Did Behavior Change: <span style="margin-left: 20px;">Yes: Positively Reinforce Student</span>  <span style="margin-left: 20px;">No: Completed ODR and contact Office</span></p>	Defiance/Non-Compliance	Bullying	<p><b>Referral to Office</b></p> <ul style="list-style-type: none"> <li>• Reteach expectations</li> </ul> <p>↓</p> <p><b>Restorative Action</b></p> <ul style="list-style-type: none"> <li>• 1:1 Conference with student</li> <li>• Role play expected behavior</li> <li>• Social stories</li> </ul> <p>↓</p> <p><b>Administrative Actions</b> (at Administrative discretion):</p> <ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Referral to Intervention</li> <li>• Restorative Conference, mediation, restitution</li> <li>• Loss of privilege</li> <li>• Contingent Suspension-three strike rule</li> <li>• Expulsion</li> </ul>
	Disrespect	Use/Possession of illegal substance including alcohol, tobacco, drugs, combustibles, etc.	
	Property Damage/Vandalism	Use/Possession of Weapons	
	Disruption	Abusive/aggressive language/gesture directed toward staff	
	Inappropriate language	Physical Aggression	
	Physical Contact (Harassment)	Major violation of technology student acceptable use policy	
	Misuse of Property and/or Technology(Tech Violation)	Fighting: Mutual participation in an incident involving physical violence	
	Technology Misuse	Continued Technology Misuse	
	Lying/Cheating	Property Damage	
	Theft/Forgery/ Plagiarism	Skiping, Out of Bounds Area, Leaving school grounds without permission	