

Cape Elementary School



Positive Behavior
Interventions & Support
Program (PBIS)/Multi-
Tiered System of Support
(MTSS)

Cape Elementary is a PBIS school. PBIS stands for Positive Behavior Interventions & Support. The goal of PBIS is to stop undesirable student behavior by teaching new behaviors, changing the environment, and rewarding appropriate behaviors. It is a preventative and positive approach to assist students in working towards appropriate self-management.

Our School-Wide (SOAR) PBIS expectations are:
A Cape student always...



Stays Focused and Sets Goals



Observes Safety Rules



Aspires to be an Outstanding Citizen and Team Player



Remembers to be Responsible and Respectful

Students recite the SOAR expectations each morning during the morning news/announcements. Each classroom has the SOAR expectations posted along with descriptions of behaviors that define each expectation.

Florida has adopted a three-tiered model for learning/behavior with the tiers representing a continuum of student support. MTSS (Multi-Tiered System of Support) goes hand-in-hand with PBIS. The tiers do not represent placements or procedural steps, but rather varying levels of instructional intensity. All students receive universal behavior

support (Tier I). In addition to the universal, school-wide expectations for behavior, some students may require more strategic or supplemental support (Tier II) or intensive/targeted (Tier III) levels of support in order to be successful.

Tier I - Universal: School wide positive expectations and procedures for all students

Behavior Ladder for Grades K- 3



All students start the day on "Green" - Ready to SOAR
Students move "up" the ladder when they make good choices and follow the SOAR expectations

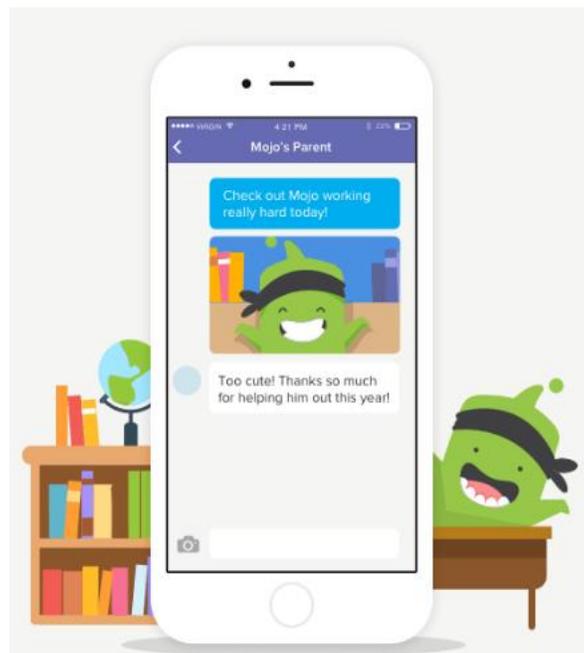
Students may earn class rewards or "Capeables" (school bucks) for earning the orange or blue level.

Students move "down" the ladder when they make poor choices and do not follow the SOAR expectations.

Students who move to the **pink** "Think About It" rung on the ladder will receive a "time out."

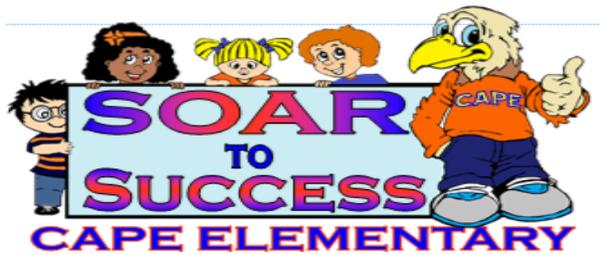
Students who move to the **purple** "Teacher's Choice" rung on the ladder may receive a referral or other consequence based on the severity of the behavior.

ClassDojo for Grades 3-5



ClassDojo brings teachers, students and parents closer together. Teachers use ClassDojo as a communication platform to encourage students, and get parents engaged, too. Students are recognized for their positive contribution to class and reminded when their efforts need a little work. Progress reports are rapidly available for parents, and students are provided with visual documentation of their performance.

Specific PBIS Expectations/SOAR Expectations for each area of the school include:



SOAR TO SUCCESS
CAPE ELEMENTARY

CLASSROOM

SHOW MUTUAL RESPECT

- DISPLAYS POSITIVE ATTITUDE
- WORKS WELL WITH OTHERS
- COMPLETES TASKS

OFFER APPRECIATIONS

- PARTICIPATES IN DISCUSSIONS
- DISPLAYS POSITIVE ATTITUDE

ATENTIVE LISTENING

- PAYS ATTENTION
- FOLLOWS DIRECTIONS
- FOLLOWS RULES

RIGHT TO PASS AND PARTICIPATE

- PARTICIPATES IN DISCUSSIONS

SOAR TO SUCCESS
HALLWAY

SILENT STUDENTS

- FOLLOWS RULES

ONLY WALK

- FOLLOWS RULES
- DISPLAYS POSITIVE ATTITUDE

ACT RESPECTFULLY

- DISPLAYS POSITIVE ATTITUDE

RIGHT SIDE

- FOLLOWS DIRECTIONS



SOAR TO SUCCESS
CAFETERIA

SPEAK SOFTLY

- FOLLOW RULES

OBEY THE ADULTS

- PAYS ATTENTION
- DISPLAYS POSITIVE ATTITUDE

ALWAYS CLEAN UP AFTER YOURSELF

- COMPLETES TASKS
- WORKS INDEPENDENTLY

REMAIN SEATED

- FOLLOWS DIRECTIONS



SOAR TO SUCCESS
PLAYGROUND

SAFETY

- NO RUNNING, PUSHING, OR SHOVING

OPERATE PROPERLY

- GO DOWN SLIDE- NOT UP
- NO JUMPING OFF PLAYGROUND EQUIPMENT

ALWAYS LISTEN

- FOLLOW TEACHER DIRECTIONS

RESPECT

- PEOPLE, PROPERTY, AND ENVIRONMENT



SOAR TO SUCCESS RESTROOMS

SILENTLY AND QUICKLY USE
THE RESTROOM

OBERVE PROPER HYGIENE

ALWAYS CLEAN UP AFTER
YOURSELF (FLUSH)

RESPECT THE PRIVACY OF ALL



SOAR TO SUCCESS BUS RAMP

SILENTLY WALK ON YELLOW LINE
TO VANS, BUSES OR ASSIGNED
AREAS

ONLY BOARD YOUR BUS
(CHECK NUMBER AND LOCATION)

ALWAYS LISTEN TO CAPE STAFF
MEMBERS AND DRIVERS

RIDE SAFELY AND RESPECTFULLY



SOAR TO SUCCESS PARENT PICK UP

SILENTLY WALK, THEN SIT
QUIETLY IN YOUR SECTION

OBERVE SAFETY RULES AND
WATCH FOR YOUR VEHICLE

ALWAYS LISTEN TO THE CALLER

RAPIDLY WALK TO THE
LOADING AREA AND BOARD
VEHICLES SAFELY

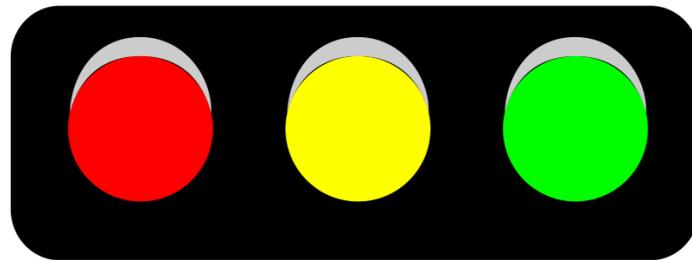


Students are awarded "Capeables" by teachers or staff members for following SOAR expectations. Capeables can be used to purchase items from the Capeables store. Teachers also may award students with special charms for positive behavior which may be worn on their lanyards or class necklaces.

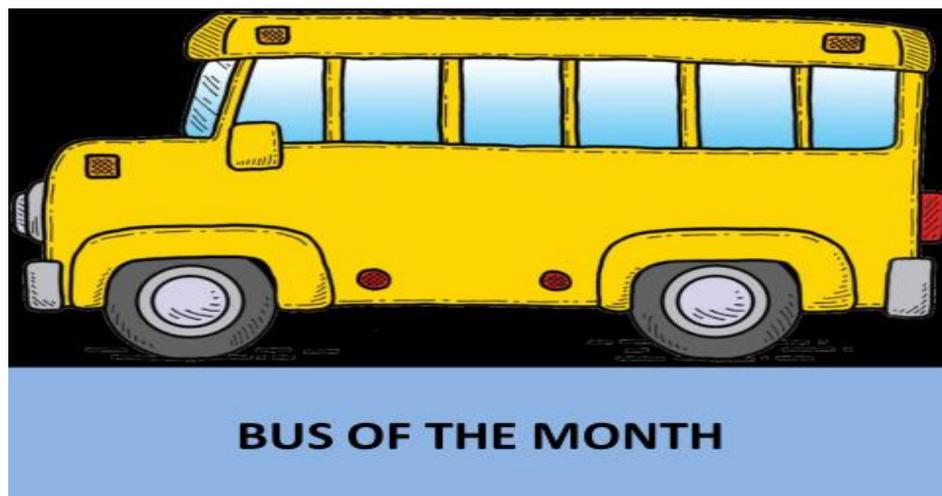
Classes who follow the SOAR expectations in the hallway may be "caught SOARing" and receive a SOAR hallway line award. The

classroom teacher's name will be announced on the morning news/announcements, and the class will be eligible for a monthly prize drawing.

Classes track their SOAR success in the cafeteria using green, yellow and red cups on each table. Classes which have maintained green status each day on a given week earn "silver spoon" recognition and are eligible for a weekly cafeteria privilege drawing.



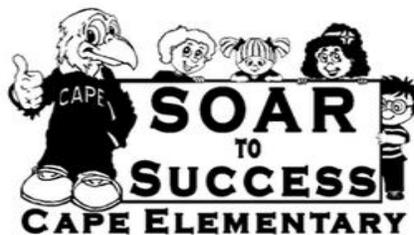
A "Bus of the Month" will be selected with the help of the school's bus drivers. Each student who rides the Bus of the Month will receive a special charm to wear on his/her school lanyard or class necklace, special recognition, and a Bus of the Month magnet will be displayed on board the chosen bus.



The Student Planner provides additional information regarding behavioral expectations including:

- Student Contract
- Weekly Personal Development Progress Report
- 1st Blue Page- SOAR Rewards/Incentives

Each student and their parent(s) are expected to sign the SOAR promise (Student Contract) located at the front of the student planner. This promise indicates that the SOAR expectations and the handbook section of the planner have been reviewed.



*As a Cape kid who SOARS to Success, I _____, (name)
promise to continue following the Cape Elementary SOAR expectations. I
will SOAR to Success in the classroom, and across the entire campus of
Cape Elementary. I will display the positive attitude of a Cape kid in class,
at lunch and specials, while riding the bus, or during field trips or after
school activities. I will do my best every day and know that my family,
classmates, teachers and the staff of Cape Elementary will help me remain
successful.*

The Weekly Personal Development Progress Report is located within the planning pages under the "Friday" assignment area each week. This report provides parents with information regarding areas of improvement - "N"s (Needs Improvement) or "U"s (Unsatisfactory) on a student report card would disqualify a student from participation in the quarterly SOAR celebration.

Weekly Personal Development Progress Report



- ◆ The following item (s) is / are an area of concern based on classroom observation/grades/interim report.
- ◆ If your child receives an **N** (*Needs Improvement*) or **U** (*Unsatisfactory*) on their report card, they will not be eligible to participate in our quarterly SOAR to Success celebrations.
- ◆ Please assist your child and the classroom teacher in working to improve these concerns. If you would like to schedule a meeting to discuss strategies for improvement, please indicate below.

<input type="checkbox"/> Pays Attention <input type="checkbox"/> Follow Rules <input type="checkbox"/> Participates in Discussions <input type="checkbox"/> Works Independently	<input type="checkbox"/> Displays Positive Attitude <input type="checkbox"/> Works Well with others <input type="checkbox"/> Completes Tasks <input type="checkbox"/> Follows Directions	<p style="text-align: center;">Kindergarten Only*</p> <input type="checkbox"/> Displays Self-Control <input type="checkbox"/> Listens to and follows directions <input type="checkbox"/> Demonstrates personal care skills <input type="checkbox"/> Completes tasks in a timely manner <input type="checkbox"/> Works and interacts cooperatively
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I would like to schedule a meeting with my child's teacher.

_____ (Parent Signature)

The Student-Parent Handbook for Cape Elementary is located in the back of the planner. The pages are blue for easy identification. Parents are encouraged to check their student's planner daily. Each planning page has an area for Teacher Signature and Parent Signature. Checking and signing the planner daily ensures communication.

Student Positive Referral - located on the green PBS drop down in Castle on the teacher's dashboard. Teachers are encouraged to use this regularly to recognize positive behavior. Administration will also reward students for receiving this referral.

The 'My Students' dashboard shows various student management tools. A blue arrow points to the 'PBS' dropdown menu, which is currently set to '0'. Other visible options include 'Parent Contacts', 'Student Conferences', 'Parent Conferences', 'After-hours School', 'Detentions', 'Lunch Detentions', 'Referrals', 'ISS', 'OSS', 'Timeouts', and 'Warnings'.

The 'Student Positive Referral' form includes fields for 'Incident Location', 'Referred/Reported By', 'Date', 'Incident Context', and 'Reason for Positive Referral'. A blue arrow points to the 'Reason for Positive Referral' text area. The form also features a list of 'Exhibited Traits' (e.g., Academic Excellence, Active Listener, Balanced) and 'Options' (e.g., Email teachers, Email student). A 'Submit' button is located at the bottom.

A Minor Student Discipline Form (Warning/Infraction Report) will be generated by the teacher in Castle and provided to parents if discipline issues arise in class. This form provides written communication between teachers and parents as well as documentation of the infraction and consequences.

The 'My Students' dashboard shows various student management tools. A blue arrow points to the 'Warnings' dropdown menu, which is currently set to '0'. Other visible options include 'Parent Contacts', 'Student Conferences', 'Parent Conferences', 'After-hours School', 'Detentions', 'Lunch Detentions', 'Referrals', 'ISS', 'OSS', 'Timeouts', and 'Warnings'.

The 'Add Student Warning/Infraction' form includes fields for 'Student', 'Date Issued', 'Reason', 'Period', and 'Comments'. A blue arrow points to the 'Reason' dropdown menu. A text box with a blue border contains the instruction: "Fill in all appropriate information on right, be sure 'Print this warning' is checked before hitting 'Submit'". The form also features a 'Submit' button and a 'Print this warning' checkbox.

Inappropriate Behaviors

Teacher Managed Behaviors		
Behavior	Definition	Example
Eating, drinking, chewing gum	eating, drinking, or chewing gum when not allowed	
Disruption	Low-intensity, but inappropriate disruption	Talking, whispering, singing, humming, tapping pencils, flatulence, note passing, throwing objects without intent to harm, etc
Horseplay	Rough and rowdy play that stops with verbal intervention with no physical harm	Chasing, wrestling, tripping, kicking
Disrespect	Making an improper gesture or comment about another person or belongings	Name calling, improper gestures, put down, knocking another students books or belongings
Defiance to another student	Refusal to work with or respond to another student's reasonable request	Refusal to pass papers, share materials, work together
Pushing or shoving	To willfully cause another person to move by exerting force	Cutting in line, etc
Lying/cheating	Delivers a message that is untrue	Lying about little things, cheating on a weekly test
Public Display of Affection	Improper physical display of affection	Handholding, kissing, hugging
Writing on school property	Writing on surfaces/school property that can easily be removed	Pencil marks on walls, desks, books, etc
Throwing objects	Inappropriately throwing objects through the air	Throwing things without intent to harm

Office Managed Behaviors		
Behavior	Definition	Examples
Defiance/Disrespect/Non-Compliant	Refusal to follow directions and/or socially rude toward authority	Extremely negative responses toward teacher or authority figure when presented with a task
Abusive/Inappropriate Language	Directed threatening verbal messages that include swearing, name calling, or use of appropriate words	
Fighting	Two or more persons participate in physical force or violence	Hitting, punching, kicking, scratching, pulling hair, biting, etc.
Disruption	Any behavior that causes a major interruption of the educational process	Throwing chairs/desks
Property Damage/Vandalism	Intentional destruction, damage, or defacement of public or private property without consent of the owner or person having control or custody of it	Carving into desks, walls, etc Leaving permanent damage to property
Use or Possession of Drugs/Alcohol	Use, cultivation, manufacture, distribution, sale, purchase or possession of any drug, narcotic, or controlled substance	
Harassment	Sustained and/or intense disrespectful messages (verbal or gestural) to another person that includes threats and intimidation	Bullying Obscene gestures, pictures, written notes, or comments based upon race, religion, gender, disability, etc
Sexual Harassment	Unwanted and repeated verbal or physical behavior with sexual connotations that discomfort or humiliation that interferes with the individuals school performance	Inappropriate touching, pinching, patting, rubbing, demanding sexual favors
Lying/Cheating	Student delivers a message that is untrue	Cheating on high stakes tests, repeated and documented instances of cheating in the classroom
Use or possession of weapons	Possession of any instrument or object that can inflict serious harm on another person	
Out of area	Any place a student does not have permission to be	Runners, repeatedly not where they are supposed to be

Tier II - Supplemental Support: Targeted group/individual support

Students who are not experiencing successful behavior self-management within the universal, school wide positive behavior expectations and procedures tier become eligible for supplemental support. This support may be Informal or Formal.

Informal Problem-Solving

Teacher identifies a student who is not progressing at an adequate rate as compared to his/her peer group (an "outlier").

Teacher implements informal interventions and strategies within the classroom, and also contacts the parents to inform them of the concerns.

Teacher keeps documentation of the interventions/strategies attempted, as well as a record of parent contact. (Please consult with your building administration to find out if there are specific logs/documents you are expected to fill out; this will vary by school.)

If the student continues to demonstrate poor or questionable progress, the teacher brings his/her concerns to the grade level or departmental team/PBIS grade-level representative for further discussion.

The grade level or departmental team/PBIS team assists the teacher in brainstorming and implementing alternate strategies to try with the student.

Teacher implements the interventions/strategies, maintains contact with the parents, and continues to keep documentation of this.

Possible interventions/strategies in Tiers I, II, and III may include the following:

Support Strategies

PROACTIVE STRATEGIES

Environmental adjustments that make the problem behavior unnecessary.

✓ Preferential seating	✓ Provide guidance prior to independent work
✓ Encourage positive peer connections	✓ Check to ensure student understanding of task
✓ Contract for grades	✓ Schedule adjustment
✓ Daily progress report/point sheets	✓ Give student an opportunity to tutor a peer
✓ Weekly progress report	✓ Increase frequency of task related recognition
✓ Establish teacher/parent communication system	✓ Allow student to use quiet time/space
✓ Establish a personal connection with student	✓ Identify appropriate settings for specific behaviors
✓ Visual schedule	✓ Curricular accommodations
✓ Facilitate participation in extracurricular activities	✓ Environmental changes (furniture, space, light)
✓ Have student repeat expectation prior to transition	✓ Prompt prior to transition times

EDUCATIVE INTERVENTIONS

To teach behavior/skills needed to decrease the student's problem behavior.

✓ Teach/reteach rules and expectations prior to activity	✓ Perform task analysis – break down steps
✓ Develop monitoring checklist for teacher/student use	✓ Teach anger management/problem solving skills
✓ Teach and model appropriate communication skills	✓ Teach self control strategies
✓ Teach coping skills	✓ Use social stories
✓ Teach use of positive self talk	✓ Remediate specific academic skills
✓ Teach awareness of problem behavior	✓ Provide role play opportunities for newly acquired skills

FUNCTIONAL STRATEGIES

How consequences are managed to ensure reinforcement for positive behavior, not problem behavior.

✓ Use preferred activities for reinforcer	✓ Student uses self monitoring of progress
✓ Personally greet the student upon arrival to class	✓ Acknowledge use of replacement behaviors
✓ Spend individual time with the student	✓ Inform student of logical consequences in advance
✓ Increase frequency of positive attention	✓ Give encouragement for effort to display appropriate behavior
✓ Use tangible rewards	✓ Use non-tangible rewards
✓ Use positive written notes/statements	✓ Develop a written behavior contract
✓ Assign classroom responsibility that allows student recognition	✓ Chart daily successes and share with student
✓ Call home to share news of student effort/success	✓ Reward competing behavior
✓ Use school-wide recognition for behavioral improvement	✓ Acknowledge ownership of problem behavior
✓ Use student's personal interests to increase motivation on difficult skills	

If the student response to intervention and strategies on an informal level is not allowing the student to succeed in the classroom, the Formal Problem-Solving Process begins.

Formal Problem-Solving

1. Teacher refers the student to the school-based MTSS Problem-Solving Team (PST) for further assistance.

2. Teacher completes the Comprehensive Student Review Form.
3. Teacher completes Communication Skills Checklist only if there are speech/language concerns.
 - a. Non-LY students: Form A
 - b. LY students: Forms A & B
4. Two (2) Colleague Observation Forms are completed (these are not done by the classroom teacher).
5. The PST defines the target behavior(s) in terms that are:
 - a. Specific
 - b. Observable
 - c. Measurable
6. The PST determines how to best measure the behavior:
 - ✓ Frequency: the number of times a behavior occurs within a specific amount of time; most appropriate for behaviors that occur frequently and have a clear beginning and end (i.e. calling out)
 - ✓ Duration: the length of time a behavior lasts; can be used to track how long a student is doodling, out of seat, sleeping, etc.
 - ✓ Latency: how long it takes a student to perform a desired behavior after a prompt or direction has been given; usually best for non-compliance
 - ✓ Intensity: the severity of the behavior; can be described by how much effort the student puts into the behavior; because it is subjective, the levels of intensity need to be clearly defined
7. Ideally, three (3) observations are conducted to collect the three baseline data points:
 - The observations must occur at three different times.
 - Use the measurement method chosen by the team (see #11).

- During each observation, the same data must be collected for an "average" peer (not the best behaved, not the worst behaved), to obtain comparison data.

8. Initial MTSS meeting is scheduled; parent is notified.

9. The PST convenes to write the Student Improvement Plan/PBIP:

- Target behavior(s) must be clearly defined, observable, and measurable.
- The behavior used to collect baseline data should match the behavior the team identified as its top priority.
- The team must identify an acceptable and reasonable replacement behavior:
- What the student should do "instead of" the problem behavior
 - Must meet the same need (function) as the problem behavior
 - The team needs to also consider comparison data from an "average" peer on the same behavior.
 - The goal must be a SMART goal, written in the positive whenever possible (i.e. *Ben will increase the time spent in his seat* rather than *Ben will decrease the time spent out of his seat*).
 - Intervention(s) should be designed to teach the replacement behavior and are generally taught using a small group format.

10. Progress monitoring should measure the presence or absence of the behavior(s):

- Progress monitoring is done for the student with the SIP as well as an "average" peer for comparison data.
- Progress monitoring occurs at least bi weekly for Tier II

11. The team reconvenes in 12-16 weeks to review the data and decide how to proceed which is documented on the Student Improvement Plan Review. Repeat as necessary.

If a student is not experiencing success at the Tier II supplemental level, intensive support may be utilized.

Tier III - Intensive: Individual behavior plans, Functional Behavior Assessments, parent collaboration & education, & individual counseling

Tier III support continues to be documented and monitored through the MTSS Problem-Solving Team.

Students receiving Tier III support receive interventions in both the classroom setting and in a counseling/mentoring setting. Depending on the need, interventions might take place twice a week for time not less than 60 minutes per week. Students receiving Tier III interventions are instructed/coached individually or in a group with a maximum number of 3 students.

The MTSS Problem-Solving Team will reconvene in 8-10 weeks to discuss the progress and adjust the interventions as needed.

Functional Behavior Assessments

- There is a common misconception that FBAs must be completed at a specific point within the MTSS process. In fact, an FBA can be done at any point during the process, or may not need to be done at all. It depends on whether the team feels they need additional information to provide appropriate support to the student.
- FBAs are diagnostic. They help the team identify the settings in which the behavior is most/least likely to occur, what triggers the behavior (antecedent), what purpose the behavior serves for

the student (function), what is reinforcing the behavior, and what might work as a motivator or reward for the student.

- Sometimes, it is only necessary to complete pieces of the FBA rather than go through the entire process. For example, the interviews (parent, teacher, student) and the ABC observation can yield a lot of information in and of themselves. The various pieces of the FBA can also be completed at different points during the process; they do not need to be done simultaneously.
- For students in general education (not ESE), parent permission is not required to complete an FBA.
- The exception: an FBA—with all components completed—is required if a student is being considered for EB/D eligibility.

Parent Collaboration & Education

Communication is key at Cape Elementary, and we make a concerted effort to involve parents as early as possible, beginning with the introduction of our School-wide SOAR expectations.

Involving parents at all phases is a key aspect of a successful PBIS/MTSS program.

Parents are vital in reinforcing expectations at home.

As members of the Problem-Solving Team (PST), parents can provide a critical perspective on students, thus increasing the likelihood that MTSS interventions will be effective.

Traditional methods of communication such as Open House, Curriculum Night, parent-teacher conferences, regularly scheduled meetings, weekly parent packets and a monthly newsletter are employed.

Parents are notified of student progress within the MTSS framework on a regular basis.

MTSS and E/BD RULE (Rule 6A-6.03016, FAC)

The school-based problem-solving team is responsible for developing and implementing intervention procedures to support the academic and behavioral success of students in the general education environment. The rule requires that "a minimum of two (2) general education interventions or strategies shall be attempted" (Rule 6A-6.03016(1), FAC).

Additionally, "pre- and post-intervention measures of the academic and/or behavioral areas of concern must be conducted to assist in identifying appropriate interventions and measuring their effects" (Rule 6A-6.03016(1), FAC). This data is collected to monitor the effectiveness of the interventions implemented. Ongoing progress monitoring and data analysis provides the information necessary for making decisions about the focus and intensity of interventions.

Ongoing progress monitoring and data analysis contribute to informed decision making and adjustments concerning instruction and intervention for students receiving services and resources provided through Individuals with Disabilities Education Act (IDEA).

Teams must also be sure to include parents in the process. Rule 6A-6.03016(1), FAC states that "two (2) or more conferences concerning the student's specific learning or behavioral areas of concern shall be held and shall include the parents. ...The initial conference with the parents must include discussion of the student's learning or behavioral areas of concerns, the general education interventions planned, and the anticipated effects of the interventions. Other conferences must

include discussion of the student's responses to interventions, anticipated future actions to address the student's learning and/or behavioral areas of concern." Conferences may be held over the phone if parents find it difficult to get to the school. (The School District of Lee County, Multi-Tiered Systems of Support Manual, Fall 2014)

Individual Counseling

Meeting with the school counselor is not a substitute for individual counseling in a therapeutic setting and is not intended to serve as a replacement when a need for counseling arises.

At Cape Elementary, our school counselor provides intervention when a student's concerns are making it difficult to function in school. The counselor meets with students receiving Tier III interventions on a weekly basis and with all students on an as-needed basis.

The counselor can provide families with a list of area resources upon request.

*Updated 7/27/2017

