

Clay Central-Everyly



Positive Behavior Intervention Supports (PBIS) Handbook

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**Clay Central-Everly School
PBIS Universal Team, as of August 2019**

Internal Coach:

Marlana Tewes Elementary School Counselor

External Coach

Travis Schlenger School Psychologist-Prairie Lakes AEA 8

Universal Team Members:

Betsy Schoelerman Music/Talented and Gifted

Kim Harken Special Education/Mentor

Curt Busch Principal

What is PBIS?

PBIS (Positive Behavior Interventions and Supports) is a school-wide system for creating behavior change in schools by emphasizing positive behavior expectations and outcomes for all students, consistency in responding to discipline concerns, and a data driven problem solving model to develop interventions for school wide concerns, targeted groups of students, and individuals with intensive needs.

*Typical discipline systems in schools have been based on reaction to negative behavior and punishment of the offender. Studies have shown that this approach ‘does little’ to reduce chronic misbehavior, nor does it produce positive long term outcomes for the school or student.

The PBIS method of school discipline is different in four key ways:

1. **Prevention:** Correct behaviors are established taught, modeled, and acknowledged in a systematic way throughout the school. Students are “caught” engaging in desired behavior and this behavior is regularly reinforced and recognized.
2. **Response:** The response to undesirable behavior is organized, systematic, consistent and careful. Considerable thought and effort goes into getting the entire school community on the same page with respect to common definitions of, and the most effective response to, problem behaviors.
3. **Data-driven:** Discipline data is collected school-wide in a user friendly format. When this information is entered and analyzed in an established on-line database), the data provides guidance for understanding when and where problem behavior is more likely to occur. Strategies to address behaviors in these situations are developed, and the data then provides evidence for whether the strategies are working.
4. **Process:** PBIS is not a curriculum or a prepackaged program. Rather, it is a framework that guides the school community through a process of addressing the unique culture, climate and behavioral issues within each school. The idea is to work smarter, not harder, to improve behavior and school climate.

*Source: NH CEBIS training manual on PBIS, Positive Behavioral Intervention and Support.

What is the purpose of PBIS?

*The purpose of or goal of PBIS is to provide a foundation for good education. The hope is that it will help regain the teaching time currently spent in managing misbehavior, and to maximize on-task time and academic achievement for all students. PBIS will help increase positive and civil social behavior, increase family engagement in schools, and improve school climate for students and adults.

**Three-Tier Approach (Appendix A):

PBIS is a three-tier approach, emphasizing a continuum of positive behavior intervention and supports. Students are seen as falling into three groups based on their current behaviors and needs: students without serious problem behaviors, students at risk for problem behaviors, and students with chronic/intense problem behaviors.

Level 1-Universal: The **primary intervention** is designed to address the whole school population. While applied to the entire student body, the emphasis is on reaching the approximately 80-90% of students who do not have serious behavior problems or mental health needs. The purpose of universal strategies is to maximize achievement, deter problem behavior, and increase positive peer and adult interactions.

Level 2-Target: This is a **secondary prevention** which is aimed at the roughly 5-10% of students considered **at risk** for developing behavioral disorders or mental illness. These students enter school with significant risk factors and are usually unresponsive to universal prevention strategies alone. The goal here is to decrease opportunities in which high-risk behaviors might be fostered, and to establish effective and efficient pro-social skills that would increase their responsiveness to primary interventions. This secondary intervention must be structured to meet needs of at-risk students such as group interventions that target areas of student need.

Level 3-Intensive: The **tertiary prevention** targets the 1-5% of students who display symptoms or behaviors related to Emotional Disturbance or mental illness. The goal of tertiary interventions is to reduce the frequency, intensity and complexity of students' maladaptive behavior patterns and provide them with suitable efficient and effective replacement behaviors that will decrease their more maladaptive ones. Tertiary interventions are implemented for students with significant needs.

*Source: NH CEBIS training manual on PBIS, Positive Behavioral Intervention and Support.

**Source: NH CEBIS training manual on PBIS, A 3-Tier Approach, pp 12-14.

Universal Team:

*The Universal Team was developed to make decisions related to PBIS and its implementation. The CC-E Universal Team includes regular classroom and special education teachers, a parent representative, and educators with expertise and experience in psychology/counseling, social work and administration. The team also receives support from outside facilitators.

Role of Universal Team:

**The role of the Universal Team is to; 1) lead the universal system of discipline, 2) identify key presenting problems, 3) conduct site analysis, 4) develop and revise the school-wide PBIS program based on on-going data collection, 5) evaluate new or revised components of the school-wide PBIS program, 6) actively communicate with staff members and families regarding the activities of the leadership team (Universal Team), and 7) conduct staff meetings to ensure the implementation and maintenance of the school-wide PBIS program.

Universal Team Mission Statement for Clay Central-Everyly School:

The Clay Central/Everyly Community School teaches positive behavior to enhance learning through readiness, responsibility, and respect.

Behavior Expectations:

The behavior expectations of **Be Respectful, Be Responsible Be Ready** was developed and approved by the CC-E Universal Team. It acts as the central theme for the social/behavior expectations at CC-E (Appendix B).

*Source: NH CEBIS training manual on PBIS, Universal (School-Wide) Team: Membership Basics, pp 44.

** Source: NH CEBIS training manual on PBIS, Roles of the Leadership Team (Universal Team), pp 46

Universal Team Coaches:

The Universal Team at Clay Central-Everly School has three Coaches. *The Coaches are a major advocate, leader, and promoter of PBIS in the school and within the school district. They serve as a liaison between the leadership team (Universal Team) and the faculty, staff, families, and community. The Coaches gather assessment tools, school-base outcome data and PBIS documents and shares them. They also attend and provide leadership at the Universal Team meetings, assists in the development and completion of action plans, and serve as a resource to schools across the state.

Behavior Matrix (Appendix C):

The behavior matrix was designed to translate school wide behavior expectations across various settings in the school. The matrix was developed by the Clay Central-Everly School Staff and was further refined by the PBIS Universal Team.

Defining Problem Behaviors (Appendix D):

The Universal Team defined Problem Behaviors, (Inappropriate Language, Physical Contact, Disrespectful, Disruption, Property Misuse/Vandalism, and Failure to Complete Work), to develop consistency in how staff members identify and respond to inappropriate student behavior. These behaviors have been placed in two categories or levels of problem behaviors: Minor (staff-handled behaviors) and Major (office-handled behaviors).

Flow Chart (Appendix E):

The purpose of a Flow Chart is to clearly describe the steps and process used in response to Minor and Major incidents and/or patterns of inappropriate behavior.

* Source: NH CEBIS training manual on PBIS, Tasks of the PBIS-NH Coach, Muscott & Mann, 2004, pp58-59.

Recognizing Students for Following School Wide Expectations:

In addition to teaching the expected behavior, it is important to recognize students for following the school wide expectations. When students are recognized and acknowledged for demonstrating the behavioral expectation, the desired behavior is likely to increase.

When giving verbal praise, it should be meaningful and specific. *The student should be told specifically what they did and why it was appreciated. *At least four instances of positive feedback or recognition should be provided for every one reprimand.* Most students will increase their practice of new skills and behaviors when they receive positive feedback and acknowledgement.

*The goal is to have students' practice the desired behavior. Practice leads to habit, and habit leads to internalization, character building and cultural change.

Student Recognition (Appendix F):

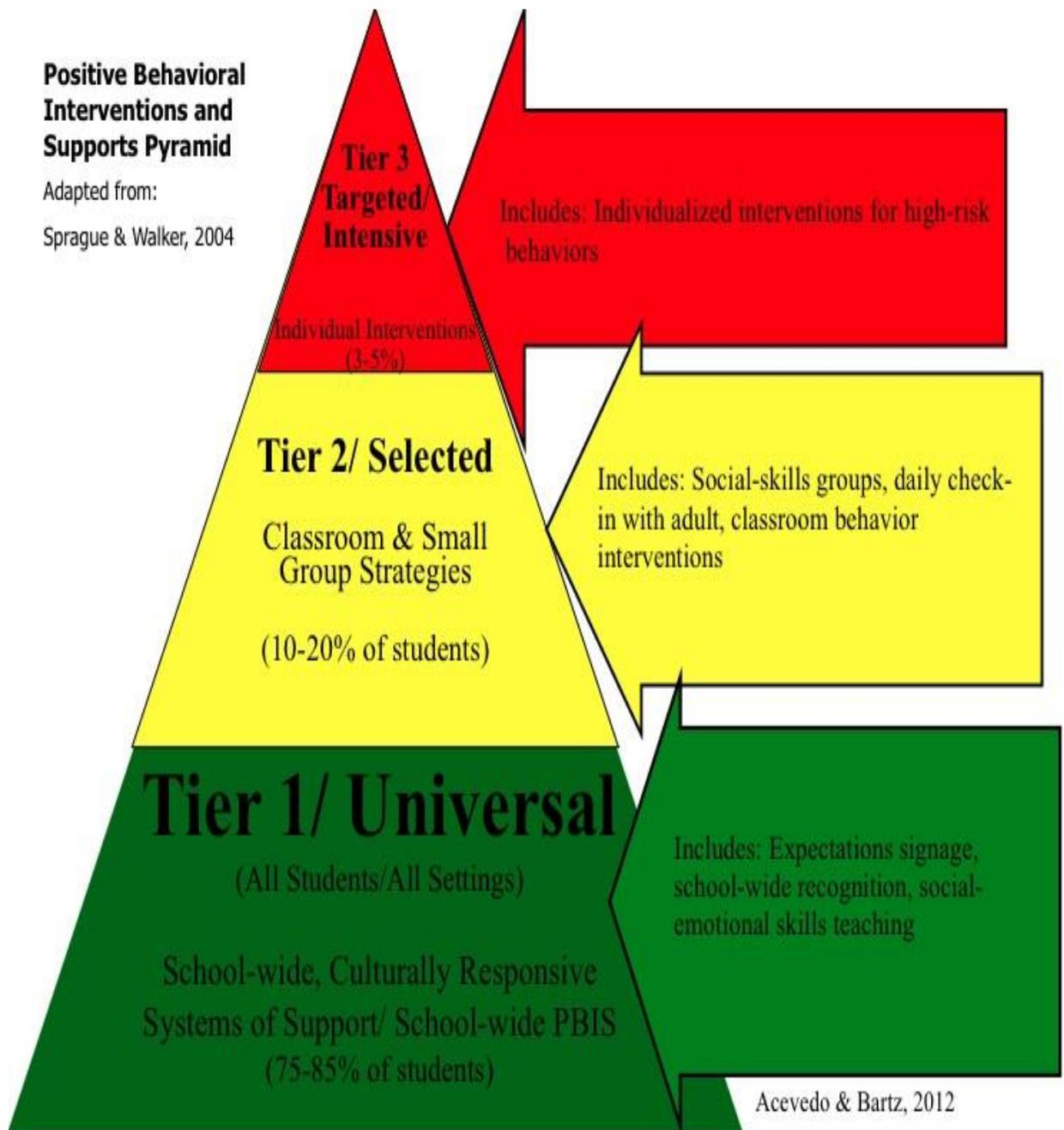
It is important to recognize positive behavior throughout the district. There are multiple ways this is happening. District wide, each quarter the PBIS Team puts together a day of celebration. All students participate in this day regardless if they have had a minor or major.

Elementary: Students at the elementary level will receive badges when they are caught being ready, respectful, or responsible. The students then put their names on the badges and put them in a bucket in their classroom. At the end of each week two names from each class will be drawn. These students will get to pick a prize out of the prize box.

*Source: NH CEBIS training manual on PBIS, Recognition Plan
APPENDIX A

Positive Behavioral Interventions and Supports Pyramid

Adapted from:
Sprague & Walker, 2004



Be Respectful-Be Ready-Be Responsible



Expectation: Classroom

Be Respectful:

- Golden Rule-Respect others' ideas and input to discussion

Be Ready:

- Have supplies ready
- Assignments complete
- Enter classroom quietly
- Be to class on time

Be Responsible:

- Mind your own business
- Be on Task
- Positive learning attitude

Be Respectful-Be Ready-Be Responsible



Expectation: Hallway

Be Respectful:

- Walking with hands/feet to yourself on the right side
- Close lockers quietly
- Greet others appropriately using inside voices
- Manners (ex. walking around others in conversation)
- Care for others' belongings

Be Ready:

- Personal items organized
- Get to class/destination on time with appropriate supplies

Be Responsible:

- Mind your own business
- Get to class or destination
- Have all materials you need for school
- Keep personal belongings in appropriate places

Be Respectful-Be Ready-Be Responsible



Expectation: Bus

Be Respectful:

- Listen to bus driver
- Appropriate language and volume
- Hands, feet and personal belongings to self
- Be seated
- Manners (Greetings and thanks)

Be Ready:

- Know emergency procedures
- Be on time for bus departures/pickups
- Use line basics

Be Responsible:

- Keep bus clean
- Mind your own business
- Keep aisle open
- Take all belongings with you as you leave bus
- Be aware of food/drink privileges on your bus

Be Respectful-Be Ready-Be Responsible



Expectation: Commons (Before and After School Waiting Areas)

Be Respectful:

- Care for others' belongings
- Mind your own business
- Quiet voices
- Hands and feet to self

Be Ready:

- Leave commons with a learning attitude

Be Responsible:

- Take care of your own belongings
- Enter building at appropriate time

Be Respectful-Be Ready-Be Responsible



Expectation: Playground

Be Respectful:

- Treat others with kindness
- Solve problems appropriately
- Use appropriate language
- Include others who want to play
- Follow supervisors' directions

Be Ready:

- Line up when you hear the whistle/bell
- Hands and feet to self
- Objects to self
- Exit and enter building quietly

Be Responsible:

- Report injuries to supervisors
- Use equipment safely and appropriately
- Take equipment in that you brought out
- Use line basics

Be Respectful-Be Ready-Be Responsible



Expectation: Restrooms and Locker Room

Be Respectful:

- Hands and feet to self
- Honor privacy of others
- Quiet voices

Be Ready:

- Use at appropriate times

Be Responsible:

- Flush
- Wash hands
- Keep bathroom/locker room clean
- Conserve supplies (soap, tissue, paper towels)
- Use/Flush/Wash/Leave

Be Respectful-Be Ready-Be Responsible



Expectation: Lunchroom

Be Respectful:

- Conversational voices
- Hands and feet to self
- Food and utensils to self
- Manners (eat with mouth closed, say please/thank you, keep food to yourself)
- Be a friendly neighbor

Be Ready:

- Know your lunch number
- Wash hands before eating

Be Responsible:

- Clean up after yourself
- Take care of your tray
- Pick up utensils/napkins
- Remain seated when eating and after cleaning up until excused\

Be Respectful-Be Ready-Be Responsible



Expectation: Water Fountain

Be Respectful:

- Hands and feet to self
- Use in a timely matter
- Rejoin the line if you are still in need of a drink

Be Ready:

- Use at appropriate times
- Be ready for your turn

Be Responsible:

- Use line basics
- Return to class quickly and quietly

Be Respectful-Be Ready-Be Responsible



Expectation: Commons (before and after school waiting areas)

Be Respectful:

- Appropriate language and voice level
- Care for others' belongings
- Hands and feet to self
- Walk at a safe pace
- Remove hats/sunglasses

Be Ready:

- Clean shoes before entering hallway
- Positive attitude for school
- Gather appropriate items for class

Be Responsible:

- Enter building at appropriate time
- Keep personal belongings in assigned locker
- Stay out of others' lockers
- Keep signage on lockers appropriate and timely
- Locker basics: clean and closed

Be Respectful-Be Ready-Be Responsible

APPENDIX C

Expectations	Be Respectful	Be Ready (to learn)	Be Responsible
Classroom	Golden Rule Respect others' ideas and input to discussion	Have supplies ready Assignments complete Enter classroom quietly Be to class on time	Mind your own business Be on task Positive learning attitude
Hallway	Hands/feet to yourself Walking Keep to the right Close lockers quietly Greet others appropriately Manners (ex: walking around others in conversation) Inside voices Care for others' belongings	Personal items organized Get to class/destination on time w/appropriate supplies	Mind your own business Whisper voice Get to class or destination Have all materials you need for school Keep personal belongings in appropriate places Use Line Basics
Bus	Listen to bus driver Appropriate language and volume Hands and feet to self Personal belongings to self Be seated Greetings & Thanks manners	Know emergency procedures Be on time for bus departures/pickups Use Line Basics	Keep bus clean Mind your own business Keep aisle open Take all belongings with you as you leave bus Be aware of food/drink privileges on your bus
Commons (Before & After School Waiting Areas)	Care for others' belongings Mind your own business Quiet voices Hands & feet to self	Leave commons with a learning attitude	Take care of your own belongings Enter building at appropriate time

Playground	Treat others with kindness Solve problems appropriately Use appropriate language Include others who want to play Follow supervisors' directions	Line up when you hear the whistle/bell Hands & feet to self Objects to self Exit & enter building quietly	Report injuries to supervisors Use equipment safely & appropriately Take equipment in that you brought out Use Line Basics
Restrooms - Locker Room	Hands & feet to self Honor privacy of others Quiet voices	Use at appropriate times	Wash hands Flush Keep bathroom/locker room clean Conserve supplies (soap, tissue, paper towels) Use/Flush/Wash/Leave
Lunchroom	Conversational voices Hands & feet to self Food & utensils to self Manners (Eat w/mouth closed, say please/thank you, keep food to yourself) Be a friendly neighbor	Know your lunch number Wash hands before eating	Clean up after yourself Take care of your tray Pick up utensils/napkins Remain seated when eating and after cleaning up until excused
Commons	Appropriate language and voice level Walk at a safe pace Remove hats/sunglasses	Clean shoes before entering hallway Positive attitude for school Gather appropriate items for class	Keep personal belongings in assigned locker Stay out of others' lockers Keep signage on lockers appropriate and timely Locker basics: clean, closed

Student: _____ Referring Staff: _____ Grade: _____ Date: _____ Time: _____

Location:

- | | | | |
|--|--|--------------------------------------|----------------------------------|
| <input type="checkbox"/> Art Room | <input type="checkbox"/> Commons Area | <input type="checkbox"/> Locker Room | <input type="checkbox"/> Office |
| <input type="checkbox"/> Assembly/Field Trip | <input type="checkbox"/> Comp. Lab | <input type="checkbox"/> Music Room | <input type="checkbox"/> On Bus |
| <input type="checkbox"/> Bus Loading Zone | <input type="checkbox"/> Gym | <input type="checkbox"/> Parking Lot | <input type="checkbox"/> Library |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Hallway/Breezeway | <input type="checkbox"/> Playground | |
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Sporting/Stadium | <input type="checkbox"/> Off Campus | |

Problem Behavior (check the most intrusive)

Minor:

- Defiance/Non-compliance
- Disruption
- Dress Code
- Inappropriate Behavior
- Physical Contact
- Property Misuse
- Tardy
- Technology Violation
- Other _____

Major:

- Abusive Language
- Alcohol/Drugs
- Arson
- Bomb Threat
- Combustibles
- Defiance/insubordination/
non-compliance
- Dress Code Violation
- Fighting
- Forgery/Theft
- Harassment/Bullying
- Inapprop. Display Affection
- Lying/Cheating
- Off school location
- Physical Aggression
- Property Damage
- Skip Class
- Technology Violation
- Tobacco
- Truancy
- Weapons
- Other _____

Possible Motivation

- | | |
|--|---|
| <input type="checkbox"/> Obtain peer attention | <input type="checkbox"/> Avoid peer(s) |
| <input type="checkbox"/> Obtain adult attention | <input type="checkbox"/> Avoid adult(s) |
| <input type="checkbox"/> Obtain items/activities | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Avoid tasks/activities | <input type="checkbox"/> Other _____ |

Others Involved

- None Peers Staff Teacher Substitute Unknown Other _____

Administrative Decision

- | | | |
|--|--|---|
| <input type="checkbox"/> Time in office | <input type="checkbox"/> Restitution | <input type="checkbox"/> Out-of-school suspension/ Days _____ |
| <input type="checkbox"/> Loss of privilege | <input type="checkbox"/> Community service | <input type="checkbox"/> Saturday School |
| <input type="checkbox"/> Conference with student | <input type="checkbox"/> Individualized instruction | <input type="checkbox"/> Expulsion |
| <input type="checkbox"/> Parent contact | <input type="checkbox"/> Bus suspension | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Detention/Time-out | <input type="checkbox"/> In-school suspension/Days _____ | |

Comments: (On back of form - explain event in detail, student written reflection)

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-Compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.

Major Problem Behavior	Definition
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).

Major Problem Behavior	Definition
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start up of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy (Truan)	Student receives an ‘unexcused absence’ for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.
Custom Fields	SWIS allows schools to use custom fields to more clearly define categories within their data. <u>Examples are listed below.</u>
Custom Fields Explanation	Categories : The additional information to be collected Labels: The drop-down items to be available
Custom Fields Demo	Category: Hallway Labels: East Wing, West Wing, Breezeway
Custom Fields Demo	Category: Bullying Labels: threats, name calling, teasing/taunting

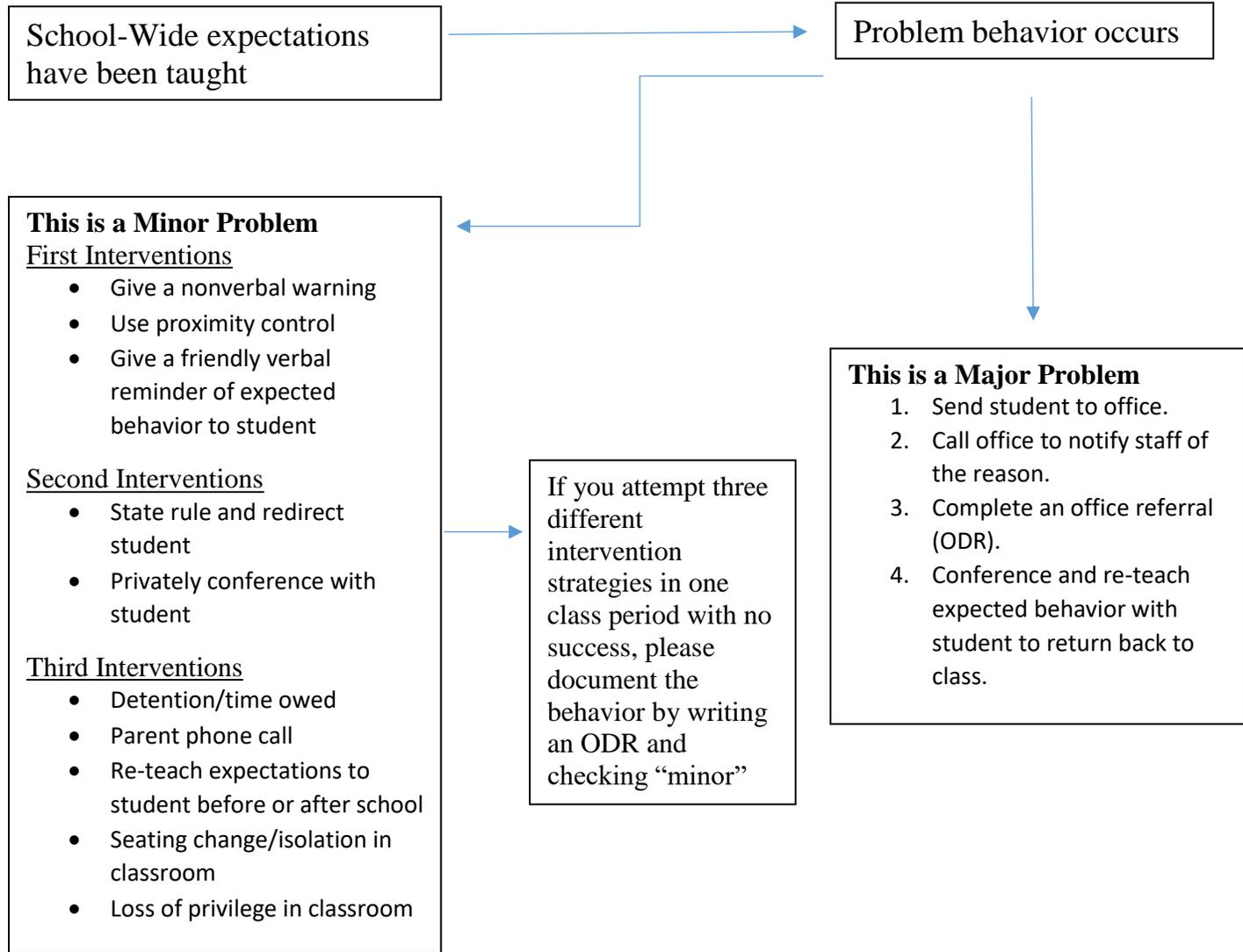
Locations	Definition
Art Room (Art)	The area used for art classes and activities.
Bathroom/Restroom (Bathrm)	Areas used by students for taking care of personal needs.
Bus (Bus)	The area inside the bus.
Bus Loading Zone (Bus zn)	The area used for bus loading and unloading.
Cafeteria (Café)	The area used for breakfast and lunch.
Classroom (Class)	Areas used for instructional purposes.
Commons/Common area (Common)	Areas shared by students and staff for specific activities.
Computer Lab (Comp)	Area used for group computer classes and activities.
Gym (Gym)	Areas used for physical education activities.
Hallway/Breezeway (Hall)	Areas designated for passing from one activity/class to another.
Library (Library)	The area designated for research and study.
Locker Room (Locker rm)	The area used by students to prepare for and completing physical education classes and/or sporting events.
Music Room (Music rm)	The area used by students for music activities (e.g., music class, choir, band)
Off-Campus	An area beyond the property boundary of the school and not affiliated with a school activity.
Office (Office)	The area used by school staff for primary school business and management.
Other Location (Other)	The location for problem behavior event occurs in a location that is not listed
Parking Lot (Park lot)	Areas used for parking vehicles during school hours.
Playground (Plygd)	The outside area used for recess breaks.
Special Event/ Assembly/Field Trip (Special evt)	Areas used for infrequent activities that occur in and/or out of school.
Stadium	Area used for athletic/special events.

Unknown Location (Unknown)	The location of problem behavior event is not known or undetermined.
Vocational Room (Voc Rm)	The area of a school used for vocational classes and activities.

Perceived Motivation	Definition
Avoid Adult (Avoid a)	Student engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s) (Avoid p)	Student engages in problem behavior(s) to get away from/escape peer(s).
Avoid Tasks/Activities (Avoid task)	Student engages in problem behaviors(s) to get away/escape from tasks and/or activities.
Obtain Adult Attention (Ob a attn)	Student engages in problem behavior(s) to gain attention of adult(s).
Obtain items/Activities (Ob itm)	Student engages in problem behavior(s) to gain items and/or activities.
Obtain Peer Attention (Ob p attn)	Student engages in problem behavior(s) to gain attention of peer(s).
Other (Other)	Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student's problem behavior.
Unknown Motivation (Unknown)	Student engages in problem behavior(s) for unclear reasons.
Others Involved	Definition
None (None)	Student engages in problem behavior incident alone.
Other (Other)	Student engages in problem behavior with person not listed above.
Peers (Peers)	Student engages in problem behavior incident with peer(s).
Staff (Staff)	Student engages in problem behavior incident with staff.
Substitute (Substitute)	Student engages in problem behavior incident with substitute.
Teacher (Teacher)	Student engages in problem behavior incident with teacher.
Unknown (Unknown)	It is unclear if any others were involved in incident.

Restraint/Seclusion	Definition
None	(Default) No restraint or seclusion was used.
Restraint	Any measure or condition used to immobilize or reduce the ability of a student to move his or her torso, arms, legs, or head freely.
Restraint & Seclusion	The use of both restraint and seclusion.
Seclusion	The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
<i>Definitions based on documentation from the U.S. Department of Education on Restraint and Seclusion.</i>	

**Clay Central-Everly Elementary School
Continuum of Strategies to Respond to Problem
Behavior**



Mav Badges



Nominee: _____
For

Nominated by: _____