

W.F. Killip Elementary School and Community Learning Center

Supporting Positive Behavior

S.M.A.R.T Handbook
2016 - 2017



Killip Cougars are....

Successful,

Mindful,

Achievers who are

Respectful &

Trustworthy

What is the S.M.A.R.T Program?

SMART is a school-wide, positive behavior support program that utilizes a broad range of systemic, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. SMART offers a set of **proactive** strategies for defining, teaching, and supporting appropriate student behavior to create a positive environment at Killip Elementary School.

The Mission of S.M.A.R.T

Our mission is to do whatever it takes to maximize **academic achievement** and **behavioral competence** of all students at Killip Elementary School.

We pledge to:

- Provide a positive and safe learning environment.
- Assist all children in achieving their personal best.
- Provide students with the knowledge and social skills to be successful at school, home, and community.
- Provide uniformity in expectations, reinforcement, and support for students by all staff.

Program Overview

SMART is comprised of a set of research-validated, proactive strategies for defining, teaching, and supporting appropriate student behaviors. It is implemented in all areas of the school, including classroom and non-classroom settings.

The SMART Program includes a set of practices and the development of systems which link the classroom to the school in order to promote a common language, vision, and experience among students, staff, and parents.



Practices

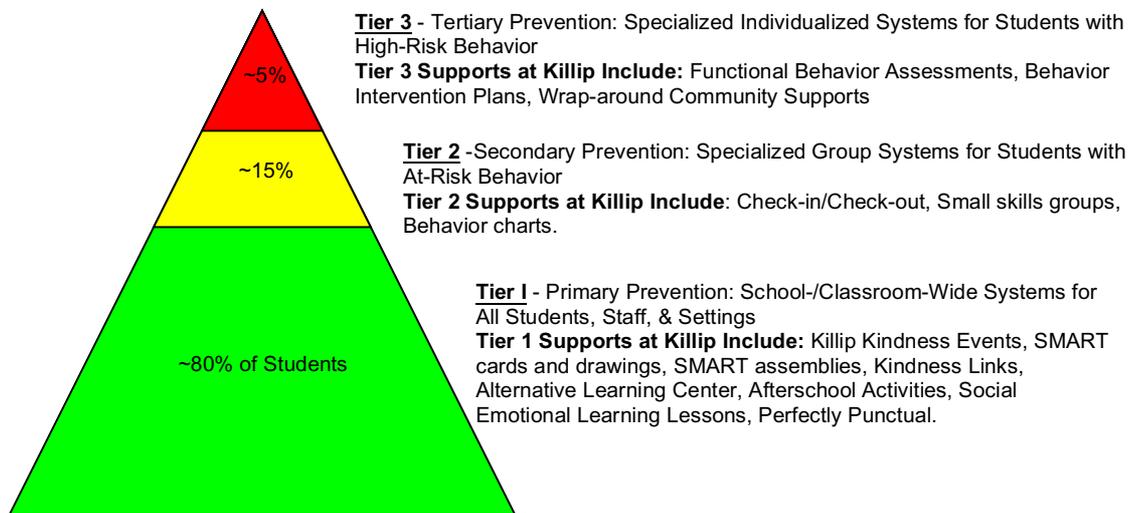
- Define behavioral expectations
- Teach expectations
- Monitor expected behavior
- Acknowledge expected behavior
- Correct behavioral errors
- Use data for decision-making

Systems

- Administrative Leadership
- Team-based implementation
- Defined commitment among staff
- Allocation of resources
- Budgeted support
- A decision-driven information system

SMART provides a seamless continuum of support for ALL students by utilizing a three-tier framework of intervention. It is expected that a vast majority of students will be successful with the instruction and support offered to the school and class-wide populations that makes up tier 1 supports. It is recognized, however, that some students lack certain skills and may need additional opportunities to learn behavioral expectations and develop social skills in small group settings. In this case, students would receive tier 2 supports. The framework also accounts for the few students who need more intensive support through individualized instruction and programming. These students would receive tier 3 supports. The leadership team charged with overseeing the SMART program, the PBIS Committee, along with the student’s teacher shall make data-driven decisions regarding the need for varying levels of support. The PBIS Committee will meet every 6 weeks for scheduled Behavioral Group Data Meetings throughout the school year. There will be separate meetings for the committee to make decisions based off of K-2 behavioral data and 3-5 behavioral data.

Three Tier Intervention Model



S.M.A.R.T Practices

1. Behavioral Expectations:

Killip Elementary School Students are....

Respectful, Mindful, Achievers who are Respectful and Trustworthy.

Being successful, mindful, an achiever, respectful and trustworthy are general behavioral expectations for every setting at Killip Elementary School. Specifically defined behaviors look different depending on the specific school setting. The following behavioral matrix outlines specific expectations for the various settings at Killip. You can find these behavioral expectations on signs posted throughout the school in the corresponding settings.

**W.F. Killip Elementary School
SMART Program: Behavioral Matrix**

	CLASSROOM	RESTROOM	HALLWAY	WATER FOUNTAIN	CAFETERIA	PLAYGROUND	COMPUTER LAB	AFTER SCHOOL
S	I follow directions the first time	I use an inside voice and keep it clean	I walk on the right	I stay in control	I walk, face forward and am patient in line	I have self-control	I follow directions the first time	I use safe behavior
M	I share and cooperate with others	I wait my turn	I keep it clean	I use my inside voice	I keep my hands, feet and objects to myself	I include others and share	I share and cooperate with others	I check in with an adult before leaving
A	I challenge myself	I take care of my bathroom business, wash, dry and leave	I face forward in a straight line	I take turns	I clean up my area	I am a good sport	I work hard and try my best	I follow directions the first time
R	I accept responsibility and encourage and respect others	I honor other's privacy	I use my inside voice and respect displays	I keep my personal space	I say please and thank you	I use kind words and encourage others	I keep my hands and feet to myself	I keep my hands and feet to myself
T	I keep my hands on my own property only	I use resources wisely	I stay calm and in control	I keep it clean	I take the correct amount of food	I am honest and report danger	I use equipment wisely	I use equipment wisely

SMART Motto: “As a Killip Cougar, I am a Successful, Mindful, Achiever who is Respectful and Trustworthy”

- 2. Teach Expected Behaviors:* Each teacher is expected to teach the behavioral expectations for all settings in the school through showing the SMART videos and coordinated lesson. Teacher will focus on one location per day on the scheduled day. An implementation schedule will be provided at the beginning of the year so that the dissemination of information to students is coordinated. Teachers will be handing out SMART Passports to students and will initial on each student's passport once they have watched the SMART video and participated in the lesson for that specific location. Once completed, SMART passports will be sent home with students to have the parents sign. They will be brought back to school for a small incentive. Sample lesson plans will be provided from the PBIS Committee, but generally include an introduction of the concept, an explanation of why it is important, an opportunity for practice or role play and the provision of feedback.

Each week the school will focus on a specific SMART expectation. Weekly SMART Goals with the specific expectation will be hung up in all locations within the school. SMART Goals will be announced on the loud speaker every morning and staff will be expected to go over the SMART Goals daily with their classes.

Teachers will be expected to provide follow-up instruction regularly throughout the year. Staff will reinforce instruction with appropriate modeling of behaviors, frequent discussion about expectations, and the use of various media, such as signs, posters, and pictures. A video of each of the eight major areas on the Behavior Matrix will be available on the school web-site for staff and families to access anytime throughout the school year.

The PBIS Committee will also run quarterly SMART Assemblies as follow-ups to teach behavioral expectations. These assemblies will take place between 11:00-12:10 (depending upon location of the assembly) on scheduled Fridays.

All students will receive monthly Social Emotional Learning Lessons during their scheduled FIT kids time. These lessons are a part of the Second Step Program, a research-validated social emotional curriculum for students grades Pre-K through 5. Lessons Will focus on: Empathy, Problem-Solving and Anger Management.

- 3. Monitor Behavior:* All staff will monitor for expected positive behaviors in all school settings. Appropriate levels of supervision are necessary. Components of active monitoring and supervision include staff movement, frequent interaction with as many students as possible, and constant visual and auditory scanning across the setting. The goal of this practice is to look for, and ultimately reinforce, students engaging in positive behaviors. It is critical that the duty staff are spread throughout the area, especially the playground. The yellow vests should be worn when on duty on the playground and where ever a person is assigned during morning/afternoon dismissal.
- 4. Acknowledge Appropriate Behavior:* All staff are expected to acknowledge positive behavior frequently. A ratio of 5 to 1 positive to negative contacts with students has been validated by research as an effective practice. Genuine verbal praise of any student in any setting should be implemented by all staff members. The structured acknowledgement system at Killip Elementary School centers on the delivery of "SMART cards" to students who behave positively. SMART cards are three-colored cards to be filled out and signed by the staff member, which acknowledge positive

behavior and may be redeemed by the student for additional rewards. The white copy is for students to put in the SMART Card bucket, which is drawn every Friday. The yellow copy is to be brought home to show families and the pink copy is to be given to the teacher to be used for the bi-monthly SMART Card store. Below is a copy of the SMART Card:



S.M.A.R.T. Card

Killip Cougars are:



Successful, Mindful, Achievers who are Respectful and Trustworthy

Name _____ Grade _____

Teacher _____

Was caught being SMART in:

Classroom Hallway Restroom Cafeteria FLEX Playground Specials

S.M.A.R.T. Behavior _____

Awarded By _____

The current schedule includes immediate, short, and long delay reinforcers:

Immediate:

- Verbal acknowledgement of target behaviors – name the behavior and give positive verbal acknowledgment.
- Use classroom management plan to show acknowledgement of target behavior-student clips-up, adds money to account, fills bucket, etc.

Weekly:

- Each adult on campus should strive to give at least **5 SMART CARDS a week** for exceptional displays of expected behaviors.
- SMART Card Student of the Week: Four students from grades K-2 and four students from grades 3-5 are drawn from the SMART Card buckets each Friday. They will receive a Cougar Paw pencil, certificate and get to pick a prize.

Bi-Monthly:

- SMART Card Store- Students will have the opportunity to use the pink copies of the SMART Cards they have earned as “money” at a scheduled SMART card store. The store will come to the Kindergarten and First grade classrooms at 12:00 pm on the scheduled day and will take place in the library for grades 2-5 at 12:30pm on the scheduled day.

Kindness Links:

- Killip Elementary School also acknowledges Random Acts of Kindness from students through the act of giving out a kindness link. These links can be given out by staff members or between students after an act of kindness is made.

Students write their name in the designated space on the kindness link and a description of the act of kindness can be written on the back. Links are hung outside of student's classrooms. Specified weeks throughout the school year classrooms have competitions on who can earn the most kindness links.

Perfectly Punctual Program:

- Killip Elementary School's "Perfectly Punctual" Program acknowledges those students and classrooms who are on time and all in attendance on a daily basis. Each classroom has a space on our school-wide Perfectly Punctual bulletin board. When a classroom is Perfectly Punctual a student will take down a dated clock and place it on their classroom's space on the board. Perfectly Punctual classrooms will be announced at the end of the day over the loudspeaker and incentives will be given out randomly. Once a classroom has reached eight days of being Perfectly Punctual they will receive a punch party.

5. *Correct Behavioral Errors:* Problem behavior is not to be ignored. Teachers shall continue to discourage and monitor for problem behavior. Strategies for managing minor problem behavior include planned ignoring, redirection, use of gestures or signals, and proximity. Before a behavior intensifies, a student may need additional support. Try giving additional space, allow for choices, arrange for some short-term relaxation activities, suggest an independent activity, allow for movement, and/or permit the student to engage in preferred activities.

When possible, the natural consequences that follow behavioral errors should be emphasized. When natural consequences are insufficient, use consequences that are a logical response to the behavior. Logical consequences should be related to the behavior, respectful of the student and class, reasonable, and revealed (discussed with the student.)

The use of a REFOCUS space in a classroom is a strategy that teachers use. These spaces located in every classroom offer students some space to calm down, while also offer the student time to reflect on problem behavior when completing a REFOCUS sheet. If the problem behavior continues after the student completes a REFOCUS sheet in the classroom, they will be asked to complete a REFOCUS sheet in an assigned buddy classroom's REFOCUS space.

Discipline referral forms are to be used to document behavioral errors of all students, and to refer a student to the Alternative Learning Center (ALC). Guidelines have been established in order to clarify what behaviors are to be handled in the classroom versus what is referred to the office. Refer to the Killip Elementary Behavioral Flow Chart for further guidance.

6. *Use Data for Decision Making:* Data collected from staff, students, and parents will be used for on-going program assessment. Discipline referral forms will serve as a primary source of data. Variables such as types of behavior, location of the occurrence, grade level of the student, etc. will be entered into our school discipline program SWIS. This data will be shared with all staff on a regular basis. The data will be used to make

decisions about needed changes to the overall program. In addition, data will be used to monitor the progress of the school as a whole and of individual students during Behavioral Group Data Meetings.

SMART Card Data will also be collected and shared with staff monthly. Data will include, location of SMART card, grade level and teacher name to ensure that SMART cards are being given out throughout the school setting.

Summary

SMART is a framework for supporting positive behavior throughout the school, and teaching social skills to the students who need them most. It accounts for all students in the school setting and consists of three levels or tiers of support.

Tier 1

The majority of students, about 80 – 85%, will be successful with only the first level of support. Tier I includes the following practices:

1. Defining expectations (***Successful, Mindful, Achievers, Respectful and Trustworthy***).
2. Teaching expected behavior & routines in all settings.
3. Monitoring all school settings for expected behaviors.
4. Acknowledging students for expected positive behaviors.
5. Correcting behavioral errors.
6. Using data to make decisions.

Tier 2

A small percentage of students, roughly 5 – 10%, will need additional instruction and support than is offered at the first level. These students will take part in a behavior education program that offers more intensive monitoring, and more regular feedback & reinforcement.

Tier 3

It is expected that 1 – 5% of students will need a very intensive and individualized behavior intervention plan. Any student requiring this level of support will require an assessment of the function of his or her behavior. A highly individualized plan of interventions will be designed in attempt to better meet the student's needs. An intervention team that includes the parents, an administrator, the student's teachers, and specialists from the school and community will assist in the assessment and the development of an intervention plan.

Your Killip PBIS Team acknowledges that any effective framework is dynamic. With experience and additional data, elements of the SMART Program are likely to evolve.