
PBIS UPDATE

March 5, 2004

SCHOOL-WIDE INCENTIVE SYSTEMS CONTINUING

Hallway and Cafeteria Incentive Systems

The incentive systems will continue in the coming months. Staff members should still be looking to give points in the hallways and in the cafeteria. We will be placing a **point-tracking sheet** in each cafeteria so duty staff can award points without having to go to the phone. Remember, specials teachers, assistants, specialists, secretaries and other non-classroom staff can give points for appropriate line behavior and cafeteria behavior.

More Clarification on Documentation Forms

The purpose of the documentation form is two-fold. First, the documentation form is a means by which staff members can document Level 1 behaviors that are chronic or any Level 2 behavior (refer to staff handbook). These behaviors do not require administrator involvement.

In addition, the documentation forms serve as a source of information about the function, frequency and duration of a behavior so that the administrative team can help assign interventions to a child. It is extremely difficult to start working with a parent about a chronic behavior if there is **no documentation** to support our concerns. *"I've never heard this was a problem. Why didn't someone tell me."* This is what we will often hear from parents if no documentation has been occurring. We can move past this if we have the documentation that shows a behavior has been ongoing and that the parent has been contacted on several occasions.

In addition, the administrative team doesn't know there is a problem until the documentation forms and referrals come in. As a reminder, if you would like to document a chronic Level 2 behavior or a Level 3 behavior, use a **Referral Form**.

We know that a percentage of students will not be successful with just school-wide and classroom behavior systems. We expect, based on averages from national data, that 15% of students will need some type of group system or simple behavioral support. Another 5% (high flyers) will need intensive, individualized behavior supports. The only way students get these supports is if the documentation forms and referrals help us determine which interventions are needed and for whom they are needed.

Suspension Data

	Entire 2002-2003 School Year			2003-2004 Year to Date		
	Events	Days	Students Contributing	Events	Days	Students Contributing
In School Suspensions	22	15.5	16	3	2.5	3
Out of School Suspensions	79	92	40	22	30.5	13

Referral and Documentation Data

The referral data for the school year is listed below in both chart and graph form and is compared to last year's data. The chart and first graph deal with this year's referral data compared with last year's. The second graph includes the Documentation Forms as well.

02-03	Total # of Referrals	Avg. # of Referrals Per Day	03-04	Total # of Referrals	Avg. # of Referrals Per Day
<i>Aug</i>	8	1.60	<i>Aug</i>	1	.20
<i>Sep</i>	54	3.00	<i>Sep</i>	24	1.26
<i>Oct</i>	72	3.79	<i>Oct</i>	29	1.45
<i>Nov</i>	94	5.53	<i>Nov</i>	34	2.00
<i>Dec</i>	56	4.67	<i>Dec</i>	23	1.35
<i>Jan</i>	48	2.67	<i>Jan</i>	30	2.14
<i>Feb</i>	42	3.23	<i>Feb</i>	4	3.82
<i>Mar</i>	92	4.60	<i>Mar</i>		

**As of February 27, 2004*

