

Universal Interventions (School-wide Positive Behavior Intervention System)

- **The 3 Bs**-Be Safe, Be Responsible, Be Respectful
- **Rules Round up**- School-wide teaching of the 3 Be's throughout the building. Teach all school settings to include: classroom, playground, cafeteria, rest rooms, hallways, am arrival and pm dismissal. School behavioral interventions also taught: cub pride tickets, etc and also referral system, take a break and opportunity room as a de-escalation. We teach expectations in the fall, winter and spring.
- **Pro Social Curriculum**- In class counseling and guidance lessons drawing lessons from Kelso's Choice, Second Steps, Be Cool, Steps to Respect, Talking about touch. Teachers modeling and teaching pro-social behaviors. Mr. Kelly PE teacher teaching pro-social skills as well.
- **Safe Touch Curriculum**- A district adopted personal safety curriculum that helps teach students about: Stranger Danger, safe touch, unsafe touch and unwanted touches. The program teaches students how to say no to inappropriate touching and to go tell a safe adult.
- **Cub Prides**- Positive recognition tickets that all Lynch staff give to recognize positive behaviors in the areas of: Being Safe, Being Respectful and Being Responsible. Each week two students are selected for each classroom and often by specialist for school-wide recognition and small material incentive in the main lobby (toy, etc.).
- **Character Traits**- Principal teaching character trait lessons during the school year to strategically teach character to our students. Students who exhibit these traits for the month are recognized in the Cub Pride section of the assembly and earn a Lynch Cub Pride Pin to be worn by the student. Teacher and all staff reinforce the Character Trait throughout the month as well.
- **Self-Managers**- 4th and 5th grade students at M.A. Lynch who have exhibited the highest level of the 3 Be's throughout the building in all settings during the school day. There is an application that starts with the students teacher and once a student exhibits all areas on the application then the classroom teacher signs application and is followed by specialist teachers, recess duty, cafeteria staff, bus driver, behavior room staff, attendance office, school counselor and principal. Once all sign their agreement the student turns in the application and is recognized with their Self Manager Medal at an assembly. These students make up the school student leadership group and get extra responsibilities and duties as well as privilege.
- **Conflict Managers**- Also called K.C./Kelso Helpers. These students get a specialized conflict manager training 4 to 5 hours to learn how to help students on the playground learn to solve minor or small problems. These students learn how to be active listeners

and how to guide others how to learn how to solve minor problems using Kelso's Choice or K.C. Choices.

- **Buddy Classroom-** A classroom of a differing grade level where a student can go to do work quietly. For example- 5th grade buddy classroom may be a first grade or kindergarten classroom. A place to where a student can go if there are not focusing in class an intermediate step often prior to needing to have a referral written.
- **Classroom Management System-** Each teacher submits in class management system/plan to the principal before the start of the year.
- **Prevention focus-**
- **4:1 ratio of redirects to positive reinforcement-** Four positive statements to one correction or negative statement.
- **Reinforcement is specific and related to the Three Bs-** Cub Pride tickets connected to our school rules: Be Safe, Be Respectful, Be Responsible. Character Traits help students learn character that connects to school rules. Self-Manager Program also ties directly to the school rules: 3 Be's.
- **Supervision coaching model-**
- **Self Manager weekly team lunch meetings-** Student leadership students eat lunch with principal and counselor to share things that are going well, challenges or things that may need to be improved and also their suggestions.

Selected Interventions (selected additional supports for 5-10% of student population)

- **Additional Classroom Support-** Teacher works with an Educational Assistant.
- **CICO (Check In/Check Out)-** A school-wide program for students that are starting to engage in problem behaviors. The goal of the program is to prevent students who are acting out from escalation and provide them with more frequent feedback on their behavior. Students on the program carry a CICO sheet and are scored throughout the day as they monitor their progress along with their teacher. At the end of the day students can earn a prize if they have earned enough points or bank up their points for bigger prizes. This program aims to transition students out of the "Yellow Zone" back into the "Green Zone" for a sustained period of time and then back to more regular positive incentive programs that are school-wide.
- **Buddy Classroom-** A partner classroom that provides an opportunity to build cross-age relationships and mentors. They can serve as an intervention because typically when a student is in a less familiar and cross-age classroom behaviors will cease.
- **Counseling Groups-** Small group counseling that can help students develop social skills.

- **Take-A-Break-** Students may be sent to the Behavior room for a Take-A-Break. This strategy may be used to prevent an escalation in behavior. During the Take-A-Break staff will debrief with the student, develop a Plan for Success (plan for re-entry into the classroom). Students may do a quiet activity and work on becoming “re-focused”. Take-A-Break may even be scheduled into an Individual Behavior Support Plan (see above).
- **Adult Mentors-** Watch DOG Program to help get safe dads in the building and on campus as mentors for students. Watch DOGS are trained in school rules and expectations. Foster grandparent program to get additional adult mentors in the building, also specifically trained. COPY program mentors as well for adult mentors for students with incarcerated parents.
- **Supervision Coaching Model-**
- **Rti II Meetings-**
- **Soft Start-** Students on Soft Start check into the Behavior Room in the morning when they arrive at school. They may choose a quiet activity and/or eat breakfast. Staff discusses the day ahead and encourages the student to have a great day.
- **Social Groups-** Small group mentoring that can help students develop social skills.
- **Individual Counseling-** 1 on 1 counseling with school counselor.
- **Structured Lunch-** When students struggle with behavior during lunch in the cafeteria or at lunch recess on the playground they may be placed on structured lunch, i.e. eating lunch/having recess in the behavior room or with a student mentor.

Targeted Interventions (targeted additional supports for 1-5% of student population)

- **Individual Behavior Support Plan-** Individualized Behavior Card that is developed by a team including student’s Teacher, Specialists, Behavior Room staff, Counselor, Principal, and Parents. Goal(s) are clearly defined to address specific behavior concerns (i.e. stay on task, safe hands and feet). Students on the program carry an individualized behavior plan sheet and are scored throughout the day as they monitor their progress along with their teacher. At the end of the day students can earn a prize if they have earned enough points or bank up their points for bigger prizes. This program aims to transition students out of the “Red Zone” back into the “Yellow Zone”, and then to the “Green Zone” for a sustained period of time and then back to more regular positive incentive programs that are school-wide.
- **Soft Start-** Students on Soft Start check into the Behavior Room in the morning when they arrive at school. They may choose a quiet activity and/or eat breakfast. Staff discusses the day ahead and encourages the student to have a great day.

Glossary of Positive Behavior Intervention System (PBIS) Terms at M.A. Lynch Elementary

- **Project Success-** Project Success aims to help certain students who may need more understanding and practice on working together with others in a positive manner, developing safety skills, respect for self and others, positive communication, cooperation, and conflict resolution through movement that activates the frontal lobe of the brain and increases executive functioning.
- **Playground Mentors-** Students who struggle with social/behavior issues during recess are paired with a member of the student leaderships. Leadership students model ways to Be Safe, Be Respectful, and Be Responsible during recess.
- **Take-A-Break-** Students may be sent to the Behavior room for a Take-A-Break. This strategy may be used to prevent an escalation in behavior. During the Take-A-Break staff will debrief with the student, develop a Plan for Success (plan for re-entry into the classroom). Students may do a quiet activity and work on becoming “re-focused”. Take-A-Break may even be scheduled into an Individual Behavior Support Plan (see above).
- **Limited Transitions-**
- **Shortened day-** Student may have a shortened school day, where they only attend for a limited amount of time (i.e.-an hour in class a day).
- **Structured Lunch-** When students struggle with behavior during lunch in the cafeteria or at lunch recess on the playground they may be placed on structured lunch, i.e. eating lunch/having recess in the behavior room or with a student mentor.
- **Picture Calendar-** Student is provided a picture calendar visual aid to help them learn and transition throughout their schedule in the school day.
- **Ready/Not Ready-**
- **First Steps-** Program run by High Desert ESD that targets support to students and parents of students ages kindergarten through second grade. Program uses a visual card cuing system to teach children pro-social skills such as being on task and following teachers directions (green, yellow, red card).
- **BIC/Options-** Programs run at Brown Education Center for students that need intensive behavior supports. Both are half day programs BIC for regular education students and Options for students on IEP’s. This is a time limited 60 day program that intensively teaches students pro-social behaviors and helps transition a student back full time to their regular school.
- **Mental Health support-** Deschutes Mental Health provides counseling support for students experiencing mental health struggles. Students need to be on the Oregon Health plan. Students not on OHP are referred to a private panel therapist that the families insurance covers.
- **1:1 Counseling-** Individualized counseling with school counselor.

Glossary of Positive Behavior Intervention System (PBIS) Terms at M.A. Lynch Elementary

- **Groups-** Small Group Counseling that can help students develop social skills and process life events that are impacting a child's ability to do well in school. Level one groups focus on friendship skills, while level two groups focus on group therapy.
- **Adult Mentor-** Safe supportive adults that have been background checked and trained on how to best support students in the school. Staff do help supervise these mentors.
- **Supervision Coaching Model-**
- **RTI II Team Meetings-**
- **SST Meetings-** Student Support Team Meetings are called when a student is experiencing struggles in academic, behavior and social emotional skills. The team meets Tuesday after school. Team members include: parent, teacher, principal, counselor, school psychologist, speech-language pathologist, other specialists and in some cases the student.
- **IEP Team Meetings-** Team including Principal, General Education Teacher, Special Education Teacher, and Parents meet to review students Individual Education Plan, discuss; goals, concerns, needs, and progress.
- **PLC III Team Meetings-** Team including Principal, counselor, behavior room staff, Special Education, and P.E. Teacher meet and review all "Red Zone" students and how they are doing on current interventions to make a determination to continue, change, or transition off of interventions. Team may also decide to discuss new students and concerns.
- **CPI Team Meetings-** Team of CPI trained (Non-Violent Crisis Intervention/ Restraint) staff meet 1 a month to review any restraint situations since the last meetings, review protocols, and practice strategies and techniques.
- **Restraint Debrief Meetings-** Following a child restraint or seclusion our CPI team will meet to debrief the incident. Team will look at any triggers, the sequence of events, talk about any ideas of ways of proactively intervening so situation doesn't occur again or if it does ways to intervene without needing restraint and seclusion. Parent is always notified if there is a restraint and included in problem solving event.