



## GNETS of Oconee

### Description of School-Wide Positive Behavior Support

#### School Culture

At GNETS of Oconee, we continue to build a positive school culture that supports both academic and social success. Our program is founded on the belief that positive relationships with students are essential in helping students grow and achieve. We believe that students need to have direct instruction and practice in social skills. We believe that students can best grow in an emotionally and physically safe environment.

#### Early Identification and Prevention of Problem Behavior

- Students can tell you what is expected of them & give example of being acknowledged
- Positive adult-to-student interactions exceed negative
- Function based behavior support is a foundation for addressing problem behavior.
- Data- & team-based action planning & implementation are operating.
- Administrators are active participants.
- Full continuum of behavior support is available to all students

#### Common Approach to Discipline

##### Encouraging Positive Behaviors

- **Behavior Progress Monitoring** – Each student has a weekly progress monitoring report where points are earned for positive behaviors demonstrated. 3=Green; 2-1=Yellow, 0=Red. Points throughout the day in each of the subject areas (bus, morning, math, reading, lunch, science, social studies, exploratory) and tallied/averaged at the day's end for an overall color.
- **Discipline Flow Chart** - This was established to insure that appropriate behavior supports are in place for students who misbehave. Students are first given a warning and taught the expectation/ rule. If the behavior continues, points are deducted and so on (see Discipline Flow Chart). Students with minor or major incidents will be referred to an administrator for consequences which will vary depending on the incident (lunch detention, call to parent, behavioral contract, role-plays and social skills teaching are some examples).
- **Positively stated expectations for all students and staff** – GNETS Schoolwide Expectations are: **“I am Respectful, I am Responsible, and I Care about Others.”** See GNETS of Oconee Expectations and Rules for explanation of rules for all expectations.
- **Procedures for teaching the expectations** – Teachers directly teach the expectations using the attached lesson plans.
- **Encouraging Positive Behaviors** – GNETS of Oconee has several positive opportunities to encourage appropriate behaviors as outlined below:

Activity	Details																		
<b>Awards Ceremony</b>	Held monthly to honor students making academic and behavioral progress. Students earn treats following the awards ceremony in addition to certificates.																		
<b>Student of the Month</b>	The student of the month is honored at the Awards Ceremony and also with a "Student of the Month" Luncheon held with the Director. Certificates will have a narrative from the teacher about the student's specific traits.																		
<b>Student of the Week</b>	Features student's picture on lunchroom bulletin board for every class. Classroom will have incentives that go along with student of the week.																		
<b>Classroom Character Chains</b>	<p>Administrators (Wolf, Brundage, Robinson) can award one class a day with a Classroom Character Link which will lead to the following incentives:</p> <p>Classroom Character Links (Large paper links with character traits)</p> <table border="1" data-bbox="461 613 1385 928"> <tbody> <tr> <td data-bbox="461 613 716 646">60</td> <td data-bbox="716 613 1385 646">Field Trip</td> </tr> <tr> <td data-bbox="461 646 716 680">50</td> <td data-bbox="716 646 1385 680">Picnic at the park</td> </tr> <tr> <td data-bbox="461 680 716 714">45</td> <td data-bbox="716 680 1385 714">Make a PBS Movie</td> </tr> <tr> <td data-bbox="461 714 716 747">35</td> <td data-bbox="716 714 1385 747">Kickball against staff or another class</td> </tr> <tr> <td data-bbox="461 747 716 781">30</td> <td data-bbox="716 747 1385 781">Ice cream party</td> </tr> <tr> <td data-bbox="461 781 716 814">25</td> <td data-bbox="716 781 1385 814">Pizza Party</td> </tr> <tr> <td data-bbox="461 814 716 848">15</td> <td data-bbox="716 814 1385 848">Popcorn and a Movie</td> </tr> <tr> <td data-bbox="461 848 716 882">10</td> <td data-bbox="716 848 1385 882">Play Board Games</td> </tr> <tr> <td data-bbox="461 882 716 915">5</td> <td data-bbox="716 882 1385 915">Extra Recess</td> </tr> </tbody> </table>	60	Field Trip	50	Picnic at the park	45	Make a PBS Movie	35	Kickball against staff or another class	30	Ice cream party	25	Pizza Party	15	Popcorn and a Movie	10	Play Board Games	5	Extra Recess
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<b>Courage Club</b>	Monthly courage clubs will be held on designated Fridays where students will get to sign up for various clubs such as chess club, outdoor games, board games, movie club, spa club, exercise club, sewing club, arts and crafts etc.																		

### Discouraging Rule Violating Behaviors

The Discipline Flow Chart outlines the procedures for handling rule violations. When a student is written up with a minor or major referral, the data goes into SWIS (School-Wide Information System). Data is collected and reviewed school-wide on a bi-monthly basis with the PBS Leadership Team. GNETS of Oconee is going to use the CLEAR Model for Treatment Planning. This model is part of the Response Abilities Pathways curriculum that looks at connecting, clarifying and restoring the student's natural abilities to restore courage and build bonds of respect. Student-specific data is reviewed by the Treatment Team on a monthly basis for every student. The individual student report from SWIS as well as progress monitoring information is reviewed by treatment teams to determine other supports that can be implemented.

## Social Skills Instruction

The following 16 Social Skills are directly taught to students a week at a time and as situations dictate.

Introducing Yourself	Greeting Others	Giving a Criticism	Giving Compliments
Following Instructions	Getting the Teacher's Attention	Saying "No"	Accepting Compliments
Accepting a Criticism	Asking For What You Want	Saying You're Sorry	Offering to Help
Accepting "No"	Disagreeing	Talking With Others	Reporting to the Teacher

In addition to the Social Skills, the following Character Education Words are taught as well:

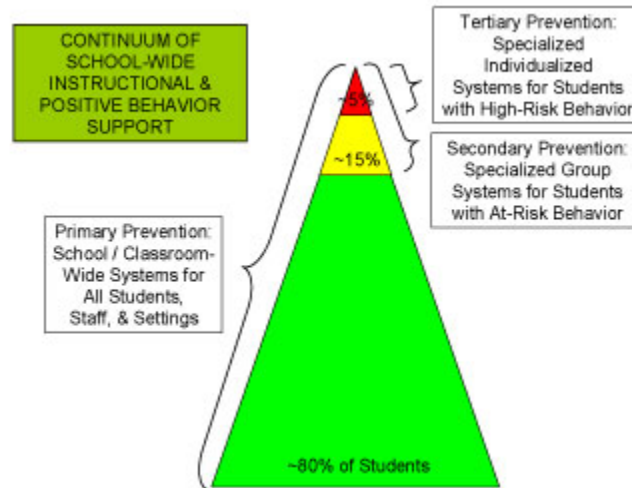
- **Responsibility**  
Being accountable in word and deed. Having a sense of duty to fulfill tasks with reliability, dependability and commitment.
- **Perseverance**  
Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure.
- **Caring**  
Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.
- **Self-discipline**  
Demonstrating hard work controlling your emotions, words, actions, impulses and desires. Giving your best in all situations.
- **Citizenship**  
Being law abiding and involved in service to school, community and country.
- **Honesty**  
Telling the truth, admitting wrongdoing. Being trustworthy and acting with integrity.
- **Courage**  
Doing the right thing in face of difficulty and following your conscience instead of the crowd.
- **Fairness**  
Practicing justice, equity and equality. Cooperating with one another. Recognizing the uniqueness and value of each individual within our diverse society.
- **Respect**  
Showing high regard for an authority, other people, self and country. Treating others as you would want to be treated. Understanding that all people have value as human beings.
- **Integrity**  
A firm adherence to a code of especially moral or artistic values. Being honest, trustworthy and incorruptible.

## Data for Decision-Making

- Early identification and prevention of problem behavior takes place through treatment planning and PBS Leadership Team review of SWIS data.
- Social skills and expectations are directly taught to all students.
- The three-tiered continuum of behavior support practices in order to prevent problem behavior is in place (see below). While all of the students at GNETS of Oconee have severe emotional and behavioral problems, we still use this continuum of school-wide instructional and positive behavior support. The severest of our students fall in the top 5%. We also use the county interagency team process to assist in providing community support to these students with significant needs.

- Data is used regularly for decision-making in all aspects of our program. Progress monitoring in reading and math occurs as well as behavioral progress monitoring.

## Continuum of Behavior Support



## GNETS Student Rights and Responsibilities

Each student has the right to:

- be treated with kindness and caring
- learn without interruptions
- have their positive behavior recognized
- go through every day free of “put-downs” and verbal abuse
- the safe-keeping of his/her belongings
- be protected from physical harm from others
- know what is expected of them at all times in every area of the school
- have their concerns heard
- have cultural differences respected

Each student has the responsibility to:

- attend school regularly
- behave appropriately in school, on the buses, and at school activities
- treat others with dignity, worth, and respect
- make an honest effort to learn
- treat others as he/she would like to be treated
- act and speak so that the feelings of others are not hurt
- follow the rules, regulations, and directions
- respect school property and the property of others

## Summary

In summary, GNETS of Oconee is a school where the culture is a warm, friendly, and open atmosphere. Students and staff are recognized for their positive contributions. Expectations, rules and procedures are directly taught to students so that they know exactly what is expected of them. Discipline is fair and follows a continuum of support so that students always have the opportunity to make better decisions. Staff and students develop positive relationships and social skills are taught regularly. Manners are also directly taught.

The school day is scheduled so that there is maximum time for instruction. Walk-through observations are regularly conducted by peers and administrators to give feedback to students as well as staff.

Students exhibiting emotional crisis are treated at all times with respect and dignity. Staff remain professional and calm, with the ever present goal of helping the student develop appropriate social skills.

Parents are supportive and teachers regularly communicate on the progress of their students.

The Community is also supportive... coming in for guest lectures. Fundraising efforts are also supported by the community.

At GNETS of Oconee, we all **STRIVE** – using **s**trength-based **t**echniques to **r**estore **i**ndependence, **v**irtue and **e**xcellence!

