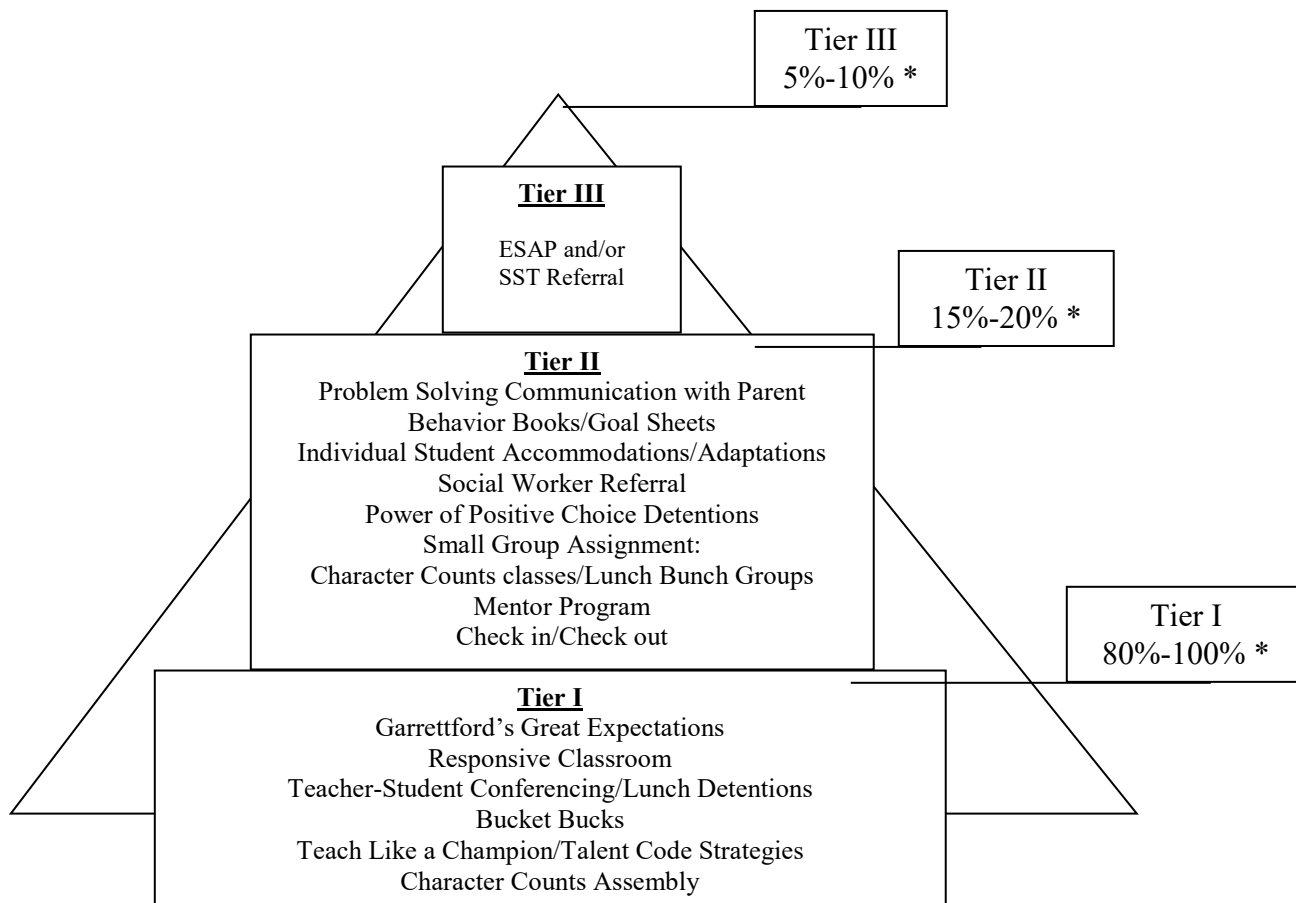


# Positive Behavior Intervention & Support System

## Behavior Pyramid

### Garrettford Elementary School



\*- Average expected percentage of student body in Tier according to PBIS literature

**Tier 1 Interventions:** *Benchmark Interventions* provided to entire student body

**Tier II Interventions:** *Strategic Interventions* for students dependent upon need

**Tier III Interventions:** *Intensive interventions* for students dependent upon need

Our goal is for all students, including those with specialized education plans, to achieve behavioral success as a result of Tier I initiatives. However, it is expected that there will be students in need of more individualized and intensive interventions. Students will progress from one tier to the next based on a demonstrated lack of positive response to interventions in the previous tier. Data that supports students moving to a more intensive level of intervention will be derived from discipline referrals for violation of UDSD Elementary Code of Conduct, an ongoing pattern of not adhering to the Garrettford's Great Expectations, and/or parent request. Parent contact is necessary before more intensive interventions are put into place. Regular parent contact and frequent in-person meetings are crucial to maintaining a strong home-school connection and a joint problem-solving approach.

There are rare circumstances under which a student will be moved directly to Tier III interventions. They are as follows: both an indicated finding of bullying and a Level IV violation of the UDSD

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Elementary Code of Conduct will result in the student being referred for an SAP assessment. This will be conveyed to the parents during the post-suspension conference.

**Tier 1 Interventions:**

**Interventions that are to be provided to the entire student body**

***Garrettford's Great Expectations*** delineates expectations for student behavior across all school settings. The behavior matrix emphasizes our three "B's": Be Respectful, Be Responsible, Be Safe. Instruction in the four "B's" is incorporated into the Upper Darby Storytown Pacing Guide and is discussed, modeled, practiced and reviewed through out the year.

***Responsive Classroom:*** This is a widely used, research-based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills and leads to higher quality instruction through the establishment of a normative culture and a positive climate. Which include; Morning meeting, closing circle, positive teacher language and guided practice.

***Bucket Bucks:*** Students are given Bucket Bucks when they are observed demonstrating behavior that exemplifies Garrettford's Great Expectations. A "Buck" is given to the student to save so that they may "purchase" classroom prizes or building level prizes.

***Teacher-Student Conferencing/Lunch Detentions:*** Teachers use this time to discuss a situation in greater detail with a student. The discussion is used as a teachable moments to increase participation in Garrettfords Great Expectations.

***Teach Like a Champion/Talent Code:*** This includes Non-Negotiables like 100% Silent in the hallways, Tight to the right, Fix it, STAR signals, Voice Volume.

**Tier II Interventions:**

**Students who do not respond to Tier I instruction, as evidenced by behavioral data, will move into one or more of the following Tier II interventions.**

***Problem Solving Meeting with Parent:*** Parents will be invited in to meet with the classroom teacher, social worker to create a more individualized plan to assist the student in achieving and maintaining positive behaviors.

***Behavior Books/Goal Sheets:*** The Social Worker/Lead Teacher, in consultation with the classroom teacher, will develop a Behavior Book/Goal Sheet that is maintained by the Social Worker/Lead Teacher. Goals will be chosen that address an area of need as identified through data collection. Goals should be revisited after a three-week period.

***Individual Student Accommodations/Adaptations:*** Specific and deliberate adaptations/accommodations can be made to assist a student in achieving and maintaining positive behaviors.

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***Social Work Referral:*** A referral will be made to the Social Worker to allow for additional services to be made available to the student.

***Power of Positive Choice Detentions/Reflections:*** Classroom teachers and other faculty members utilize conferencing with the students and Morning/Lunchtime reflections as an opportunity to address expectations for behavior. Restorative practice questions are used to focus the conferencing.

***Mentor Program:*** A building faculty member will meet weekly and check-in with student to encourage positive behavior.

***Check in/ Check out:*** A student with a behavior book will check in/check out with the Lead Teacher or Social Worker daily to monitor and tract expected behaviors.

***Small Group Assignment:***

***Lunch Bunch Groups:*** Small group, 6 week intervention with the Social Worker during lunch, which focuses on teaching coping skills and social skills.

***Character Counts!:*** The six pillars of the Character Counts! program will be taught by Special's teachers over a period of six weeks. Each week will focus on one of the six pillars of character: Trustworthiness, Fairness, Caring, Responsibility, Respectfulness, and Citizenship.

***Tier III Interventions:***

**Students who do not respond to Tier I or Tier II instruction as evidenced by behavioral data, will move into one or more of the following interventions.**

***Elementary Student Assistance Referral (ESAP):*** Extensive documentation is gathered as to the student's academic and behavioral performance. The family is offered an opportunity to meet with an independent evaluator for the purposes of identifying gaps in services/learning and to determine appropriate services.

***SST Referral:*** Students who do not respond to strategic tiered interventions will be brought to the attention of the Student Support Team. The team will analyze the student's behaviors and academic progress.