

# Positive Behavior Interventions and Supports (PBIS)

## Mount Nittany Elementary School: Faculty Handbook

2023-2024

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## I. What is PBIS?

PBIS is an example of a Multi-Tiered System of Support (MTSS) framework, that focuses on social-emotional and behavioral prevention and intervention to meet the needs of **all** students. Please review the information presented from the Center on PBIS [here](#).

## II. Tier 1: Universal Prevention

### **Positive Reinforcement System**

Mount Nittany Elementary School has a School Wide Positive Behavior Support system in place that is focused on teaching and reinforcing expected behavior at all grade levels.

Our school expectations are:

**WE ARE RESPONSIBLE**  
**WE ARE RESPECTFUL**  
**WE ARE SAFE**  
**WE ARE READY TO LEARN**

### **PBIS Mission Statement:**

At Mount Nittany Elementary, we strive to create a positive and equitable community for all students, staff and families. We teach and model respect, responsibility, and safety throughout our learning environment to ensure all students are ready to learn.

Staff members have designed lesson plans that teach our students how to apply these skills in various settings around the school, such as in the classroom, in the hallways, on the playground, in the cafeteria, on the school bus, in the bathrooms and more. We have reinforcement systems in place to encourage positive behaviors and an office referral system that tracks undesirable behavior.

Expectations are taught to every student at the beginning of each school year and reviewed/re-taught throughout the year. Staff members will model positive behaviors for the students. PBIS Expectations posters are displayed in classrooms and in all common areas of the school. Students also receive additional lessons targeting social and emotional growth throughout the school year.

### **Orienting New Faculty/Staff on the Core PBIS Practices**

All new faculty/staff will meet with their induction mentor (e.g., teachers) or classroom teacher (e.g., paraprofessionals), as well as the PBIS Tier 1 Coach, to review (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. New employees will be given copies of this faculty handbook and PAWS tickets. For more details, please refer to [New Staff Introduction to PBIS](#).

### **PAWS Tickets/Weekly Classroom Drawing:**

Students are acknowledged for displaying expected behavior by all members of the school staff. When a student is “caught” displaying expected behavior, they are given behavior-specific praise and a “PAWS” ticket. There are different reinforcement selections available on classroom and school-wide menus. Classroom teachers and specialists may also use the tickets in creative ways in their own classrooms. In addition to the students, faculty also receive acknowledgements.

### **Classroom Tickets/Ticket Wreaths:**

There are also whole-classroom tickets that can be earned by a class as a group. These tickets are earned when a class demonstrates expected behavior. The teacher will use these classroom tickets, at their discretion, to reinforce the whole class for positive behavior. Use of a 10-ticket wreath, for example, is optional and can be used to deliver a whole-class reinforcer when it is filled.

### **School-Wide Trimester Rewards:**

Tickets will also be used to work towards all-school rewards three times per year, such as a movie and popcorn in the all-purpose room, a winter carnival, or a special assembly. These assemblies are designed to celebrate our whole school and recognize the effort that students make to create a positive school environment. These whole-school rewards occur after the “fishbowl” has been filled with PAWS tickets.

### **Staff Incentives:**

Staff names will be pulled from PAWS tickets in the fish-tank. The more behavior specific praise you provide to your students, the more likely your name will be drawn for acknowledgement.

### **Universal Social-Emotional Learning (SEL)**

Social-Emotional Learning (SEL) is a critical component to our PBIS Tier 1 preventive framework. The Second Step curriculum is taught universally to all students K-5. Second Step at the elementary level is a “universal, classroom-based, social-emotional learning curriculum for Kindergarten–Grade 5 that nurtures children’s social-emotional competence and foundational learning skills.” - Second Step, 2020. SEL skills from Second Step are

integrated into our PBIS matrices and should be reinforced when utilized by students. To learn more, visit their [website](#).

## **Restorative Practices**

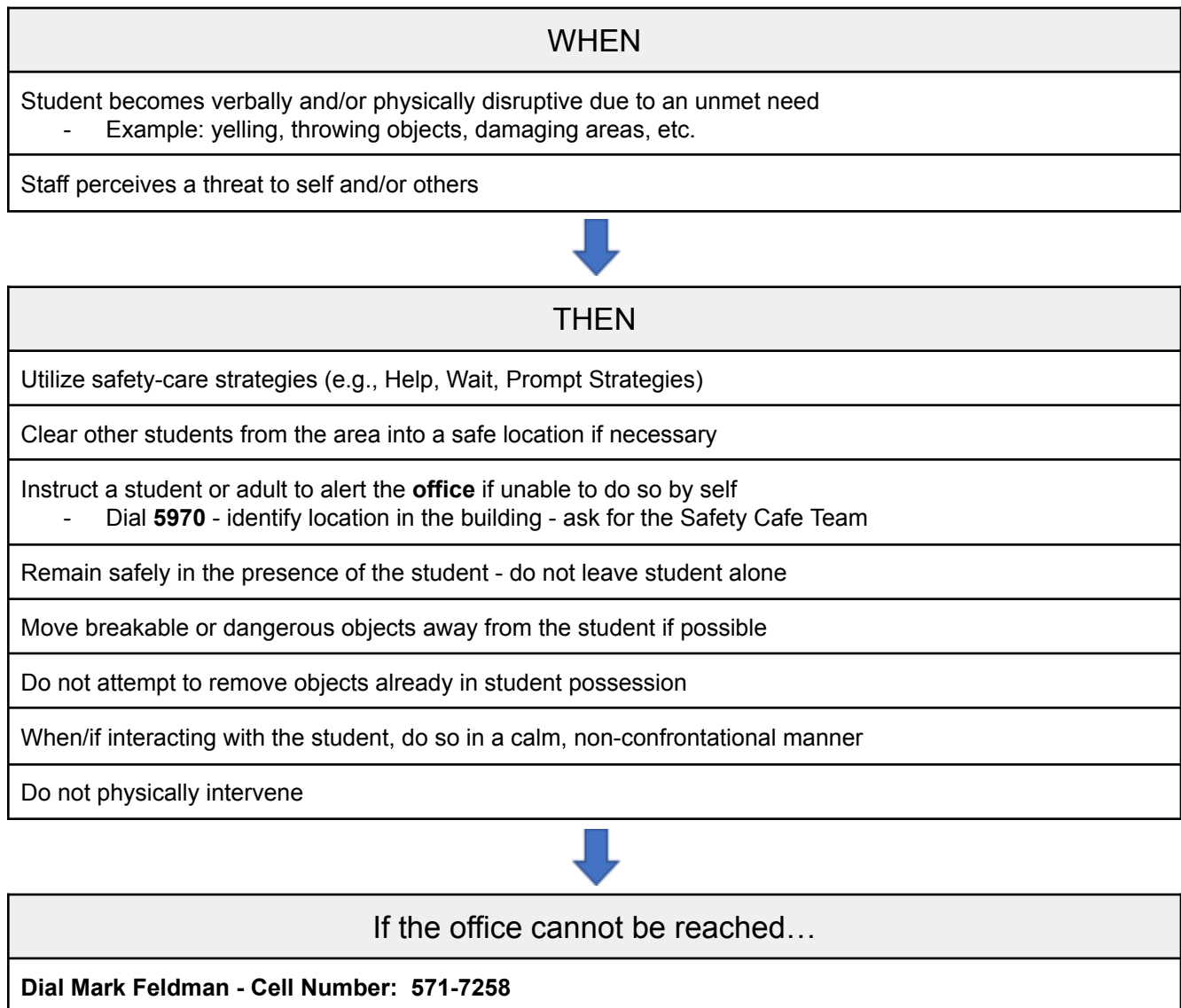
Restorative based practices are integrated into our universal (Tier 1) PBIS framework as well. To learn more, visit their [website](#) and this helpful handout about running circles by tier.

## **Behavior Management/Consequence System (SCASD Code of Conduct)**


Please refer to the link below:


[\*\*SCASD ELEMENTARY CODE OF CONDUCT\*\*](#)

## Responding to Disruptive Behavior




# Witnessing Disruptive Behavior


WHEN
A student unexpectedly comes into your classroom or you witness a crisis in the hallway and do not know the student or the student's plan

THEN
Defer to the adult with student for next steps (they will be in the lead if/when safety care is needed) and will follow the student's plan
Check in with adult using thumb signals, not the child
Ignore the behavior if adult indicates it is safe and feasible to do so



**Thumbs Up** = I'm good. You may continue on your way.



**Sideways Thumb** = Please stay and monitor the situation or call the office to make them aware of the situation so that someone can be prepared to assist. I'm good right now but will likely need some support.



**Thumbs Down** = I need immediate assistance. Please directly call the office and tap in if possible.

**If the student is not with an adult, THEN...**  
Call main office immediately and keep eyes on student

## School-Wide Expectations Matrix

Where?	RESPONSIBLE	RESPECTFUL	SAFE	READY TO LEARN
<b>Everywhere</b>	<p>Follow directions quickly the first time</p> <p>Accept responsibility for your actions and apologize and make amends if needed</p> <p>Clean up after yourself</p>	<p>Use appropriate language, tone, and volume</p> <p>Show compassion, kindness, and empathy to others</p> <p>Work together to solve problems</p> <p>Be respectful of school property</p>	<p>Keep hands, feet, and objects to yourself</p> <p>Keep your body in a safe space</p> <p>Follow emergency procedures</p> <p>Report problems or dangerous situations to an adult immediately</p>	<p>Stop, name your feeling and calm down when you are having a strong feeling</p>
<b>Classroom</b>	<p>Ask for help when needed</p> <p>Use materials appropriately</p>	<p>Raise hand and wait to be called on to speak</p> <p>Be flexible</p> <p>Be open to others' ideas and respond appropriately (e.g., accountable talk)</p>	<p>Use classroom furniture and materials the way they are intended to be used</p>	<p>Have materials and space organized</p> <p>Voice quiet, eyes watching, ears listening, and body still</p>
<b>Bathroom</b>	<p>Flush the toilet, wash your hands, and put trash in trash can</p>	<p>Respect the privacy of yourself and others</p>	<p>Wait your turn</p> <p>Use equipment and supplies as intended</p>	<p>Use the bathroom quickly and return directly to class</p> <p>Use only when necessary</p>
<b>Hallway</b>	<p>Be prepared with materials to travel to next location</p>	<p>Be considerate of other students' learning</p>	<p>Walk at all times, face forward, and stay to the right</p> <p>Take stairs one step at a time</p> <p>Stay together with class or group</p>	<p>Travel to designated areas quickly</p>
<b>Playground</b>	<p>Use problem solvings steps before asking a teacher for help</p>	<p>Agree to rules before playing games</p> <p>Use fair ways to play (sharing, trading, taking turns)</p>	<p>Remain in designated areas where teachers can see you</p> <p>Use playground equipment appropriately</p>	<p>Line up quickly</p> <p>Calm your body to be ready to learn when entering the building</p>
<b>Cafeteria</b>	<p>The lunch you choose in the morning is the lunch you will receive</p> <p>Only touch and take the food you plan to eat</p> <p>Keep the table and floor around you clean</p> <p>Put silverware in the wash pan</p> <p>Make sure all trash is placed into the trash cans</p>	<p>Keep your food on your tray</p> <p>Eat only your own food</p> <p>Use partner talk (2) with students at your table that are next to and across from you</p> <p>Maintain a personal space bubble. Keep hands and feet to yourself</p>	<p>Remain seated with your knees under the table and your body facing across the table</p> <p>Raise your hand to ask permission to leave your seat.</p> <p>Remain in the same seat for the entire lunch period</p>	<p>As you line up, practice a calming strategy (e.g., belly breathing) and switch your thinking to be ready to learn</p> <p>Leave the cafeteria with voices off (0) and walking feet</p>
<b>Bus</b>	<p>Walk to your bus quickly and quietly, with all of your materials that need taken home</p> <p>Check your seat before getting off the bus and take all of your materials with you</p>	<p>Use a conversational voice to talk with people beside you</p>	<p>Stay in your seat on your bottom, facing forward</p> <p>Be considerate of your bus driver so they can focus on driving</p>	<p>Calm your body to be ready to learn when entering the building</p> <p>After getting off the bus, travel to designated areas quickly</p>



## School-Wide Expectations: Lesson Plan Example

School-Wide Expectations Lesson Plan Template
<p>This lesson plan was adapted from the <a href="#">Center on PBIS Positive Behavioral Interventions &amp; Supports</a>. The lesson plan below is intended to be used as a framework to teach school wide expectations. Explicitly teaching the expected behaviors using the matrices supports universal language and consistent expectations for all students. All of the matrices can be found in the <a href="#">Tier 1 folder</a>.</p> <p>If you are looking to create your own lessons or for reteaching opportunities, here is a <a href="#">list</a> of book suggestions that can be found in the MNE library.</p>

1. Identify the desired behavior
Students will be responsible, respectful, safe, and ready to learn in (insert the matrix that will be taught).
2. Discuss a Rationale for Teaching Expectations
Discuss the rationale as to why following school wide expectations is important by using a restorative circle approach. <a href="#">Linked here</a> is a list of different questions that can be used when teaching any of the matrices.
3. Identify examples and non-examples of the desired behavior
Students can help generate a list of both examples and non-examples of expected behaviors. You can also discuss what the expected behavior would look/sound like as well as what it would not look/sound like.
4. Practice/Role Play Activities
<ol style="list-style-type: none"> <li>1. Model expected behaviors (I Do): Explain to students that you will be sharing two different scenarios. <i>These scenarios can be created by individual teachers/grade levels to differentiate to the grade level of students you are working with.</i> In one scenario, student(s) will be following expectations and in the other scenario they will not be. After sharing the scenarios, explain to the class the rationale for the scenario that was chosen as the one that followed expectations.</li> <li>2. Lead students through behavior (We Do): Present two new scenarios. Students will discuss which scenario is an example of the expected behavior.</li> <li>3. Check for understanding (You Do): With a peer, students are asked to come up with their own scenario. Student groups will act out expected behavior. Teachers and other students will provide feedback to peer groups. Students listeners can share what they observed students doing that was responsible, respectful, safe and ready to learn.</li> </ol>
5. Provide Opportunities for practice
<p>Listed are several different strategies that can be used to give students opportunities to practice what they have learned.</p> <ul style="list-style-type: none"> <li>• Teacher created skits or scenarios</li> <li>• Teacher modeling expected behavior</li> <li>• Recognizing students who display expected behavior</li> <li>• Read Alouds (listed <a href="#">here</a> are book suggestions)</li> <li>• Games (create a Kahoot or a Bingo game)</li> </ul>

## School-Wide Positive Behavior Support

### Handout for Guest Teachers

Thank you for being a Guest Teacher at Mount Nittany Elementary School today! MNE has a School-Wide Positive Behavior Support system in place that focuses on teaching and reinforcing expected behavior at all grade levels. Our school-wide expectations are:

**WE ARE RESPONSIBLE**  
**WE ARE RESPECTFUL**  
**WE ARE SAFE**  
**WE ARE READY TO LEARN**

Please positively reinforce individual students for demonstrating any of the school-wide expectations through behavior-specific praise and a PAWS Ticket. There is also a Classroom Ticket. These can be given out when the entire class has demonstrated our expectations during a set period of time. This ticket should be well deserved! PAWS tickets are utilized to positively reinforce expected behaviors and are **not taken away once they are earned.**

Where?	RESPONSIBLE	RESPECTFUL	SAFE	READY TO LEARN
<b>Everywhere</b>	Follow directions quickly the first time  Accept responsibility for your actions and apologize and make amends if needed  Clean up after yourself	Use appropriate language, tone, and volume  Show compassion, kindness, and empathy to others  Work together to solve problems  Be respectful of school property	Keep hands, feet, and objects to yourself  Keep your body in a safe space  Follow emergency procedures  Report problems or dangerous situations to an adult immediately	Stop, name your feeling and calm down when you are having a strong feeling
<b>Classrooms</b>	Ask for help when needed  Use materials appropriately	Raise hand and wait to be called on to speak  Be flexible  Be open to others' ideas and respond appropriately (e.g., accountable talk)	Use classroom furniture and materials the way they are intended to be used	Have materials and space organized  Voice quiet, eyes watching, ears listening, and body still



### **III. Tier 2: Targeted Intervention**

#### **Overview**

Tier 2 provides interventions to support the small percentage of students who do not sufficiently respond to our universal (Tier 1) strategies (10-15%). When students need social and emotional or behavioral support beyond the universal supports provided through Tier 1, they may benefit from one or more of our Tier 2 interventions:

<b>Intervention</b>	<b>Definition</b>	<b>What students benefit</b>
Check-In/Check-Out (CICO)	Students create goals with the adult they are paired with that align with our school-wide expectations (responsible, respectful, safe, and ready to learn). Students involved in the PAWS program check in at the start of the school day and check out at the end of the school day. CICO sheets are tailored for grades K-2 and 3-5.	<ul style="list-style-type: none"><li>• Students exhibiting behaviors that need more clearly defined expectations, frequent feedback, consistency, and positive reinforcement</li></ul>
Skills Groups	Skills groups are facilitated by the school psychologist and school counselor. The group meetings focus on developing skills in the area of need (e.g., social skills, self-regulation, anxiety reduction, etc.).	<ul style="list-style-type: none"><li>• Students that need focused work on a specific set of skills</li></ul>
Mentor Program	Students are matched with a positive, supportive adult in order to form a stable and trusting relationship at school. The goal is to develop a trusting relationship between the mentor and mentee through weekly meetings and possibly other events, and build connection to school.	<ul style="list-style-type: none"><li>• Students that would benefit from developing a positive adult relationship at school</li><li>• Students in need of adult role models</li><li>• Students that seek adult attention/connection</li></ul>
Lunch Bunch	Lunch bunches occur during the students' scheduled lunchtime, once per week and are geared towards fostering friendships and developing positive peer relationships.	<ul style="list-style-type: none"><li>• Students that need guided social skills</li><li>• Students that seek peer and/or adult attention/connection</li></ul>

While a student receives a Tier 2 intervention, individual student data is collected in order to monitor progress, adjust or end interventions when appropriate, and to ensure fidelity of intervention implementation. For CICO plans, fidelity checks are completed every 4-6 weeks by one of the district behavior specialists. The MTSS Core Team meets weekly in order to review this data, as well as to identify appropriate target interventions for additional students when needed, and to discuss modifying or ending current interventions.

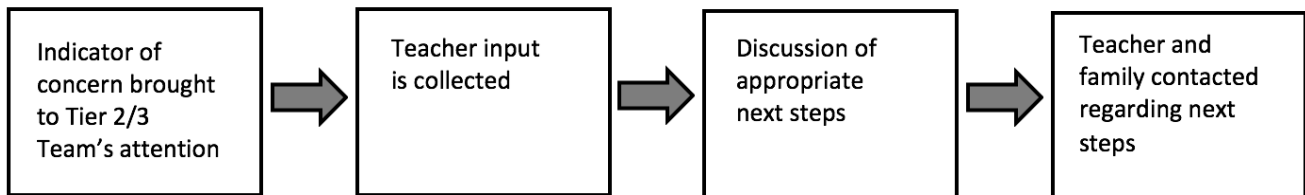
## Tier 2 Referral Process

### **MTSS Core Team Referral Process**

The core team considers several indicators of need, in addition to parent/teacher input, before making a Tier 2 referral. Indicators of need include, but are not limited to, the following:

- Attendance
- Safety concern(s)
- Frequent nurse visits
- Social and emotional / behavioral screening data
- Significant changes in academic performance, behavior, and/or home life
- Parent or teacher referral
- Office Disciplinary Referrals (ODRs)

After consideration of the indicators of need data, if the core team has evidence to suggest a referral is warranted, the process outlined below is followed:



**What if the student has an IEP?** All students, including those with IEPs, have access to PBIS interventions. If a student has an IEP, follow the process outlined below and be sure to **involve the case manager** along the way. The case manager should be aware of the concerns, as they may be able to be addressed via the student's IEP. If not, an MTSS referral may be appropriate (e.g., a student receiving learning support for reading may need a CICO plan - PBIS Tier 2 - to support expected behaviors). Least restrictive options via PBIS should be considered before more restrictive options via special education. If unsure about whether to make a referral for a student, please contact a member of the MTSS team who can help you with the process.

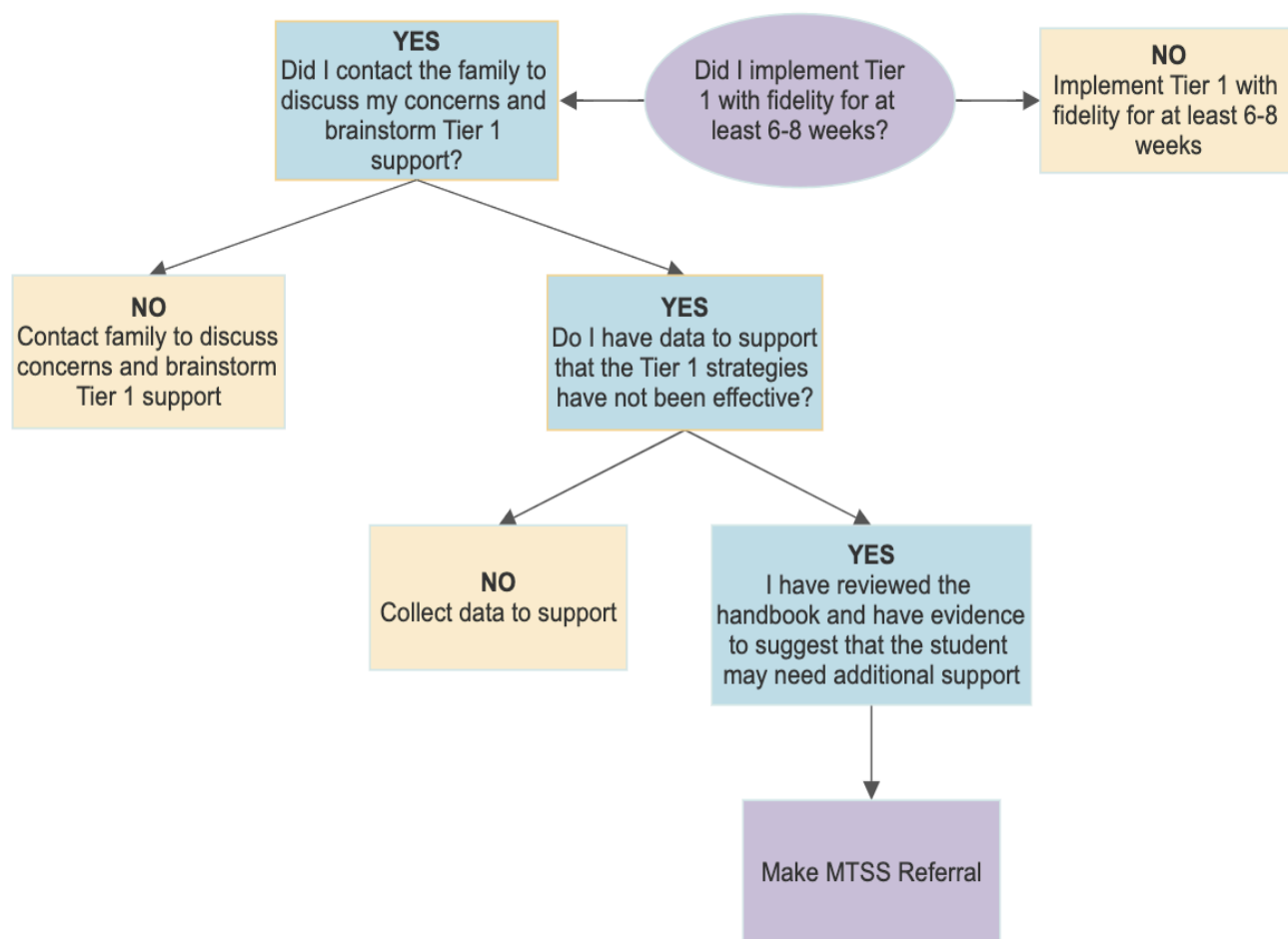
## Teacher Referral Process

After the implementation of Tier 1 supports with evidence to suggest lack of progress (e.g., ODRs not decreasing, nurse visits not decreasing, time-off-task data indicate lack of growth, etc.), an [MTSS Referral](#) may be warranted, as the student may demonstrate a need for support in addition to prevention efforts via Tier 1.

**\*\*If you are a specialist or interventionist and feel a referral is needed, please collaborate with and inform the classroom teacher, as well as the IEP case manager, when applicable.\*\***

The core team reviews new referrals weekly (every Tuesday). After a referral is received and reviewed, the teacher and/or family will be contacted regarding next steps (e.g., scheduling an MTSS meeting, follow-up questions/consultation, etc.). **If a meeting is scheduled, teachers should be prepared to share support strategies already attempted and data collected to suggest the effectiveness of these strategies at the MTSS meeting.**

Questions to consider before making a referral:



## **IV. Tier 3: Intensive Intervention**

### **Overview**

Tier 3 provides interventions to an even smaller percentage of students who may have not responded to Tier 1 preventative efforts or Tier 2 targeted support and may require more intensive and individualized support (1-5%). With the exception of some extreme cases, Tier 3 interventions should only be considered after core and targeted approaches have been implemented with fidelity and without success, as evidenced by progress monitoring data.

**1. Referral to community supports:** Integrated Mental Health (IMH) or External Mental Health (EMH) services (for more information about IMH, visit this [website](#)), Behavioral Specialist Consultant (BSC), Therapeutic Staff Support (TSS), Elementary Student Assistance Program (ESAP) referral, HEARTS referral, etc.

**2. Individual mental health support:** Ongoing Individual support for school-related concerns (academic, social/emotional) with a skills-focused approach.

**3. Completion of a Functional Behavioral Assessment (FBA) and the implementation of a Behavior Intervention Plan (BIP):** A FBA is conducted to help the team identify potential function(s) of the target behavior, in order to create a BIP for the student with the goal of teaching replacement behaviors and increasing desired behaviors.

**4. Educational Screening:** A screening is conducted to help inform the team in the creation of instructional supports that can be provided at the Tier 1, 2, and/or 3 levels (e.g., classroom strategies, areas of tiered intervention to focus on, a possible BIP and/or 504 plan, etc.).

As with Tier 2, while a student receives a Tier 3 intervention, individual student data is collected in order to monitor progress, adjust or end interventions when appropriate, and to ensure fidelity of intervention implementation. For BIP plans, fidelity checks are completed every 4-6 weeks by one of the district behavior specialists. The student's Tier 3 team meets regularly (monthly is recommended) in order to review this data and to discuss modifying or ending current interventions. A student's Tier 3 team is individualized based on the needs of the student.

### **Tier 3 Referral Process**

After the implementation of a Tier 2 intervention **with fidelity** (minimum of 6-8 weeks), that does not produce meaningful progress (e.g., student is not meeting their goal), the team should consider creating and implementing more intensive support through Tier 3.

## Team Composition

### **Tier 1 Core Team:**

- Reminder that **ALL** staff are part of the Tier 1 team! Our Tier 1 Coach is Olivia Dreibelbis.

### **Advanced Tiers Core Team:**

- MNE's ESAP liaison (Allison Brackbill), mental health consultant (Peter Montminy), and school-based mental health clinician (Rebecca Gaffron) are also a part of this team and attend the weekly meetings.

Name	Position	Team Role Description
Mark Feldman	Principal	Provides administrative support for decision making and input on intervention processes, and coordinates disbursement of social-emotional and behavioral screening three times per year
Leah Kraytz	School Psychologist	Coordinator of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs), collects and analyzes BIP data, screenings, and facilitates skills-based groups, lunch bunches, and individual mental health support
Tiffany Myers	School Counselor	Coordinator of CICO and Mentor Programs, collects and analyzes CICO data, facilitates skills-based groups, lunch bunches, and individual mental health support, and manages referrals to community supports
Mary Wagoner	School Nurse	Knowledge of student medical needs and monitors frequent nurse visits, somatic complaints, etc.
Natasha Vogt	District Behavior Specialists	Consult on student support plans, assist with training of safety care to relevant staff, assist with the creation and facilitation of student support plans, complete fidelity checks, etc.