

Ben Franklin Elementary

PBIS

Positive Behavior Intervention and Support



2022-2023

Ben Franklin PBIS Mission Statement

The goal of the PBIS team at Ben Franklin is to provide a positive, safe, healthy, nurturing and respectful environment in which all students have the opportunity to achieve. We will provide this through the implementation of PBIS, which promotes the following:

1. Development of clearly defined and consistent student expectations and accountabilities which reflect Ben Franklin's themes: Respect, Readiness and Responsibility.
2. Communication and collaboration between administration, staff, families, and community.
3. Maintenance of an open-ended flexible approach through the use of a data driven informational system.
4. Educationally sound methods that foster student character, safety, academic excellence, and individual citizenship.

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PBIS at Ben Franklin: A General Overview

The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Ben Franklin. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

Proactive Approach to School-Wide Discipline

Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. **Behavioral expectations are defined.** A small number of clearly defined behavioral expectations are defined in positive, simple rules, the Code of Conduct:

- Respect
- Responsibility
- Ready

2. Behavioral expectations are taught. The behavioral expectations are taught to all students in the building, and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Specific behavioral examples are:

- *Respect* means treating people the way that you would like to be treated.
- *Responsibility* means following school rules.
- *Ready to learn* means being on time in the appropriate place in school with required materials.

Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples (“right way”) are described and rehearsed, and negative examples (“wrong way”) are described and modeled. Students are given an opportunity to practice the “right way” until they demonstrate fluent performance. Remember Harry Wong’s emphasis on PROCEDURES and ROUTINES to manage behavior rather than CRIME and PUNISHMENT.

3. Appropriate Behaviors are Acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Ben Franklin has designed a formal system that rewards positive behaviors. (Please see Yellow Tickets and Bulldog Club pp. 8-9)

4. Behavioral errors are corrected proactively. When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified. **Minor Office Referrals** are used to document and record incidents managed by the teacher in the classroom. **Major Office Referrals** forms are used to refer major incidents or chronic disruptions to the administration. The **Student Behavior Management Process Flowchart** (p. 10) is used to help teachers distinguish major from minor behavioral incidents.

5. Decisions about behavior management are data based. One of the most important features of PBIS is the use of the web-based data management system called SWIS. The SWIS database tracks what types of discipline incidents are occurring, where, what time of the school day and who is involved in them. SWIS eliminates guesswork from the decision making process about what is and is not working in a building's behavior management system. It allows decision makers to create reports that enable them to devote resources and time to the precise place, parts of the school day and people that need them.

The 3 Rs at Ben Franklin

At Ben Franklin, all rules fall under the umbrella of the 3Rs: Ready, Respectful, and Responsible. Students are expected to follow the 3Rs to reflect the PRIDE principals: Positive Attitude, Respect, Integrity, Diversity, and Excellence.

RESPECT

Students will:

- Respect each other and all property to ensure a positive and safe learning environment.
- Display appropriate behavior according to the Harrisburg School District Handbook at all times.
- Cooperate with all school personnel.
- Use respectful, appropriate language.
- Place all trash and discarded materials in trash cans throughout the day.
- Move quietly through the building to avoid being a distraction to classrooms along the route.
- Display appropriate behaviors that will allow the bus driver to reach each destination safely.

RESPONSIBILITY

Students will:

- Wear proper and acceptable attire to school
- Arrive to school and to every class on time and be ready to work.
- Move directly to class
- Take proper care of textbooks, materials, and equipment.
- Remain on school property during school hours.
- Present a note signed by a parent/guardian to explain any absences within 3 days
- Advise the school office regarding changes of address, phone number, and emergency information on a consistent basis.
- Exit the building promptly at the ringing of the dismissal bell. Students involved in after school activities must report directly to that activity, and remain under direct supervision of the staff while in the building.
- Have a pass at all times.

READY

Students will:

- Conduct themselves in a manner that allows the teachers to teach, and all students to learn.
- Strive for success and believe it is possible.
- Carry materials needed for each class according to teacher expectations.
- Complete and turn in assignments on the due date.
- Return as quickly as possible whenever out of class in order to maximize learning.

3Rs Behavioral Matrix

	Hallway	Before/After School and Transitions	Bathroom	Cafeteria	Assemblies	Playground
Ready	<ul style="list-style-type: none">●Face forward●Remain quiet●Have a pass	<ul style="list-style-type: none">●Have all materials●Be on time	<ul style="list-style-type: none">●Wait quietly for your turn●Have a hall pass	<ul style="list-style-type: none">●Wait quietly●Stay in your assigned area	<ul style="list-style-type: none">●Enter and sit quietly●Face the presenter●Stay in assigned area	<ul style="list-style-type: none">●Stay in assigned area●Line up quickly and quietly at signal
Responsible	<ul style="list-style-type: none">●Walk at all times●Go directly to your destination using the shortest route●Report any problems	<ul style="list-style-type: none">●Walk at all times●Go directly to your destination using the shortest route●Report any problems	<ul style="list-style-type: none">●Use bathroom materials as directed●Keep area clean●Be quick●Report any problems	<ul style="list-style-type: none">●Walk at all times●Keep area clean●Report any problems	<ul style="list-style-type: none">●Listen to the presenter●Participate when appropriate	<ul style="list-style-type: none">●Use equipment as directed●Include others●Play safely●Report any problems

Respectful	●Use quiet voices	●Use quiet voices	●Use quiet voices	●Use quiet voices	●Use quiet voices	●Share equipment
	●Follow directions the first time given	●Follow directions the first time given	●Stay in your personal space	●Follow directions the first time given	●Applaud the presenter	●Follow directions the first time given
	●Stay in your personal space	●Stay in your personal space	●Respect privacy	●Stay in your personal space	●Follow directions the first time given	●Stay in your personal space
	●Keep hands and feet to yourself				●Stay in your personal space	

Ben Franklin School-Wide Positive Behavior Reward Systems

Research shows us that positive reinforcement is one of the best ways to not only change poor behavior, but also to maintain appropriate behavior. The Ben Franklin staff is committed to making sure that all students who demonstrate positive behaviors will be rewarded for helping Ben Franklin to be a positive, fun, and safe learning environment. Our reward system is a two pronged approach as described below.

Yellow Tickets and Monthly Paw Parties – A Reward System

Another part of the PBIS system is the use of *consistent positive reinforcement for appropriate behavior*. All staff members are expected to use yellow tickets as a way to recognize appropriate behaviors in the classroom or in common areas around the school (bathrooms, hallways, etc.) In order to be truly reinforcing to students, it is important that EVERY staff member use the yellow tickets and that there is a system for regular rewards tied to the earning of yellow tickets. Below are the procedures for systematic rewards building wide:

1. All staff should have tickets readily available to hand out to students displaying the 3 Rs at all times. When you are outside of your classroom please slide some in your pocket or attach them to your lanyard for distribution.
2. When you see a student anywhere in the building displaying appropriate behavior, hand them a **signed** ticket and verbally tell them what they are explicitly doing that earned them the ticket. (ie. “You are being a responsible student by moving through the hallways quietly.” “I notice that you had all of your materials out and were ready to begin the lesson.”)
3. The student is responsible for writing their name on the ticket and placing it in the designated spot in the classroom. Each classroom will be provided with a pocket chart to sort and organize the tickets by student.

4. At the end of each week during class meeting time, students should count and report their total number of tickets to the teacher. (Please note: Tickets must be signed to count towards their total.) The teacher must maintain a check sheet with each student's name and indicate whether or not the student met the weekly total set forth by the PBIS team. (This total number needed will increase as behaviors become more innate.) It is at the discretion of the teacher whether to award a weekly prize to students who have reached the goal or hold a drawing for those that reached the goal.
5. At the end of each month, teachers will highlight the students on their checksheet who have reached the weekly goal for all of the weeks in the month (typically 4) and turn the sheet in to our school counselors. These students will be eligible for the monthly Paw Party. A Paw Party could include but is not limited to: small individual prizes, school events (dance, ice cream social, etc.), extra recess, free choice time, etc.
6. Students not meeting the monthly goal will be gathered and instruction will be given to bolster their behavior and social skills in order to help them meet school goals. There are extra PBIS lessons and suggested activities later in the manual.

Principal's 200 Club

In addition to the yellow ticket system as a part of our Tier 1 PBIS initiative at Ben Franklin, we are implementing a school-wide reinforcement system called the Principal's 200 Club for students who are positive role models and go above and beyond expected behaviors. The program contains 2 major components including Principal 200 Club Tickets and Mystery Motivators. Below is an overview of how the Principal's 200 works:

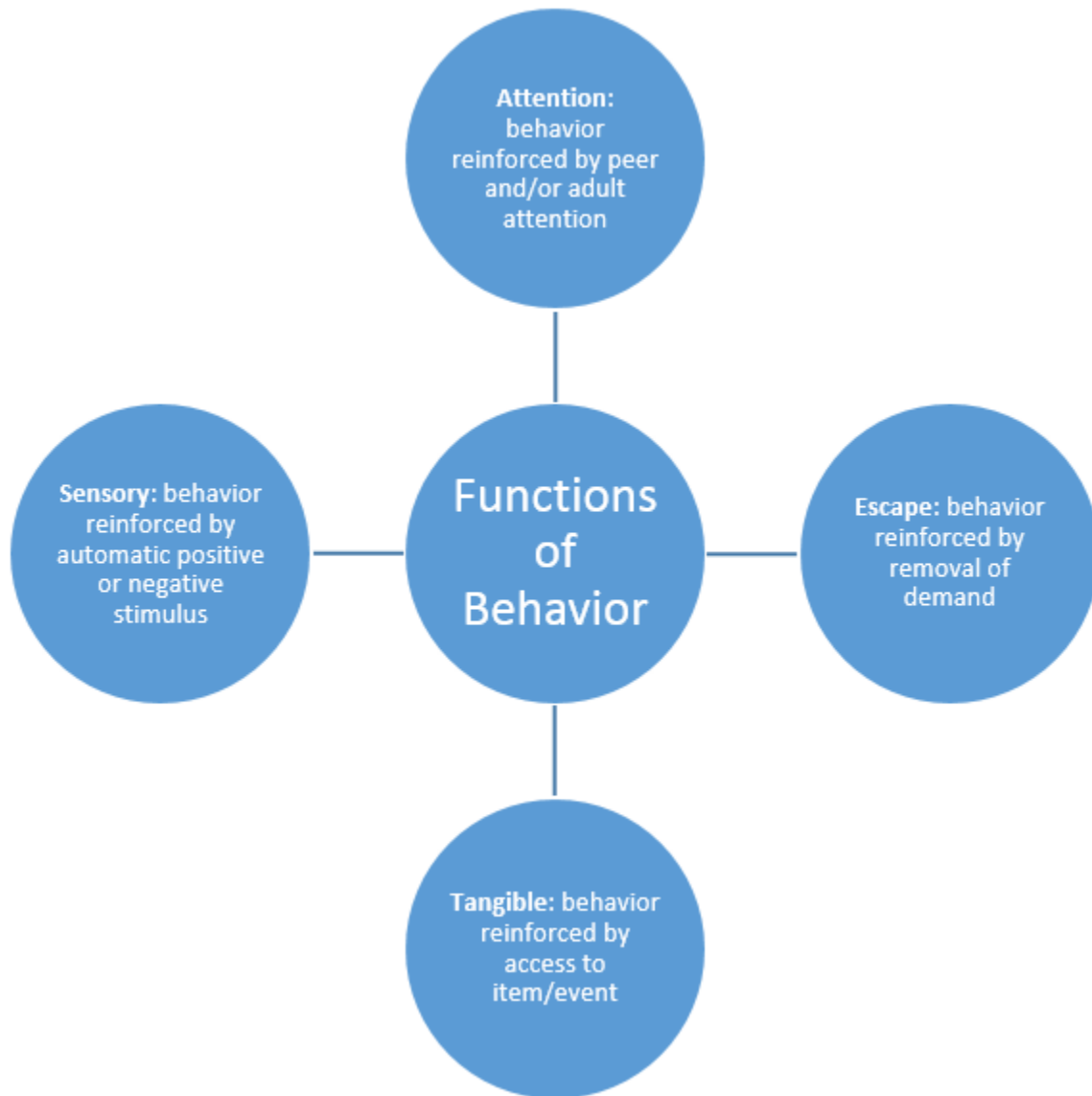
- Each staff member will receive 2 Principal's 200 tickets.
- Staff members are to award these tickets to students who are going above and beyond the expectations of the school (ex: finding money and turning it into an adult or helping a new student find their way). One of these students may be their own student and the other ticket should be awarded to a student in another class and/or grade.
- Tickets may be given to any Ben Franklin student by any staff member.
- When giving a Principal's 200 Club, please make sure you complete the date, the explicit reason the ticket was given (ex: Jack helped another student pick up the items she had dropped in the hallway.), and your legible signature.
- The student's homeroom teacher should text Ms. Snook and Mrs. Loy so that a time can be arranged for the student to bring their ticket to the main office.

- When student arrives in the main office with their ticket they will:
 - Record the ticket information in the Celebrity Book.
 - Pick a number which corresponds to a square on the Principal's 200 Club chart in the hallway. They will write their name in that square.
 - Will get a small prize, a positive phone call home, and a certificate acknowledging their accomplishment.
 - Once students have completed 10 squares in a row on the board, those 10 students will receive the Mystery Motivator prize (may include trips, special treats, parties etc.)and the teachers who awarded the tickets also receive a special treat. The board is then reset and new tickets are issued to teachers.

- An end of the year celebration will be held for any student who was able to get on the Principal's 200 Club board at any point during the school year.

What Do I Do When a Student Misbehaves?

Research tells us that misbehavior generally only occurs with individuals that the student is comfortable with and reflects a need or want that the student has. There are 4 main functions of behavior and they are to gain attention, to gain access to a tangible object, sensory stimulation, or escape. (Knilt (2022, 10 August). *The Four Functions of Behavior*. https://knilt.arcc.albany.edu/Four_Functions_Of_Behavior)



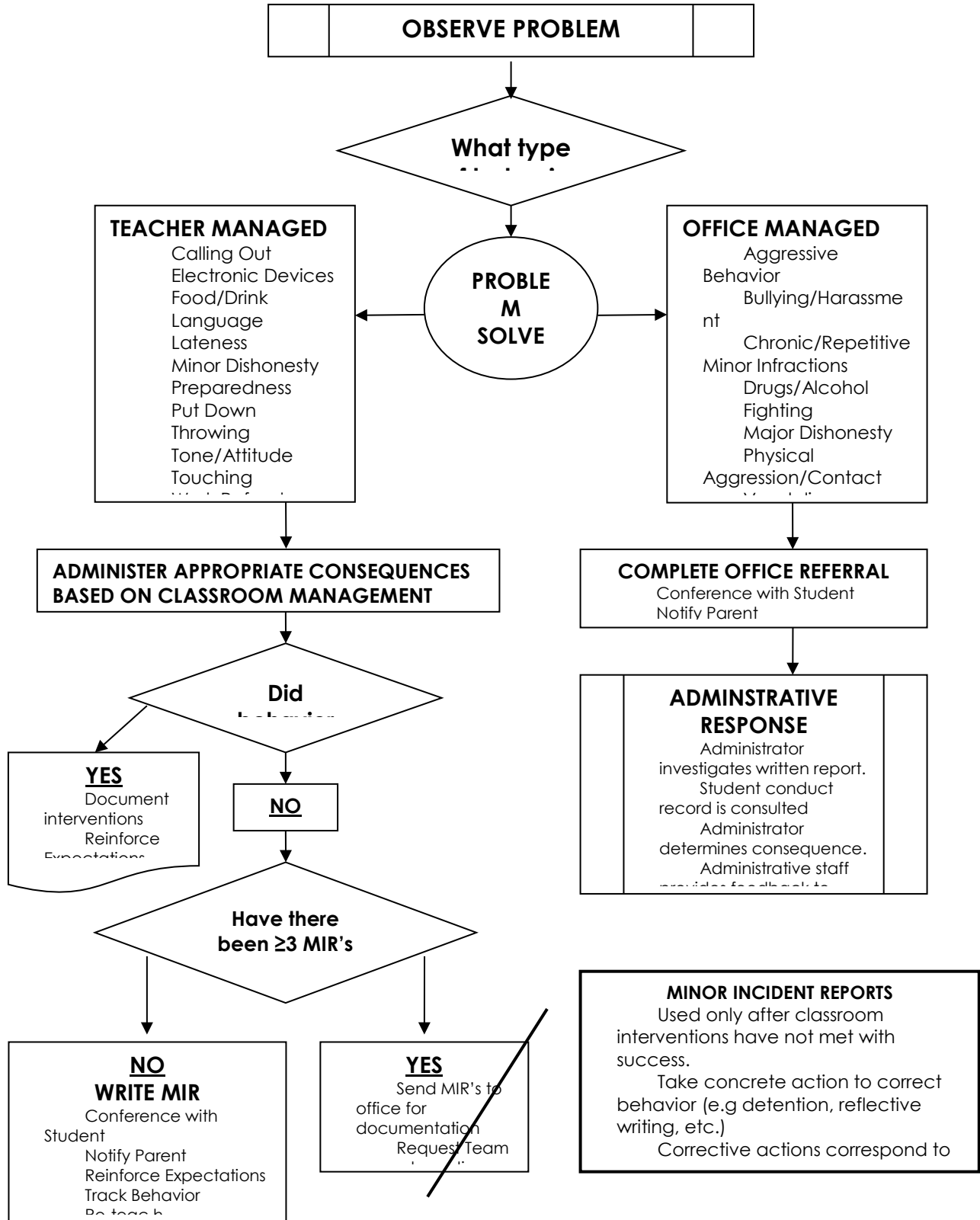
When a student has developed a pattern of behaviors, it is important to ascertain the function of the behavior, note antecedents to the behavior, and make attempts to put interventions in place to mitigate the behavior and maximize academic time on task. This should always be done at the classroom level whenever possible and a plan for success should be developed. Remember that each time you send a student out of the classroom 3 things could be happening:

1. You may be rewarding negative behavior.
2. You are damaging the relationship between the student and yourself.
3. You are undermining your authority by allowing another person to take the lead in dealing with the behavior.

Instead, teachers should:

1. Maintain a calm tone and choose words carefully to de-escalate situations with students.
2. Teach Second Step with fidelity.
3. Reteach PBIS lessons and rules and procedures whenever necessary to increase predictability for students.
4. Create and maintain a calm down area in the classroom where students can regain their composure when overwhelmed.
5. Determine if a pattern of behavior has developed or the behavior is circumstantial (in the moment).
6. Determine the function of the behavior.
7. Make a connection with a buddy room where a student can go for a short amount of time when needed to regain their composure. (No more than 10 minutes and parents should be notified.)
8. Write a referral in SWIS for major and minor behaviors as a form of tracking.
9. Reach out to parents with concerns.
10. Seek interventions from colleagues to help nullify negative behaviors
11. Refer a student for CASST/Child Study when behavior is such that it is frequent and impeding the learning of that student or other students.

Student Behavior Management Process Flowchart



Closer Look at Major Offenses and Minor Offenses

Infraction	Minor Offenses (Classroom Managed)	Major Offenses (Office Managed)
Physical Contact/Aggression	Minor pushing/shoving in line Aggravating tapping/nudging Not keeping hands to self Horseplay, “play fighting”	Fighting, physical behavior with intent to harm Actions involving physical contact with intent to harm, where a serious injury has occurred (student A pushed student B off of playground equipment causing student B to have a sprained ankle)
Defiance/Disrespect	Not following expectations Talking back to an adult Refusal to follow directions Not staying in line Name Calling, put-downs Tone/attitude	Continuous, documented open disrespect and disregard to adult redirections with documentation of attempted intervention. Running Away
Disruption	Talking out Out of seat, disrupting others Sustained loud talk Screaming/yelling	Behavior that disrupts the entire class over an extended period of time
Property Misuse/Damage	Misuse of classroom materials/equipment/property	Purposeful destruction of property Intentional unauthorized and inappropriate use of the internet/District technology
Harassment/Bullying	Name calling Arguments between students Teasing One incident of verbal aggression	Bullying is one sided and ongoing. Threats with plan to execute Ongoing threats or verbal abuse related to race, ethnicity, disability or sexual preference
Theft		Deliberately taking something that belongs to someone else or the school (use discretion based on age and circumstance)
Lying/Cheating	Academic misconduct Cheating	
Weapons		See handbook: office should be notified immediately

Ben Franklin Suggested Teacher Interventions

The following are intervention suggestions that may be utilized in correcting student behavior. The list is not comprehensive or hierarchical within each level and not all intervention strategies for each level need to be used.

Level 1: Behavior causes minimal interference with the instructional process.

- Proximity control
- Nonverbal cues
- Verbal warning
- Conference with student
- Modified seating
- Reviewing PBIS/Second Step lesson plans
- Teaching replacement behaviors
- Increasing acknowledgement
- Modified instruction
- Use of Calm Down area/bin

Level 2: Interference with instructional process and/or repeated level 1 behaviors.

- Fill out Minor in SWIS
- Buddy Room
- Parental contact (phone call, DoJo, email)
- Participation grade deduction
- Loss of privilege

Level 3: Behaviors requiring parent notification, including repeated level 2 behaviors.

- Parental contact (phone call, DoJo, email)
- Parent/student/teacher conference
- Parent/student/team conference
- Parent/student/administrator conference

Level 4: Office managed behaviors.

- Major office referral in SWIS

Example of Minor Referral Situations

Student uses inappropriate language.

Teacher decides that it is a teacher-managed behavior and that he/she will take concrete action.

The concrete action chosen is to call the parents.

The student/teacher interaction or dialog is:

- Johnny your language is not following our expectation of being respectful.
- You need to use other words when you are angry or we need to call home.
- The consequence for this behavior will be a phone call home.

Student has used inappropriate language on several occasions.

- The first time- the teacher may simply say “**watch your language.**”
- The second time- the teacher writes a minor and **calls home**.
- The third time- the teacher writes a minor, calls home and assigns a consequence.

In addition to concrete actions, the above teacher should be putting in place interventions to address the behavior (reinforcing use of appropriate language, teaching replacement words, identifying the source of frustration, etc).

The administrator sees the 3 minor referrals in SWIS and sees that the teacher has taken three concrete actions. The parents are aware of the problem and the student has had two teacher assigned consequences. The next step would be at the administrator’s discretion.

Once the administrator has taken action, it is recorded in SWIS.

If the administrator has seen the student too often, a parent contact will be required and the student’s discipline record may be reviewed. Additional minor and major referrals from other teachers will be on the record. This report will give everyone in the conference a clear picture of the behaviors the child is presenting in all settings of the school. For example, if the student referred is having problems with inappropriate language in other classrooms, it will be found at this time.

Building Wide Interventions

Name of Intervention	Check and Connect
Coordinator	Walsh/Bonfanti
Best Fits What Function	Can fit Escape or Attention Seeking behaviors
Description of Intervention	Student meets with mentor weekly to set goal around behavior, attendance or academics. Student is reinforced for meeting goal
Paperwork needed for student to begin intervention	Parent Consent
How will progress be reported to parents and teachers	Weekly mentor logs Teacher feedback sheets
What will reinforcement be for those meeting goal/making progress	When students meet goal they are eligible for a prize
Criteria to qualify for intervention	More than 10 major ODR's
What data will be used to progress monitor intervention	Goal sheet data
What is decision rule to begin fading intervention	After student is making the goal of 80% for one month student will begin fading.
What are some fading techniques that can be used	Self assessment, team meeting
What is criteria to "graduate" from intervention	Two months of reaching 80%
What is rule for modification to interventions	If student is not meeting goal set based off of baseline data for that student for one month

Possible modifications that can be made	Make goals more specific. Add another Tier 2 intervention.
What is criteria for non-responders to move to more intensive intervention	Not responding to Check and Connect for 2 consecutive months

Name of Intervention	Check in Check Out
Coordinator	Walsh/Bonfanti
Best Fits What Function	Seeking Peer and Staff Attention
Description of Intervention	Students Check In and Check Out with staff member daily, Teacher tracks behavior, student receives incentives based on progress
Paperwork needed for student to begin intervention	Parent Consent
How will progress be reported to parents and teachers	Daily Data sheet Emails from PBIS
What will reinforcement be for those meeting goal/making progress	Students can receive sticker daily if they meet goal 3 stickers =prize
Criteria to qualify for intervention	5 to 10 ODR's for attention seeking behaviors
What data will be used to progress monitor intervention	CICO data entered into SWIS daily
What is decision rule to begin fading intervention	After the student is making the goal of 80% for one month, the student will begin fading.
What are some fading techniques that can be used	Self assessment
What is criteria to "graduate" from intervention	One month of reaching 80% goal while self monitoring

What is rule for modification to interventions	If student is not meeting goal set based off of baseline data for that student for one month
Possible modifications that can be made	Make goals more specific. Add another Tier 2 intervention.
What is criteria for non-responders to move to more intensive intervention	Not responding to CICO over one month period

Name of Intervention	Check in Check Out Mentor Program
Coordinator	Walsh/Bonfanti
Best Fits What Function	Seeking Peer and Staff Attention
Description of Intervention	Once students graduate Check in Check Out they are eligible to become a mentor for other students in the program
Paperwork needed for student to begin intervention	Parent Letter
How will progress be reported to parents and teachers	Students will no longer require data tracking unless they receive 3 major write ups in SWIS at which point they would no longer be eligible to be a mentor and will be put back on CICO
What will reinforcement be for those meeting goal/making progress	Mentors will have a monthly mentor meeting
Criteria to qualify for intervention	Graduation from CICO
What data will be used to progress monitor intervention	SWIS data
What is decision rule to begin fading intervention	Student will remain a mentor for the rest of the school year unless they lose that privilege by getting 3 major discipline referrals in SWIS
What are some fading techniques that can be used	n/a

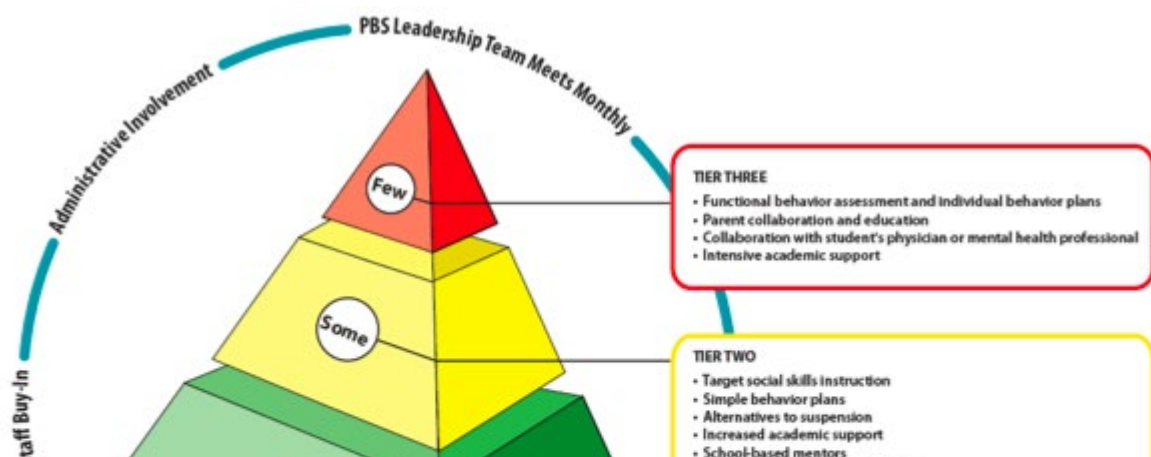
What is criteria to “graduate” from intervention	n/a
What is rule for modification to interventions	Can lose ability to be mentor if they get 3 major write ups in SWIS
Possible modifications that can be made	Mentor meeting to review importance of being a mentor after first and second major discipline referral
What is criteria for non-responders to move to more intensive intervention	3 major discipline referrals

Procedures to Practice

- Entering the classroom
- Lining up
- Breakfast and lunch procedures
- Getting to work right away
- What to bring to class
- How to ask a question
- How to give an answer
- What to do when you need supplies
- Finding directions to an assignment
- What to do if you need help
- What to do if the teacher is busy or speaking to someone
- What to do if you were absent

- How to work in a group
- How to give the teacher your attention
- What to do with homework
- How to pass in papers
- How to return student work
- Returning to work after an interruption
- What to do during a fire drill, lock down drill, etc
- What to do during announcements
- Saying “please”, “thank you”, “excuse me”, “I’m sorry/I apologize for”
- End of day procedures

Three-Tiered Model of School Wide PBIS



Ben Franklin: Lower Elementary Think Sheet

Name: _____ Date: _____

1. I was having a hard time showing that I can be..... (Circle one or more)

Respectful?

Responsible?

Ready?

2. How do you feel about the choices that you made?



Sad



Happy

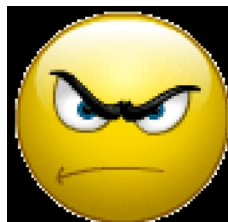


Angry



Scared

3. How did others feel?



Sad

Happy

Angry

Scared

4. Next time I will..._____

5 Do you need to apologize to anyone? Circle one.

Yes (Apologize and say something nice to that person) No

Student Signature:_____ Teacher Signature:_____

Parent Signature: _____

Additional comments by supervising adult: (Note additional actions taken)

Ben Franklin: Upper Elementary

Think Sheet



Name: _____

Date: _____

We Are Responsible

We Are Respectful

We Are Ready

1 What expectation did I not meet?

2 I was having a hard time showing that I can be...(Circle one or more)

Respectful?

Responsible?

Ready?

3 How do you feel about the choices you made?

4 Describe how others involved in the problem may have felt?

5 What can you do differently next time?

6 Is there anything you need to do to fix the situation? (Circle one)

Yes

No

If yes: (Check when completed)

Apology or write a letter of apology

Say 3 positive things to the person you hurt

Student Signature: _____ Teacher Signature: _____

Parent Signature: _____

Additional comments by supervising adult: (Note any additional actions taken)
