

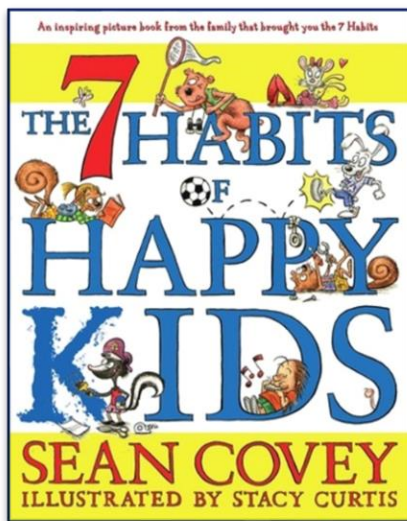
# Patriot Elementary School

## Positive Behavior Intervention Support (PBIS) and Multi-Tiered System of Support (MTSS)



Patriot Elementary School believes in student success and is a PBIS school. PBIS stands for Positive Behavior Interventions & Support. PBIS is a whole school, preventative and positive approach to assist students in working towards appropriate self-management.

Patriot Elementary incorporates the [Leader in Me program](#) to systematically teach all students acceptable behaviors during the school day and to maximize academic success for all including procedures and expectations throughout the school. Students who follow school expectations and show positive behavior will succeed. There are many incentives such as report cards, certificates and rewards, and leader celebrations. One of our incentives is to mark student's leadership ticket for accomplishing goals. Leader in Me's 7 Habits:



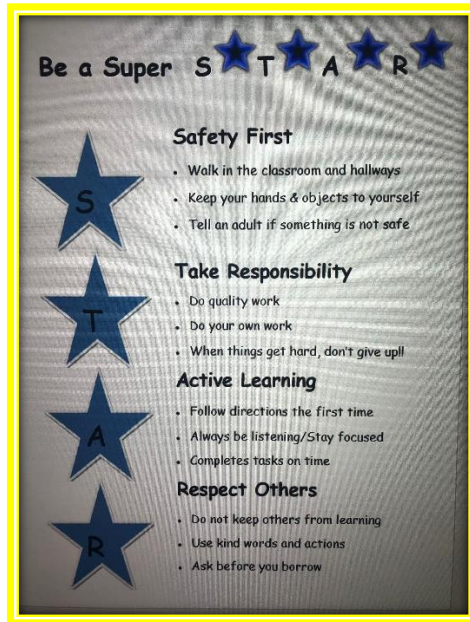
- Habit 1: Be proactive: I am in Charge of Me
- Habit 2: Begin with the end in mind
- Habit 3: Put the first things first
- Habit 4: Think Win-Win
- Habit 5: Seek First Understand, then be Understood
- Habit 6: Synergize
- Habit 7: Sharpen the saw
- Habit 8: You have a voice and are a leader

Parents receive information through various types of communication, including school newsletters, daily planner notes, work samples from homework, SAC and PTO meetings. Please listen to your voicemail messages, emails and other exciting opportunities to engage in activities at Patriot!

## S.T.A.R. School-Wide PBIS expectations

Our School-Wide PBIS expectations are to be a Super S.T.A.R.

Super Star Posters are visible throughout our school (see below), and are found in hallway exits and our cafeteria. Each classroom has the STAR expectations posted along with descriptions of behaviors that define each expectation.



## Multi-Tiered Student Support (MTSS)

MTSS is a process that provides intervention and educational support to students at increasing levels of intensity based on their individual needs. Florida has adopted a three-tiered model for learning/behavior with the tiers representing a continuum of student support. MTSS (Multi-Tiered System of Support) goes hand-in-hand with PBIS. The tiers do not represent placements or procedural steps, but rather varying levels of instructional intensity. All students receive universal behavior support (Tier I). In addition to the universal, school-wide expectations for behavior, some students may require more strategic or supplemental support (Tier II) or intensive/targeted (Tier III) levels of support in order to be successful. Parents are invited to attend any of these meetings for their child.

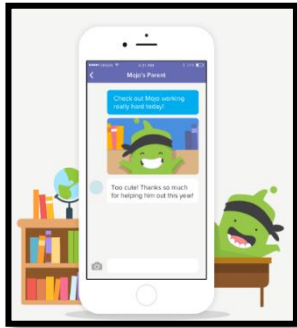
### Tier I – Universal: School wide positive expectations and procedures for all students

#### Grades K- 1: Behavior Chart



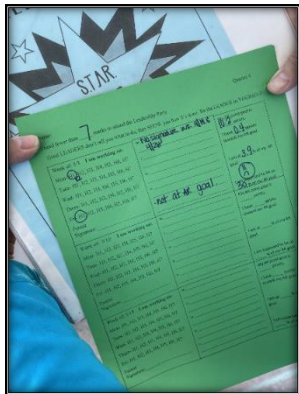
All students start the day on “Green” – Super STARS. Students move “up” when they make good choices and follow the STAR expectations. Students may earn class rewards for earning the blue level. Students move “down” the ladder when they make poor choices and do not follow the STAR expectations. Students who move to the yellow “Think About It” will receive a “time out.” Students who move to the red “Teacher’s Choice” clip may receive a referral or other consequence based on the behavior. At the end of the day, the students mark their planner with their behavior color.

### Grades 2-3: ClassDojo



ClassDojo brings teachers, students and parents closer together. Teachers use ClassDojo as a communication platform to encourage students, and get parents engaged, too. Students are recognized for their positive contribution to class and reminded when their efforts need a little work. Progress reports are rapidly available for parents, and students are provided with visual documentation of their performance.

### Grades 4 – 5: Leader Card



The Leader Cards provide clear communication from teachers to students and parents. Teachers use this tool to encourage students in learning how to be successful academically and behaviorally, and get parents engaged, too. Students are recognized for their positive efforts to class and for meeting their goals. Students who achieve the required points may attend a leader party for their grade level.

Specific PBIS Expectations/STAR Expectations are located in each area of the school.

Classes who follow the STAR expectations in the hallway may be “caught as Leaders following the 7 Habits” and have their Leader Card (below) initialed in the hallway line. The classroom teacher provides the name at the end of each quarter. Students earn 7 habit tags for each habit earned.



Classes track their STAR success in the cafeteria using café dojo. Café Dojo is displayed every day on our big screen, so students may track their success. Likewise, if students become talkative, they can lose points for their class. Classes which have earned the most points on a given month earn and enjoy the following incentives: popsicles for their recognition; have their teacher’s name placed on our Café Dojo Leader Board in the café; and receive a Café Dojo award to place outside of their classroom.

In Physical Education, coaches use incentives. Students earn tickets every week for good behavior. At the end of the month, students can trade in their tickets for items.

School Wide there are many incentives for students who are working towards the 7 Habits. Students receive report card incentives, receive celebrations in reading, and great behavior in other locations around school.

The Student Planner provides additional information regarding behavioral expectations including:

Each student and their parent(s) are expected to sign Student and/or Parent Statement of Understanding (Student Contract) located at the front of the student planner. This promise indicates that the STAR expectations and the handbook section of the planner have been reviewed.

The Daily/Weekly Personal Development Progress Report is located within the planning pages under the “Friday” assignment area each week.

The Student-Parent Handbook for Patriot Elementary is located in the planner. Parents are encouraged to check their student’s planner daily. Each planning page has an area for Teacher Signature and Parent Signature. Checking and signing the planner daily ensures communication.

Student Positive Referral – located on the green PBS drop down in FOCUS on the teacher’s dashboard. Teachers are encouraged to use this regularly to recognize positive behavior. Also, students have their 7 habits leader card that can be initialed in places of transition. Administration will also reward students for receiving this referral.

A Minor Student Discipline Form (Warning/Infraction Report) will be generated by the teacher in FOCUS and provided to parents if discipline issues arise in class. This form provides written communication between teachers and parents as well as documentation of the infraction and consequences.

### Inappropriate Behaviors: Teacher and Office Managed Behaviors

Teacher Managed Behaviors		
Behavior	Definition	Example
Eating, drinking, chewing gum	eating, drinking, or chewing gum when not allowed	
Disruption	Low-intensity, but inappropriate disruption	Talking, whispering, singing, humming, tapping pencils, flatulence, note passing, throwing objects without intent to harm, etc
Horseplay	Rough and rowdy play that stops with verbal intervention with no physical harm	Chasing, wrestling, tripping, kicking
Disrespect	Making an improper gesture or comment about another person or belongings	Name calling, improper gestures, put down, knocking another student's books or belongings
Defiance to another student	Refusal to work with or respond to another student's reasonable request	Refusal to pass papers, share materials, work together
Pushing or shoving	To willfully cause another person to move by exerting force	Cutting in line, etc
Lying/cheating	Delivers a message that is untrue	Lying about little things, cheating on a weekly test
Public Display of Affection	Improper physical display of affection	Handholding, kissing, hugging
Writing on school property	Writing on surfaces/school property that can easily be removed	Pencil marks on walls, desks, books, etc
Throwing objects	Inappropriately throwing objects through the air	Throwing things without intent to harm

Office Managed Behaviors		
Behavior	Definition	Examples
Defiance/Disrespect/Non-Compliant	Refusal to follow directions and/or socially rude toward authority	Extremely negative responses toward teacher or authority figure when presented with a task
Abusive/Inappropriate Language	Directed threatening verbal messages that include swearing, name calling, or use of	
Fighting		hitting, pulling
Disruption		
Property Damage		property
Use or Possession of Drugs/Alcohol	Use, consumption, manufacture, distribution, sale, purchase or possession of any drug, narcotic, or controlled substance	
Harassment	Sustained and/or intense disrespectful messages (verbal or gestural) to another person that includes threats and intimidation	Bullying Obscene gestures, pictures, written notes, or comments based upon race, religion, gender, disability, etc
Sexual Harassment	Unwanted and repeated verbal or physical behavior with sexual connotations that discomfort or humiliation that interferes with the individual's school performance	Inappropriate touching, pinching, patting, rubbing, demanding sexual favors
Lying/Cheating	Student delivers a message that is untrue	Cheating on high stakes tests, repeated and documented instances of cheating in the classroom
Use or possession of weapons	Possession of any instrument or object that can inflict serious harm on another person	
Out of area	Any place a student does not have permission to be	Runners, repeatedly not where they are supposed to be

**Fill in all appropriate information on right, be sure "Print this warning" is checked before hitting "Submit"**

## MTSS

### Tier II – Supplemental Support: Targeted group/individual support

Students who are not experiencing successful behavior self-management within the universal, school wide positive behavior expectations and procedures tier become eligible for supplemental support. This support may be Informal or Formal.

An informal problem solving is when the teacher implements informal interventions and strategies within the classroom, and contacts the parents to inform them of the concerns. If the student response to intervention and strategies on an informal level is not succeeding, the Formal Problem-Solving Process begins. Formal Problem-Solving is when the teacher refers the student to the school-based MTSS Problem-Solving Team (MTSS) for further assistance. Please consult our MTSS Coordinator, Amber Lane: [amberl@leeschools.net](mailto:amberl@leeschools.net).

#### Support Strategies

##### PROACTIVE STRATEGIES

Environmental adjustments that make the problem behavior unnecessary.

✓ Preferential seating	✓ Provide guidance prior to independent work
✓ Encourage positive peer connections	✓ Check to ensure student understanding of task
✓ Contract for grades	✓ Schedule adjustment
✓ Daily progress report/point sheets	✓ Give student an opportunity to tutor a peer
✓ Weekly progress report	✓ Increase frequency of task related recognition
✓ Establish teacher/parent communication system	✓ Allow student to use quiet time/space
✓ Establish a personal connection with student	✓ Identify appropriate settings for specific behaviors
✓ Visual schedule	✓ Curricular accommodations
✓ Facilitate participation in extracurricular activities	✓ Environmental changes (furniture, space, light)
✓ Have student repeat expectation prior to transition	✓ Prompt prior to transition times

##### EDUCATIVE INTERVENTIONS

To teach behavior/skills needed to decrease the student's problem behavior.

✓ Teach/reteach rules and expectations prior to activity	✓ Perform task analysis – break down steps
✓ Develop monitoring checklist for teacher/student use	✓ Teach anger management/problem solving skills
✓ Teach and model appropriate communication skills	✓ Teach self control strategies
✓ Teach coping skills	✓ Use social stories
✓ Teach use of positive self talk	✓ Remediate specific academic skills
✓ Teach awareness of problem behavior	✓ Provide role play opportunities for newly acquired skills

##### FUNCTIONAL STRATEGIES

How consequences are managed to ensure reinforcement for positive behavior, not problem behavior.

✓ Use preferred activities for reinforcer	✓ Student uses self monitoring of progress
✓ Personally greet the student upon arrival to class	✓ Acknowledge use of replacement behaviors
✓ Spend individual time with the student	✓ Inform student of logical consequences in advance
✓ Increase frequency of positive attention	✓ Give encouragement for effort to display appropriate behavior
✓ Use tangible rewards	✓ Use non-tangible rewards
✓ Use positive written notes/statements	✓ Develop a written behavior contract
✓ Assign classroom responsibility that allows student recognition	✓ Chart daily successes and share with student
✓ Call home to share news of student effort/success	✓ Reward competing behavior
✓ Use school-wide recognition for behavioral improvement	✓ Acknowledge ownership of problem behavior
✓ Use student's personal interests to increase motivation on difficult skills	

If a student is not experiencing success at the Tier II supplemental level, intensive support may be utilized.



### Tier III – Intensive:

Individual behavior plans, Functional Behavior Assessments, parent collaboration & education, & individual counseling

Tier III support continues to be documented and monitored through the MTSS Problem-Solving Team. Students receiving Tier III support receive interventions in both the classroom setting and in a counseling/mentoring setting. Depending on the need, interventions might take place twice a week for time not less than 60 minutes per week. Students receiving Tier III interventions are instructed/coached individually or in a group with a maximum number of 3 students. The MTSS Problem-Solving Team will reconvene in 8-10 weeks to discuss the progress and adjust the interventions as needed.

### Parent Collaboration & Education

Communication is key at Patriot Elementary, and we make a concerted effort to involve parents as early as possible, beginning with the introduction of our Leader in Me Program and School-wide STAR expectations.

Involving parents at all phases is a key aspect of a successful PBIS/MTSS program. Parents are vital in reinforcing expectations at home. As members of the Multi Tiered System Support (MTSS), parents can provide a critical perspective on students, thus increasing the likelihood that MTSS interventions will be effective. Traditional methods of communication such as Open House, Curriculum Night, parent-teacher conferences, regularly scheduled meetings, weekly parent packets and a monthly newsletter are employed. Parents are notified of student progress within the MTSS framework on a regular basis.

Meeting with the school counselor is not a substitute for individual counseling in a therapeutic setting and is not intended to serve as a replacement when a need for counseling arises. At Patriot Elementary, our school counselor provides interventions when a student's concerns are making it difficult to function in school. The counselor meets with students receiving Tier III interventions on a weekly basis and with all students on an as-needed basis. The counselor can provide families with a list of area resources upon request.

\*Updated 8/8/2020