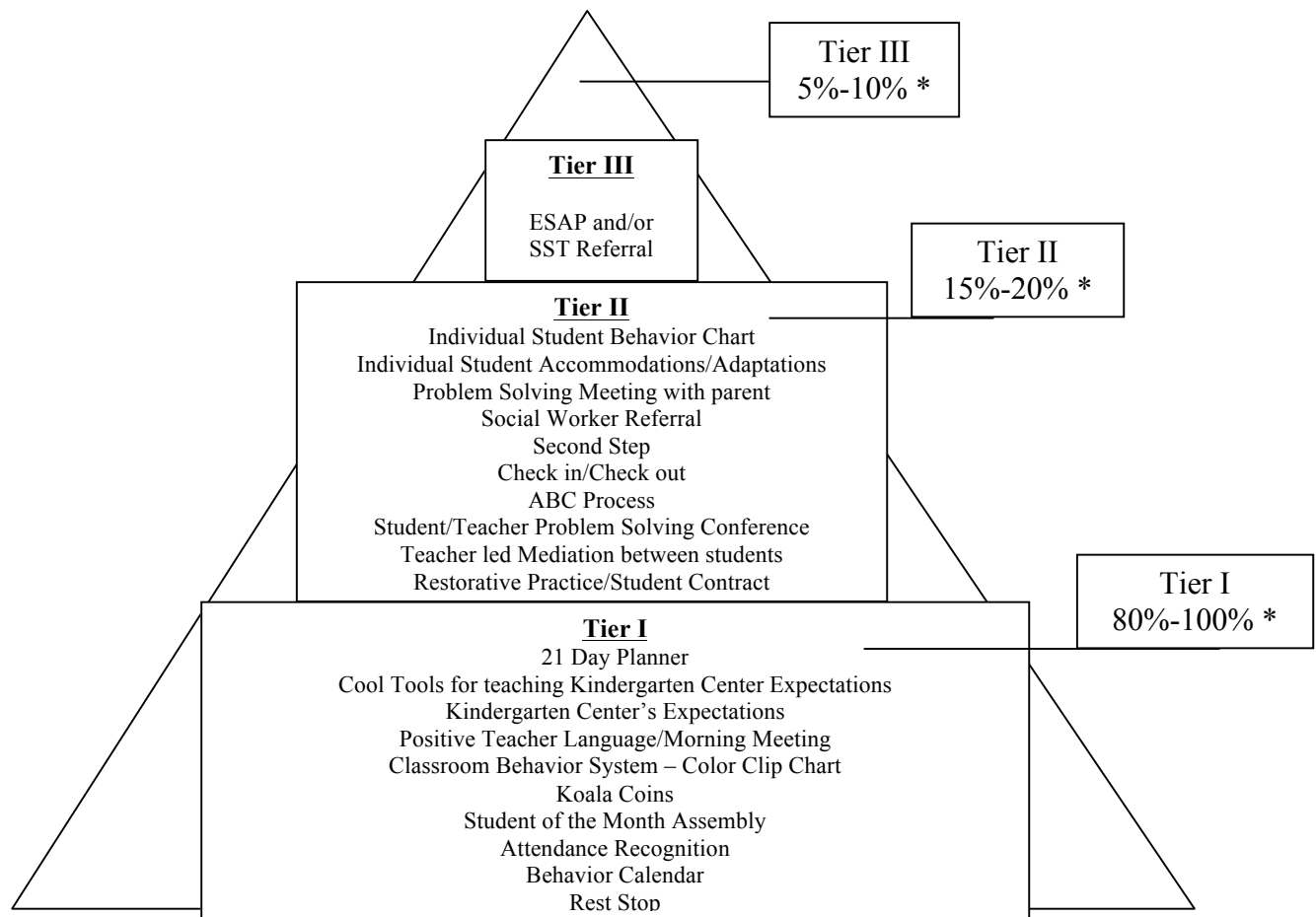


Positive Behavior Intervention & Support System

Behavior Pyramid

Upper Darby Kindergarten Center 2015-2016



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

Tier I 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 Kindergarten Center's 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 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.

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Tier I Interventions:

Interventions that are to be provided to the entire student body

21 Day Planner: This “planner” is used to teach students how to move around the classroom, how to use school supplies, such as scissors, glue, etc., how to work in small groups, as well as how to navigate the classroom and school building. It is used during the first 21 days of school.

Cool Tools for teaching Kindergarten Center Expectations: These plans teach the students our Kindergarten Center Behavior Expectations. The students learn exactly what the expected areas are for every area in the school building. Instruction in the three “B’s” is incorporated into the Upper Darby Storytown Pacing Guide and is discussed, modeled, practiced, and reviewed through out the year.

Kindergarten Center’s Expectations delineates expectations for student behavior across all school settings. The behavior matrix emphasizes our three “B’s”: **Be Respectful**, **Be Responsible**, and **Be Safe**.

Positive Teacher Language/Morning Meeting: 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.

Classroom Behavior System/Color Clip Chart: A classroom management system used through out the building in which students move within a range of colors based upon their behavior. The student may move up and down in the color chart. The end of the day color is reported on the behavior calendar that is sent home daily.

Koala Coins: Students are given Koala Coins when they are observed demonstrating behavior that exemplifies the Kindergarten Centre’s Expectations. A “Coin” is given to the student to save so that they may “purchase” classroom prizes or building level prizes.

Student of the Month Assembly: This assembly takes place the second half of the year. Students will be recognized each month for following the 3 B’s and also for being a model of a specific character trait each month.

Attendance Recognition: Classes will be recognized for perfect attendance. There may be “pop-up” rewards at random, and classrooms with the most perfect attendance days will be rewarded monthly.

Behavior Calendar: Used as a reporting system for the Classroom Behavior System/Color Clip Chart. Goes home with each student daily.

Rest Stop: There is a designated area in the classroom that can be utilized by all students as a place to go when needing some “think time”. It is used for a short amount of time (2-5 minutes) to allow for redirection of behaviors. The student is able to remain in the room and continues to be present for classroom learning.

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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.

Individual Student Behavior Chart: Chart that can be created for an individual student. Will be made to address specific student behaviors/needs. Designed to collect data and monitor progression toward meeting goals. This chart should be temporary and reviewed after a determined amount of time.

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

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

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.

Second Step: A program where students will develop their social-emotional skills—including making friends, managing emotions, and solving problems—to set them on the path for social success and academic readiness.

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

ABC Process: When a student is having a specific behavior problem, the teacher/team can look more closely at the Antecedent, the Behavior, and finally, the Consequence. The team will then try to put supports in place for student to avoid the antecedent (or action that causes the behavior) so as to avoid the poor behavior choice.

Student/Teacher Problem Solving Conference: Teacher and student will work together to determine how the behavior can be improved and how the student may be able to avoid a similar reaction next time.

Teacher led Mediation between students: Classroom teachers can facilitate and model conflict resolution discussions between and/or among students.

Restorative Practice/Student Contract: Will occur when a student attempts to change or 'restore' a conflict in their community or 'school'. Restorative strategies are employed by exchanging feedback (telling your story), apologizing, making restitution, and outlining positive goals for future behavior. This outline, in turn, creates the Student Contract.

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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.