

## Tier 1

School Name: Red Panda Elementary School

1. Description:

Our school is Red Panda Elementary School in the city area of Denver, Colorado. The school services grades kindergarten through fifth grade. The mascot of our school is the red panda pack. We have a 12:6 teacher student ratio. We have a total of 326 students in our school district. Our district has a racial breakdown of 68.1% Hispanic, 22.1% African American, 4.9% White, 2.5% two or more races, 2.1% Asian, and 0.3% American Indian. Our school provides free or reduced lunch to 87.7% of our students.

Based Off: <https://www.schooldigger.com/go/CO/schools/0336006525/school.aspx>

2. Hand out (see folder)

3. Office Referral Forms:

For the ORF's we will provide these referrals to all teachers. The teachers will need to fill out any referral form by the end of the day that the behavior occurred. If the behavior occurs outside of the regular classroom, it is important for the referring teacher or staff to communicate with their regular classroom teacher. The teachers will be in charge of making sure to file the paperwork as accurately as possible. After it has been filled out, the teacher will turn it into the secretary for proper filing in the data analysis system. This will allow everyone to keep track of who has received ORFs and what their possible interventions may be.

4. P.A.C.K.  
Positive  
Attentive  
Collaborative  
Kind

	<b>Bus (Voice Level 1)</b>	<b>Hallway (Voice Level 0)</b>	<b>Classroom (Voice Level 0-2)</b>	<b>Cafeteria &amp; Auditorium (Voice Level 0-1)</b>	<b>Recess (Voice Level 2)</b>	<b>Bathroom (Voice Level 0-1)</b>
<b>Positive</b>	-Talk to others with a smile. -Give others positive compliments.	-Be a leader and set an example by following hallway rules -Be welcoming and smile at others	-Positive attitude towards learning -Positive outlook for the day ahead -Provide peers with positive feedback	-Use manners when speaking with others -Be uplifting with your attitude	-Participate in safe activities -Respect playground materials	-Keeping the space clean -Take turns in the bathroom
<b>Attentive</b>	-Always listen to the bus driver's instructions. -Be aware of other's feelings.	-Stay on the correct side of the hallway -Stay quiet and have walking feet	-Follow instructions -Follow classroom rules -Pay attention to those around you	-Listen to adult supervisors -Remain seated in your designated area -Raise hand for help	-Follow directions -Listen to the teacher/supervisor	-Have walking feet in the bathroom -Be aware of cleaning up after yourself
<b>Collaborative</b>	-Be respectful to those around you. -Allow others to have a voice and opinion. -Help peers when needed.	-Remind others to stay quiet and pay attention to the teacher -Work with your partner in line to keep up with your class	-Participate in class group activities -Assist peers in completing tasks -Be open to working with others	-Listen when others are talking -Ask for help if its needed -Offer help when needed	-Include others in activities and games	-Keep the space that you are in clean and safe -Take turns washing your hands and going to the bathroom. -Provide positive conversations to others.
<b>Kind</b>	-Remember to use your manners. -Have a smile when listening and talking to others	-Respect other classrooms when you walk by -Respect the artwork/displays on the walls -Keep hands to self	-Respecting differences -Treat materials, peers, and the teacher with respect -Make friends with your peers	-Practice appropriate manners -Use a quiet, inside voice -Keep the space that you are in clean/safe	-Be respectful of others and materials -Make others feel welcome and included -Use manners	-Be respectful of others and materials -Use a quiet, inside voice



# HALLWAY EXPECTATIONS

**P**ositive: SMILE AT OTHERS, BE A LEADER, SET EXAMPLES

**A**ttitude: STAY QUIET, HAVE WALKING FEET, STAY ON CORRECT SIDE

**C**ollaborative: STAY QUIET, PAY ATTENTION, WALK WITH PARTNER

**K**ind: RESPECT OTHERS, RESPECT ARTWORK/DISPLAY, KEEP HANDS TO SELF

Voice Level: 0



# RESTROOM EXPECTATIONS

**P**ositive: KEEP SPACE CLEAN, TAKE TURNS IN RESTROOM

**A**ttitude: BE AWARE OF CLEANING UP AREAS, HAVE WALKING FEET

**C**ollaborative: SPEAK POSITIVELY, TAKE TURNS WASHING HANDS

**K**ind: BE RESPECTFUL OF OTHERS, USE A QUIET INSIDE VOICE

Voice Level: 0-1

**CLASSROOM EXPECTATIONS**

**P**ositive: POSITIVE ATTITUDE, POSITIVE OUTLOOK, POSITIVE FEEDBACK

**A**ttentive: FOLLOW INSTRUCTIONS AND RULES

**C**ollaborative: PARTICIPATE IN CLASS ACTIVITIES, ASSIST PEERS, HAVE AN OPEN MIND-SET

**K**ind: RESPECT EACH OTHERS' DIFFERENCES, RESPECT MATERIALS, MAKE FRIENDS WITH YOUR PEERS

Voice Level: 0-2

**CAFETERIA EXPECTATIONS**

**P**ositive-ATTITUDE-OUTLOOK-FEEDBACK-

**A**ttentive-LISTEN-REMAIN SEATED-RAISE HAND FOR HELP-

**C**ollaborative -PARTICIPATE-ASSIST-OPENESS-

**K**ind -APPROPRIATE MANNERS-CLEAN AND SAFE SPACE-

**VOICE LEVEL: 0-1**

57.7%

**RECESS EXPECTATIONS**

**P**ositive: PARTICIPATE IN SAFE ACTIVITIES & RESPECT MATERIALS

**A**ttentive: FOLLOW DIRECTIONS & LISTEN THE SUPERVISOR

**C**ollaborative: INCLUDE OTHERS IN ACTIVITIES & GAMES

**K**ind: BE RESPECTFUL, MAKE OTHERS FEEL WELCOME & INCLUDED, USE YOUR MANNERS

Voice Level: 2

The poster features a black background with white stars and red and white school supplies including a pair of scissors, a stapler, a pencil, a ruler, and a megaphone.

**BUS EXPECTATIONS**

Voice Level 1

**P**ositive-POSITIVE COMPLIMENTS AND SMILES

**A**ttitude-AWARE OF OTHERS FEELINGS AND ALWAYS LISTEN TO ADULTS

**C**ollaborative-HELP PEERS AND ALLOW OTHERS TO HAVE AN OPINION

**K**ind-USE YOUR MANNERS AND BE A GOOD LISTENER

The poster features a black background with white stars and red and white school supplies including a pair of scissors, a stapler, a pencil, a ruler, and a megaphone.



# AUDITORIUM EXPECTATIONS

**P**ositive - ATTITUDE - OUTLOOK - FEEDBACK -

**A**ttentive - LISTEN - REMAIN SEATED - RAISE HAND FOR HELP -

**C**ollaborative - PARTICIPATE - ASSIST - OPENESS -

**K**ind  
- APPROPRIATE MANNERS - CLEAN AND SAFE SPACE -

VOICE LEVEL: 0-1

5. If someone in the school notices a student following the matrix and being positive, attentive, collaborative, or kind, the student will be given a “Panda Paw.” Any school staff member can give a “Panda Paw” to a student who is showing exemplary behavior. Students turn in each “Panda Paw” they receive to the office for them to be put into a Connect Four game. Every two grades will be playing against each other. We will start with kindergarten and first, second and third, and fourth and fifth against each other. After one grade wins, they will move onto the next stage to go against another grade level that has won or lost. Each grade’s Connect Four board will be located between each grade “pod” section (kindergarten and first in one pod, second and third in another pod, and fourth and fifth in another pod) so that the students in those grades can always see them. The winner’s bracket board will be located at the front of the school by the principal’s office. The winners of the connect four boards get to sign the “Celebrity Signature” book.

1. Verbal Reinforcement/Teacher Praise
2. Sticker to be worn and a certificate to be sent home
3. Morning announcement to acknowledge to the students who exhibit positive behaviors are acknowledged
4. Eat lunch in the room with teacher
5. Panda Paw

Below are examples of our “Panda Paws” chips for the Connect Four game:



6. Consequences will be explained to all students. After three or more misbehaviors or instances of acting out, we will try to create a behavior intervention for the student to help better their behavioral skills in the school setting. Students will be told why they are receiving the consequences that they receive. Students may be given consequences for behaviors that are disruptive and harmful to others, such as talking out in class, distracting others on purpose, or harming others by hitting or kicking.

A consequence can be given as:

1.      Actions: Not Paying attention (talking out, touching a friend,etc.)  
Consequence: Zone of Proximity
2.      Actions: Interruption during instruction  
Consequence: Breaks tailored to the student's behavior
3.      Actions: Repeated interruptions during instruction/refusal to do work  
Consequence: Private talk with the teacher after class
4.      Actions: 3 or more occurrences of behaviors 1-3 after being warned  
Consequence: Note sent home to parents to discuss persistent behavior
5.      Actions: Putting themselves or others in Dangerous/Extremes of any previous actions  
Consequence: Office Referral Form



### Office Referrals Forms

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Referring Staff: \_\_\_\_\_

Location:  Bathroom  Cafeteria  Hallway  Playground/MPR  Classroom  Other: \_\_\_\_\_

Please Check One Box in Each Category:

Problem Behavior	Possible Motivation	Interventions
<ul style="list-style-type: none"> <li>• Disrespect/Defiance</li> <li>• Disruption</li> <li>• Harassment</li> <li>• Inappropriate Language or Touch</li> <li>• Physical Aggression</li> <li>• Property misuse</li> <li>• Stealing</li> <li>• Other</li> </ul> <p>_____</p>	<ul style="list-style-type: none"> <li>• Obtain Peer Attention</li> <li>• Obtain Adult Attention</li> <li>• Obtain Items/Activities</li> <li>• Avoid Peers</li> <li>• Avoid Adults</li> <li>• Avoid Task/Activity</li> <li>• Do Not Know</li> <li>• Other</li> </ul> <p>_____</p>	<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Individualize Instruction</li> <li>• In-school Suspension</li> <li style="padding-left: 20px;">_____ Hours/Days</li> <li>• Loss of Privilege</li> <li>• Parent Contact</li> <li style="padding-left: 20px;">_____</li> <li>• Restitution</li> <li>• Supervised</li> <li style="padding-left: 20px;">_____ Lunch</li> <li style="padding-left: 20px;">_____ Recess</li> <li>• Other</li> <li style="padding-left: 20px;">_____</li> </ul>

Others involved in incident:  None  Peers  Staff  Teacher  Other: \_\_\_\_\_

**Comments:**

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7. The secretary will review data collected on the data analysis system. The PBIS team will review this data each month on the selected date. If a behavior is occurring repeatedly in a classroom(s), the teacher will know to check the data system beforehand. This will allow the teachers to figure out the best behavioral plan for the student to determine their behavioral intervention.

Students will be referred for Tier 2 interventions when their behaviors are persistent, disruptive to others/themselves, or developing into new behaviors. An example could be a behavior that occurs in multiple settings everyday even after teacher intervention. Another example could be a behavior that is consistently dangerous to that individual or others.

8.
  1. Evidence-based best practices in classroom management
    - Token economy
    - Responsive classroom
    - Class Dojo for qualifying ages
    - Close monitoring of students
    - Data analysis
  2. Establish efficient classroom routines
    - Morning meeting
    - Transition songs/sayings/warnings
    - Visual classroom schedule
    - Job charts
    - Posted student objectives and standards
  3. Teach students how to be successful
    - Modeling
    - Real-life examples
    - Community involvement
    - Basing lessons on students' interests, strengths, and weaknesses
    - Self-reflection
  4. Have positive interactions with students
    - Build respect with the students
    - Greeting students at the door
    - Getting to know the students
    - Become involved with after-school programs or sports that students are involved in
    - Having school staff members get involved with the classroom
  5. Incentives, recognition, awards
    - Display of student work in and outside of class
    - Student of the week for appropriate grades
    - Whole class rewards
    - Class competitions for common goals
    - Roles in the classroom based on behavior (teacher helper, line leader)
  6. Set clear behavioral standards
    - Displayed classroom rules
    - Displayed school rules
    - Set aside an area for students to reflect on their behaviors/take a break

- Student-teacher relationships
- Teacher follows through with consequences with everyone for the entire school year

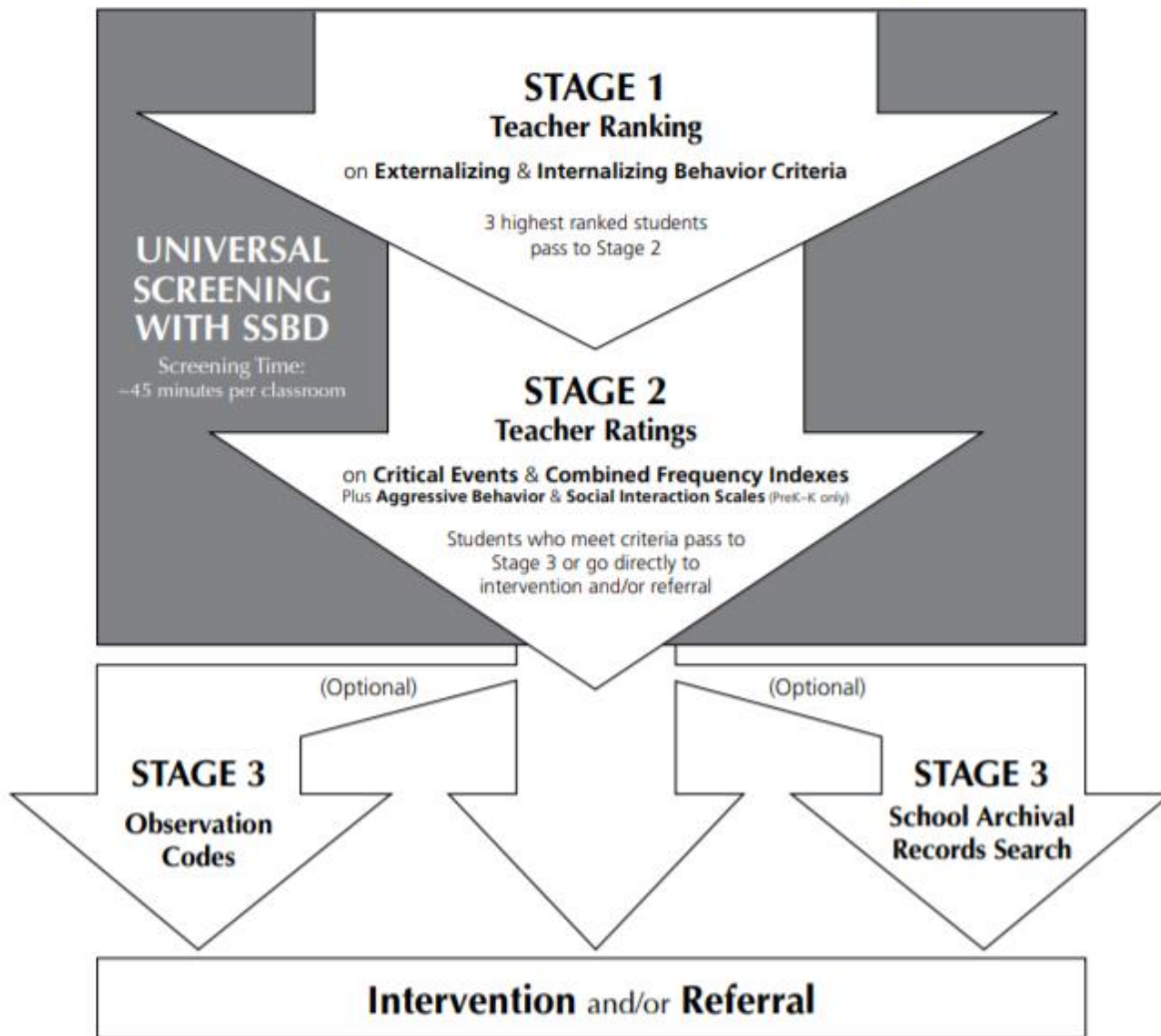
9. We would use the PATHS program in our school district. This program promotes emotional and social competencies and helps reduce aggression in students. The PATHS program increases happiness, health, and emotional well-being. It also promotes healthy relationships and social skills and prepares children for their futures. We like how this program promotes skills that are not only used in the school environment, but outside of school as well. PATHS has been proven to be successful in many school environments. The curriculum for PATHS is separated for grade-specific classroom kits, making it an effective program in our school because it is grade-specific.

10. We would use the Systematic Screening for Behavioral Disorders (SSBD) behavioral screeners in our school. SSBD identifies students who may be at risk for internalizing and externalizing behaviors. It uses the three-stage model for screening and identifying students who may need support. Out of all students who may exhibit these behaviors, only  $\frac{1}{3}$  are proven to actually receive treatment. In our school, we would use this screening tool to identify these students and make sure we use preventative measures and treatment that is needed.

Figure 1 SIMS Assessment System

# SIMS

## Screening, Identification, and Monitoring System



## **Tier 2**

1. Behavioral Programs:
  - a. Check-in/Check-out:

For our check-in and check-out program, we created a form for students in Tier 2 to have the students take from class to class, so teachers can rate them on how their behavior is during the class. The students will have a designated check-in teacher. This teacher will create a positive relationship with the student. The teacher will help talk to them about their day and how they can better their behavior. Each period the student's teacher will rate the behavior of the child from 0 to 2. (0 being needs work, 1 being okay, 2 being excellent) They will also sign to confirm that they are the ones who rated the behavior. Twice a day, we will have the student check-in with their designated teacher, who is their personal cheerleader, to see how their day has gone and how they may be able to improve their behavior.

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Check-in Teacher: \_\_\_\_\_

0- Needs Work	1- Okay	2- Excellent
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	<b>Positive</b>	<b>Attentive</b>	<b>Collaborative</b>	<b>Kind</b>	<b>Teachers' Initials</b>
<b>Bus</b>	0 1 2	0 1 2	0 1 2	0 1 2	
<b>Period 1</b>	0 1 2	0 1 2	0 1 2	0 1 2	
<b>Period 2</b>	0 1 2	0 1 2	0 1 2	0 1 2	
<b>Period 3</b>	0 1 2	0 1 2	0 1 2	0 1 2	
<b>Lunch</b>	0 1 2	0 1 2	0 1 2	0 1 2	
<b>Period 4</b>	0 1 2	0 1 2	0 1 2	0 1 2	
<b>Period 5</b>	0 1 2	0 1 2	0 1 2	0 1 2	
<b>Period 6</b>	0 1 2	0 1 2	0 1 2	0 1 2	
<b>Recess</b>	0 1 2	0 1 2	0 1 2	0 1 2	

Total Points: \_\_\_\_\_ Percentage: \_\_\_\_\_ Goal Percentage: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## Follow Up Agreement

Name:		Date:	
What rule(s) did you break?	• Be Ready	• Be Respectful	• Be Responsible

What will you do differently next time?

Student Signature:

Adult Signature:

- I have discussed this matter with my child and do not feel the need for further communication.
- I am requesting to speak with my child's teacher.
- I am requesting to speak with the building's principal.

Please contact me at this number: \_\_\_\_\_

b. Token Economy:

Individual students who display a need for replacement behaviors can be introduced to their own token economy. A token economy uses reinforcers for replacing negative behaviors with a wanted behavior. Student's reinforcers can be verbal but also involve rewards (tokens). The token economy is posted or stored in the classroom and students help to monitor their behavior through this. Once the student reaches a certain amount of tokens, they can exchange that for a reward or save it up for another reward. The rewards are catered to students' interests. Being rewarded for replacement behaviors decreases negative behaviors. Eventually, the token economy can be faded out. Certain rewards can be taken away as positive behaviors increase. Teachers will communicate with one another about behaviors if the student switches between teachers.

c. Peer Mentoring:

Students in lower grades are paired up with an older student to help them navigate school-life. Peer mentors will act as a friend and support system to help the younger student succeed in school and with any problems they may have. Peer mentors and the student they are mentoring will meet once a week to check in on how everything is going. Younger students who may not feel comfortable talking with a teacher about what is going on in their life may feel more comfortable talking with another student who has been through the same things they have been through (same teachers, same classes, same assignments). Peer mentors are chosen to be mentors based on their ability to work well with others and their empathetic personalities. Students who are involved in the peer mentoring program will be selected for it based on their need for intervention. Those involved in this program will meet with a teacher every couple of weeks to determine how well the program is working. If any problems arise, the students can talk to any school staff member to help find a solution. A teacher from each grade will be paired up with another teacher from a higher grade to monitor the students involved in the peer mentor program. At the monthly PBIS team meeting, these teachers will discuss how well the program is working for the students.

d. Social Stories:

Social Stories should be used to teach students routines, expectations, and behavioral standards in an alternative way. They should be used to when a student fails to grasp social norms, routines, and expectations, is on the autism spectrum or has ADD/ADHD, is disorganized, unprepared, disheveled, needs reinforcement of class rules, routines, procedures, lacks social skills, does not respond to cues, redirection, or refocusing, fails to complete work, homework, and expectations. The basic steps in creating a social story are: creating a list or outline of the steps in the routine; for each step of the process, develop a simple sentence to explain the step; utilize visuals to represent the action; when completed, review with the student daily before they perform that routine; after the student learns the social story well, have them review it on their own before performing; finally, the student may slowly wean the student off of the social story as they consistently perform the task correctly.

e. Self-monitoring:

Self-monitoring allows a student to become more aware of their own actions and how they affect themselves and others. The student will be able to develop independence, self-awareness, and coping abilities. Students will be provided with a checklist, visual cues, personal notes, and/or charts. These are all tailored to help with keeping the student



aware of their actions and how to fix their behavior. Teachers can create the checklists, visual cues, and/or charts with the student so it can be specific to the child. These can be used in any setting where the unwanted behavior occurs. Over time, the checklist, visual cues, personal notes, and/or charts can be extinguished because the behaviors will become natural.

2. Teacher Training:

For teacher training, we will have a professional development session. It is important to have clear goals stated at the beginning of the training. It is important to assign each staff member with their specific role in the program and what the expectations are for everyone involved. Every teacher will be trained on the specific behavioral programs to allow them to understand every program in case they come across them. Members who hold higher roles will meet every month and then eventually move to every other month once the program is running smoothly. On early dismissal days or when teachers have professional development days, they can expand on their training and discuss the behavioral programs.

3. Progress Monitoring:

Students who are receiving Tier 2 interventions will be monitored weekly if possible, if not, at least once a month. By progress monitoring, we can find out if the students' skill levels have changed as time has moved on, so regrouping may need to happen if students are doing well with the intervention or they may need to be more intense (Tier 3). If many of the students who are receiving the interventions are not making adequate progress, the interventions may need to be altered. The interventions may need to be more intense, such as a Functional Behavior Assessment, an Antecedent Behavior, and Consequence Assessment, etc. After finding the specific antecedent, behavior, and consequence, we will decide what individual plan will work best for them. We would remove them out of Tier 2 by completing progress monitoring and making sure they have met the goal established. This will allow us to use a Follow Up Agreement to make sure the students keep in mind to stay on the positive behavior track. It will also give the parents a way to contact us if they have more questions.