

## **School Wide Positive Behavior Interventions and Support (SWPBIS)**

Mount Nittany Elementary School has a School Wide Positive Behavior Support system in place that is focused on teaching and reinforcing appropriate behavior at all grade levels. Our school rules are:

**WE ARE RESPONSIBLE  
WE ARE RESPECTFUL  
WE ARE SAFE  
WE ARE READY TO LEARN  
AND BEAT YESTERDAY!**

SWPBS Mission Statement:

At Mt. Nittany Elementary we strive to create a positive 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 rules 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 reward systems in place to encourage positive behaviors and an office referral system that tracks and deals with undesirable behavior.

**All students are expected to learn and follow these rules.**

Rules and expectations are taught to every student at the beginning of each school year and reviewed throughout the year. Staff members will model positive behaviors for the students. "SWPBS Rule Reminder" posters are displayed in classrooms and in all common areas of the school. Students also receive universal social-emotional lessons using the research-based curriculum; Second Step.

Students can be rewarded for displaying appropriate behavior by any member of the school staff. When a student is "caught" displaying acceptable behavior, they are praised and rewarded with a "Paws" ticket (example below). One part of the ticket is taken home to share with family members and the other part is entered into a weekly drawing at school. There are different prize selections available,

hopefully creating a desire for the student to want to earn "Paws" tickets. Tickets will also be used to work towards all-school rewards 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 school and recognize the effort that students make to make our school a more positive environment. Classroom teachers may also use the tickets in creative ways in their own classrooms.

There are also "Classroom" tickets that can be earned by each class as a group. These tickets are earned when a class demonstrates commendable behavior in situations outside of the classroom. The teacher will use these classroom tickets, at their discretion, to reinforce the whole class for positive behavior.

### **How can families help with SWPBS?**

We ask parents/guardians to support the school by reinforcing these rules and expectations at home and meeting with us when there is a problem that needs follow-up.

Parents/guardians are the best role models for their children. Children often imitate behaviors they see at home. Be sure to talk to your child about their school day. Ask your child about the "Paws" tickets and encourage them to follow the rules and expectations in order to receive tickets. Keep communication open between you and your child's teacher throughout the school year. Please encourage your child to make smart choices at school and at home.

Consequences for inappropriate behavior may include, but are not limited to the following: a student/principal conference, a warning, a student/teacher/parent conference, loss of privilege or an out of school suspension.

### **Tier 2 and Tier 3 School-Wide Positive Behavior Supports**

When students need social-emotional or behavioral support beyond universal supports for all students (Tier 1), they may benefit from our Tier 2 and/or 3 school-wide positive behavior supports. Tier 2 provides additional interventions to support that smaller percentage of students who do not sufficiently respond to our universal (Tier 1) strategies. Tier 3 supports provide more intense and individualized supports to those who do not show progress within Tier 2.

Students are identified for these Tier 2/3 supports through various ways, such as

parent or teacher recommendation, frequent office disciplinary referrals, slipping grades, frequent nurse visits, or attendance concerns. In addition, teachers will complete a rating scale for all students in their classes two or three times a year to find students who may be in need of additional social-emotional or behavioral supports.

**Tier 2 Interventions Include:**

- The PAWS (Positive Action with Support) program: A Daily Check-In/Check-Out system with a trusted adult.
- Skills Groups: Focus on specific skill development within a small group setting (e.g., self-regulation, social skills, anxiety reduction, etc.)
- Mentor Program: Students are matched with an adult mentor at school that they meet with weekly.
- Lunch Bunch: Geared towards fostering friendships and developing positive peer relationships.

**Tier 3 Interventions Include:**

- Referrals to community supports, such as Integrated Mental Health (IMH) services
- Individual support with our school counselor or school psychologist for school-related concerns (academic, social/emotional) with a skills-focused approach
- Completion of a Functional Behavioral Assessment (FBA) and the creation/implementation of a Behavior Intervention Plan (BIP)

Family involvement is crucial to the success of these more individualized social-emotional and behavioral supports. If your child is in need of additional supports through our school-wide positive behavior support program, we will contact you to participate in the process.

You may be contacted by the school if your child could benefit from a Tier 2 or 3 support. If you feel that your child would benefit from these supports or have other concerns, please contact your child's teacher.

Please review this document as well as the SCASD Elementary Student Handbook with your child.

We appreciate your support!