

We are excited to be implementing *Positive Behavioral Interventions and Supports*, or PBIS, at Duffy this year! PBIS is a research-based framework for teaching and reinforcing positive, pro-social behaviors. All staff members teach the same expected behaviors with consistent language. Posters strategically placed (in the Cafeteria, hallway, bathroom, etc.) further define the behavioral expectations in locations throughout our school. Staff reinforce students when positive behaviors are noticed. The goal of PBIS is to increase academic success by ensuring that all students are safe, comfortable, and ready to learn.

We have three school-wide behavioral expectations:

- Be Respectful
- Be Responsible
- Be Compassionate

Our goal is to nurture the whole child, both academically and social-emotionally and these expectations reflect what we want to see, and are already seeing, from students at Duffy. We incorporated these behavioral expectations into our “Duffy Promise,” which all students will learn this year:

As Duffy citizens, we show respect, demonstrate compassion, and take responsibility for our learning and our actions.

Systems of Recognition:

There are several ways students can be recognized for showing the expected behaviors:

1. *Individually*- Students can earn green tickets for showing any of the three expected behaviors from any staff members throughout the day. Tickets are used for varying reward systems in each classroom.
2. *Class-wide*- If a class is showing the positive behaviors as a whole, the class can earn reinforcement with a “dragon scale.” The dragon scales will be added to a class poster of Duff the Dragon. When the class reaches 20 scales, a class celebration occurs!
3. *School-wide* - The tickets that students earn will be poured in weekly to a school bucket. Every week, several tickets (with students’ names written on the back) will be pulled at random to receive an extra special prize. Secondly, as the school reaches a goal of total amount of tickets received, a whole school celebration will occur!

Recognition and reinforcement will occur on a differentiated basis as teachers notice and catch the positive behaviors. Students understand that reinforcement will not occur for every single behavior.

Systems of Discipline:

To ensure structure and consistency, we have a common protocol for discipline as well. Behaviors not meeting our expectations are classified as either “Minor” or “Major.” In the case of a “Minor” behavior, a student may be asked to process and problem-solve what they can do better by filling out a “thinking sheet.” This is in addition to any further logical consequence. Students demonstrating a “Major” behavior are immediately referred to the office for administrative action. Both “Minor” and “Major” behaviors are documented on a standard form and are inputted into our computer database so that we may track trends in behavior. We analyze trends to determine where we need to focus our efforts in re-teaching positive behaviors.

When misbehavior occurs, we use the following chart to guide our response. The guidelines provided below were created in 2014 by administration, teachers, and parents on Duffy’s Safe School Climate Committee.

Behavioral Definitions for a Duffy Office Referral

Behavior	Minor (Handled by teachers)	Major (Goes automatically to office)
Physical Contact	Inappropriate physical contact with the intent to annoy rather than to harm or due to lack of body control (nudging, cutting in line, pushing, stepping on shoes, continuously misjudging personal space).	Fighting or physical aggression where an injury may occur or there was intent to harm (kicking, punching, hitting, slapping, pulling hair, scratching, biting, spitting, etc.)
Inappropriate Language	Inappropriate language or gesture in general, not necessarily directed at a single person. Includes writings or drawings, sighing/eye rolling in response to teacher or student.	Abusive language/gesture, including writing or drawing, directed at a person with the intent to hurt, threaten or demean (including directed at a teacher). Includes put-downs, swearing, negative comments, racial slurs.
Non-compliance/ Disrespect	Failure to respond to adult requests despite reasonable reminders. “Selective hearing;” trying to read or draw secretly, leaving room to go to bathroom or get a drink without permission	Openly challenging rules, directions, or expectations, confrontation with an adult or peer, leaving without permission to run away.
Disruption	Student behavior that negatively impacts learning environment (calling out, inappropriate noise, horseplay or roughhousing, sustained out of seat behavior, throwing something carelessly or in play that could harm someone.	Student engages in behavior causing an interruption in class or activity. Includes yelling or screaming, throwing objects or furniture with an intent to harm).
Property Misuse	Inappropriate use of school materials or property (absent-minded writing/doodling on desks, careless ripping of books, breaking items through misuse, tilting or leaning back in chairs to the point where chair is damaged or student falls)	Student intentionally damages school property or another student’s personal property. Offensive writing on furniture, walls or materials, stealing, urinating on floor, flooding sinks.)
Technology Misuse	Student inappropriately uses technology (slamming mouse or keyboard, interferes with someone else’s use, uses wrong program, or uses program in wrong way, changes settings	Student engages in inappropriate use of the computer as defined by the school policy (cyber bullying, visiting inappropriate sites, etc)
Other	Any other minor problem behaviors not listed	Any other major problem behavior not listed

Next Steps: We took one year to plan our PBIS framework with the help of a multi-disciplinary team of staff volunteers. Our team will continue to receive training and professional development for two more years as we move forward in implementing *Positive Behavior Supports and Interventions* at Duffy. We hope you will come inside this year to see PBIS in action!