



Washington Elementary School Positive Behavior Support Team

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WASHINGTON



ELEMENTARY

Achieving Excellence!

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Positive Behavior Support at Washington Elementary School

Positive Behavior Support will allow us the opportunity to provide a consistent and fair behavior plan. The original theories behind this approach to discipline were developed by special education instructors. However, the benefits of this type of a plan are beneficial to ALL students.

Experience and research shows us that students achieve at a higher level when they know the expectations and feel safe. Positive Behavior Support will help us improve both of these. Our plan provides detailed expectations in every area of the school while putting an extreme emphasis on safety.

The success of our plan will improve with time and with the participation of our families. Research also shows us that school behavior plans that are followed in the home greatly improve their effectiveness in the school. Throughout this process, Washington Elementary will provide small workshops to help with home implementation of the Positive Behavior Support Plan.

Our plan will focus on three areas:

Responsibility
Respect
Safety





Education YES! And No Child Left Behind: Correlation with School-wide Positive Behavior Support

Adequate Yearly Progress/Continuous Improvement—PBS Outcomes

- Responsibility and leadership are shared between staff and administration.
- Outcome data on both academic and behavioral progress are monitored, reviewed for progress and used for planning.
- Reduction in disruptive student behavior results in increased levels of academic engagement.

Teacher Quality and Professional Development—PBS Outcomes

- Teachers practice research-based classroom management strategies.
- Coaching and mentoring promote effectiveness.
- Professional development is directly linked to school improvement plan.
- Integration of technology informs practice.

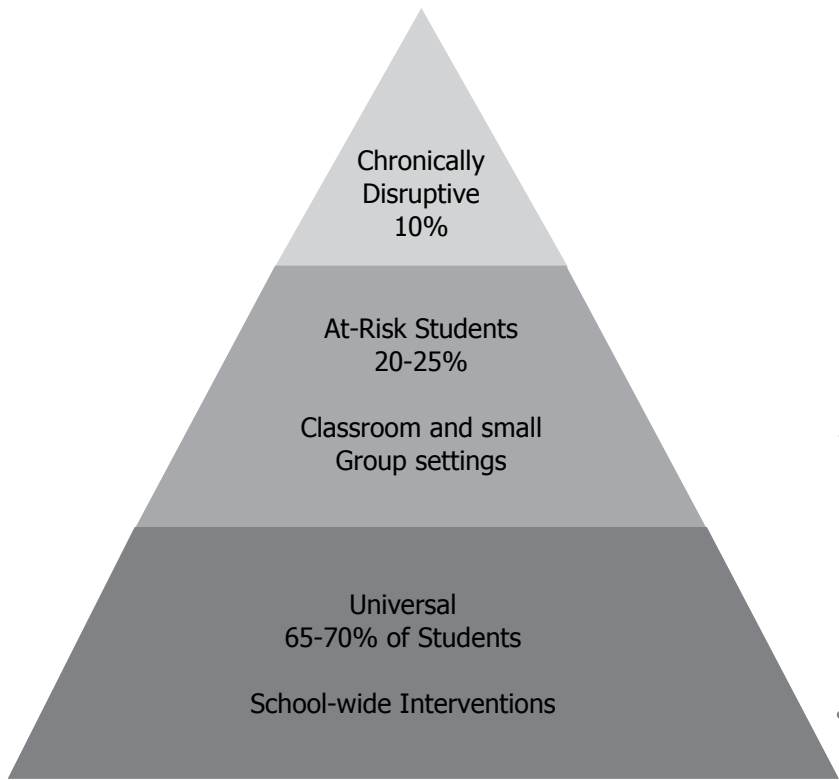
Standardized Testing—PBS Outcomes

- A common set of behavioral expectations exists during standardized testing.
- Students are on task and focused during standardized testing.
- Increased time on task increases student confidence and knowledge.

Positive School Climate/Safe and Drug Free Schools—PBS Outcomes

- Written disciplinary policies are reviewed and evaluated for effectiveness.
- Student suspension rates are reduced.
- Student attendance rates are increased.
- Anti-social behavior is reduced.





- Target social skills instruction e.g. anger management
- Functional behavior assessment and individual behavior plans
- Parent collaboration and education
- Collaboration with student's physician or mental health professional
- Intensive academic support

- Target interventions
- Simple behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom management support

- Teaching school-wide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas



Teaching Positive Behavioral Expectations

"Believe, Achieve, Succeed!"

Responsibility • Respect • Safety

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Guidelines for Teaching Positive Behavior Expectations (The Matrix)

How long should it take to teach the behaviors on the Matrix?

- Plan to teach the expectations over the first two to three weeks of the program. Lessons will need to be repeated and the expectations will need to be strongly reinforced throughout the year.

How often should I teach the Matrix through the remainder of the school year?

- As problems arise in a certain area or time of the day then re-teach the expectations for that time or location.

What do you mean by "teach" the expectations? I always go over the class rules.

- By teach we mean show, as in model, demonstrate, or role-play. Have the students get up and practice exactly what you want them to do.
- Re-teach the behaviors as often as it takes for the students to master the expectations.
- We need to make sure that our students get enough practice in demonstrating the positive behavior expectations so they become second nature and the students actually use them when we are not around.





Guidelines for Teaching Positive Behavior Expectations (The Matrix)

How long should it take to teach the behaviors on the matrix?

- Plan to teach the expectation over the first two-three weeks of school. Lessons will need to be repeated a few times initially and reinforced strongly at the outset of the year.

And then I'm done, right?

- Not quite. Plan to teach "booster" lessons throughout the school year. If a lot of problems arise in a certain situation, re-teach the expectations. Having a new student enter the class is also a perfect time for a "refresher" course.

What do you mean by "teach" the expectations?

I always go over the class rules.

- This is a little different. By teach we mean show, as in model, demonstrate, or role-play. Have the students then actually get up and practice exactly what you have shown them to do. Have fun with it! Give them feed-back on how they did. Lastly, praise them for their effort (and reward).
- Team up with a colleague to plan and teach lessons.
- Repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

How much time am I supposed to commit to this?

- Keep the lessons brief. 5-15 minutes per lesson.

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Guidelines for Teaching the Matrix - continued

How do I fit this in with everything else?

- Accompany your students to the different areas of the school described on the matrix and plan to conduct brief lessons. Consider it an investment during the first part of the year that will pay off with more orderly behavior thereafter.

How is this different than teaching “procedures” as described in Harry Wong’s book, The First Days of School?

- Harry Wong talks about how important it is to have clear classroom procedures defined and directly taught to students. These are the foundations of good classroom management. For example:
 - ---What to do when you enter the classroom.
 - ---How to get the teacher’s attention.
 - ---What to do when you need to go to the restroom.
- The positive behavior expectations defined in the matrix may be included in classroom procedures, but they are grounded in the core values of **RESPECT, RESPONSIBILITY** and **SAFETY**. Part of our objective is to teach students these core values beyond the level of simple classroom procedures.



	Lavatories	Cafeteria	Arrival/Departure	Hallways	Recess / Playground
Be Respectful	<ul style="list-style-type: none"> • Clean up after yourself • Respect others' privacy 	<ul style="list-style-type: none"> • Use your indoor voice • Follow the signals on the traffic light • Use good manners • Do not play with food 	<ul style="list-style-type: none"> • Use appropriate language • Follow all staff directions • When entering the building, remove all hats 	<ul style="list-style-type: none"> • Be quiet when walking in the hallways • Respect the artwork and the walls 	<ul style="list-style-type: none"> • Follow adult directions • Use positive language • Use indoor voice during indoor recess
Be Responsible	<ul style="list-style-type: none"> • Flush the toilet • Report any problems to a staff member 	<ul style="list-style-type: none"> • Clean up after yourself • Open food must remain in the cafeteria • Raise your hand and wait for permission to leave the cafeteria 	<ul style="list-style-type: none"> • When entering the building, walk directly to your designated area • Follow established procedures 	<ul style="list-style-type: none"> • Report any problems (water on floors) to a staff member 	<ul style="list-style-type: none"> • Immediately report disturbances, accidents and injuries to a staff member • Enter and exit in orderly lines • Follow the rules
Be Safe	<ul style="list-style-type: none"> • Wash your hands with soap • Get in and out quickly 	<ul style="list-style-type: none"> • Keep your hands, feet, and objects to yourself • Always walk - follow the established traffic pattern • Do not share your food with others 	<ul style="list-style-type: none"> • Walk single file • Keep your hands, feet, and objects to yourself. • When leaving the classroom, walk directly to your designated area 	<ul style="list-style-type: none"> • Walk on the right side of the hallways • Walk at a safe pace • Keep your hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Take turns • Use playground equipment properly • Keep your hands, feet, and objects to yourself



Behavior Pledge

I pledge to be respectful to myself, my friends, my classmates, and the staff.

I pledge to be responsible in my actions, my homework, and my words.

I pledge to be safe in everything I do and everywhere I go and I will ask for help if I need it.





Procedures to Practice with Students their First Week of School



- Entering the classroom
- Getting to work right away
- What to bring to class
- How to ask a question
- How to give an answer
- What to do when you need paper and pencils
- Finding directions to an assignment
- What to do if you need help
- What to do if the teacher is not in the room
- What to do if the teacher is busy or speaking to someone
- What to do if you were absent
- How to work in a group
- How to give the teacher your attention
- What to do with homework
- How to pass in papers
- How to return students' work
- Returning to work after an interruption
- What to do during a fire drill, tornado drill, etc.
- What to do during announcements
- Saying "please" and "thank you", "excuse me", and "I'm sorry"





Sample Teaching Strategies/Lessons

- Use classroom discussions
- Brainstorm a list of actions that show respect
- Have students talk about a person or character from a book that they respect
- Role-play both appropriate/inappropriate behaviors
- Create bulletin boards showing respect, responsibility, and/or safety
- **TEACH** and practice procedures—

If a student doesn't know how to read, we teach.
If a student doesn't know how to swim, we teach.
If a student doesn't know how to multiply, we teach.
If a student doesn't know how to behave, we punish?

—John Herner

Continued, page 14



Ways to Practice Some Procedures

ALL QUIET SIGNAL

Explain to students that throughout the entire school year when a teacher or other adult wants you to come to attention, they will raise their hand with three fingers in the air. The three fingers stand **for Stop, Look, and Listen**. To demonstrate this, allow students to talk with a partner (have them get to know each other by having them talk about their favorite subjects, sports, if they have siblings, etc.). After two minutes, raise your hand with three fingers in the air. See how long it takes them to come to attention. Surprise students by practicing this throughout the building.

INTERRUPTIONS DURING CLASS

Tell students that someone will be coming into the classroom to talk to you. They won't know when, but they must be instantly quiet and remain that way until the visitor is gone.

ASSEMBLY PROCEDURES

Discuss appropriate behaviors for walking in the hallways. Practice walking to the assembly room and demonstrate appropriate manners and ways to sit. Voices should be no louder than a six-inch voice (demonstrate the difference between a six-inch conversational voice, a six-foot oral reading voice, and a twelve-foot outdoor voice) before an assembly starts and should be silent when all quiet signal is given. Remind students that bathroom breaks and drinks should be taken care of before/after assembly. Practice/discuss appropriate behaviors during assemblies (no talking, clapping when appropriate). Practice appropriate quiet dismissal procedures.





Acknowledging and Rewarding Appropriate Behavior

"Believe, Achieve, Succeed!"

Responsibility • Respect • Safety

"Achieving Excellence!"



What Makes A Good Reward?

1. Readily available
2. Appropriate to the environment
3. Easy to deliver
4. Can be controlled by the teacher
5. Is powerful to the student





What is It?

Positive Teacher Attention!

How often should I give positive attention?

4:1

FOUR POSITIVES TO ONE CORRECTION





100 Ways to Praise a Child

You Are Responsible

You're Unique

You Tried Hard

That's Correct

Spectacular Job

You're Beautiful

You're Doing Well

You've Got It

Brilliant

Phenomenal

Wonderful

Splendid

Impressive

Good

Out of This World

You Did It

You're On Top of the World

Beautiful

Super Work

Good Job

You're On It

Good Thinking

Way To Be On Task

You're The Best

You Learned It Right

You Go

Amazing

Sensational

Exceptional

First-Rate

Congratulations

Remarkable

Great

Terrific

Good Stuff

Superstar

Hot Stuff

You Belong

I Trust You

Try Your Best

Creative Work

You're Perfect

You're So Smart

Fine Job

Outstanding

Superior

Cool

Good For You

Fantastic

You Made My Day

Radical

Bravo

Perfect

You Care

Excellent

Nice Work

I Like You

I Respect You

Beautiful Work

You're Darling

Great Discovery

You Are Exciting

Hip Hip Hooray

Now You're Flying

Thanks So Much

You're The Greatest

Ideal

I'm Proud Of You

Stupendous

Wow

A+ Job

How Nice

Marvelous

Well Done

That's Incredible

That's Hot

Good For You

Fantastic Job

Hurray For You

Remarkable Job

You're a Winner

You're Important

You're Fantastic

How Smart

You're Catching On

Looking Good

Tremendous

Fabulous

Neat

Awesome

Dynamite

Love It

Way to Go

You Brighten My Day

Magnificent

You're On Target





“C.U.B.S.” Tickets/Coupons

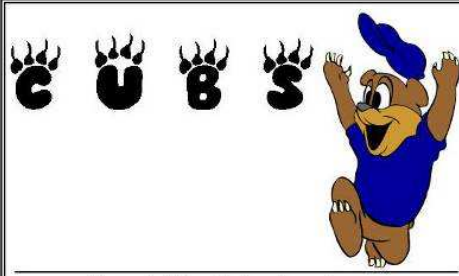
What Are They?

“C.U.B.S.” coupons/tickets stand for “Caught You Behaving Super”. They are pieces of paper that carry a positive message and a place for the recipients to write his/her name. The tickets are given to students to recognize when they have performed positive behavior expectations identified in the matrix. Teachers/Adults giving the ticket should also write their name on the ticket prior to giving the ticket to the students. This will help us collect data and evaluate whether the C.U.B.S. tickets are effective. Students should bring their tickets to the office to have their picture taken and to cash in for a reward

1. Select the specific positive behaviors you wish to target for reinforcement.
2. Use the reproducible tickets. The tickets can be found in your PBS staff handbook, WES shared drive, or in the office copy room.
3. Explain the program to students. Tell them the behaviors that will result in their earning tickets. Give examples of desired behaviors: role-play if necessary to make certain the students understand the expectations.
4. Implement the program. Give tickets generously for the targeted behaviors.
5. When giving out the tickets specifically describe and praise the behavior for which the coupon is being given.
6. Make sure all students have the opportunity to earn coupons.

Positive Acknowledgment Tickets/Coupons for Students Behaving Super

- It is recommended that staff award at least 5-10 coupons per week to students who demonstrate the positive expected behaviors (give generously!)
- Students are responsible for putting received coupons in a designated box in the office.
- Secretaries, custodians, Para-Professionals, bus drivers, and other school staff need to have the C.U.B.S. tickets/coupons to give students.
- Through a weekly drawing, students will be called over the P.A. to receive a positive acknowledgement prize from the principal.



Caught You Behaving Super

Issued by: _____

Date: _____

Whole School Activities

Beginning of School	Introductory Assembly for Students
Weekly	"Caught You Behaving Super" Coupon Drawing / Announcement
Last Day of the Month	PBS Reward Activity

C U B S



Caught You Behaving Super

Issued by: _____

Date: _____

C U B S



Caught You Behaving Super

Issued by: _____

Date: _____

C U B S



Caught You Behaving Super

Issued by: _____

Date: _____

C U B S



Caught You Behaving Super

Issued by: _____

Date: _____



Additional Ideas for Whole Class and Individual Reward Systems

Although Positive Behavior Support will be identifying individual students school-wide for exhibiting appropriate behaviors, it still is necessary to acknowledge your students on a day to day basis both individually and as a class. See right for ideas.



Reward Ideas

Treats

Computer Time

Drawing

Homework Passes

Inexpensive Toys

Slipper/Hat Day

PRAISE!

Good Phone Call Home

Stamps

Movie & Popcorn

Social Time with Peers

Music in the Classroom

Games

Extended Free Time

Special Projects

Good Note Home

Stickers

Sit with a Friend





Consequences for Problem Behavior

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Problem Behavior Definitions

Problem Behavior	Definition
Disruption	Behavior causing an interruption that disrupts or interferes with the educational process. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay, roughhousing, or play-fighting; and/or sustained out-of-seat behavior, blurting out.
Insubordination/Defiance	Refusal to follow directions, talking back, rude to an adult, refusal to deliver and/or return school correspondence when required
Inappropriate Languages/Gestures	Profanity, verbal messages and/or gestures, including swearing, name calling or use of words in an inappropriate way.
Refusal to Participate	Refusal to cooperate with instruction and/or to attempt to meet basic instructional expectations.
Harassment/Bullying	An intentional electronic, written, verbal, or physical act or series of acts that is (a) directed at another student or students, (b) occurs in a school setting, (c) is severe, persistent, or pervasive, and (d) has the effect of doing the following: (i) substantially interfering with a student's education, (ii) creating a threatening environment, or (iii) substantially disrupting the orderly operations of the school setting (which means in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored supervised, or sanctioned by the school.
Verbal Abuse	Name-calling, racial or ethnic slurs, or other derogatory statements that is offensive to another person.
Sexual Harassment	Unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any member of the school staff to a student, when made by a student to a staff member, or when made by any student to another student when : (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education, (2) submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive education environment.
Threats	Words or actions that may threaten to do injury to another person or that intimidate another person through fear for his/her safety or well being.
Fights/Aggression	Actions involving physical force on another person where injury may occur (e.g., hitting, pushing, grabbing forcefully, kicking, scratching, hair-pulling, striking with an object, etc.)
Tardy	Student is late to class or the start of the school day.
Truant	Student leaves class or school without permission or stays out of class without permission.
Property Damage	Student deliberately impairs the usefulness of property.
Lying/Cheating	Student fabricates untrue stories; copies other student's work or plagiarizes (claims another's work as their own).
Stealing	Student is responsible for deliberately taking someone else's property.
Dress Code Violation	Student's appearance does not fit the dress policy guidelines outlined in the Boyertown Elementary School Handbook.

How to Set A Positive Tone and Increase Direction-Following

1. Use direct requests—not questions.
2. Move up close—respect privacy.
3. Establish eye contact.
4. Give time to respond.
5. Use start requests more than stop.
6. Don't nag—follow through.
7. Don't yell. Don't argue.
8. Acknowledge compliance.





Intervention Steps

1. Verbal Warning
2. Written Warning
3. Privilege Loss
4. Internal Time Out
 - a. Behavior Reflection Log/Behavior Journal
5. Call Home/Work-Student or Teacher
 - a. Action Plan
 - b. Student Contract
6. Discipline Referral Form

***Any conduct that is considered to have "INTENT TO INJURE" will result in an immediate Discipline Referral Form.**

Office Discipline Referral Action Steps

1st Offense – In-School Suspension*

2nd Offense – Out of School Suspension*

*The number of days will be at the discretion of the Principal.



Behavior Reflection Log

Name: _____ Date: _____

1. This is the rule (or rules) I broke:

2. I should follow this rule (or rules) because: (Write at least 20 words here.)

3. This is what I could have done instead: (Write at least 20 words here.)

Parent Signature: _____ Date: _____



Behavior Journal

Name: _____ Date: _____

1. Write or draw a picture about your behavior.

2. Write or draw what you need to do instead.

3. Do you need to say "I'm sorry?"

Yes No

Parent Signature: _____ Date: _____



WASHINGTON ELEMENTARY SCHOOL
DISCIPLINE REFERRAL FORM

Student's Name: _____ Date of Incident: _____

Referred By: _____ Grade/Homeroom: _____

REASON FOR REFERRAL:

- | | |
|---|---|
| <input type="checkbox"/> Leaving Class Without Permission | <input type="checkbox"/> Excessive Talking |
| <input type="checkbox"/> Disruptive Behavior in Classroom | <input type="checkbox"/> Unacceptable Language |
| <input type="checkbox"/> Disruptive Behavior in Hallway | <input type="checkbox"/> Unacceptable Cafeteria Behavior |
| <input type="checkbox"/> Forgery | <input type="checkbox"/> Insubordination |
| <input type="checkbox"/> Cheating | <input type="checkbox"/> Defiant Behavior |
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Illegal Acts/Materials |
| <input type="checkbox"/> Stealing | <input type="checkbox"/> Behavior Threatens Welfare Of Students |
| <input type="checkbox"/> Lying | <input type="checkbox"/> Failure To Report To Detention |
| <input type="checkbox"/> Rude, Discourteous Behavior | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Damage To School Property | |

DESCRIPTION OF INCIDENT OR PROBLEM:

PRIOR ACTION TAKEN BY TEACHER:

- | | | |
|--|---|--|
| <input type="checkbox"/> Student Conference | <input type="checkbox"/> Consulted Counselor | <input type="checkbox"/> Parent Conference |
| <input type="checkbox"/> Telephoned Parent/Guardian | <input type="checkbox"/> Changed Student's Seat | <input type="checkbox"/> Sent Letter Home |
| <input type="checkbox"/> Loss of Privilege(s) | <input type="checkbox"/> Teacher Detention | <input type="checkbox"/> SAT Referral |
| <input type="checkbox"/> Verbal Warning | <input type="checkbox"/> Internal Time Out | <input type="checkbox"/> Action Plan |
| <input type="checkbox"/> Behavior Reflection Log/Journal | <input type="checkbox"/> Student Contract | <input type="checkbox"/> Other |

DISCIPLINARY ACTION TAKEN:

- Warning Detention In-School Suspension Out-Of-School Suspension Other

Any missed detentions will automatically turn into an In-School Suspension.

Date of Assigned Detention/Suspension: _____

Administrator's Comment: _____

Student's Signature: _____

Parent's Signature: _____ Administrator's Signature: _____

cc: Teacher, Guidance Counselor, Office File





Parent Mailing

"Believe, Achieve, Succeed!"

Responsibility • Respect • Safety

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WASHINGTON



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Dear Parents,

Washington Elementary School has always pledged to create a safe and stimulating environment for all students. In an effort to continue to improve our school climate, many of the staff at Washington Elementary have worked together to form a No Place For Hate (NPFH) Committee. The focus of this committee, and all of the staff at Washington, is to continue to create a positive school climate that fosters cooperation, academic excellence, respect, and safety. We believe that this can be accomplished through positive behavior support.

The students have been learning about **Positive Behavior Support (PBS)**, our new behavior program. This program is based on scientific research and our professional experience. It was created to promote the core values of RESPECT, RESPONSIBILITY, and SAFETY for all students and staff at Washington Elementary School.

We kicked off our **PBS** program by hanging posters around the building and classrooms, an introductory assembly program, and classroom activities. All of the staff at Washington Elementary School has agreed to take the time to teach their students the positive behaviors they are expected to demonstrate at school. They have also agreed to acknowledge and reward students who consistently demonstrate these positive behaviors.

Please take some time to review with your child the positive behavior expectations described on the attached matrix. Ask your child questions to make sure he/she understands the expectations in different environments around the school. Please discuss the importance of these concepts and encourage your child to continue to **achieve excellence**.

With your continued support and involvement, there is no question that Washington Elementary will continue to be a place where students can excel in a safe and stimulating environment.

Respectfully,

Mr. Christopher Iacobelli
Principal





Positive Behavior Support

I have reviewed the Washington Elementary School **Positive Behavior Support** Expectations Matrix with my child and have assisted him/her in understanding the importance of accepting individual responsibility for his/her actions.

As a parent, I realize the importance of supporting the professional staff and students at Washington Elementary School and pledge to guide my child in adhering to the expectations outlined in the matrix.

Parent Signature _____ Date _____

Student Signature _____ Date _____

Teacher Signature _____ Date _____





Appendix

"Believe, Achieve, Succeed!"

Responsibility • Respect • Safety

"Achieving Excellence!"





Caught You Behaving Super: Positive Behavior Support Scale "PBS Scale"

Behavior is Learned

Many problems continue because children get attention from them. Many good things children do disappear because no one notices.

This is a positive behavior scale to help guide the teacher to ensure that each child is positively supported at least twice a day in the classroom environment. The objective is that all students are recognized for following classroom rules.

How it works:

Focus on the positive

- All students will start their day in the middle on "Keep it going." This can be marked with their name on a clothespin, their name on paper and Velcro, etc.
- The teacher will utilize the clips to track the goal for all students. Remember the goal is at least two positive praises or until the student reaches "Excellent job" on the PBS Scale.
- Each time the teacher catches the students following the rules, for example "I like the way Jenny is being respectful by raising her hand and waiting," the teacher will then move Jenny's clip up to the next level.
- The teacher will continuously monitor the scale to see who she still needs to "catch being good."



Redirect the Negative

- If a student is having a difficult day, he/she is first given a warning to "Stop and think."
- If the negative behavior continues the student will move down to "Stop. Take a break."
- The teacher will set the timer for five minutes.
- The student will review the classroom procedures in a designated area for at least five minutes.
- After the five minutes are completed the student will return to classroom activity and his clip will move back to stop and think.
- It's back to the teacher's responsibility to catch the student being good at least three additional times.





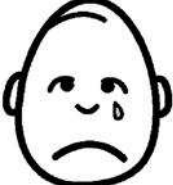


Extension: using a sticker chart

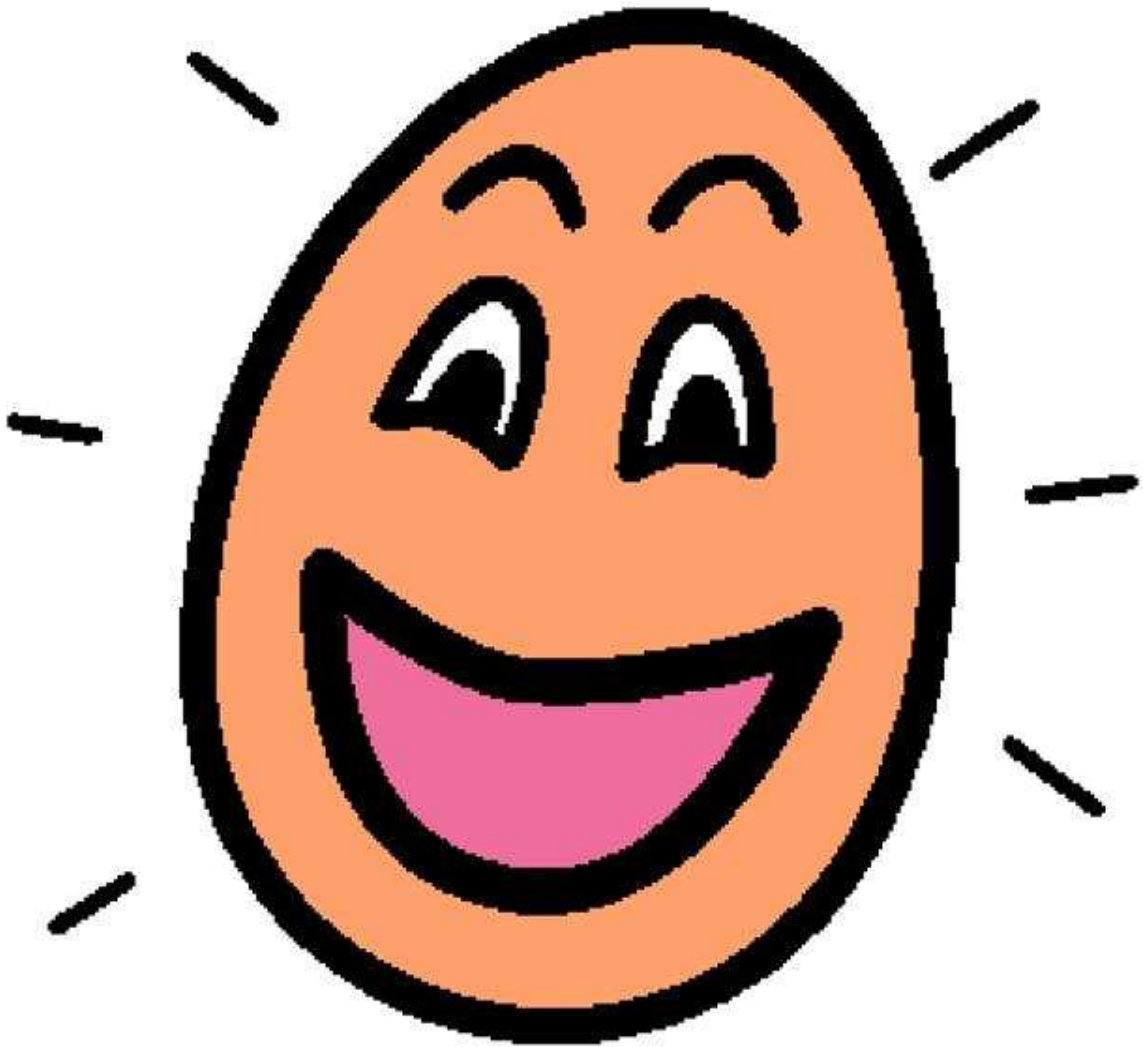
- At the end of the day if the student's clip is on "Excellent job," then that student would receive a sticker for the sticker chart.
- After a predetermined amount of stickers that student would then be able to select a prize out of the prize box.

Helpful Hints

- At the start of the day review classroom rules: Be Respectful, Be Responsible, and Be Safe.
- Have a goal to get each child in the class up to "Good Job" by lunchtime.
- If you have a large class, keep girl names on one side and boy names on the other side.
- When using the system with a large class, it may be easier to look at the name on the clip and then check to see if that student is on target.
- If you have more than one student who needs a break at the same time, have an alternate seat and procedure book.

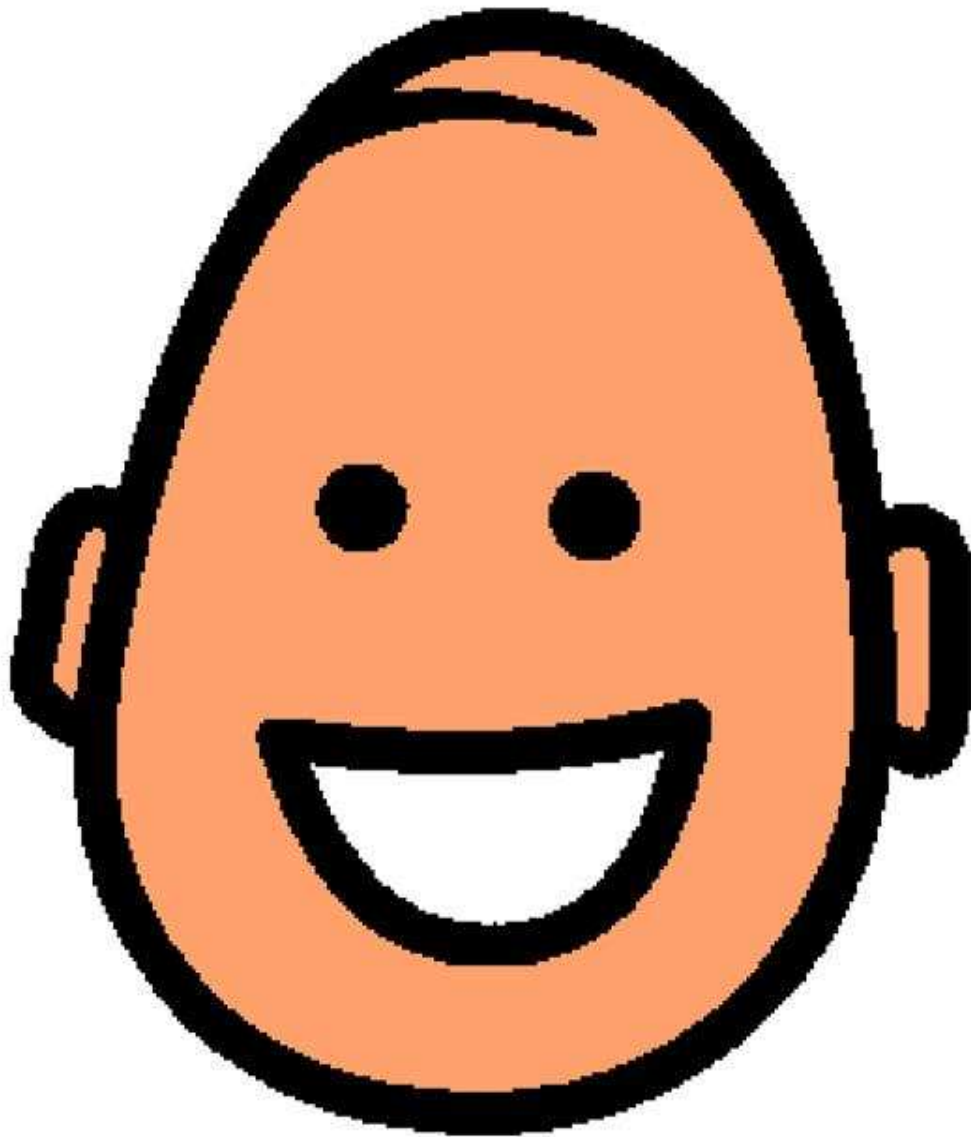
Excellent Job!	Good Job!	Keep It Going!	Stop and Think.	STOP. Take a Break.
				

Excellent Job!



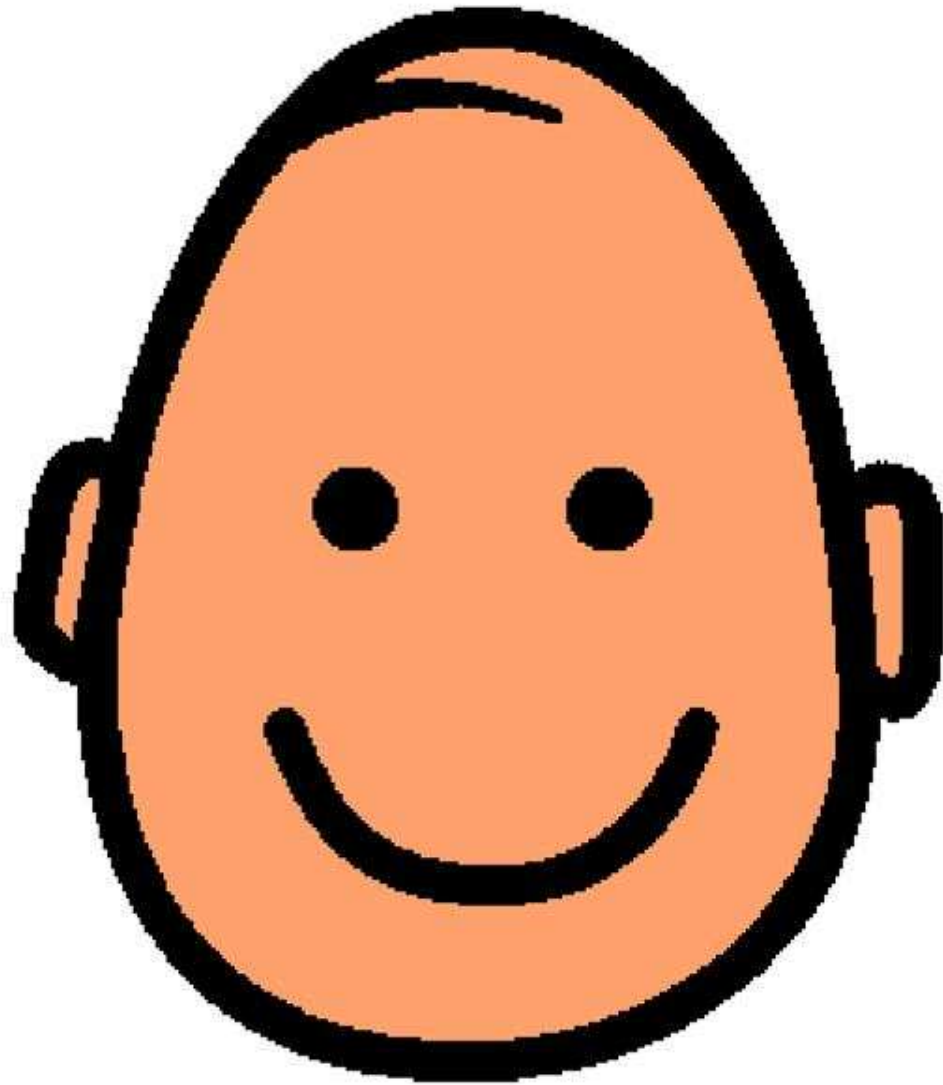
Border with blue paper

Good Job!



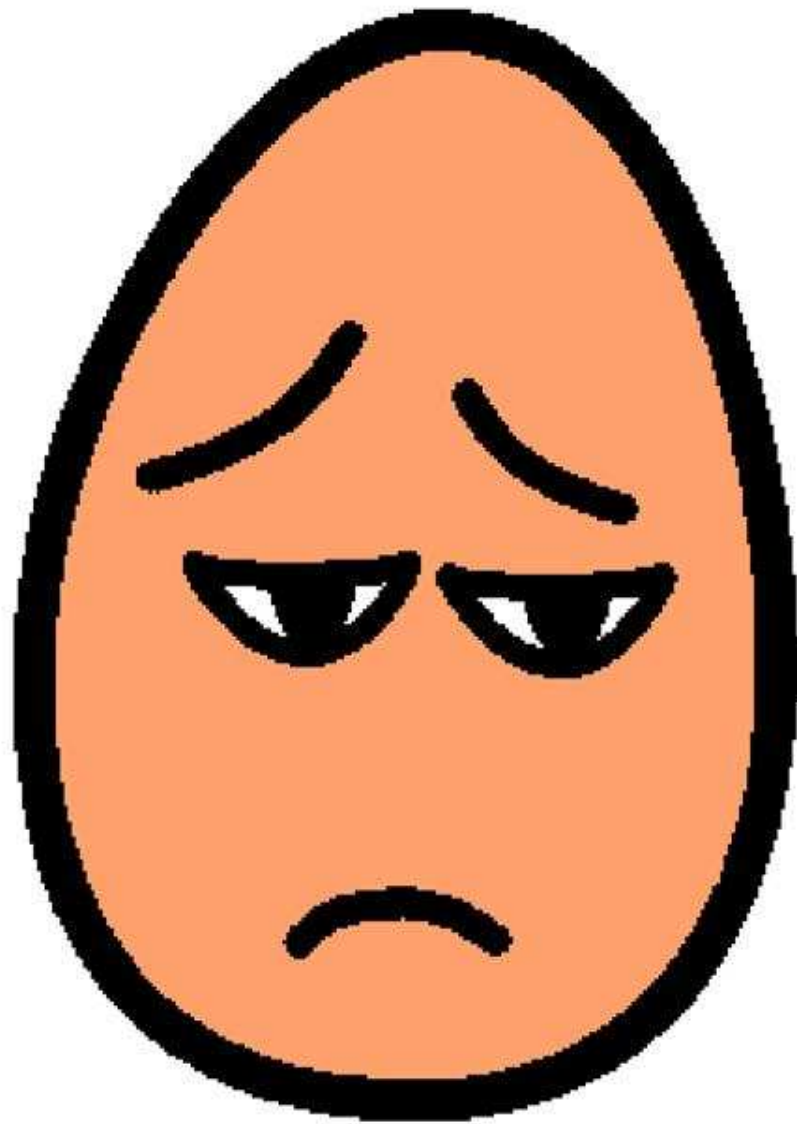
Border with orange paper

Keep It Going!



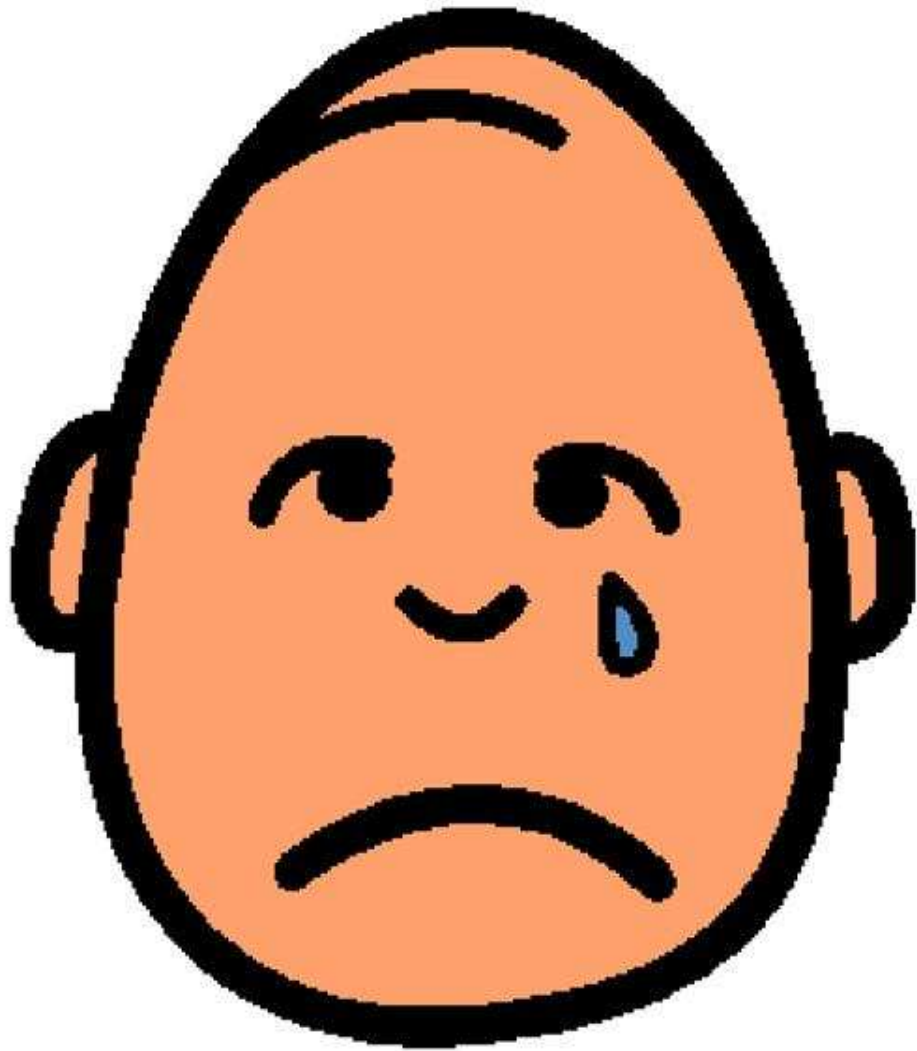
Border with green paper

Stop and Think.



Border with yellow paper

STOP. Take a Break.



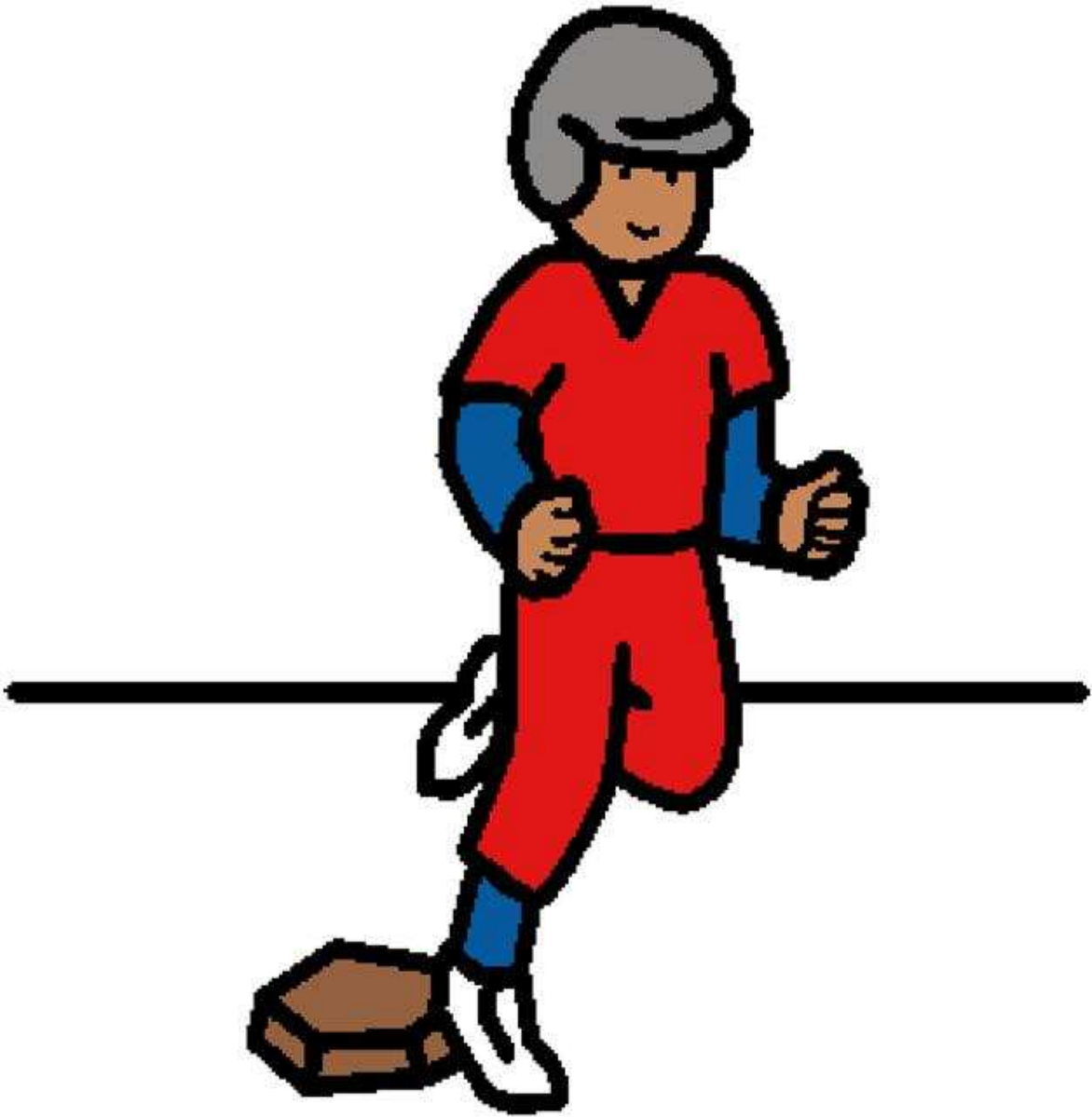
Border with red paper

Home Run!



Border with purple paper

Single

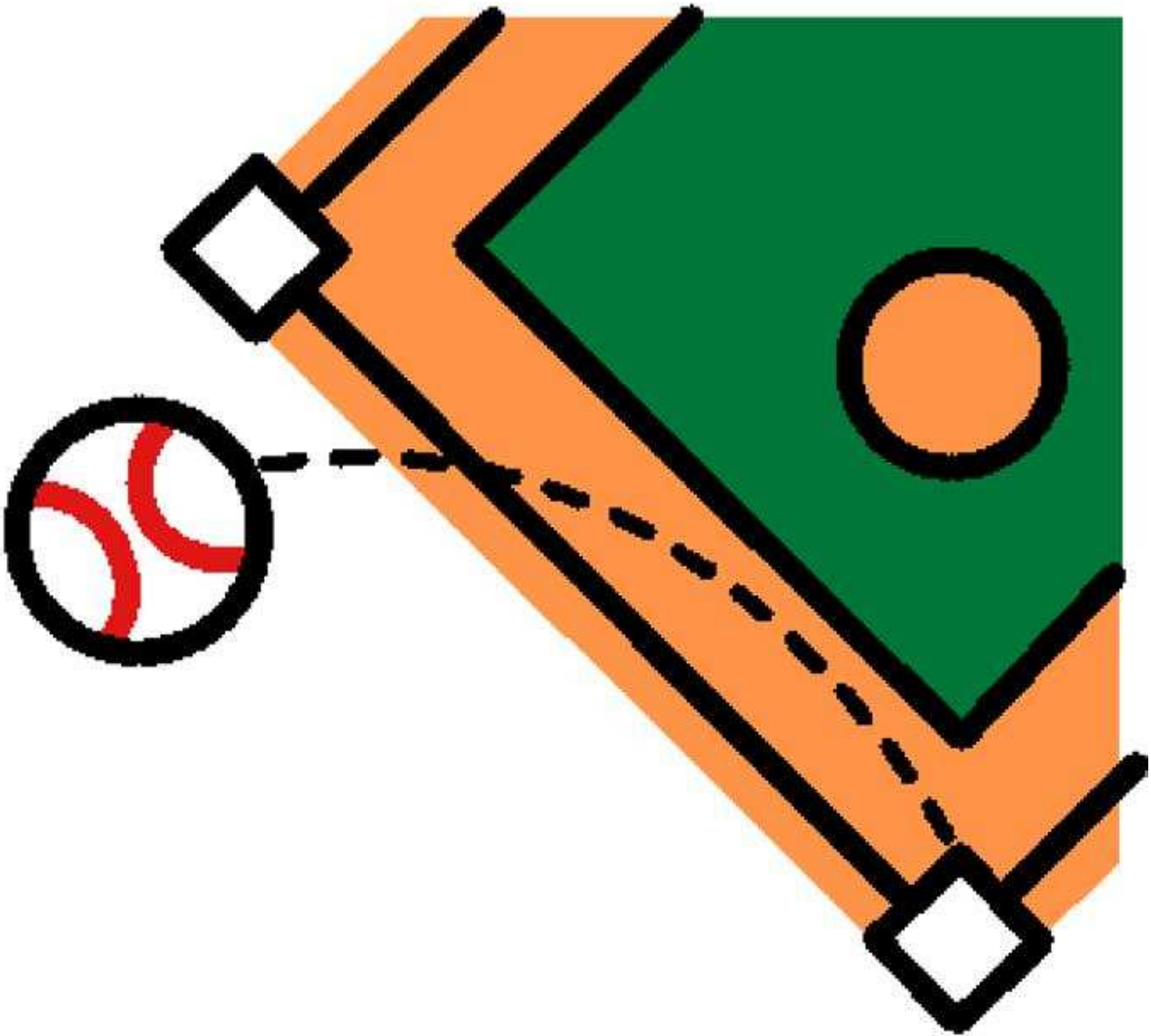


Border with blue paper

At Bat

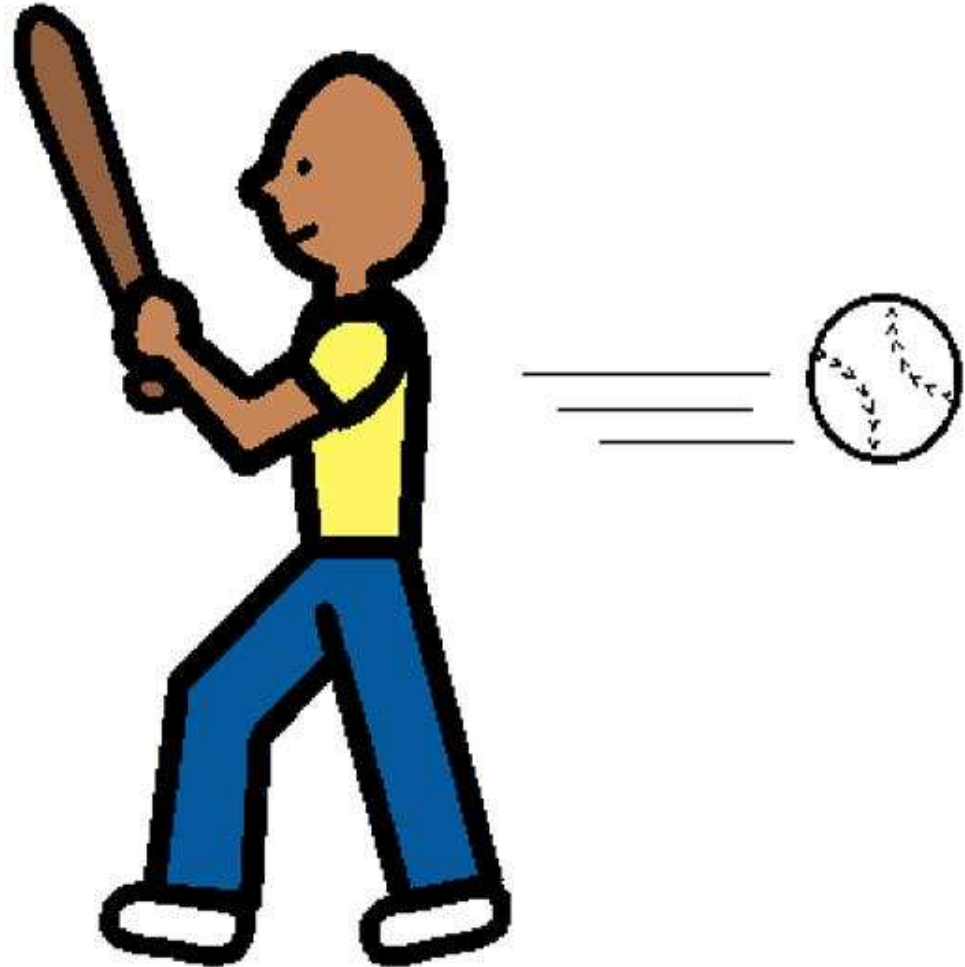
Border with green paper

Home Run!



Border with yellow paper

Strike!



Border with red paper