

Positive Behavior Intervention System (PBIS)

“The 3Rs”

Brook Forest Dolphin Expectations

There are three expectations or rules by which *everyone* at Brook Forest School lives and supports. They are:

1. **Be Respectful**
2. **Be Responsible**
3. **Be Ready**

Every adult at Brook Forest shares the common goal of making sure all of our children understand our three behavioral expectations. In a *positive* manner, students are taught *how* to be respectful, *how* to be responsible, and *how* to be ready.

The three expectations are broken into clear rules. Our children participate in short lessons in which they learn about appropriate behaviors in the classroom, in the hallways, in the lunchroom, during assemblies, on the bus, on field trips, and during emergency situations. Please take the time to ask your son or daughter what they have already learned about our expectations. The continued practice of these appropriate behaviors are embedded throughout the school day.

In order to teach our expectations of behavior, students are given *Cool Tools* each week. *Cool Tools* are very important ingredients of the 3Rs (PBIS) system. Behavior skills are taught to students, making it clear what is expected in our school. Each week, a new lesson, or *Cool Tool*, is taught to all students. Application of *Cool Tool* lessons is practiced throughout the year. **Please remember, a safe and orderly environment is one of the major tenets of school effectiveness research.**

Please look for our *Cool Tools* attached to each month's edition of *The Dolphin*. At times, we also add “*Home Cool Tools*” which might be of interest to your family.

Brook Forest Dolphin Reinforcement System

Another important component of the 3Rs is the use of consistent, positive reinforcements to celebrate students' successes. Children are rewarded when they choose to follow our three expectations:

1. **Be Respectful**
2. **Be Responsible**
3. **Be Ready**

Three types of reinforcement are utilized. One type of reward, a three part "Dolphin Pride Ticket," is given frequently by any staff member to any individual student. One part of the ticket is posted on our "Dolphin Pride" bulletin board near the intermediate pod. Another goes home to parents with the children. Another may be redeemed for school supplies at the anticipated school store, "no homework passes," indoor board game time during recess, and so on.

The second and third types of positive reinforcements are called "boosters" and "all-school celebrations." These reinforcers are used as classroom or all-school group rewards. Our goal is to celebrate our children's success in following behavior expectations, thus leading to a safe and orderly environment.

Our desire, of course, is to have every student involved in our positive reinforcement program. *At home, you can help your son or daughter to follow our school rules (the 3Rs) by insisting that he or she be on time to school and complete his or her homework. At times, children need their parents for guidance in these areas, and your efforts are very much appreciated.*

Office Discipline Referral Form (a.k.a. "Blue Slips")

As you know, children might choose not to follow our expectations, even though appropriate behavior will be taught directly and positive reinforcers will be used.

The Brook Forest faculty has designed an Office Discipline Referral, which is printed on blue paper. Children will call the referrals "Blue Slips." This form is used when students choose to disregard our expectations for behavior, and will be mailed home. *In the past, "discipline slips" were used at Brook Forest School. The ODR or "Blue Slips" will replace the old forms.* A copy of the form is attached to this packet.

The form divides infractions into two categories - MAJORS and MINORS. "Minor" and "major" issues are further categorized under our three major expectations of:

- Be Respectful
- Be Responsible
- Be Ready

This categorization helps children understand more concretely how they can improve their behavior, as teachers will discuss alternative options and refer the student back to our behavior matrix (see attached). Just as adults do, children make mistakes; it is our job to guide students in making better choices.

Please note children are always given at least one warning before a blue slip is issued. For example, if a student does not complete his or her homework, he or she is reminded of the responsibility to complete all work in a timely manner. If a student chooses not to complete the homework a second time, a blue slip is given and the teachers "reteach" our expected expectation of being responsible.

If a student has two minors, a third minor automatically moves to a "major." This means a student has had difficulty with school expectations three times in one month. Please remember, we are (on average) in school approximately 18 days per month, so we feel this number is fair. At that point, teachers would continue to reteach appropriate behaviors, and parents would also be asked to visit the school. As a team, the child's parents, teacher, and principal would brainstorm how to assist the student in meeting academic and/or behavioral goals.

This behavior system is meant to help children achieve our expectations of being respectful, responsible, and ready, which leads to higher academic and personal success. Each child begins anew each month with a "clean slate." We do record monthly minors and majors, filing and utilizing data as a school, *but for the children, the start of each month provides a new beginning.*

Please feel free to call your child's teacher with concerns or questions, should your child receive a "Blue Slip" notice. Together we can help all children follow the 3Rs!

Brook Forest Elementary School

We have committed to five school wide practices:

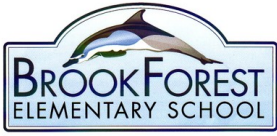
1. Devine our expectations.
2. Teach our expectations.
3. Remind children of our expectations.
4. Celebrate our successes.
5. Correct inappropriate behavior through reteaching.

What are COOL TOOLS?

COOL TOOLS structure how staff teaches the expected behaviors from the school-wide behavioral matrix.

COOL TOOLS USE:

- A research-based procedure for teaching the behaviors.
- Examples and non-examples taken from classroom and non-classroom settings and situations.
- Modeling and role-playing to teach new skills and provide students with practice opportunities.
- Feedback and reinforcement to ensure students display the expected/taught behaviors.



Cool Tool of the Week

Staying Focused:

School-Wide Expectations: Be Respectful, Be Safe

Purpose of the lesson: why is it important?

1. Students will learn 3 effective strategies for staying focused in class.
2. Students will be **ready** for transitions and learning.
3. Students will be more **responsible** with their assignments and homework.
4. Students will be **respectful** of themselves, their classmates, their teacher and overall learning environment.

Teaching Examples:

1. Discuss with the students why it is important to stay focused in class.
 - It allows you to stay on task, and to participate in class.
 - It helps you to understand your assignments.
 - When you get home, you will have a better understanding of the material learned; this enables you to complete your homework on time.
 - You are fulfilling your job as a student. (This should make you feel good about your self!
2. Brainstorm with your class different strategies they could use to stay focused in the classroom. (Modify this for your particular class and specific problem(s) they may have with staying focused. The younger grades may also want to use picture clues and post them somewhere in the room as a reminder.)

Example:

 - Move your chair so you are facing the teacher.
 - Make eye contact with the speaker.
 - Remove any object from your desk that may be distracting (pencils, erasers, pencil sharpeners, papers, etc.).

Kid Activities/Role Plays:

1. Model/role play a student who is playing with objects on their desk. Remove the objects and discuss how this makes it easier to stay focused on the lesson.
2. Model/role play a student looking out the window and daydreaming during a lesson. Have the students practice making eye contact while you teach, explaining it is hard not to stay focused when making eye contact.
3. Model/role play a student with his/her back to the speaker. Show the students how to turn their chairs quietly, by picking them up slightly off the ground, and moving so they are facing the speaker.
4. Model/role play staying focused in a group. Sitting knee-to-knee, making eye contact, and not drawing, doodling, or playing with objects while another group member is speaking or working.

5. Model/role play staying focused in a group by assigning each student a specific task within the group. These could be determined or brainstormed as a class. For example, have a group leader, recorder, etc.

Follow-up/Reinforcement Activities:

1. Before beginning a lesson ask the students how they can show they are ready.
(Removed distractions from the desk, turn your body, make eye contact.)
2. Prior to group work have each student pick a “job” to help them stay focused during the task.
3. When talking to a student, remind him/her to make eye contact with you; this shows they are focused and respect the person talking to them.
4. Acknowledge the exemplary students throughout the day who are staying focused and using their Cool Tool!

PBIS Emphasizes an Instructional Approach to Discipline

- Behavioral expectations are *taught directly, practiced, and reinforced*—just like academics.
- Teams develop “COOL TOOLS” to guide classroom instruction and practice of behavioral expectations.
- Precorrection is used to “get” the expected behavior.
- School-side reinforcement systems are developed to ensure behaviors are displayed in the future.