

March 2, 2011

Dear Champlain Families,

The Positive Behavioral Interventions and Supports Committee has been doing some exciting work and we wanted to provide you with some updates. In a recent newsletter, Leslie Colomb referenced some of our work regarding P.B.I.S and how this framework is a nice addition to the Responsive Classroom foundation that we currently have. Following this note, we have included some essential pieces regarding what P.B.I.S. is and how it relates to our Champlain School Community. Information will be posted on our website and eventually in our Handbook. We are looking forward to our student roll-out assembly on March 7th at 8:30. We hope that many of you can join us.

Sincerely,

Karen Prouty, facilitator, Doug Woods, Laura Nugent, recorder, Betsy Patrick, Betsy Greene, Chaska Richardson, Leslie Colomb, Shannon Roesch, Ellen Saunders, and Tammy Charbonneau

School-wide Positive Behavioral Interventions and Supports (SW-PBIS): Information for Parents

What is SW-PBIS?

School-wide positive behavior interventions and supports is a system that is developed by a school for improving student behavior. It is used:

- with all students
- across all environments in school (classroom, lunchroom, hallway, and playground)
- to help schools to create effective learning environments

Why does a school choose to use SW-PBIS?

Burlington Schools have chosen to adopt PBIS as a framework to support positive behaviors in school. At Champlain, this framework compliments our current Responsive classroom model which includes our Pathways to Self-Control. Our focus will be:

1. Identifying and teaching three school wide expectations.
2. Finding ways to reinforce and acknowledge those behaviors.
3. Responding to incidences of misbehavior

School-wide positive behavior interventions and supports is a planned way to meet the behavioral needs of students in a school. Parents are important in the success of SW-PBIS, and many choose to use a similar system at home. SW-PBIS consists of three steps:

Step 1: Identify and Teach Expected Behavior

Identify three expectations across environments.

Be safe

Be respectful

Be responsible

Post the expectations throughout the building. (Please notice our new rules posters and welcome Champ as our new mascot and green and blue as our new school colors)

The school PBIS team identified school expectations and developed a teaching matrix. The matrix provides examples of what behaviors are expected in different settings, including the classroom, hallway, cafeteria, recess/playground, assembly, and on a field trip.

For example, let's consider the expectation of **Respect**.

A teaching matrix includes details on what respect "looks like" in the classroom, hallway, cafeteria, recess/playground, assembly and on a field trip. The entire Champlain staff, including the lunchroom and recess staff, will teach all students these expectations through lessons, role-playing, and practice. Staff will focus on the positive (expected) behaviors through a reinforcement and acknowledgment system.

Step 2: Positively Reinforce and Acknowledge Expected Behaviors

When students meet school-wide expectations, school staff will note their success with positive reinforcement and an acknowledgment that will include a "Champ Card." A Champ Card may be given out to a student by any adult in our building. The student will then bring the card back to their classroom where cards will be collected. When a certain number of cards have been collected, classrooms will have a celebration. Card collection will happen school wide as well and when we have reached our school goal, we will have a whole school celebration.

Step 3: Enforce Meaningful Consequences for Misbehavior

In addition to teaching and rewarding positive behaviors, we will continue to use our Pathways to Self Control. The Pathways are as follows: Pathway One: Proactive Discipline, Pathway Two: Reminding and Redirecting, Pathway Three: Logical Consequences (i.e. Take a Break), Pathway 4: Take a Buddy Teacher Break, Pathway Five: Back-Up System//Referral to the Office.

Family Involvement in PBIS

Teaching a behavior that schools expect to see works best when there is consistency across home and school settings. When a child has challenging behavior at school, a strong partnership between the school and family is important. School-wide positive behavioral interventions and support is a school-wide approach to helping all children learn to self-manage behaviors. However, parent involvement is really important in all aspects of SW-PBIS. When parents are involved, outcomes for children are better.

