

The page features delicate watercolor illustrations of flowers and leaves in the corners. The top-left corner has a cluster of small blue flowers and a single larger yellow flower. The top-right corner shows a sprig of green leaves. The bottom-left corner contains a small blue flower cluster. The bottom-right corner is decorated with a mix of blue flowers, a yellow flower, and a sprig of small white flowers. Two blue L-shaped corner brackets are positioned on the left and right sides of the central text area.

Coffee & Conversations

Brandywine ES

2024



Game Plan

Introductions

What is PBIS?

PBIS at BWE

PBIS at Home



Introductions



Jess Lundy, Ed.S, LPC, RPT, NCC
3-5 Counselor



Lizzie McDevitt, M.Ed, APC, NCC
K-2 Counselor



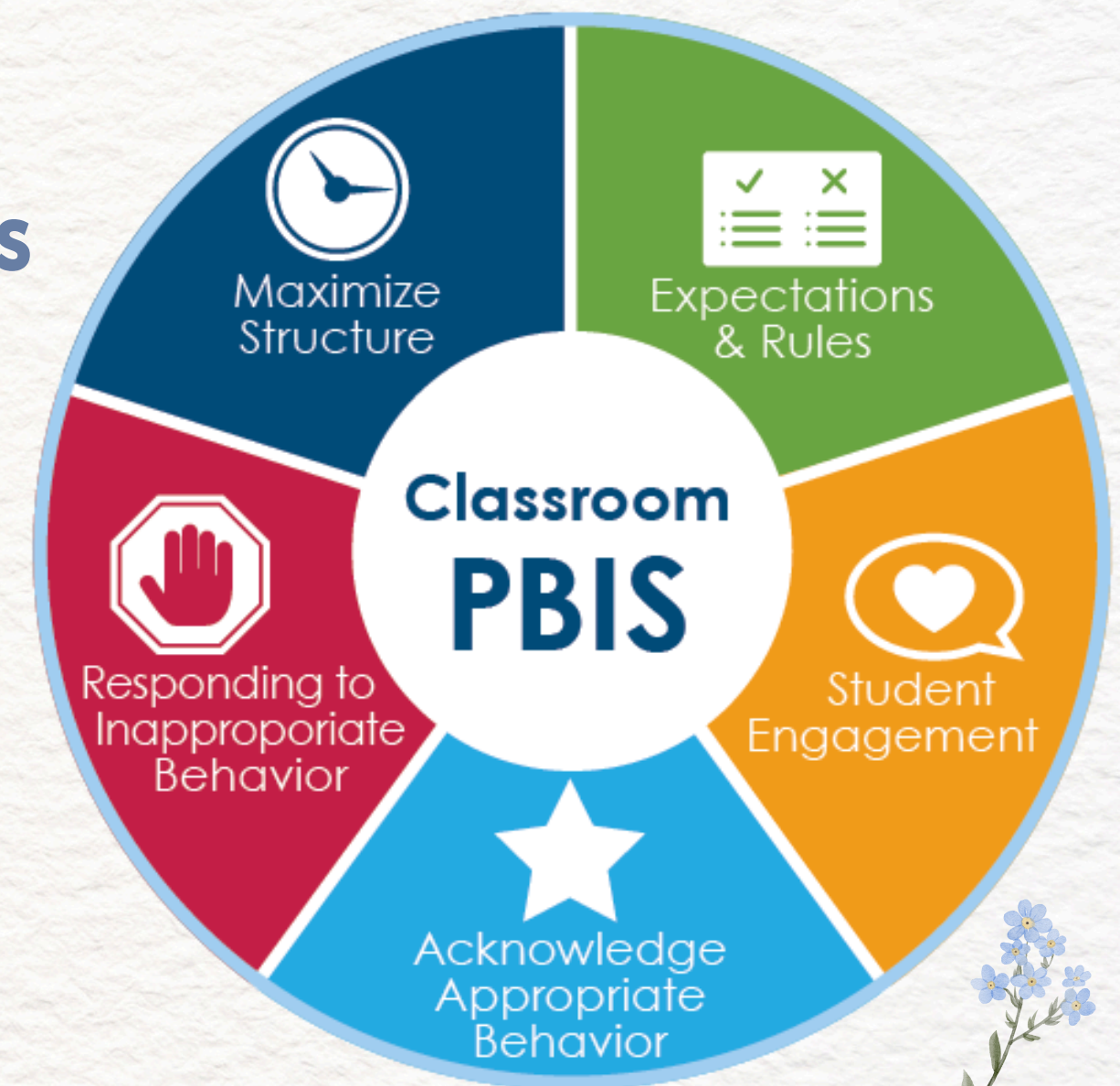
Jamie White
MTSS Coordinator
Admin Assistant

What is PBIS?

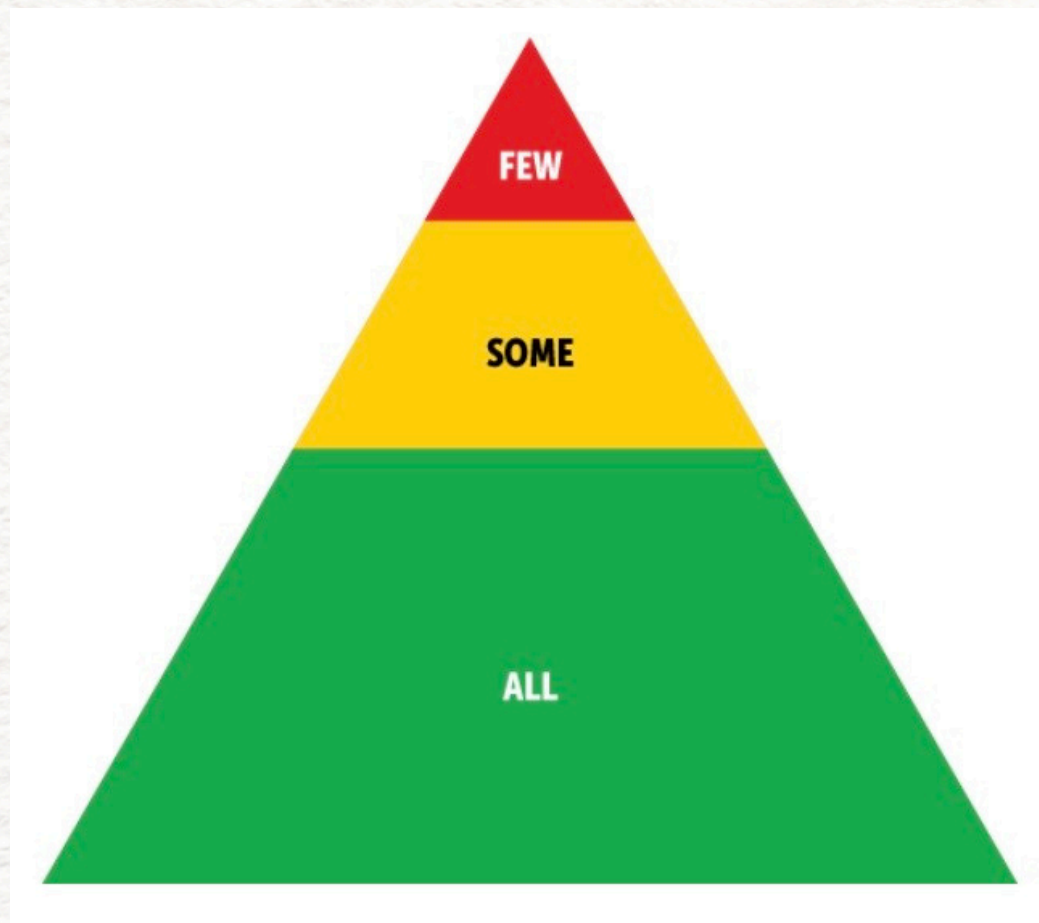
Positive Behavioral Interventions and Supports

An evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.

- PBIS is a way to create positive, predictable, equitable, and safe learning environments



Tiered PBIS Framework



Tier 1: All

Universal, Primary Prevention

- Establish the foundation for positive and proactive support
- Collaborate with all stake-holders to define positive school-wide expectations and prioritize appropriate social, emotional, and behavioral skills

Tier 2: Some

Targeted, Secondary Prevention

- Provide an additional layer of instruction and practice for behavioral, social, emotional, and academic skills

Tier 3: Few





























Intensive & Individualized, Tertiary Prevention

- Small number of students (1-5%)
- Implementation of individualized, comprehensive, and function-based support



PBIS at BWE

BRANDYWINE ELEMENTARY SCHOOL ■ THE 3 B'S

	Hallway	Cafeteria	Playground	Bathroom	Bus
Voice Level 0- Silent 1- Whisper Voices 2- Partner Chat 3- Table Talk 4- Loud Crowd	0 SILENT	2 PARTNER CHAT	4 LOUD CROWD	1 WHISPER VOICES	2 PARTNER CHAT
BE RESPONSIBLE.	Go straight to your destination.  Stay on the line. 	Be ready to eat when you are seated.  Leave no trace. 	Use equipment properly. 	Use the restroom and leave.  Leave no trace. 	Bring all belongings with you. 
BE RESPECTFUL.	Remain quiet so others can learn. 	Use table manners.  Listen to and follow adult directions. 	Use kind words and actions.  Include others.  Take turns. 	Flush.  Respect others' privacy. 	Greet your bus driver.  Use kind words. 
BE SAFE.	Walk.  Keep hands, feet, and belongings to yourself. 	Wait in line.  Stay seated.  Touch and eat only the food on your plate. 	Play carefully. 	Wash your hands.  Tell an adult if there is a problem. 	Load and unload safely.  Stay seated-back to back, bottom to bottom.  Keep hands, feet, and belongings to yourself.



CLASSROOM RULES AND ROUTINES
A REFERENCE MAP

EXAMPLE

EXPECTATIONS	Be Safe	Be Responsible	Be Respectful
CLASSROOM RULES	<ul style="list-style-type: none">Keep Your Hands and Feet to YourselfUse Walking Feet	<ul style="list-style-type: none">Listen and Follow Directions	<ul style="list-style-type: none">Use Appropriate Inside VoiceUse Kind Words
SIGNAL FOR QUIETING THE CLASS: If You Can Hear Me, Clap Once (Clap), If You Can Hear Me, Clap Twice (Clap, Clap), If You Can Hear Me Clap Three Times (Clap, Clap, Clap)			
CLASSROOM ROUTINES AND PROCEDURES			
Morning Arrival	<ul style="list-style-type: none">Unpack and hang up backpackTurn in homeworkTalk in gentle voicesSharpen PencilsStart Morning Work		
Morning Meeting or Circle Time	<ul style="list-style-type: none">Face ForwardEyes LookingEars ListeningHands in LapCriss-Cross Legs		
Lining Up	<ul style="list-style-type: none">Put materials away on my countGet all materials needed for next activityListen for the transition signalKeep hands and feet to yourselfWalk to the line		
Partner Work	<ul style="list-style-type: none">Assign JobsAsk your partner’s opinionTake turns answering questionsWork together“Ask 2 before Me”		

Adapted from Georgia Department of Education, GaPBIS 2016-2017. Activity 1.2: Developing Class Routines, PBIS in the Classroom
Module 1 – Rules and Routines and Wisconsin Department of Public Instruction.












Please make a copy first.



Student Acknowledgements











K-2 Individual Classroom Rewards

Stinky Feet  No shoes for the day! 10 Badger Bucks	Hat Day  Wear your favorite hat. 10 Badger Bucks	Fluffy Friend  Bring a stuffed animal. 10 Badger Bucks	Friendly Lunch  Have lunch with a friend. 10 Badger Bucks
Show and Tell  Bring in something from home to share with your class (item, dance, ritual, etc). 15 Badger Bucks	Decision Maker  Help your teacher make choices throughout the day. 15 Badger Bucks	Free Time  Buy a pass for 15 minutes of free time in the classroom. 15 Badger Bucks	Positive Contact Home  Have your teacher contact home and share some good news. 15 Badger Bucks
Teacher's Chair  Sit in the teacher's chair for the day. 20 Badger Bucks	Computer Time  Enjoy 15 minutes of computer time. 20 Badger Bucks		Office Helper  Earn 15 minutes to be a helper in the front office. *Once per quarter 150 Badger Bucks

3rd-5th Individual Classroom Rewards

Stinky Feet  Take off your shoes and enjoy a day of learning in your socks. 10 Badger Bucks	Hat Day  Wear your favorite hat to school. 10 Badger Bucks	Fluffy Friend  Bring in your favorite fluffy friend to sit on your desk for the day. (Must fit in your backpack) 10 Badger Bucks	Sweet Treat  Enjoy the chance to chew gum or a sweet treat in class for the day. 10 Badger Bucks
Positive Contact Home  Have your teacher contact home and share some good news. 15 Badger Bucks	Show and Tell  Bring in something from home to share with your class. 15 Badger Bucks	Reader Leader  Read your favorite book to a younger class! 20 Badger Bucks	Brain Break  Choose an activity for your class. 20 Badger Bucks
Chair of Choice  Sit in a special chair for the day! 20 Badger Bucks	Computer Time  Enjoy 15 minutes of computer time. 20 Badger Bucks	Bonus Points or No Homework!  Earn bonus points on a test OR get no homework for a night! 30 Badger Bucks	VIP for the Day  Enjoy being a very important person for the day with extra special perks. 30 Badger Bucks
Be the Teacher  Plan a lesson to teach to your class! 50 Badger Bucks	Time to Shine  Be a guest on the Morning News! 50 Badger Bucks	Lunch with the Teacher  Enjoy lunch with your teacher! 50 Badger Bucks	Office Helper  Earn 15 minutes to be a helper in the front office. *Once per quarter 150 Badger Bucks

PBIS Whole Class Rewards

SOCIAL MEDIA SHOUT OUT  Arrange with administration ahead of time, and tell students that if they hit a certain goal, their class will get a class shout out on social media!	CHOOSE THE TEACHER'S OUTFIT  Pick 3 shirt options, 3 bottom options, 3 shoe options, and 3 accessory options and let students vote on your outfit. Make it fun and throw in a couple crazy options: pajama pants, tie dye shirts, gaudy accessories, etc.	OUTSIDE TIME  Let students soak up the sun, get some fresh air, and let their toes sink into the grass while they work on writing poetry, stories, journals, skits, etc.	COMFY DAY  Let students bring in their favorite blanket, wear PJs, take their shoes off if they want - they earned a day of comfort!
CLASS ON THE STAGE  Your class will get special seating for lunch on the stage in the cafeteria for all the school to see! Arrange ahead of time.	LUNCH OUTSIDE  Sunshine and fresh-air can completely turn a day around and add extra zeal to later learning. Take a trip outside for a special lunch.	Board Game Time  Students can bring in boardgames and card games from home to play.	THEME DAY  Super hero day? Crazy Hair day? Wacky day? You choose! Let your kids decide what kind of day they want to have.

Larger Incentives

BWE Prize Cart



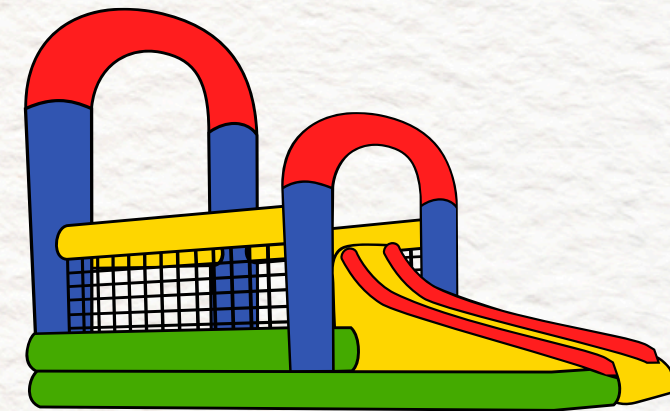
School Store



Glow Party



Obstacle Course





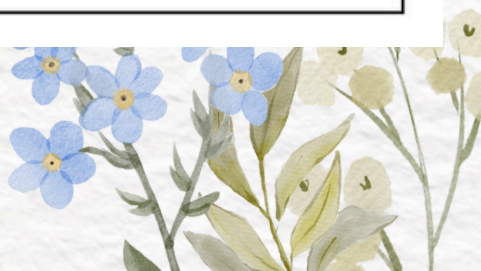
PBIS Monthly Theme

Building Better Badgers

Monthly PBIS Themes

Month	Theme of the Month
August	Expectations
September	Capable
October	Courage
November	Gratitude
December	Wellness/Safety
January	Responsibility/Respect
February	Encouragement
March	Positive Attitude
April	Connection (Friendship)
May	[You] Count (Community)

Month	Theme of the Month
August	I follow the 3 B's.
September	I am capable.
October	I am courageous.
November	I am grateful.
December	I am safe.
January	I am responsible and respectful.
February	I encourage others.
March	I have a positive attitude.
April	I am connected to my friends.
May	I count in my community.



Brandywine Elementary School

The 3 Bs: Be Respectful, Be Responsible, and Be Safe

Observe Problem Behavior

Is this a
Minor (Teacher-Managed) or Major (Admin-Managed)?

Minor Behaviors (Teacher Managed)	Major Behaviors (Admin Managed)
Inappropriate Language/Writing (e.g. name calling, cursing)	Abusive Language/Verbal Aggression (e.g. racial taunting, profanity toward teacher, comments of sexual nature)
Inappropriate Body Conduct - due to reaction or attention (e.g. wrestling, pushing, kicking)	Physical Aggression - with specific intent to harm (e.g. fighting, punching, biting)
Disrespect/Defiance (e.g. talking back, attitude, non-compliance, not completing work)	Threat/Intimidation (e.g. verbal threats, consistent harassment)
Inconsolable crying/Tantrum (e.g. crying loud and disrupting classroom)	Elopement/Inappropriate Area /Out of Bounds (e.g. running away, hiding, leaving building)
Off-Task/Disruptive (e.g. calling out, not following directions, tattling)	Illegal Items (e.g. weapons, substances)
Dishonesty (e.g. lying, storytelling)	Dishonesty, Theft (e.g. cheating, stealing)
Property (e.g. petty theft, snooping)	Property Damage/Misuse (e.g. Vandalism, defacing property)
Minor Technology Infraction (e.g. technology during off time, touching another student's device)	Major Technology Infraction (e.g. cell phone use during class, pornography, inappropriate messaging)

Brandywine Elementary School

Student Behavior Management Process

Minor Behaviors (Teacher Managed)

Intervention 1
Re-teach appropriate behavior to meet the 3 Bs expectations (document in SWIS as a minor).

Intervention 2
Verbal reflection with 1-1 student/teacher conference and teacher-determined consequence (document in SWIS as a minor).

Intervention 3
Written Reflection on Think Sheet (k-1, 2-3, 4-5), teacher-determined consequence and contact parent (document in SWIS as a minor)

Intervention 4
For 5 of the same behavior and MULTIPLE interventions attempted, complete major referral in SWIS and refer to MTSS Tier 2. Contact Jamie White to complete behavior plan in Educlimber.

Major Behaviors (Admin Managed)

Intervention 1
Administrator and/or counselor will gather witness statements when needed and contacts parent. (teacher documents in SWIS as a major)

Intervention 2
Administrator and/or counselor provides one hour office time-out and contacts parent. (teacher documents in SWIS as a major)

Intervention 3
Administrator determines/assigns consequences and contacts parent. (teacher documents in SWIS as a major)

Intervention 4
If behavior continues and interventions are not working, admin/counselor will refer to next MTSS tier and/or Share Team.

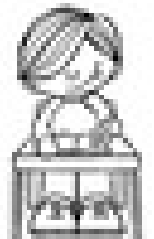

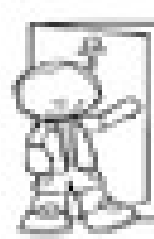
For behavior that causes IMMEDIATE HARM to self or others, locate nearest staff member to assist and call front office to radio support.

Consistently trying different strategies and interventions with documentation

Consequences

THINK SHEET






I can (circle) WHERE I had inappropriate behavior:

classroom lunchroom playground hall restroom

Which rule did I break?

I can (circle) HOW I FEEL about my inappropriate behavior:

happy angry confused embarrassed shocked sad

Next time, I will

Student Signature _____ Date _____

Staff Signature _____ Date _____

Parent Signature _____ Date _____

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**SILENT
LUNCH**



PBIS at Home

How can parents help?

Parents are an important part of PBIS implementation.

Using common language creates consistency and unified support for expected behavior.

Different homes may have different expectations for behavior. Whatever you as a parent decides is right and okay for your home, it's important that expectations are set and there's follow-through.



How can parents help?



Review the 3 B's
What do they look like at home?
Create a visual to use






Appropriate Behavior:
Taught
Modeled
Practiced
Acknowledged



Acknowledge Appropriate Behavior
What motivates them?
Create a visual recognition system
(i.e. create a list of chores and use a
sticker to mark when each one is
completed. At the end of the week, if all
chores are completed, acknowledge it!

PBIS at Home

	Getting up in the morning	Getting to school	Clean up time	Time to relax and play	Homework time	Meal time	Getting ready for bed
Be Respectful 	Try a morning SMILE! Thank your parents for helping	"Thanks for the ride" "Have a nice day"	Clean up after meals Put away toys	Respect others' things Offer to share	Ask for help using kind words "Thanks for the help"	Use your napkin and table manners Say please and thank you	End the day with nice words and thoughts "Good night"
Be Responsible 	Get up on time Make your bed Dress yourself	Be ready to leave on time Have your backpack, lunch, snack, and notes	Do your chores	Clean up after yourself Play quietly	Complete your homework on time Put things in your backpack when finished	Help set up and clean up	Go to bed on time Put dirty clothes in hamper
Be Safe 	Dress for the weather Brush your teeth	Arrive on time Car Riders: use seatbelts; Bus Riders stay seated quietly	Ask politely for help	Let an adult know where you are Play safely	Use materials appropriately	Chew carefully Stay in your seat	Brush your teeth

E	V	E	R	Y	D	A	Y
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Questions?



The image features a central text area surrounded by delicate watercolor floral illustrations. In the top-left corner, there is a cluster of small blue flowers and a single larger yellow flower. The top-right corner is decorated with green leaves and a few small yellow flowers. The bottom-left corner shows a small cluster of blue flowers. The bottom-right corner is the most detailed, featuring a large yellow flower, several small blue flowers, and a sprig of small white flowers. A thin blue rectangular border frames the central text area.

Thank You