



# **Brownell Middle School Positive Behavior Interventions and Supports Plan**

**Brownell PBIS  
Development  
Team**

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# Positive Behavior Support at Brownell Middle School

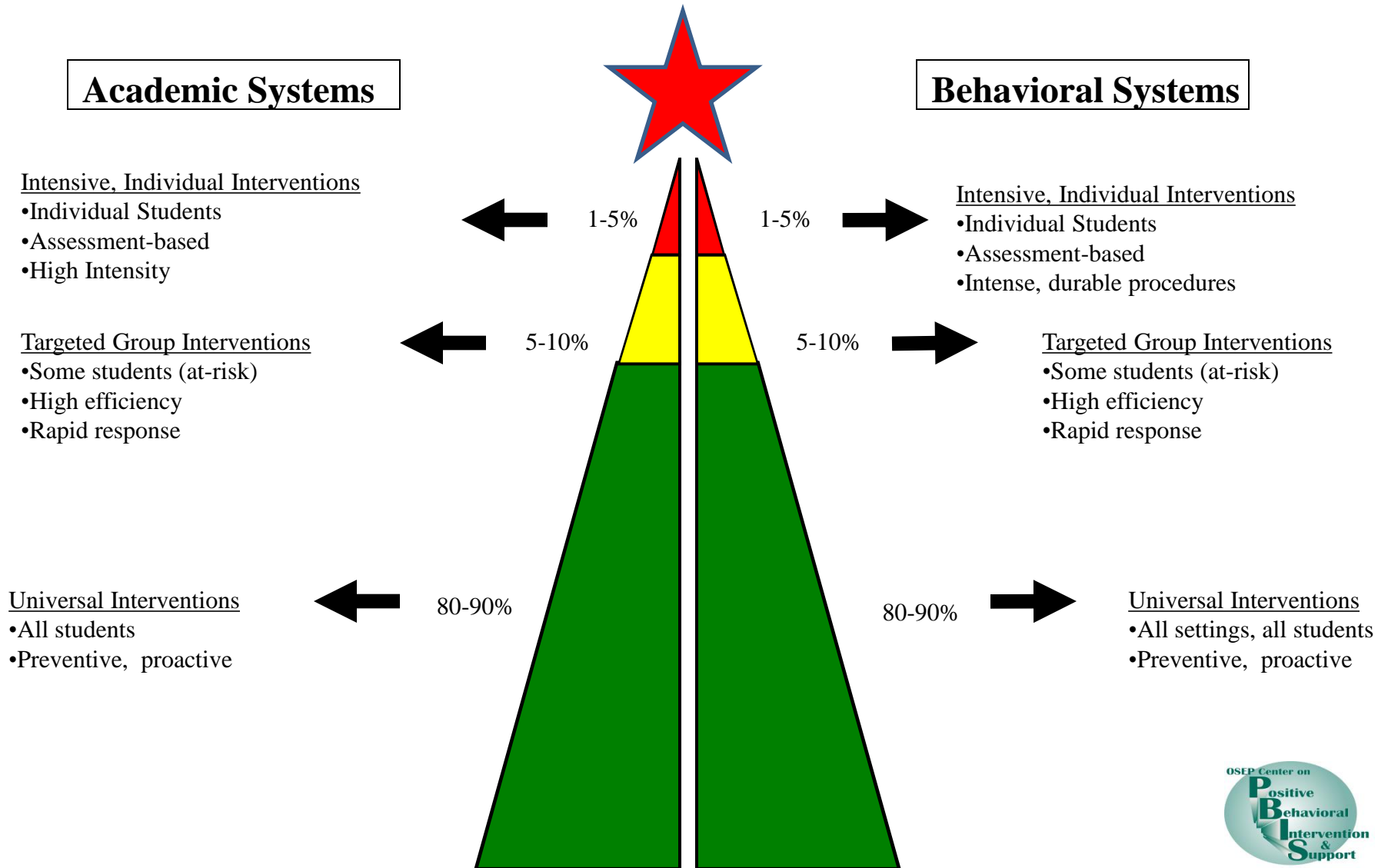
Positive Behavior Support will allow us the opportunity to provide a consistent and fair behavior plan. The original theories behind this approach to discipline were developed by special education instructors. However, the benefits of this type of a plan are beneficial to ALL students.

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 expectations in every area of the school while putting an 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.



# Designing School-Wide Systems for Student Success



# Tier One

## School Wide Positive Behavior Supports for All Students

1. Advisory
2. Differentiation for instruction
3. Planner
4. Responsibility Card in planner
5. Counselor support
6. Classroom lessons facilitated by Counselors, SSW, Psych.
7. Intensive teaching of expectations/behaviors first two weeks of school.
8. WPBC Announcements with additional behavior instruction.
9. Voluntary Homework Help
10. Buck-Up Broncos campaign: (Tuesday meeting reminders, Reporter articles)
11. Pinnacle/Teacher websites

**Students requiring additional intervention will be referred to Tier 2.**

## **Tier Two – General Information**

### **Committee Members**

**Principal**

**Counselors**

**School Social Worker**

**School Psychologist**

**General Ed. Teacher(s)**

**Special Ed. Teacher (s)**

**Meet during Monday morning meetings – to REPLACE counselor grade level meetings.**

## **Tier Two**

### **Team Develops Individual Success Plan Targeted Interventions**

1. Check In/Check Out
2. Targeted Behavior Instruction (Calm-down schedule, Counselor/SSW/Psych independent study)
3. School-based Mentors (peer to peer or adults)
4. Mandatory/voluntary Homework Help
5. Take a Break – Anytime Pass
6. Simple Home/School Plans (Homework incentive plan)
7. Sports and Clubs: STAND, Drama, Track, Wrestling
8. Academic/Organizational Assistance (Foundations, AA, Intervention Specialist, FAST Spelling, Writing Blitz/Glitz)
9. Peer to Peer Helper
10. QUEST Social Skills Instruction
11. Individual Behavior Plan

**Students requiring additional intervention will be referred to Tier 3.**

## **Tier Three**

### **Data Driven Need for Additional Individualized Supports After Tier Two Exhausted**

1. Functional Behavior Assessment Conducted
  - a. Initiated by Psychologist, Social Worker and/or Counselor.
  - b. Data collection via teacher checklists, ABC charts or simple tally sheets.
  - c. Individualized Behavior Plan developed which may or may not include academic adjustments/supports and/or additional special education assessment.
2. Parent participation in planning
3. Plan re-evaluated for effectiveness periodically.

**BROWNELL FIRST QUARTER  
RESPONSIBILITY CARD**

NAME: \_\_\_\_\_

Date	Reason Code	Location	Teacher Signature
1.			
2.			
3.			
4.			
5.			Counselor Notified
6.			
7.			
8.			
9.			
10.			Office Referral

**INFRACTION CODES**

- A. Unprepared for Class**
- B. Homework Incomplete**
- C. Unsafe/ Disruptive Behavior**
- D. Tardy**
- E. Unauthorized use of Cell Phone/Electronics**

**BROWNELL SECOND QUARTER  
RESPONSIBILITY CARD**

NAME: \_\_\_\_\_

Date	Reason Code	Location	Teacher Signature
1.			
2.			
3.			
4.			
5.			
6.			
7.			Office Referral

**INFRACTION CODES**

- A. Unprepared for Class**
- B. Homework Incomplete**
- C. Unsafe/ Disruptive Behavior**
- D. Tardy**
- E. Unauthorized use of Cell Phone/Electronics**



# 1<sup>st</sup> Quarter

- 5<sup>th</sup> teacher signature = counselor referral
- Teacher e-mails counselor same day as 5<sup>th</sup> signature
- 10<sup>th</sup> signature = discipline and referral to Tier 2

# 2<sup>ND</sup> – 4<sup>TH</sup> Quarter

- 7<sup>th</sup> signature = discipline and referral to Tier 2
- If student is currently at Tier 2 then the Tier 2/3 committee will review student status.

# Planner

- Two PBIS signature pages
- Students will present planner upon staff request
- Teachers sign the planner for infractions

# Lost/Forgotten Planner

- No planner=referral to main office
- Student will receive a replacement card for the day in main office.
- Student will return the card to office at end of day.
- Lost Planners will be distributed by Assistant Principal (who administers signature penalties).
- 1<sup>st</sup> Quarter – lost planner replaced with new planner
  - If lost before 5<sup>th</sup> signature, then student moves to 5<sup>th</sup> signature.
  - If lost after 5<sup>th</sup> signature, then student moves to 10<sup>th</sup> signature.
- 2<sup>nd</sup> - 4<sup>th</sup> Quarter – lost planner automatically moves student to 5<sup>th</sup> signature
  - If lost after 5<sup>th</sup> signature student would move to 7<sup>th</sup> signature



# Teaching Positive Behavior Expectations

- Guidelines for Teaching
- The Matrix
- Sample Teaching Strategies/Lessons

# Behavior Expectation PBIS Matrix

	<u>Bathrooms</u>	<u>MPR</u>	<u>Main Office</u>	<u>Classroom</u>	<u>Hallway</u>	<u>Cafeteria</u>	<u>Outside School Grounds</u>	<u>Computer Labs</u>
<b>Be Responsible</b>	<p>Only go when needed.</p> <p>Report all problems, such as graffiti, damage, or disturbances to a staff member.</p> <p>Keep technology/phones off and put away.</p>	<p>Enter/exit in an orderly manner.</p> <p>Find your assigned seat and remain there with feet on floor.</p> <p>Keep food and drink out of MPR.</p>	<p>Visit when called down, sent, when your name appears on the board or when you need assistance.</p>	<p>Be prepared with materials.</p> <p>Be on time.</p> <p>Listen and follow directions of all adults.</p> <p>Use technology with permission only.</p>	<p>Use locker assigned to you, and keep it clean at all times.</p> <p>Report problems to staff.</p>	<p>Sit at your assigned table.</p> <p>Clean up after yourself.</p>	<p>Leave building promptly at dismissal.</p> <p>Enter building when bell rings.</p> <p>Report disturbances, injuries, and accidents to staff members.</p>	<p>Use equipment appropriately.</p> <p>Report problems to staff.</p> <p>Clean up after yourself.</p>
<b>Be Respectful</b>	<p>Only go with permission.</p> <p>Respect the privacy of others.</p> <p>Clean up after yourself.</p>	<p>Follow directions of all staff members.</p> <p>Be quiet and ready to listen.</p> <p>Use positive language and responses.</p> <p>Exhibit appropriate audience behavior.</p>	<p>Address the staff politely.</p> <p>Use please, thank you, and excuse me.</p> <p>Wait quietly.</p>	<p>Use appropriate language and tone.</p> <p>Listen when others are speaking, and speak when it is your turn.</p>	<p>Follow directions of all staff members.</p> <p>Talk quietly during passing time.</p> <p>Use appropriate language and tone.</p>	<p>Follow directions of all staff members.</p> <p>Use appropriate language and tone.</p>	<p>Follow directions of all staff members.</p> <p>Use appropriate language and tone.</p>	<p>Keep food and drink out of the lab.</p> <p>Log out when you're finished.</p>
<b>Be Safe</b>	<p>Flush the toilet.</p> <p>Wash your hands with soap and warm water.</p> <p>Keep windows closed.</p> <p>Use appropriate physical contact.</p>	<p>Ask for permission to leave.</p> <p>Use appropriate physical contact.</p>	<p>Stand or sit in one place while you're waiting.</p>	<p>Use equipment and materials properly.</p> <p>Use appropriate physical contact.</p> <p>Keep your work area clean.</p>	<p>Right is right.</p> <p>Keep the flow of traffic moving.</p> <p>Use appropriate physical contact.</p>	<p>Ask staff for permission to leave.</p> <p>Use appropriate physical contact.</p>	<p>Enter/exit in an orderly manner.</p> <p>All bikes must be locked.</p> <p>Refrain from skateboarding &amp; roller blading on property.</p> <p>Use appropriate physical contact.</p>	<p>Keep your password to yourself.</p> <p>Use appropriate physical contact.</p>

# Guidelines for Teaching Positive Behavior Expectations (The Matrix)

- The emphasis will be on teaching positive behavior expectations over the first two weeks of school during Advisory using student produced videos, but themes will be repeated throughout the year in all-school meetings and through our monthly themed “Buck Up Broncos” program.
- We will emphasize expectations 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.

“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

[Student Driven Instructional Videos](#)

# Acknowledging and Rewarding Appropriate Behavior

**Be Respectful • Be Responsible • Be Safe**

- Quarterly/Random Incentives For Responsibility Cards Without Signatures
- Quarterly Raffle For Students With Less Than 10/7 Signatures
- Field Trip Eligibility Determined Quarterly
- Friday Concert/Activity Eligibility Determined Quarterly
- Community Service Opportunities to Earn Back Signatures



# Lottery Incentives

- Qualifications depend upon lack of signatures
- Rewards will be the main focus of next year's PBIS committee
- Rewards should create excitement(Magazine Sale)
- Final Lottery incentives will be decided by the committee in the fall based on the feedback from staff.

# Lottery Incentives

- Some Possible Ideas
  - Day privileges
  - Pizza Advisory
  - Homework Passes
- Some Possible Gifts
  - Gift Card
  - Movie Tickets
  - Food Award

# School-wide Reward Systems



4 to 1



ratio of positive  
attention to  
corrections

# 100 Ways to Praise a Child

Wow	Magnificent	You're The Best	Fantastic
A+ Job	You're On Target	You Learned It Right	You Made My Day
How Nice	You Are Responsible	You Go	Radical
Marvelous	You're Unique	Amazing	Bravo
Well Done	You Tried Hard	Sensational	Perfect
That's Incredible	That's Correct	Exceptional	You Care
That's Hot	Spectacular Job	First-Rate	Nice Work
Good For You	You're Beautiful	Congratulations	I Like You
Fantastic Job	You're Doing Well	Remarkable	I Respect You
Hurray For You	You've Got It	Great	Beautiful Work
Remarkable Job	Brilliant	Terrific	You're Darling
You're a Winner	Phenomenal	Good Stuff	Great Discovery
You're Important	Wonderful	Superstar	You Are Exciting
You're Fantastic	Splendid	Hot Stuff	Hip Hip Hooray
How Smart	Impressive	You Belong	Now You're Flying
You're Catching On	Good	I Trust You	Thanks So Much
Looking Good	Out Of This World	Try Your Best	You're The Greatest
Tremendous	You Did It	Creative Work	Ideal
Fabulous	You're On Top of the World	You're Perfect	I'm Proud Of You
Neat	Beautiful	You're So Smart	Stupendous
Awesome	Super Work	Fine Job	Good For You
Dynamite	Good Job	Outstanding	Way To Be On Task
Love It	You're On It	Superior	You Brighten My Day
Way to Go	Good Thinking	Cool	