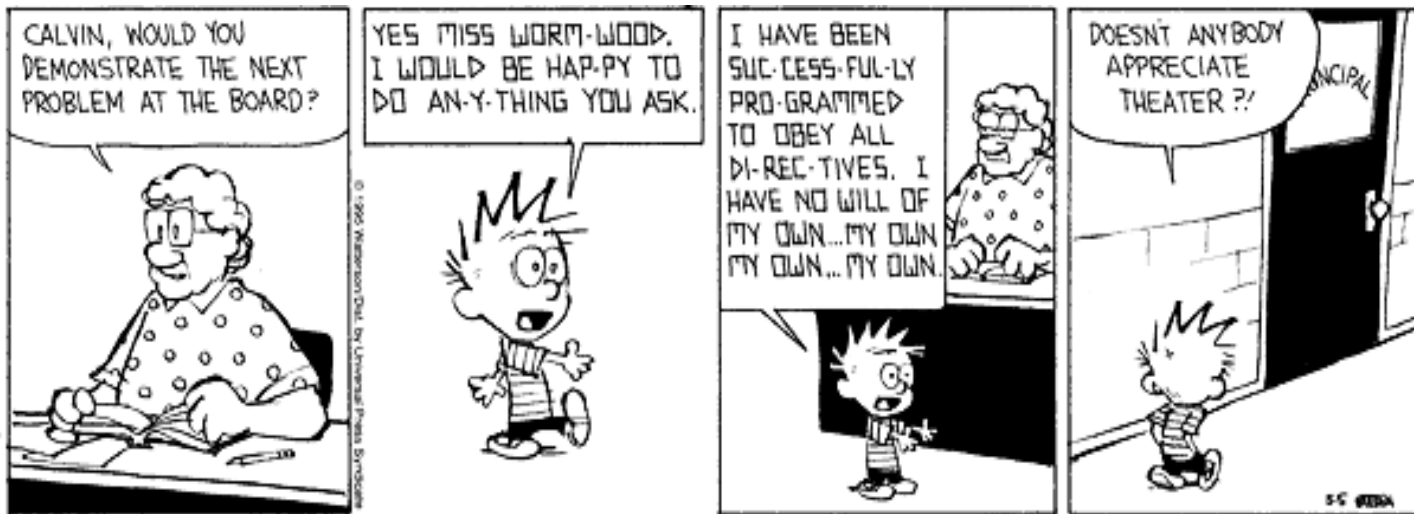


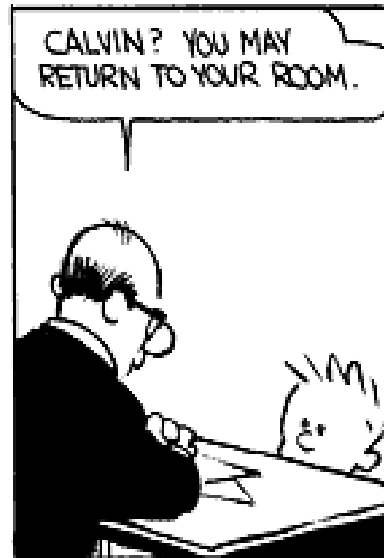
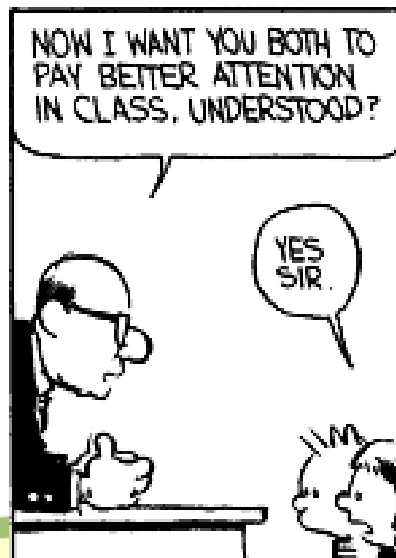
# **RC and PBIS: A Shared Approach for Strengthening our Positive Learning Environment**



**Bristol Elementary School  
October 1st, 2010**

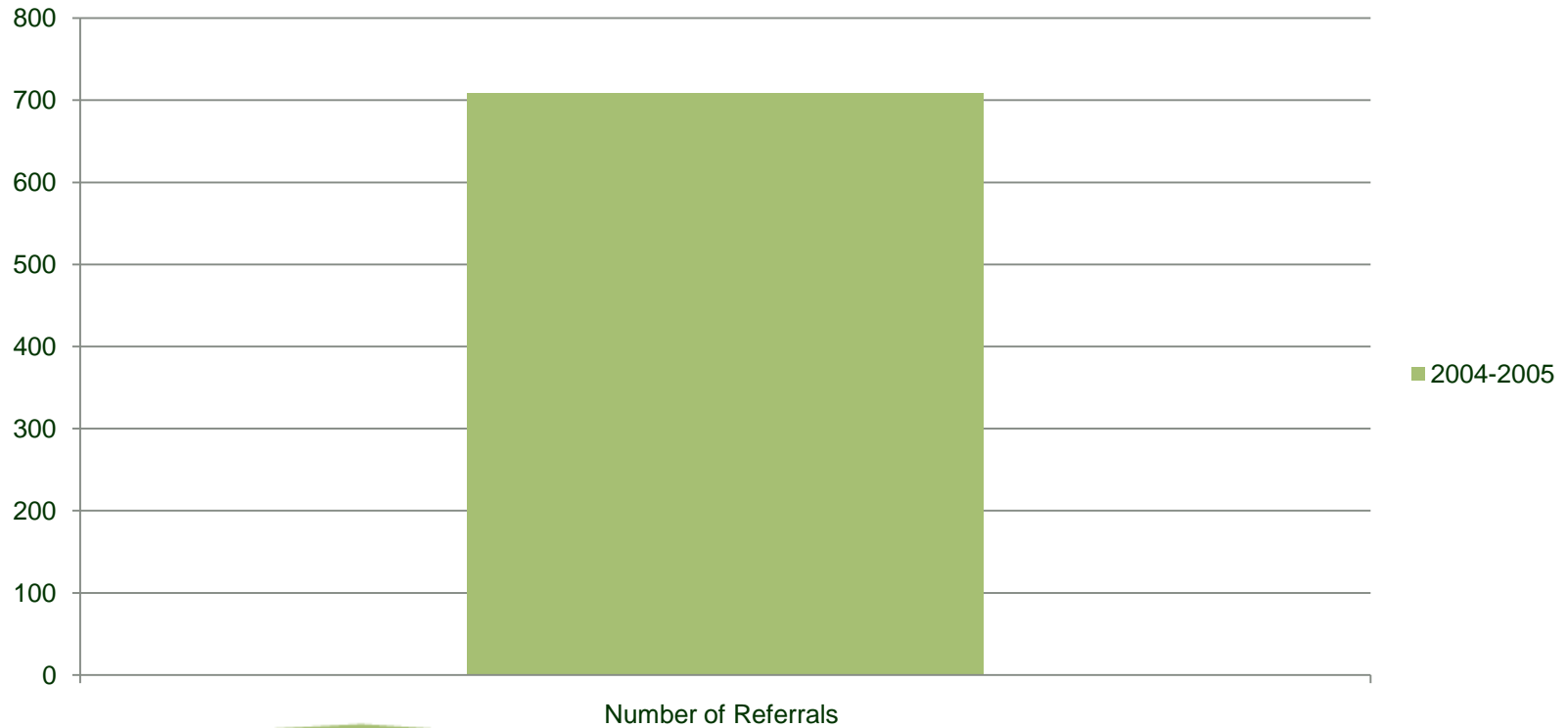
# The School World According to Calvin





# Where we were

2004-2005



**We Developed a  
Multi- Year Process to Bring  
Responsive Classroom to  
BES**

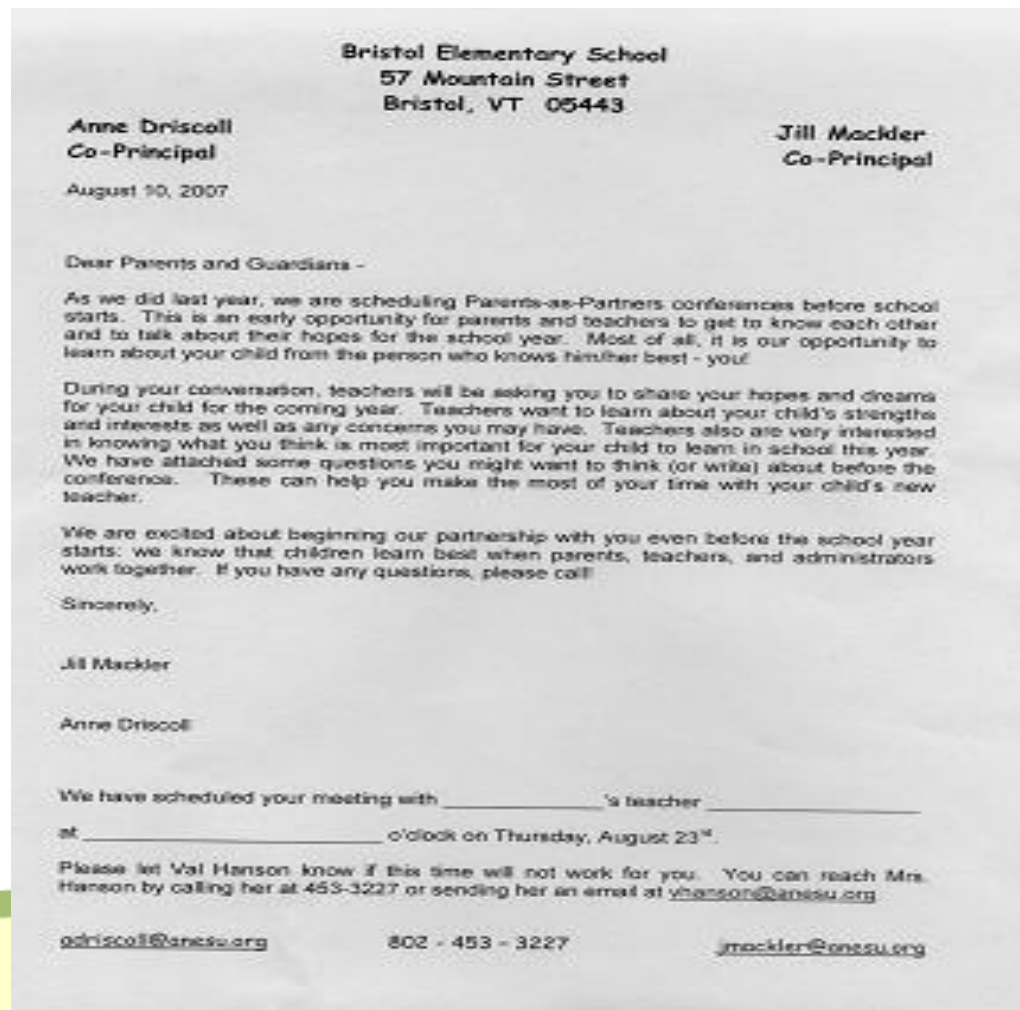
# Step 1: We created a BES Vision



# Step 2: RC is Introduced....

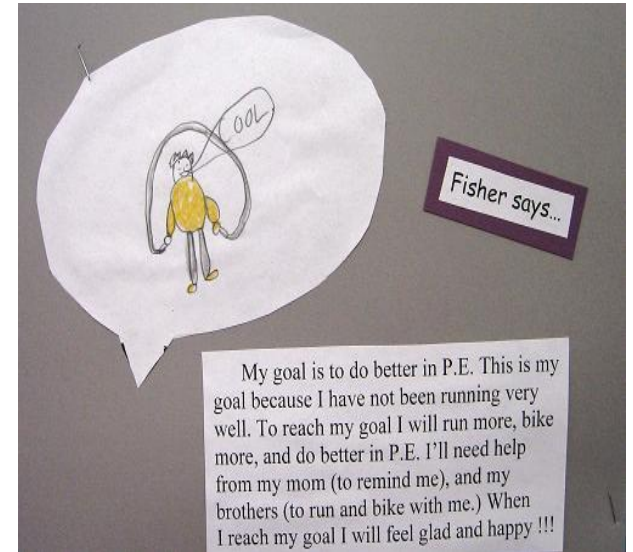
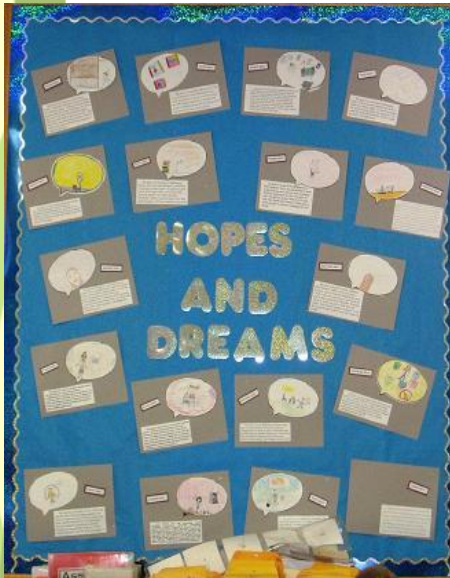
- \* Survey
- \* Initial Consultant Day
- \* 1 Day Overview
- \* RC 1

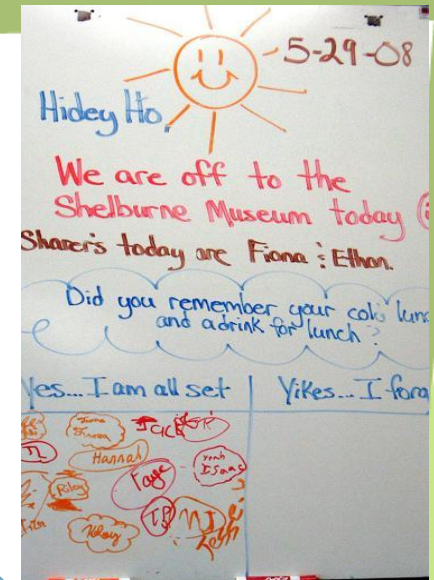
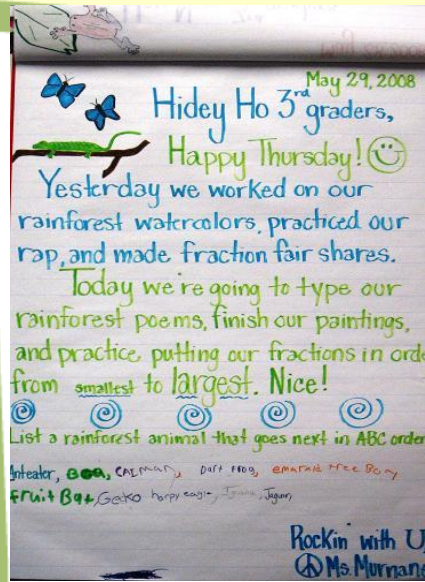
# RC Introduced to Parents/Students Parent as Partners Meetings





# Hopes and Dreams



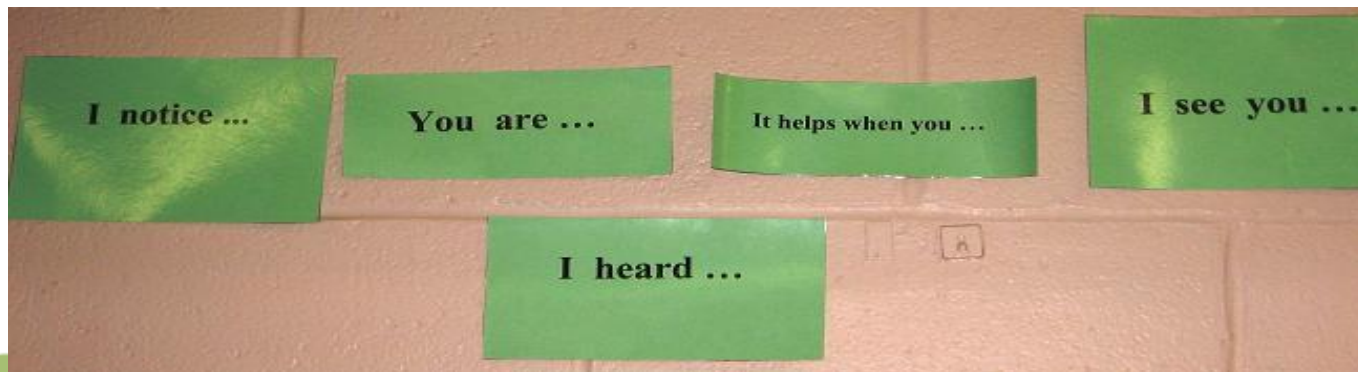


# School-wide Morning Meeting



# RC Steering Committee

- \* Grow and sustain a positive school climate.
- \* Support RC implementation
  - Teacher language (cards)
  - Staff meetings
  - RC bulletin boards





# - RC Goes Deep & Wide

- \* Celebration of Learning Assemblies take on Morning Meeting format.
- \* Rules Congress
  - New school rules
- \* Buddy Teacher Pilot



# Step 3: The Need for PBIS

Number of Referrals



# Responsive Classroom Practices integrates well with PBIS's Three Tier Framework

## PBIS Primary Preventions:

- \* School/classroom-wide systems for all students

## RC Practices:

- \* Morning Meetings
- \* Rule Creation
- \* Modeling
- \* Role-playing
- \* Positive teacher language
- \* Logical consequences
- \* Classroom organization
- \* Problem Solving Strategies

## PBIS Secondary Prevention:

- \* Additional systems for all students with at risk behaviors

## RC Practices:

- \* Additional modeling
- \* Additional role-playing
- \* Buddy teacher time-out
- \* Problem-solving strategies
- \* Individual written agreements

# Our Challenges

- Team knowledge of PBIS Framework
- How to blend Responsive Classroom/PBIS committees
  - \* How school rules are developed
  - \* Rewards
  - \* Incentive program appropriate for all students
  - \* More work for staff

CD, JU,  
MB,SD

# Moving Forward

- \* Team training/planning
- \* Bringing staff on board
- \* Brochure for parents
- \* Rules congress/ school wide rules (video)
- \* Staff rollout (skit and kit)



# BES's Continuum for

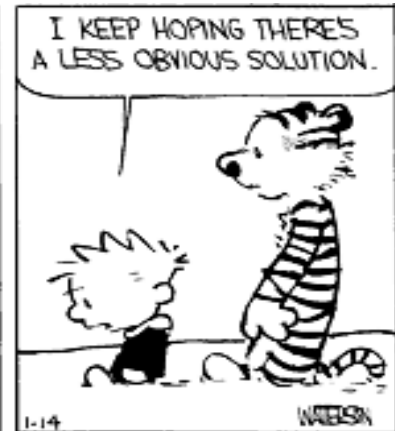
## Encouraging Expectations

- \* Individual Students: given a “BLING” token first for knowing school expectations and later for demonstrating .
- \* Classroom: students add BLING to class total.
- \* School-wide: class totals to office on Friday. Monday “quick” announcement to school on number of BLINGS and Paws. 500 BLING equal 1 PAW Print
- \* School-wide formal recognition: BES bobcat mascot has achieved enough paw prints to reach a destination in Bristol. School-wide celebration with student input (map).

# Where are we now

- \* Joint steering committee (PLE): bi-weekly with progress monitoring
- \* Working towards celebration: demonstrating respect
- \* Anticipating CICO/Tier II Supports
- \* WrapAround Training/Tier III Supports

# There is hope!!!



## **Next Steps: Exit Card**

**Reflect on the challenge you identified earlier. Can you identify a strategy, action step or idea to bring back to your school/team?**

**Bobcat on the Trail!**

***Thanks for Coming!!***

To view our presentation: <http://www.besvt.org>