

## PBIS TEAM AT AMHERST ELEMENTARY

- **Mrs. Oleson:** Principal
- **Mrs. Lutz:** Fourth Grade Teacher/PBIS Internal Coach
- **Mrs. Hornick:** 4K Teacher/PBIS Internal Coach
- **Mrs. Olson:** Kindergarten Teacher
- **Mrs. Garske:** Second Grade Teacher
- **Mrs. Blaha:** First Grade Teacher
- **Mrs. Cibaric:** Elementary Counselor
- **Mrs. Gosh:** Third Grade Teacher
- **Mrs. Moe:** Speech and Language Pathologist
- **Mrs. Scheunemann:** Rtl Teacher

## PARENTS/GUARDIANS & PBIS

To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year the PBIS team will send updates and information about PBIS. We invite your comments, concerns and ideas to make PBIS work at our school.

Please support PBIS at Amherst Elementary School by:

- Reviewing behavior expectations with your child
- Signing and returning the handbook and PBIS slip that will be sent home with your child
- Using the three expectations at home
- Providing positive reinforcement (rewarding good choices with compliments or quality time) at home
- Sharing comments or asking questions about PBIS with staff.
- Utilize this family resource:  
<http://www.wisconsinpbisnetwork.org/parents-and-family/pbis-at-home/expected-behavior.html>

**Together we can achieve more!**



## POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS: A PBIS GUIDE



**Amherst Elementary School**

*"A positive community empowering  
life-long learning."*

## WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn.

The foundation of PBIS at Amherst Elementary School is the three building-wide expectations:

- Be Respectful
- Be Responsible
- Be Safe

In addition to our behavior expectations, PBIS has four other components:

- 1) Behavior matrix which explains behavior expectations in each school setting
- 2) Direct teaching of the expectations
- 3) Falcon Feathers
- 4) Office Discipline Referrals to record and address inappropriate behaviors

## VOICE LEVELS

- 0 = VOICES QUIET, LISTENING MODE
- 1 = WHISPER VOICE
- 2 = NORMAL CONVERSATION, 1 ON 1, OR SMALL GROUP
- 3 = SPEAKING FOR A WHOLE CLASS TO HEAR
- 4 = OUTSIDE VOICES

## BEHAVIOR MATRIX

The behavior matrix is a detailed description of expected behavior in each setting of the school. For example, in the lunchroom it is respectful to say “please” and “thank you.” It is responsible to clean your space. The matrix will be posted in classrooms, around school and sent home.

## TEACHING EXPECTATIONS

Throughout the school year, students will be taught how to behave according to the three expectations. Teachers will help students learn what the expectations “look” and “sound” like in every setting during the school day. These lessons will be re-taught and reinforced throughout the school year, and become a regular part of our instructional program.

## PBIS FALCON FEATHERS

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At AES each student will earn Falcon Feathers for meeting behavior expectations. When goals are met, students will enjoy redeeming Falcon Feathers for various rewards as well as participating in quarterly school-wide celebrations.

## OFFICE DISCIPLINE REFERRALS

Even with clear expectations and positive reinforcement, sometimes children will make poor choices. To address inappropriate behavior, an Office Discipline Referral has been implemented. Discipline issues are divided into major and minor infractions. A minor/major description chart is available.

- Major infractions are issues that result in office time. Parents/guardians will always be notified by the teacher about major infractions. If a child receives two major office referrals in one quarter, they will spend one recess with an RtI teacher for behavioral intervention.
- Minor infractions are behaviors that are disruptive to the learning environment, but are handled by the supervising staff member.

When a child repeatedly receives minors or majors, parents/guardians, teachers, support staff and the principal will meet to find positive ways to help the child succeed.

