



Respectful, Responsible, Ready

Ridge-Brook Dolphins PBIS Newsletter

March 8, 2021

Welcome to our Ridge-Brook PBIS Newsletter! In this edition, we will announce our school-wide weekly PBIS student winners from the past two weeks, announce our monthly PBIS winners from the month of February, review our school-wide acknowledgement system and behavior matrix, and provide some PBIS tips for parents/guardians.

Weekly School-wide Winners (last 2 weeks)

<u>Name</u>	<u>Class</u>	<u>Name</u>	<u>Class</u>
Sophia Kassay	105	Cecelia Potoma	104
Clayton Wenner	100	Leo Pelleschi	100
Maddex Brandt	110	Isaac Hucks	108
Leila Busch	117	Kya Edgeron	119
Natasha Danchuk	118	Tayler Jackson-Williams	118
Jeylianis Rodriguez Arroyo	105	Ava Morgan	105
Emma Slusarczyk	100	Hiba Saahka	100
Jacob Zarzosa	110	Chloe Matute	108
Avary Tatar	116	William Romero	118

Brendan Olson	117	Ava Perez	117
Kaden Diaz	105	Da'Maya Thomas	104
Zofia Fragapane	102	Carter Dowczyk	102
Madison Hynst	110	Nina Dalton	108
Chloe Crafton	116	Dekota Smith	118
Justin Purcel	117	Vincent Pelleschi	117
Sophia Bostic	104	Amelia Sachara	104
Violet Viccarone	100	Anna Rubly	100
Cavion McMullen	110	Tajane Malaj	108
Royal Ward	105	Maliyah Pace	102
Isaiah Leirer-Crespo	110	Jeremiah Leonardo	118
David Lesure	118	Makoto Sabo	117
Sherman May	119	Sean Daughtery	115
Neveen Muhsen	118	Logan Farley	115
Major Jackson-Williams	104	Payton Carper	102
Declan Potoma	102	Isaiah Neal	108
Samaya King	116	Aly'Sianna Carter	119
Josiah Banner	119		

MONTHLY SCHOOL-WIDE WINNERS (February)



Kai Early (Kindergarten)



Abriana Griffin (3rd)



Glorianna Young (3rd)













Bailey McCreight (3rd)

Dolphin Dollar Acknowledgement System

Ridge-Brook Elementary uses Dolphin Dollars to acknowledge positive student behavior. Students are recognized and celebrated on both a weekly and a monthly basis for displaying our 3 **R**'s at school (Being **Respectful**, **Responsible**, and **Ready**). Additionally, there is a big end-of-the-year recognition and Dolphin Dollar drawing for students.

Ridge-Brook Elementary Behavioral Expectations Matrix

	Respectful	Responsible	Ready
Arrival/Dismissal 	<ul style="list-style-type: none"> Use quiet voices Use appropriate/ positive language Listen to safety patrol and adults the first time Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> Walk to destination Be in your assigned area Go to breakfast at the correct time 	<ul style="list-style-type: none"> Voice Level: 1 Arrive and leave with all belongings Wait patiently
Cafeteria 	<ul style="list-style-type: none"> Raise hand for help or to leave your seat Listen for directions 	<ul style="list-style-type: none"> Use good table manners Walk and carry tray with 2 hands Clean up after yourself 	<ul style="list-style-type: none"> Voice Level: 0-2 Legs and feet under your table Enter/exit quietly
Recess 	<ul style="list-style-type: none"> Take turns Use kind words Play fair, share and include others Listen and follow directions quickly Keep hands, feet and objects to self 	<ul style="list-style-type: none"> Use equipment correctly/properly Report unsafe or emergency situations to noon monitors immediately Get adult permission to leave the playground Play safe Return equipment when finished 	<ul style="list-style-type: none"> Voice level: 0-4 Line up quickly Listen and follow directions quickly
Indoor Recess 	<ul style="list-style-type: none"> Take turns Use kind words Play fair, share and include others Listen and follow directions quickly Keep hands, feet and objects to self 	<ul style="list-style-type: none"> Use only materials/games approved by teacher or noon aides Report unsafe or emergency situations to noon monitors immediately Get adult permission to leave the classroom Play safe Clean up after yourself 	<ul style="list-style-type: none"> Voice level: 0-2 Listen and follow directions quickly One activity/game at a time Clean up all activities by the end of recess
Hallway 	<ul style="list-style-type: none"> Have permission to be in the halls Use quiet feet & keep hands to yourself Single, straight and silent Be polite and considerate to other classes Shut lockers quietly 	<ul style="list-style-type: none"> Keep hands and feet to yourself Walk with a purpose Help keep hallways clean/safe Quietly walk on right side of the hallway 	<ul style="list-style-type: none"> Voice level: 0-1 Walk with a purpose
Restrooms 	<ul style="list-style-type: none"> Respect others privacy Keep restrooms clean Respect the restroom and school property 	<ul style="list-style-type: none"> Use with permission Throw paper towels away Wash hands with soap Flush toilet 1 time Report issues to office 	<ul style="list-style-type: none"> Voice level: 0-1 Finish quickly Return to line/class
Main Office/Clinic 	<ul style="list-style-type: none"> Wait your turn Use manners (look at the person and speak clearly) Stay in front of secretary's/nurse's desk when waiting Respect office/clinic property by keeping hands to self 	<ul style="list-style-type: none"> Get permission from an adult to visit office or clinic Go directly to and from office/clinic Arrive with a purpose 	<ul style="list-style-type: none"> Voice Level: 1-2 Arrive with a purpose Wait your turn Use manners (look at the person and speak clearly)
Bus 	<ul style="list-style-type: none"> Use positive and appropriate language Respect others' space Listen to the driver/adults Keep hands, feet and all objects to yourself Respect the bus as school property 	<ul style="list-style-type: none"> Keep hands, feet and all objects to self Keep all of your belongings in your seat with you Report unsafe situations or emergencies immediately 	<ul style="list-style-type: none"> Voice level: 0-2 Listen to driver Remain sitting, facing forward, in assigned seat at all times Have all belongings with you
Media Center 	<ul style="list-style-type: none"> Handle materials appropriately Quiet voices Walking feet Wait your turn 	<ul style="list-style-type: none"> Return books on time Return books to the correct location Return books in the same condition Have library card ready Go directly to and from office/clinic 	<ul style="list-style-type: none"> Voice Level: 0-1 Make your book choices quickly Wait your turn Have library card ready Return directly to class
Assemblies 	<ul style="list-style-type: none"> Give attention to the speaker Respect others' space Keep hands and feet to self Stay seated/follow adult directions Clap politely when appropriate 	<ul style="list-style-type: none"> Sit appropriately Follow directions quickly Participate when asked Get permission from an adult to leave the assembly Model appropriate behavior for everyone (be a leader) 	<ul style="list-style-type: none"> Voice level: 0-3 Follow directions quickly Show that you're ready Give attention to the speaker

Looking to try out some Positive Behavior Intervention & Supports (PBIS) strategies?

- Give clear, short, and specific directions.
- Have patience...It takes younger children at least 5 seconds to mentally process directions.
- Be consistent. It helps a child learn and feel confident in what you want.
- Stay calm & use a calm voice.
- Focus on logical consequences when a problem arises.
- Reward positive effort – this sets the stage for success.
- Set and enforce reasonable limits.
- Try to give 5 positive responses for every 1 negative response.
- Set the example – actions speak louder than words.
- Try to anticipate where your child might have trouble and prepare them for the situation by coaching them on the behavior you want to see.

In a PBIS school, staff members teach kids academics along with how to act/react in different settings. Rather than expecting kids to arrive at a school knowing how to behave, schools teach correct behaviors.

PBIS schools focus on teaching what TO do by giving clear directions, being calm and patient, modeling expected behaviors, setting a good example, using positive recognition and reinforcement, and setting consistent and reasonable limits. PBIS school staffs know that adults get more of what they focus on. If adults place all the focus on kids fighting instead of cooperating, that's what they'll see more of. If adults focus on teaching and reinforcing cooperation, they'll end up seeing more of those types of behaviors. While this shift in focus doesn't remove the necessity of responding to and taking action when kids behave inappropriately, it does substantially reduce many misbehaviors.

How might these ideas apply to more peaceful relationships in your family?



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