

Daniel Boone Area Primary Center

PBIS-Positive Behavioral Interventions
and Supports Handbook

P.A.W.S.-Peaceful, Aware, Wise and Safe



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Positive Behavioral Interventions and Supports Defined

Positive Behavioral Interventions and Supports (PBIS) is rooted in the belief that behavior is learned, is related to immediate and social environmental factors, and can be changed. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read-through instruction, practice, feedback and encouragement. Key features of PBIS include:

1. Administrative leadership
2. Team-based implementation
3. A clear set of defined positive expectations and behaviors
4. Teaching of expected behaviors
5. Recognition of meeting expected behaviors
6. Monitoring and correcting errors in behaviors
7. Using data-based information for decision making, monitoring and evaluating building results

What is School-wide PBIS?

School-wide PBIS is a framework adopted by the Daniel Boone Area Primary Center for creating customized systems that support student outcomes and academic success. Our goal is to recognize the positive expected behaviors regarding being Peaceful, Aware, Wise and Safe. PBIS is a systems approach to creating a safer and more productive school.



DANIEL BOONE AREA PRIMARY CENTER

P.A.W.S.

PEACEFUL, AWARE, WISE AND SAFE



	Eating Areas	Recess Areas	Classroom	Bathroom	Hallways	Bus
P Peaceful	Use "please", "thank you" and "excuse me"	Be an upstander and include others	Raise your hand and wait your turn	Respect others' privacy	Be silent when traveling	Talk kindly with your seat partner
A Aware	Be neat while you eat	Follow game and activity rules	Follow the classroom rules	Clean up after yourself	Stay in your place and to the right	Watch traffic when entering and exiting bus
W Wise	Eat only your own food	Watch where you are going	Show your best effort	Wash your hands	Keep your hands and feet to yourself	Report problems
S Safe	Stay seated while eating	Keep hands and feet to yourself	Stay in your space	Use slow feet	Face forward and always walk	Face forward and stay seated

Continuum of School Wide Supports

An important aspect of PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching for students. There is no assumption in PBIS, that students will learn social behavior automatically or pick it up as they navigate real life.

Primary Prevention-Tier 1

Core Principles

1. We can effectively teach appropriate behavior to all children. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting, events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.
2. Intervene early. It is best to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective, universal interventions in the early stages of implementation which are informed by time sensitive and continuous progress monitoring; enjoy strong empirical support for their effectiveness with at risk students.
3. Use a multi-tier system. PBIS utilizes an efficient, needs-driven system to match behavioral resources with student need. To

achieve high rates of success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students, PBIS uses tiered models of delivery.

4. Teach a school wide Tier 1 research validated Social and Emotional Learning curriculum to all students. Daniel Boone Area Primary Center utilized two programs: Second Step by the Committee of Children and Class Meetings that Matter-Olweus
5. Monitor student progress to inform interventions. The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. Use data to make decisions. A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgement informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.

Secondary Prevention-Tier 2

PBIS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching or learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (targeted group or simple individual plans), tertiary (individual) systems of support that improve lifestyle results for all children and youth by making problem behavior less effective, efficient and relevant.

Expectations

The primary prevention of positive behavioral interventions and supports consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. Students should be able to identify the expectations since they will be posted, taught and referred to throughout the year.

Starting the Year Off Right

During the first week of school, we will focus on teaching the school-wide rules and behavioral expectations to all students across all settings in the school. The PBIS team will organize a set of events that will provide students and staff with an informative and positive first week of school in which everyone learns the rules and expectations.

Why Teach the Rules and Expectations During the First Week of School

A major reason to teach a behavioral expectation across settings is so that all staff agrees on what is expected. This will improve consistency across staff enforcing the school rules. We also cannot assume that students know the expectations and routines.

Booster Sessions: Re-Teaching the Rules and Expectations

We must remember that we cannot simply teach the rules and expectations once. It is important to reteach and review the expectations. Booster sessions are especially helpful after returning from a long break, during times of the year when you anticipate having more challenging behaviors, or in areas that continue to be problematic. Booster sessions may include reteaching expectations.

Systems of Acknowledging Appropriate Behavior

Why Do We Want to Recognize Expected Behavior?

It is not enough just to teach expected behavior. We also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more than catching students breaking the rules. Research on effective teaching has found that staff should engage in a rate of positive interactions with students to every 1 negative interaction.

When adults acknowledge positive behavior they should:

- Be positive
- Be specific and clear
- Acknowledge the positive behavior immediately
- Initiate the action

Acknowledgement should be free and frequent and can include verbal praise, a smile, a sticker, a high five, thumbs up, note home, etc.

Systems of Correcting Inappropriate Behavior

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses.

Consequences should focus on:

- Re-teaching/Strategies for correcting behavior
- Reflection
- Logical consequences

In order to maximize student instructional time, staff are encouraged to address challenging behavior in their classroom as much as possible. This requires that the staff develop a clear discipline plan which teaches expectations, provides incentives for positive behavior and identifies clear responses to challenging behaviors within the classroom.

Adult behavior when providing correction needs to be:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

The continuum of strategies to respond to inappropriate behavior: Correction Technique	Words and/or actions an adult can use
Prompt	Provide verbal or visual cues
Redirect	Restate the matrix behavior
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Give choice: to accomplish task in another location, about the order of task completion using

	alternatives that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Roles and Responsibilities

Schools Must:

1. Post the behavioral expectations and behavior matrix posters throughout the school for all students and staff to see daily.
2. Teach the behavioral rules and expectations within the first week of school for all settings within the building (classroom, hallway, bathroom, cafeteria, playground, etc.)
3. Review behavioral data monthly.
4. Establish universal reinforcement systems (school-wide and classroom) (tickets, PAWS slips, lawn signs)
5. Establish a behavior management plan within each classroom
6. Provide booster sessions/opportunities to re-teach the rules and expectations throughout the year based on the data that is being reviewed by the PBIS team.

Classroom Teacher Responsibilities:

1. Teach, model and practice each of the school-wide behavioral expectations (matrix)
2. Display and use the classroom expectations based upon their school-wide expectations.
3. Use the ESAP/Child study team when working with students who do not meet school-wide and classroom expectations.
4. Develop and/or use PBIS established strategies for recognizing students who meet or exceed school-wide and classroom expectations using informal and formal recognition programs.
 - a. PAWS tickets for teachers to fill out monthly (2 per class)
 - b. Lawn Signs-I am a proud parent of a DBAPC student (5 students per month-drawing from the paws ticket system listed above)

Staff Responsibilities (adults with any form of supervisory authority):

1. Circulate among students and observe students to see that they are meeting school-wide expectations in all non-classroom settings in the school (active supervision).
2. Talk with students and provide feedback based on school-wide expectations.
3. Use the ESAP/Child Study team when working with students who do not meet school-wide and classroom expectations
4. Develop and/or use PBIS established strategies for recognizing students who meet or exceed school-wide and classroom expectations using informal and formal recognition programs.