

# What is PBIS?

- Process for creating safer and more effective schools
- A Systems approach to enhance capacity of schools to promote positive behavior
- Improves school's ability to teach and support positive behavior for all students

# School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

## Academic Systems

## Behavioral Systems

### Tier 3/Tertiary Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

### Tier 2/Secondary Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

1-5%

5-15%

90%

### Tier 3/Tertiary Interventions

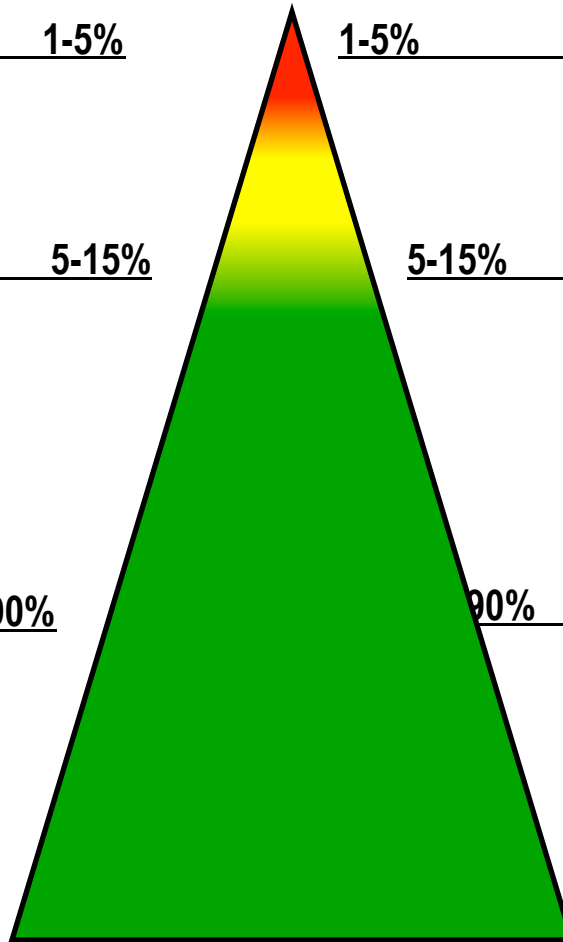
- Individual students
- Assessment-based
- Intense, durable procedures

### Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



# Eight Practices of School-wide Positive Behavior Support

1. **Administrative leadership**- Principal DeLaMar is on the Universal Team
2. **Team implementation**- Universal Team meets twice a month, grade level teachers communicate with teams
3. **Define concrete expectations** - as outlined on our matrix
4. **Teach behavior expectations** – with monthly Cool Tools and the 2<sup>nd</sup> Step Curriculum
5. **Acknowledge and reward positive behavior**- with “DYP” Tickets, raffles, Part Mart, events and Celebrations
6. **Monitor and correct behavior**- with re-teaching of the matrix, reflection sheets, office discipline referrals (minors and majors)
7. **Use data for decision making**- “Cool Tool” behavior lessons are determined by the data (helps to identify where problems/concerns)
8. **Family and community collaboration**- our goal in year 2 of PBIS

# Essential Elements of PBIS

- Matrix – Building Expectations posted throughout the school building
- Cool Tools- Behavioral lessons taught school wide
- Data Collection and Analysis- done monthly by the Universal Team to determine Cool Tools
- Acknowledgements- “DYP” tickets

# Do your **PART**



**P**repared  
**A**nd  
**R**espectful  
**T**ogether

## The Millburn Elementary Matrix of Expected Behavior



<b>Do your PART: Prepared And Respectful Together</b>	<b>Classroom</b>	<b>Lunchroom</b>	<b>Bus</b>	<b>Hallway</b>	<b>Recess</b>	<b>Bathroom</b>	<b>Locker Room</b>
<b>DO YOUR PART FOR: Self</b>	<p>Always give your best effort.</p> <p>Arrive on time.</p> <p>Be prepared.</p>	<p>Eat your own food.</p> <p>Walk.</p> <p>Be prepared.</p> <p>Follow directions.</p>	<p>Face forward.</p> <p>Stay in your seat.</p> <p>Wait for the bus to stop before exiting.</p>	<p>Walk.</p> <p>Use soft voices.</p>	<p>Play by the rules.</p> <p>Be on time to line up.</p> <p>Get help when needed.</p>	<p>Keep to yourself.</p> <p>Budget your time.</p> <p>Use sink, soap, dryers, and toilets correctly.</p> <p>Use proper hygiene.</p>	<p>Dress, lock your locker and get into gym quickly.</p> <p>Give everyone his or her personal space.</p>
<b>DO YOUR PART FOR: Others</b>	<p>Speak when it is your turn.</p> <p>Clean up your area.</p>	<p>Clean up your area.</p> <p>Use soft voices.</p> <p>Hands and feet to yourself in line and at the table.</p>	<p>Hands and feet to yourself.</p> <p>Listen to the driver.</p> <p>Use kind words and soft voices.</p>	<p>Keep hands and feet to self.</p> <p>Stay on the right.</p> <p>Keep hallway clean.</p>	<p>Play by the rules.</p> <p>Keep hands and feet to yourself.</p> <p>Listen to recess supervisor.</p>	<p>Give privacy to others.</p> <p>Use soft voices.</p> <p>Keep bathroom clean.</p>	<p>Keep only your own belongings in your locker.</p> <p>Give everyone his or her own personal space.</p>

# PBIS Home Matrix

	Getting up in the Morning	Getting to School	Clean-up Time	Time to Relax	Homework Time	Mealtime	Getting Ready for Bed
<b>H</b> Help Out							
<b>O</b> Own Your Own Behavior							
<b>M</b> Make Good Choices							
<b>E</b>	<b>V</b>	<b>E</b>	<b>R</b>	<b>Y</b>	<b>D</b>	<b>A</b>	<b>Y</b>