



Positive Behavioral Interventions & Supports

Campus Team Guide

2024/2025 School Year



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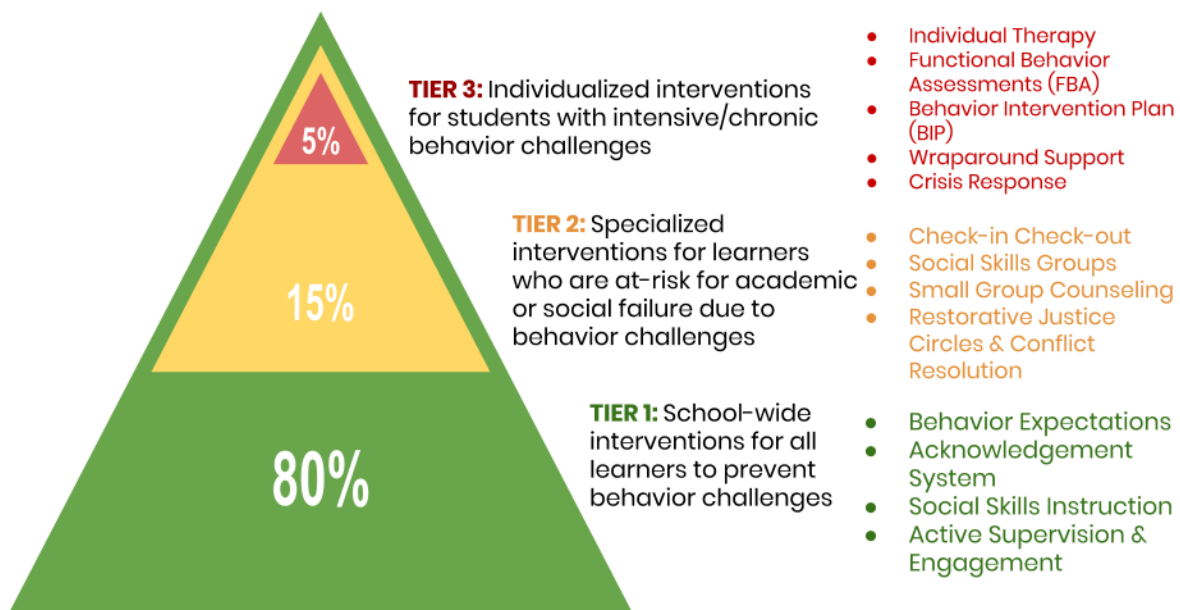
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Section 1

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a school wide system to teach and support appropriate behaviors to meet the needs of ALL students. Research shows that more effective learning occurs in environments where expected behaviors are taught and acknowledged. The PBIS school wide approach to discipline focuses on building these safe and positive environments in which all students can learn.



PBIS Vision:

Our PBIS vision is to implement and maintain a positive behavior interventions and support system on campuses providing positive school culture teaching desired behaviors.

PBIS Mission:

The purpose of PBIS at Clint ISD is to build a positive culture providing a safe environment for every scholar to grow and thrive socially, emotionally and academically.

Benefits of PBIS:



Improved Student Outcomes

academic performance

(Horner et al., 2009)

social-emotional competence

(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported
drug/alcohol abuse

(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)



Reduced Exclusionary Discipline

office discipline referrals

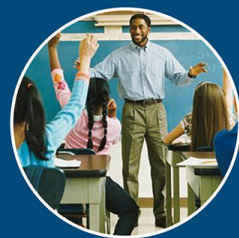
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and
school climate

(Bradshaw, Koth, Bevens, Jalongo, & Leaf, 2008;
Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety

(Horner et al., 2009)

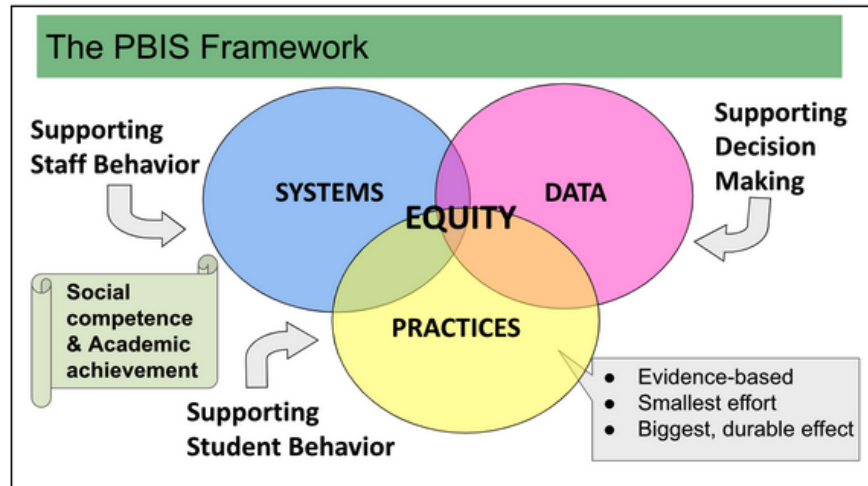
School-Wide Positive Behavior Interventions and Supports

The 4 Components of PBIS:

1. School wide expectations that describe appropriate behaviors for each school setting.
2. Teaching appropriate behaviors to all students.
3. Acknowledging students when they demonstrate appropriate behaviors.
4. Data collection to record trends, address inappropriate behaviors, and identify areas of improvement.

4 Steps to PBIS Success

- Step 1: Identify and Teach Expected Behaviors
- Step 2: Positively Reinforce and Acknowledge Expected Behaviors
- Step 3: Responding to Negative Behaviors
- Step 4: Family Connections



PBIS Implementation & Time Frame

Studies show that if implemented with proper administrator support and a team of invested members, PBIS roll out could take anywhere from 3-5 years for success. It is imperative to communicate and discuss PBIS at all times, train all adult staff and students on PBIS school wide expectations, alongside our families in our school community. PBIS is a system that never reaches an ending point. The system needs to be ever evolving with staff, student, and family needs.

Forming a Campus PBIS Team

Schools will need a PBIS team to help implement and drive the system for ultimate success. PBIS cannot be effective with just a few individuals. Administrators will need to be heavily involved and supportive for the success of PBIS.

PBIS team operating goals should be to conduct Tier 1 team meetings at least once a month using regular meeting format with an agenda, minutes, defined roles, and have a current action plan.

Setting up your campus PBIS team can be viewed at: <https://youtu.be/hHIikHJV9fI>

<https://sites.google.com/esu3.org/pbis/tier-1-supports/feature-1-1-team-composition>

PBIS Team Topics & Ideas To Cover in Meetings:

- PBIS Tier 1 School Wide Behavior Matrix Review
- PBIS Classroom Management Assessment for Teachers
- Grade Level Concerns
- Review Data (Discipline, Attendance, Behaviors, RTI)

- PBIS Tier 2 and 3 Student Interventions & Supports
- Positive School Culture Planning & Surveys
- PBIS & Family Outreach/Engagement
- PBIS Campus Communications to School Community (training videos, newsletters)
- PBIS Kick Off “Back to School”
- Campus PBIS Matrix Follow Ups-Do we need to reteach in certain areas?
- PBIS Data Collection (i.e., cafeteria study)

Taking notes and assigning roles at the PBIS team meetings is a best practice for optimal organization and efficiency. Here is a format that teams can use for their PBIS team notes:

https://docs.google.com/document/d/1vIBqO2_KbTn75c5i4PkSkULH3Uc6lc7A/edit?usp=sharing&ouid=107677324256571275873&rtpof=true&sd=true

PBIS TFI Campus Assessment

Campus PBIS teams should conduct at least two TFI assessments throughout the school year to review data and determine if the system needs improvements or updates. TFI assessments can be taken at any time but preferably fall and spring are the best times of the year. The TFI assessment and guidelines are available here: <https://www.pbisapps.org/products/tfi>

Our school district goal is to obtain and maintain at least 80% on the TFI assessment in the Tier 1 school wide behavior expectations and systems. This score is determined by the team taking the TFI assessment with most or all of the staff and administration leading the PBIS school wide efforts.

Section 2

School Wide Behavior Expectations:

The behavioral expectations are a detailed description of behaviors that are expected in each school setting. For example, in the cafeteria it is respectful to use polite words and an indoor voice. It is responsible to clean up and wait to be excused. School wide and area-specific expectations are posted in classrooms, around the school, and shared with families through school communications. The school wide expectations differ at each school, but usually revolve around the themes of demonstrating responsibility, respect, and safety. Some schools also include attendance as a behavior expectation to recognize good attendance.

Each campus team should develop school wide behavior matrixes for their campus. A sample is included here:

Sample Tier-1 School-Wide Behavior Expectations:



PBIS Behavior Expectations for Our Cowboys
2023-2024

| | BE RESPECTFUL | BE RESPONSIBLE | BE SAFE |
|----------------|---|--|--|
| BUS | <ul style="list-style-type: none"> Follow bus driver's directions Use appropriate language | <ul style="list-style-type: none"> Take care of yourself and siblings Keep bus clean | <ul style="list-style-type: none"> Keep hands and feet to yourself Stay seated and in place Don't eat or drink |
| CAFETERIA | <ul style="list-style-type: none"> Clean up after yourself Use inside voice (Level 1) Hands are on your tray Use good table manners | <ul style="list-style-type: none"> Raise hand if you need something Get what you need in line | <ul style="list-style-type: none"> Stay in your seat until dismissed Walk and sit in assigned space |
| CLASSROOM | <ul style="list-style-type: none"> Use materials, books, and technology for schoolwork nicely Respect yourself and others Use inside voice (Level 1) | <ul style="list-style-type: none"> Be on time and ready to learn Do your best work | <ul style="list-style-type: none"> Stay in the classroom unless given permission Walk in class Line up when instructed |
| GROUP SETTING | <ul style="list-style-type: none"> Enter and exit quietly and orderly Sit quietly with your class with nice hands | <ul style="list-style-type: none"> Pay attention to the speaker, teacher, or performance | <ul style="list-style-type: none"> Show a calm body Wait and follow adult instructions |
| HALLWAY | <ul style="list-style-type: none"> Voices on zero Respect student work on walls Give personal space | <ul style="list-style-type: none"> Make good choices on your journey in a quick manner | <ul style="list-style-type: none"> Walk always Stay on the right side Keep hands and feet to yourself |
| LIBRARY | <ul style="list-style-type: none"> Enter and exit quietly and orderly Keep voices to a level Zero or 1 | <ul style="list-style-type: none"> Treat books and materials with nice hands Return items in a timely manner Carry books, materials, and devices with two hands | <ul style="list-style-type: none"> Walk in the Library Push in your chair |
| P.E. | <ul style="list-style-type: none"> Respect yourself and others | <ul style="list-style-type: none"> Try your best Be a good team player Have good sportsmanship | <ul style="list-style-type: none"> Listen carefully to coaches and follow instructions Use equipment the right way Stay in your class order |
| PLAYGROUND | <ul style="list-style-type: none"> Take turns and share Welcome others to play with you Use kind words | <ul style="list-style-type: none"> Resolve disagreements peacefully Find an adult for help as soon as possible | <ul style="list-style-type: none"> Line up when instructed Stay in designated play areas |
| NURSE'S OFFICE | <ul style="list-style-type: none"> Allow privacy Keep voices to level Zero or 1 | <ul style="list-style-type: none"> Be courteous Cover your face Enter with your pass | <ul style="list-style-type: none"> Stay in your designated area |
| RESTROOM | <ul style="list-style-type: none"> Allow privacy Keep restrooms clean Knock and lock | <ul style="list-style-type: none"> Use toilet quickly and quietly Flush Wash hands Use 1 pump of soap & 2 pumps of paper towel | <ul style="list-style-type: none"> Return directly to class quietly |

When a child is struggling with reading...We teach! When a child is struggling with math...We teach! When a child is struggling with behavior...We teach!

Teaching School Wide Expectations

Students are taught expected behaviors for each area of their school during the first 4 weeks of school starting. Teachers help students learn what the expectations “look” and “sound” like in every setting during the school day. These lessons are re-taught and reinforced throughout the school year like after intersession breaks, and are a regular part of instruction. We teach behavioral skills in the same way that we teach academic skills. PBIS teams can decide the best way to teach school wide behaviors to students and staff. Schools can choose to use a:

- School pep rally (see sample agenda below)
- Student led skits at an assembly
- Teaching stations within the school
- Classroom lessons
- Videos on announcements or in classroom lessons

If the school implements a PBIS behavioral framework, adopt the 3-5 positive school expectations as classroom expectations. Collaborate with students and families to define expectations in ways that are observable, measurable, positively stated, understandable, and culturally relevant. Teach expectations using examples and non-examples and with opportunities to practice and receive feedback, and reteach during the year. Validate, affirm, build, and bridge to honor students’ personal and cultural learning histories when teaching expectations.

Sample PBIS Kick Off Template Agenda

Purpose: Get Student Excited About PBIS Behavior Expectations; Spread Positivity; Teach Behaviors

Location: Gym

Equipment: Speakers, Music, Big Screen, Microphone

Decorations: PBIS Expectation Signs/Posters (Student Made or Professionally Printed), Balloons, PBIS Class Spirit Sticks (By Grade Level)

Participants: Music Group (Choir, Band, Drum Line); Cheer Team; Spirit Squad; PBIS Ambassadors; School Mascot, Outside Community Positive Message Providers

8:30 AM Set Up Music & Presentation on Big Screen, Test Microphone & Sound

8:40 AM Bring In Classes to Fill Bleachers or Chairs While Music Is Playing (Show Video in Loop with Kids and PBIS Behavior Matrix Expectations & Positive Messages)

8:45 AM Music Volume Lowers; Cheerleaders Start With PBIS Cheer or Positive Message Chant; Cheer Team Play Music and Do Dance

8:55 AM Principal Begins With Opening Message of Why the Campus Has A PBIS Program; Encourages Students to Make Positive Choices

9:00 AM Enlist a Positive Speaker (i.e., SEL Teacher) to Go Over PBIS Expectations on the Big Screen (Or Have PBIS Student Ambassadors to Review with their Peers in School)

9:20 AM End Presentation; Have Band or Drum Line Play

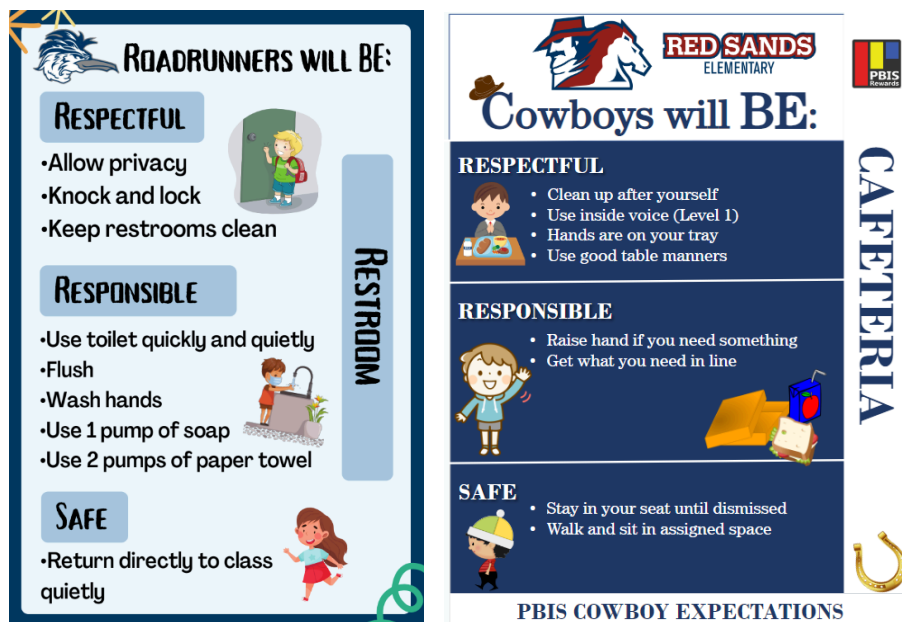
9:30 AM End With Kahoot Game or Other Game Where Students Can Participate Answering Questions About the School PBIS Expectations; Give Out Prizes to Winners

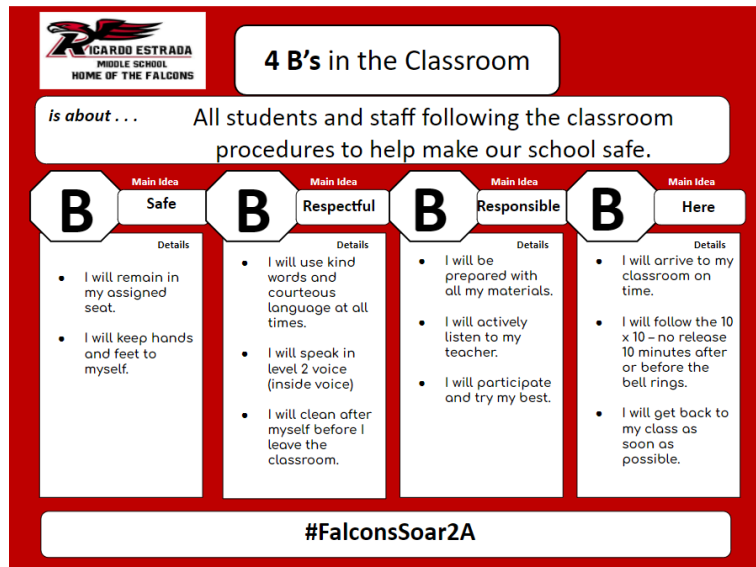
9:35 AM Exit Students While Playing Fun Music

Other Rally Ideas You May Include:

- Introduce PBIS Ambassadors to Students
- Introduce PBIS Campus Team–Have Them Participate in Presentation (Do A Skit)
- Show A Video of Adults Doing The Wrong Behaviors and Students Doing the Correct Behaviors–Make It Funny
- Showcase A New PBIS Spirit Shirt to Kick Off Fundraiser Sales
- Enlist Students to Do Skits of What PBIS Expectations Look Like in School
- Have Music Teacher Create a PBIS Song With Students; Have Them Sing
- Enlist School Mascot to Participate & Show Good Choices
- Spread Positivity & Smiles By Passing Out Hand-Made Notes Students Bring to Kick Off Rally & Share With Others
- Have Students Sign A Wall of PBIS Great Choices As They Enter or Leave (Display in Cafeteria Later)

Sample Posters for Teaching Tier 1 Behaviors in Campus Areas:





Recognizing Desired Behaviors

Recognizing students for appropriate behavior is one of the best ways to encourage these behaviors. As adults, we appreciate when someone acknowledges us for a job well done, and the same is true for our children. Acknowledgements can be as simple as eye contact and a thumbs up or public recognition. Another type of recognition is a token economy system giving a point or points, a ticket, and/or coupon that the staff member gives to the student as a tangible recognition for the positive behavior. Our schools often use the PBIS Rewards app to give points that the students can later cash in at a school wide store or classroom store. Some schools choose to provide PBIS activities for students such as a PBIS field day or fun rally. Each school may choose their recognition system that best suits the student and staff needs including the timing of the recognitions throughout the school year.

Intervention & Data Collection

Even with clear expectations and positive reinforcement, sometimes children need consequences. Schools may choose to use a tracking sheet to help monitor and address inappropriate behavior and develop school wide and student-specific interventions. Behavior issues are divided into minor and major behaviors.

Minor behaviors are mildly disruptive to the learning environment, while major behaviors are larger issues, including safety concerns, illegal behaviors, or major disruptions to the learning environment. A minor/major description chart is available. Both minor and major behaviors result in consequences intended to reduce the likelihood that the behavior will happen again.

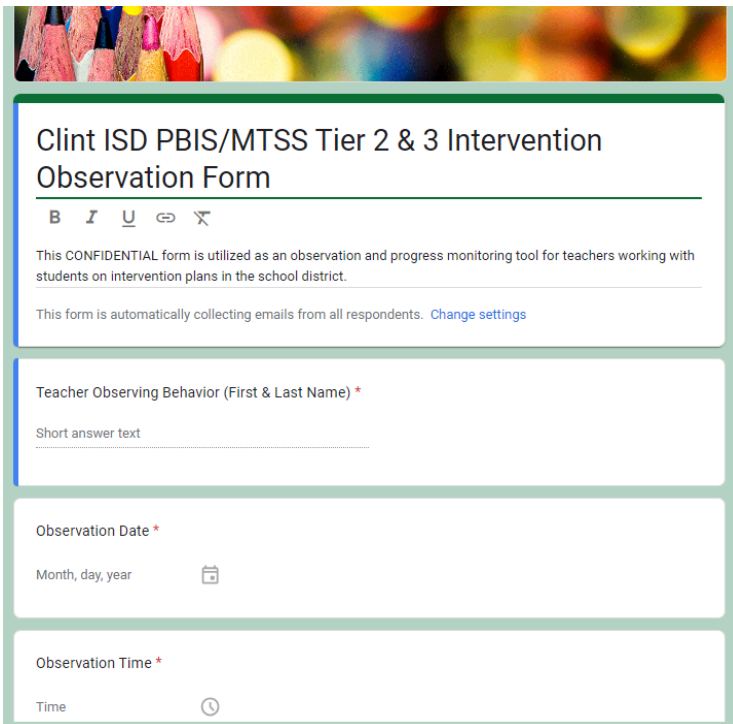
A sample chart is here:

<https://docs.google.com/drawings/d/1pykYAKKr2F44s5sYftujifYIoCvsbtmIRMPdXBOeaGk/edit?usp=sharing>

A student's family member will be notified about all major referrals. When a child repeatedly receives majors, teachers, support staff, PBIS team, and administration will meet together to build an effective intervention plan to support that child and help him or her learn appropriate behaviors.

Tier 2 behaviors are those students that need small group interventions to help build skills and further increase social and emotional learning. Tier 3 behaviors are those students that need one-to-one interventions for growth, learning, and development. Here is a sample observation form used in district as a tool to gather data:

https://docs.google.com/forms/d/1QlrRyJ-N9LL8eHTGd0WtcsqET_65Rw0dnvk5Yvwiqq4/edit

The image shows a Google Form titled "Clint ISD PBIS/MTSS Tier 2 & 3 Intervention Observation Form". The form has a header image of colorful pencils. Below the title, there is a text box stating: "This CONFIDENTIAL form is utilized as an observation and progress monitoring tool for teachers working with students on intervention plans in the school district." Below this, it says "This form is automatically collecting emails from all respondents. Change settings". The form contains three required fields: "Teacher Observing Behavior (First & Last Name) *" with a "Short answer text" input; "Observation Date *" with a "Month, day, year" input and a calendar icon; and "Observation Time *" with a "Time" input and a clock icon.

Another type of observation tool in the classroom could be Tier 1 behavior observation forms on hard copy for teachers and staff. Once four quadrants are completed, the teacher or staff member may choose further intervention or minor referral based on severity and frequency. Please remember to always communicate with family members for support when working in small groups or one-to-one with students.

Student Behavior Record
Tier One Behavior Documentation

Student's Name _____ Teacher's Name _____

| | |
|--|--|
| <p>Date: _____ Time: _____</p> <p>Description of incident:</p> <p><input type="checkbox"/> Off task</p> <p><input type="checkbox"/> Talking/Disruptive Behavior</p> <p><input type="checkbox"/> Tattling</p> <p><input type="checkbox"/> Other: _____</p> <p>Classroom Intervention/Consequence:</p> <p><input type="checkbox"/> Redirect</p> <p><input type="checkbox"/> Teacher/Student Conference</p> <p><input type="checkbox"/> Reteach</p> <p><input type="checkbox"/> Other: _____</p> <p>Student's Signature _____</p> | <p>Date: _____ Time: _____</p> <p>Description of incident:</p> <p><input type="checkbox"/> Off task</p> <p><input type="checkbox"/> Talking/Disruptive Behavior</p> <p><input type="checkbox"/> Tattling</p> <p><input type="checkbox"/> Other: _____</p> <p>Classroom Intervention/Consequence:</p> <p><input type="checkbox"/> Redirect</p> <p><input type="checkbox"/> Teacher/Student Conference</p> <p><input type="checkbox"/> Reteach</p> <p><input type="checkbox"/> Other: _____</p> <p>Student's Signature _____</p> |
| <p>Date: _____ Time: _____</p> <p>Description of incident:</p> <p><input type="checkbox"/> Off task</p> <p><input type="checkbox"/> Talking/Disruptive Behavior</p> <p><input type="checkbox"/> Tattling</p> <p><input type="checkbox"/> Other: _____</p> <p>Classroom Intervention/Consequence:</p> <p><input type="checkbox"/> Redirect</p> <p><input type="checkbox"/> Teacher/Student Conference</p> <p><input type="checkbox"/> Reteach</p> <p><input type="checkbox"/> Other: _____</p> <p>Student's Signature _____</p> | <p>Date: _____ Time: _____</p> <p>Description of incident:</p> <p><input type="checkbox"/> Off task</p> <p><input type="checkbox"/> Talking/Disruptive Behavior</p> <p><input type="checkbox"/> Tattling</p> <p><input type="checkbox"/> Other: _____</p> <p>Classroom Intervention/Consequence:</p> <p><input type="checkbox"/> Redirect</p> <p><input type="checkbox"/> Teacher/Student Conference</p> <p><input type="checkbox"/> Reteach</p> <p><input type="checkbox"/> Other: _____</p> <p>Student's Signature _____</p> |

Once all 4 quadrants are complete, fill out Cub Contract

Our district PBIS team has selected universal behavioral supports for Tier 1, 2, and 3 students. If you are in need, here are the electronic resources:

1. <https://www.pbisworld.com/tier-1/>
2. <https://www.pbisworld.com/tier-2/>
3. <https://www.pbisworld.com/tier-3/>
4. PBIS Effective Interventions:
<https://www.clintweb.net/cms/lib/TX02216513/Centricity/Domain/4131/PBIS%20Effective%20Behavior%20Intervention%20Manual%202023.pdf>

Monitor Student Outcomes

Monitor students' growth, disaggregate data by subgroup, and use data to guide response to students' needs & promote skill growth.

- Operationally define student outcomes (behavior/skill) in observable, measurable, and specific terms
- Select the appropriate data collection strategy, given features of the behavior/skill and context:
 - • Counting (frequency or rate)
 - Timing (duration, latency, interresponse time)
 - Sampling (time-based estimates)
 - Other descriptive methods (e.g., ABC recording, rating scales, extant data, student self-report)
- Disaggregate data by subgroup (race/ ethnicity, gender, language status, disability status) to monitor equitable outcomes
- Review outcome data to determine whether students are (a) engaging in SEB and academic skills and contextually appropriate behavior, (b) showing on-going SEB needs and contextually inappropriate behaviors, and/or (c) experiencing disproportionate levels of exclusionary discipline

Creating A Safe & Positive Classroom Environment

Design classroom layout to facilitate the most typical instructional activities (e.g., small groups, whole group, learning centers)

- Arrange furniture to allow for proximity and smooth teacher and student movement
- Assure instructional materials are neat, orderly, and ready for use by all students
- Consider primary language(s) and unique student needs, ensure accessibility, and promote inclusion
- Post visuals that support critical content and learning practices (e.g., word walls, steps for the writing process, mathematical formulas), and reflect diversity of the classroom community
- Here is a video sample: https://youtu.be/LzNYWvTITwM?si=Df_VnOHInv9Ad8ez

Building Strong, Positive Connections

Learning about your students and establishing positive connections among students, families, and educators is critical to optimal learning success. Establish positive connections with students, families, and other members of the classroom community through purposeful communication

- Build in regular opportunities for positive connection throughout the year (e.g., positive family postcards, email, brief check-ins, scheduled meetings) and adjust based on families' language and communication preferences
- Use formal and informal approaches to learn about students and understand their learning history, cultural identity, and preferences for learning, receiving feedback, etc.
- Authentically engage families as partners in learning
- Validate and affirm[†] students' and families' personal and cultural learning histories
- Building Strong Relationships in the Classroom video:
<https://kcos.pbslearningmedia.org/resource/83f0beff-a14a-434d-b551-4b53e3dee640/ted-talks-education-build-relationships-with-your-students/>
- Positively greet each student as they enter the learning environment (e.g., greet at classroom door, login)
- Provide structured and unstructured opportunities for all students to engage with each other—create specific opportunities for students to practice SEB skills, communicate, and develop positive relationships with peers
- Incorporate students' preferences into learning opportunities to increase connections during instruction
- Consider both verbal and non-verbal interactions to foster positive relationships
- Monitor to ensure all students are included in positive interactions
- Begin committing to positive office referrals and positive phone calls home to family members: <https://drive.google.com/drive/search?q=referral>
- Create a PBIS student ambassador program to support initiatives such as teaching school-wide behaviors, providing a student voice and feedback, create a school-wide PBIS chant for all to memorize and repeat, and leadership skill building
- Recognize top PBIS students and staff of the month at your campus
- Create a cafeteria PBIS competition to recognize those classes following expectations to include all staff monitoring in the cafeteria
- Create a school-wide PBIS points contest for administrators and staff to recognize classes for special events and activities with recognitions to students and teacher

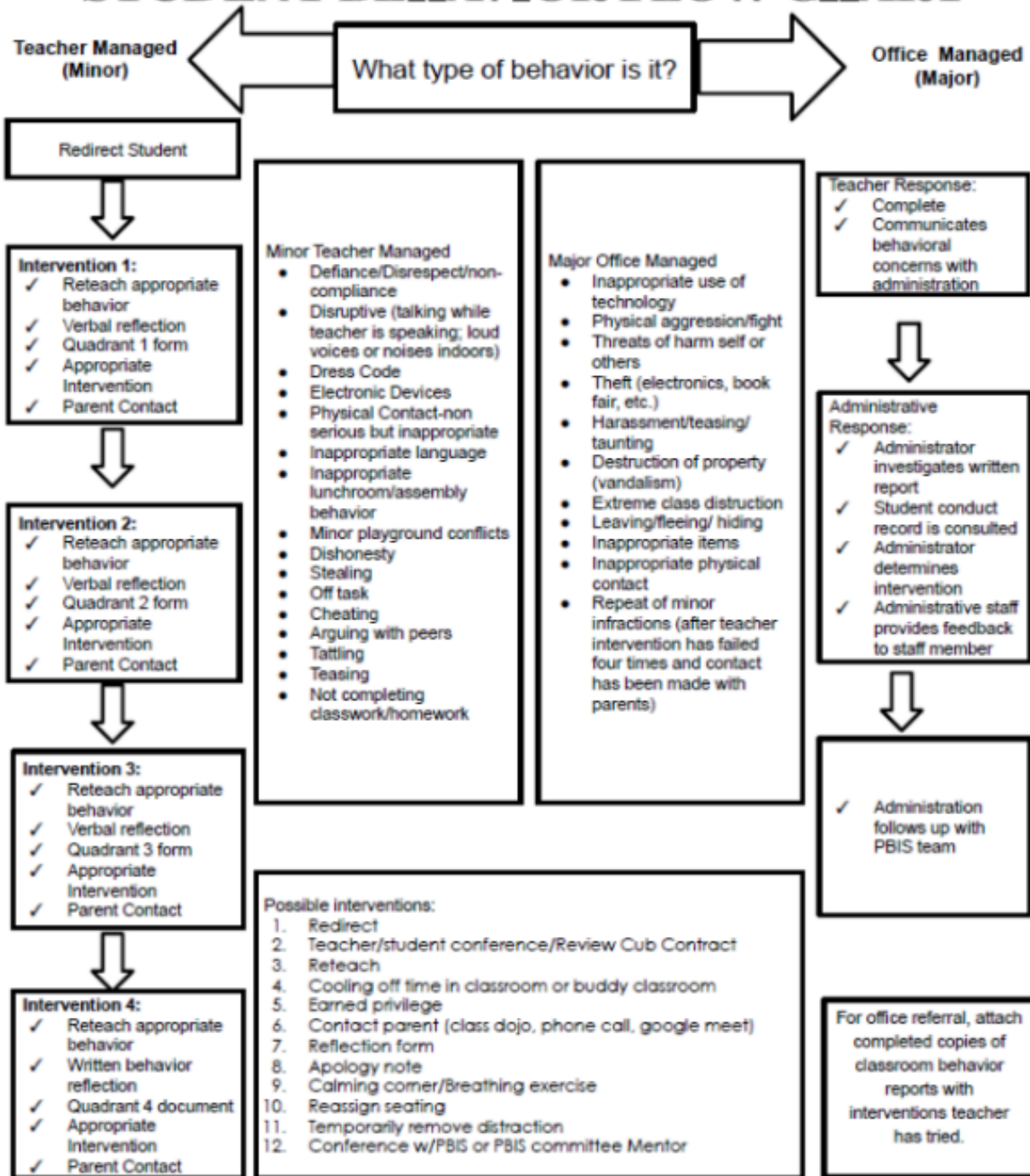
Responding to Negative Behaviors

In addition to teaching and acknowledging positive behaviors, Clint ISD campuses will use a variety of interventions when unwanted behaviors occur. Interventions:

- Verbal reminders and warnings
- Time to reflect upon behaviors
- Reteaching behavior expectations
- Behavior contracts and/or charts
- Check In and Check Out with campus staff
- Small group social and emotional learning lessons
- One-to-one interventions for teaching appropriate behavior replacements

If a campus chooses to implement and communicate to staff their behavior expectations and what constitutes a minor or major referral, here is sample flow chart:

W.D. SURRATT STUDENT BEHAVIOR FLOW CHART



Be Specific with Positive Praise (9:1 Ratio)

Provide specific feedback to encourage social & emotional learning and academic skills (specific praise) and decrease errors (specific correction). Here is a video sample from an elementary teacher in our district: https://youtu.be/jVpBk0WtR_8?si=3saJstEzWvdIJIF5

- Effective specific praise names the skill/behavior, provides sincere positive feedback, and matches students' preferences
- Effective specific corrections briefly signal the error, quickly redirect to the contextually appropriate skill, and may provide an opportunity to practice with feedback; corrections are delivered privately in a calm and supportive manner
- Provide at least 9 praise statements for every error correction
- Engage students in providing specific praise to each other and themselves

Our Families & PBIS

Forming a partnership between home and school will ensure the success of our PBIS system. Throughout the school year, your school staff will send updates and information to families. We invite you to share positive comments and ideas to help PBIS work at our schools. Conduct a PBIS family night to include family members in the teaching of school-wide behaviors. Host a spirit week and inform parents the purpose and fun of it all! At home families can support PBIS by:

- Reviewing the school's behavioral expectations with their child
- Using school expectations at home
- Providing positive reinforcement (acknowledging good choices with verbal comments and/or quality time) at home
- Sharing comments with or asking questions of teachers, school PBIS teams, and administrators

If a campus chooses to create a PBIS contract with families, here is a sample:

Dear Family,

Our school is participating in an important district initiative. It is called Positive Behavior Interventions and Support (PBIS).

What is Positive Behavior Interventions and Support?

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What is PBIS at our school?

We have a classroom matrix that includes our classroom rules that define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school.

What are PBIS Rewards?

Our School is using PBIS Rewards to help us with our PBIS program. PBIS Rewards is a technology-based PBIS Management System that helps us with our behavior incentive program. You can learn about PBIS Rewards at their website (www.pbisrewards.com). Further information will be provided to help you get access to the program.

Our students can earn rewards throughout the day by meeting our behavior expectations. These rewards are in the form of electronic points. They can redeem these points for privileges, tangible items, access to class incentives, and other similar things. Our expectation is that we will see overall behavior improve throughout the school and that the number of referrals we have will decrease.

What are the consequences?

Consequences for not following these behavioral expectations will follow a tier system of behaviors.

WDS Tier System for not following PBIS Expectations

Tier 1:

When students exhibit tier 1 behaviors we will use the following steps:

- 1. Restate the Expectation*
- 2. If the behavior is corrected, praise the expected behavior (if behavior persists proceed to #3)*
- 3. Use additional tier 1 strategies as they apply to the situation*
- 4. Document these occurrences using the behavior quadrant*
- 5. If all boxes are filled contact parent to discuss behavior*

Tier 2:

When students exhibit tier 2 behaviors we will use the following steps:

- 1. Student/Teacher Conference: Student reviews expectations. Teacher discusses replacement behavior*
- 2. Use additional tier 2 strategies as they apply to the situation*
- 3. Document these occurrences using the behavior quadrant*
- 4. Parent Contact required for each occurrence*
- 5. PBIS lead teacher visit required after occurrence 2 and 4*
- 6. Office referral will result when all four boxes are full*
- 7. Office referral may be issued for less than 4 offenses if safety or learning environment are severely compromised*

Tier 3:

Behaviors under this category will be given an office referral that will require a meeting with administration.

School Wide PBIS Compact:

Teacher Responsibilities: I agree that discipline is not punishment, but an opportunity to teach the desired behaviors. I agree to support the school-wide PBIS plan by rewarding students who Practice respect, Accept responsibility, Work together, and Stay safe (PAWS). I agree that PBIS points will not be taken away for inappropriate behavior.

Teacher Signature: _____ Date: _____

Parent/Guardian Responsibilities: I have read the PBIS plan and will join you in the effort to make WDS a safe learning environment for my child and others. I agree to support my child's teacher and assist him/her should problems arise.

Parent/Guardian Signature _____ Date : _____

Student Responsibilities: I agree to follow PBIS guidelines and Practice Respect, Act responsibly, Work together, and Stay safe (PAWS). I will keep track of my PBIS points at school. If needed, I will complete a classroom reflection sheet, share it with my parents, and use this as a learning experience.

Student Signature _____ Date: _____

Section 3

PBIS National & Local Resources

- National Center on PBIS <https://www.pbis.org/>
- Center of Multi-Tiered System of Supports
https://mtss4success.org/?option=com_frontpage&Itemid=1
- Northwest PBIS <https://pbisnetwork.org/resources/>
- TTAC Online <https://ttaonline.org/positive-behavior-interventions-supports-pbis>
- Navigate 360 PBIS Rewards: <https://www.pbisrewards.com/resources/>
- Region 19 Education Service Center PBIS <https://www.esc19.net/domain/354>

