

### **PBIS- Positive Behavior Intervention Support**

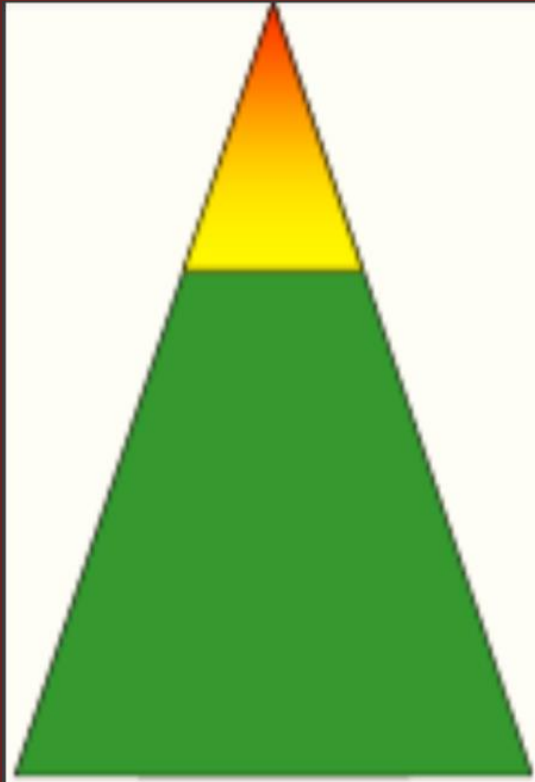
Positive Behavior Intervention Support (PBIS) is a nationally recognized, evidence-based approach to building a positive school climate that builds a continuum of supports for students to promote positive social behaviors. Walsh Middle School has developed this positive school climate and positive social norms through our core values of: Respect, Ownership, Acceptance, & Responsibility -ROAR. We have done lesson plans, booster lessons, and videos to implement our core values in all locations in our schools. We have incorporated cafeteria workers, bus drivers, and custodians into the PBIS program as this is a school-wide initiative. The second phase of the PBIS program was the development of our Recognition System. We wanted to recognize the positive actions students were taking to demonstrate our core values. Students received ROAR tickets when “caught in the act of doing good.”

## **What is PBIS?**

PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.

Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. With PBIS, clear expectations for behavior are taught, modeled, and reinforced across all settings and by all staff. This provides a host environment that supports the adoption and sustained use of effective academic and social/emotional instruction. PBIS has proven its effectiveness and efficiency as an Evidence-Based Practice. (Sugai & Horner, 2007).

## PBIS -The three tiered school-wide positive behavior support intervention model includes:



**Tier 3: Individualized Interventions** that use a function-based problem solving process to conduct assessment and design individualized support plans for students with disabilities who have the most intensive needs.

**Tier 2: Secondary Interventions** that provide function-based interventions through small group and individually tailored strategies for students with repeated behavioral problems.

**Tier 1: Universal Interventions** that promote a positive school climate by teaching and reinforcing a consistent set of behavioral expectations for all students and staff in all settings school-wide.

**IMPLEMENTATION OF SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT  
CAN HELP SCHOOLS ACHIEVE 5 IMPORTANT OUTCOMES**

1. Improvements in overall building climate;
2. School-wide reduction in office discipline referrals and suspensions for students, including students with disabilities.
3. Reduction in the number of students, including students with disabilities, who receive repeated office discipline referrals.
4. Reduction in the number of students referred for special education services.
5. Increase in the number of students with disabilities and challenging behaviors who are successful in general education settings.

## BEHAVIOR EXPECTATIONS

We developed a matrix listing the behavior we expect from students in all common areas of the school building.

Expectations Matrix	All Settings	Classroom	Hallway	Cafeteria	Bus	Auditorium
<b>Respect</b>	<ul style="list-style-type: none"> <li>- Use appropriate language and volume</li> <li>- Value yourself and others</li> <li>- Follow school rules</li> <li>- Follow directions and respond appropriately to all adults in the building</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to others</li> <li>- Use appropriate language (verbal and non-verbal) and tone</li> <li>- Treat the environment with care</li> </ul>	<ul style="list-style-type: none"> <li>- Honor personal space and property</li> <li>- Follow and respond appropriately to adult direction</li> <li>- Avoid being a distraction to other classrooms along your route</li> </ul>	<ul style="list-style-type: none"> <li>- Use appropriate volume and language</li> <li>- Accept adult direction the first time</li> <li>- Eat your own lunch</li> </ul>	<ul style="list-style-type: none"> <li>- Use appropriate language</li> <li>- Keep hands and feet to oneself</li> <li>- Follow directions from the bus driver</li> </ul>	<ul style="list-style-type: none"> <li>- Enter and exit quietly and orderly</li> <li>- Sit in designated section and wait quietly for assembly to begin</li> <li>- Follow and respond appropriately to adult direction</li> <li>- Listen attentively to the speaker</li> <li>- Demonstrate appropriate language and actions</li> </ul>
<b>Ownership</b>	<ul style="list-style-type: none"> <li>- Be accountable for choices and actions</li> <li>- Accept positive and negative consequences</li> </ul>	<ul style="list-style-type: none"> <li>- Take charge of your learning</li> <li>- Ask for help when you need it</li> <li>- Ask for work when absent</li> <li>- Be aware of your grades and missing work</li> </ul>	<ul style="list-style-type: none"> <li>- Honor locker times</li> <li>- Keep hallways clean</li> </ul>	<ul style="list-style-type: none"> <li>- Keep table and floor area clean</li> <li>- Throw out your own trash</li> <li>- Push in your chair</li> <li>- Honor vending machine times</li> </ul>	<ul style="list-style-type: none"> <li>- Accept consequences</li> <li>- Be on time to your bus stop and at dismissal</li> </ul>	<ul style="list-style-type: none"> <li>- Arrive on time</li> <li>- Be a positive audience participant</li> <li>- Be accountable for choices and actions</li> </ul>
<b>Acceptance</b>	<ul style="list-style-type: none"> <li>- Be open to hearing all opinions</li> <li>- Treat everyone equally</li> <li>- Accept everyone for who they are</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize everybody's value</li> <li>- Recognize that all people learn differently</li> </ul>	<ul style="list-style-type: none"> <li>- Be aware of the needs of people around you</li> </ul>	<ul style="list-style-type: none"> <li>- Be welcoming to anyone who comes to your table</li> </ul>	<ul style="list-style-type: none"> <li>- Be open to sitting with anyone</li> </ul>	<ul style="list-style-type: none"> <li>- Be open to hearing all opinions</li> <li>- Be open to sitting next to anyone</li> <li>- Accept all speakers for who they are and what they bring</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>- Know and follow the school rules</li> </ul>	<ul style="list-style-type: none"> <li>- Follow directions and classroom rules</li> <li>- Be on time</li> <li>- Accept</li> </ul>	<ul style="list-style-type: none"> <li>- Walk at all times</li> <li>- Use appropriate volume and language</li> </ul>	<ul style="list-style-type: none"> <li>- Put things in the appropriate container</li> </ul>	<ul style="list-style-type: none"> <li>- Enter and exit quietly and orderly</li> <li>- Stay seated throughout the bus ride</li> </ul>	<ul style="list-style-type: none"> <li>- Know and follow the school rules</li> <li>- Take off hats and hoods</li> <li>- Turn off and put away all electronics</li> </ul>

## Walsh PBIS Re-enforcement Action Plan

Motivational Videos – show short inspiring clip weekly to impact our school culture positively.

Booster Lessons – training for behavioral expectations in all settings to re-enforce the PBIS core values.

Booster Activities – to re-enforce and certify fidelity, sustainability and buy-in to the PBIS.

Walsh Posters – stating the CORE values in the various settings

Recognition System – recognizing students with ROAR tickets for complying with our core value.

## **SWIS or X2**

Data is used to make to make decision at our school. SWIS or X2 can take our office referral data and subdivides it into major & minor behaviors.

SWISS presents data using the “ BIG 5”

- Average referrals per day per month
- Referrals be problem behavior
- Referrals by location
- Referrals by time
- Referrals by student

### **PBIS Coaches**

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### **PBIS Development Team**

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