

## School-Wide PBS

PBS refers to a systems change process for an entire school or district. **The underlying theme is teaching behavioral expectations** in the same manner as any core curriculum subject. The **school** will focus on 3-5 behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what NOT to do, the school will focus on the preferred behaviors.

Consistency from class to class and adult to adult is very important for successful implementation.

The team will create a matrix of what the behavioral expectations look like, sound like, feel like in all the non-classroom areas. The matrix will have 3 positively stated examples for each area.

### Primary Prevention

This description of Primary Prevention in School-wide Positive Behavioral Interventions and Supports details the process and practices:

#### 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 practices 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 continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
- 3. Use a multi-tier model of service delivery.** PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student 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 service delivery.
- 4. Use research-based scientifically validated interventions to the extent available.** No Child Left Behind requires the use of scientifically-based curricula and interventions. The purpose and requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a majority of students.
- 5. Monitor student progress to inform interventions.** Use the data to determine if interventions are effective or not.

**6. Use data to make decisions.** A data-based decision regarding student response to the intervention is central to PBIS practices. An on-going data system needs to be in place and the resulting data used to make informed behavioral intervention planning decisions.

**7. Use assessments for 3 purposes.**

- Screening of data comparison per day per month for total office discipline referrals
- Diagnostic determination of data by time of day, problem behavior and location
- Progress monitoring to determine if the behavioral interventions are producing the desired effects

Primary prevention is significant in that it moves the structural framework of each educational unit from reactive approaches to proactive systems change performance. This effort unites all adults using

1. Common language
2. Common practices
3. Consistent application and positive and negative reinforcement

\*Appropriate behaviors are taught, modeled, practiced and observed.