



PBIS School Wide Overview

Jackson Elementary School
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Success Criteria

- ▶ You know you are successful when:
- ▶ You have a clear understanding of your role as a staff member in your school's implementation of the PBIS framework
- ▶ Understand and can implement some PBIS best practices around your school and classroom to improve the educational experience of all students.

JES

Expectations	Hallway	Playground	Bathroom	Cafeteria
P ositive Attitude		<ul style="list-style-type: none"> Show good sportsmanship (teach through char. ed.) 		<ul style="list-style-type: none"> Say, “please” & “thank you” to cafeteria staff
A lways Respectful	<ul style="list-style-type: none"> Voice level “0” 	<ul style="list-style-type: none"> Use kind words, like “your turn”, “thank you” & “I’m sorry” 	<ul style="list-style-type: none"> Flush Wash Dry Dispose Voice level “0-1” 	<ul style="list-style-type: none"> Say, “please” & “thank you” to cafeteria staff Talk only to neighbors
W ork Responsibly	<ul style="list-style-type: none"> Voice level “0” Keep hands & feet to self 	<ul style="list-style-type: none"> Share & take turns Line up when signaled 	<ul style="list-style-type: none"> Flush Wash Dry Dispose 	<ul style="list-style-type: none"> Voice level “0” when music is on Voice level “1” otherwise Stay seated until dismissed
S afe & Orderly Environment	<ul style="list-style-type: none"> Walk on the green tiles Walk on the right side Dress for success Keep hands & feet to self Last out closes the door 	<ul style="list-style-type: none"> Keep hands, feet & objects to self Report incidents to adults 	<ul style="list-style-type: none"> Walk 	<ul style="list-style-type: none"> Walk Clean up after self

Expectations

- ▶ Positive Attitude
- ▶ Always Respectful
- ▶ Work Responsibly
- ▶ Safe and Orderly Environment



Why PBIS?

- ▶ Uses a systematic approach to addressing behavioral issues
- ▶ Uses data to drive decisions
- ▶ Develops consistency across the district while still allowing for specific school needs to be addressed
- ▶ Shows significant promise in reducing behavioral issues and improving academic achievement

10 School-wide PBIS Essential Elements

- ▶ PBIS Team
- ▶ Sustained Staff Commitment
- ▶ Effective Procedures for Dealing with discipline
- ▶ Data Entry and Analysis Plan
- ▶ Expectations and Rules Developed
- ▶ Acknowledgement Programs Established
- ▶ Classroom Systems
- ▶ Evaluation
- ▶ Lesson Plans
- ▶ Implementation Plan

POP Quiz

Who is all needed to make PBIS effective at your school?

- ▶ Teachers
- ▶ Administrators
- ▶ Parents
- ▶ Students
- ▶ All of the above

Teaching Lessons

- ▶ Weekly all staff and students participate
- ▶ 10-15 minute lesson created at the school or found online
- ▶ Lessons focus on areas of need
- ▶ Students allowed opportunities to practice
- ▶ Lesson topics rotated
- ▶ Lessons can be videos, role play, discussion, scenarios, free-writing, etc. (Transition)
- ▶ Booster Sessions throughout year

Group Activity: PBIS Category

- ▶ Each group will view one of the Ten PBIS Essential Elements categories on the Easel Pad
- ▶ Next... each group will be given a PBIS Essential Element card, then choose multiple elements that define one of the Ten PBIS Essential Elements to present
- ▶ Ready Set Go! Each group will have 3 minutes

PBIS 10 Defined Essential Elements

PBIS Team	Team has administrative support
	Team runs efficient and effective regular meetings
	Team has established a clear mission/purpose
Faculty/Staff Commitment	Faculty are aware of behavior problems across campus through regular data sharing
	Faculty involved in establishing and reviewing goals
	Faculty feedback is obtained throughout year
Effective Procedures for Dealing with Discipline	Discipline process described in narrative format or depicted in graphic format
	Discipline process includes documentation
	Discipline referral form includes information useful in decision-making
	Problem behaviors are defined
	Major/Minor behaviors are clearly differentiated
	Suggested array of appropriate responses to major (office-managed) problem behaviors
Data Entry & Analysis Plan Established	Data system is used to collect and analyze ODR data
	Additional data are collected (attendance, grades, faculty attendance, surveys) and used by PBIS Team
	Data analyzed at least monthly
	Data shared with team and faculty monthly

PBIS 10 Defined Essential Elements

Expectations & Rules Developed

3-5 positively stated school-wide expectations are posted around school

Expectations apply to both students and staff

Rules are developed and posted for specific settings

Rules are linked to expectations

Staff are involved in development of expectations and rules

Acknowledgement Program Established

A system of acknowledgements has elements that are implemented consistently across campus

A variety of methods are used to acknowledge students

Acknowledgements are linked to expectations and rules

Acknowledgements are varied to maintain student interest

Ratios of acknowledgements to corrections are high

Students are involved in identifying/developing acknowledgements

The system includes acknowledgement for staff/faculty

PBIS 10 Defined Essential Elements

Lesson Plans for Teaching Expectations/Rules

A behavioral curriculum includes teaching expectations and rules

Lessons include examples and non-examples

Lessons use a variety of teaching strategies

Lessons are embedded into subject area curriculum

Faculty/staff and students are involved in development and delivery of behavioral curriculum

Strategies to share key features of PBIS with families/community are developed and implemented

Implementation Plan

A curriculum to teach the components of the discipline system to all staff is developed and used

Plans for training staff how to teach expectations/rules/acknowledgements are developed, scheduled and delivered

A plan for teaching students expectations/rules/acknowledgements is developed, scheduled and delivered

Booster sessions for students and staff are planned, scheduled, and delivered

Schedule for acknowledgements for the year is planned

Plans for orienting incoming staff and students are developed and implemented

Plans for involving families/communities are developed and implemented

PBIS 10 Defined Essential Elements

Classroom Systems

Classroom rules are defined for each of the school-wide expectations and are posted in classrooms

Classroom routines and procedures are explicitly identified for activities where problems often occur

Expected behavior routines in classroom are taught

Classroom teachers use immediate and specific praise

Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors

Procedures exist for tracking classroom behavior problems

Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered

Evaluation

Students and staff are surveyed

Students and staff can identify expectations and rules

Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately

Staff use acknowledgement system appropriately

Outcomes (behavior problems, attendance, morale) are documented and used to evaluate plan

What is PBIS?

- ▶ What are 2 things you already know about PBIS?
- ▶ What are 2 things you want to know more about with PBIS?
- ▶ For more information go to:
- ▶ www.pbis.org

Questions

