



## Positive Behavior

### Intervention and Support

Positive Behavior Intervention and Support (PBIS) provides proven, effective management methods for students in school common areas (all students), and for those at risk behavior problems (some students), and for the (few) students in the school who are already disruptive and undisciplined. This integrated approach has been shown to be effective in research (Walker et al., 1996) but has recently been adopted as a North Carolina Department of Instruction Initiative.

### **Vision and Mission of PBIS in NC**

**VISION:** All schools in North Carolina will implement Positive Behavior Intervention and Support as an effective and proactive process for improving social competence and academic achievement for all students.

**MISSION:** Provide leadership, professional development, resources and on-going support in order for schools to successfully implement Positive Behavior Intervention and Support.

### Does PBIS Work?

The effects of the PBIS program are documented in a series of studies conducted by researchers at the University of Oregon and elsewhere. (see [www.pbis.org](http://www.pbis.org) for the latest research studies and reports on positive behavior supports).

## FREDA BRUTON

### ONSLow COUNTY SCHOOLS

### PBIS/MTSS SUPPORT COACH

#### *What can PBIS do for your school?*

#### **IMPROVE SCHOOLWIDE PRACTICES**

Work with staff on how to carry out strategies for improving the consistency and effectiveness of school-wide discipline systems.

Assist school staff with the assessment of the current status and needs of the school regarding discipline and safety and use that assessment to set goals.

Provide assistance in developing a plan for choosing and teaching school rules and behavior expectations.

Provide assistance in developing a plan to directly teach expected behavior in your school.

Work with PBIS site team to develop a plan to actively supervise all students in common areas such as hallways, cafeterias, and playgrounds.

Work with school administration and PBIS site team to disaggregate data on discipline referral patterns and share information with the school on a monthly basis.

Work to build and **sustain** effective management practices in the school

Work with staff to achieve consistency between classroom and school-wide discipline procedures.

#### **IMPROVE CLASSROOM MANAGEMENT EFFECTIVENESS**

Provide Professional Development for staff on how to decrease student misbehavior in the classroom.

Work with staff to use clear signals to effectively and consistently gain student attention.

Work with individual teachers on how to use effective systems to reward and maintain expected behavior. (Students need clear, consistent, encouragement).

Work with staff on how to foster cooperative respectful and responsible behavior between students by directly teaching and providing positive and corrective feedback.

Work with staff to directly teach and support positive social skills in the classroom.

### **IMPROVE SUPPORT SYSTEMS FOR INDIVIDUAL STUDENTS**

Work with staff to objectively assess the reasons for student misbehavior and develop positive support plans for individual students.

Work with staff to respond effectively to harassment, noncompliance, and escalating behavior. Help the staff see how they can use their behavior to defuse these challenges.

Teach students to self-manage their behavior and learning. Self-control and intrinsic motivation are taught using simple procedures.

### **COLLABORATE EFFECTIVELY WITH ALL PARENTS IN THE SCHOOL**

Work with teachers to develop positive communication with families. It is critical to inform families of your school-wide and classroom procedures.

Work with staff to collaborate with parents to support healthy and safe behavior at home and school. Parents are valuable partners in promoting student success.



### **WHY DO SCHOOLS NEED PBIS?**

Many school practices contribute to the development of antisocial behavior and the potential for violence in schools. Because it has been common to place responsibility for behavior change on individual students or their families, such school practices are often overlooked as factors in a behavior problem. They include:  
Ineffective instruction that results in academic failure.

Failure to individualize instruction to adapt to individual differences.

Inconsistent and punitive school-wide, classroom, and individual behavior management practices.

Lack of opportunity to practice pro-social interpersonal and self-management skills.

Unclear rules and expectations regarding expected behavior in all school settings.

Failure to correct rule violations in a firm but fair manner that emphasizes teaching rather than retribution.

Failure to help students from at-risk backgrounds adjust to the schooling process.

Failure to encourage active collaboration and cooperation with parents and families.

Failure to sustain and consistently implement positive behavior support practices.

## **Onslow County Schools 2015-2016**



### **Positive Behavior Interventions and Support (PBIS)**

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