

PBIS



INTRODUCTION VIDEO

What is PBIS?

Click to watch video

Positive Behavioral Interventions and Supports

“PBIS is an evidence-based approach that focuses on preventing challenging behavior through the implementation of positive, proactive strategies throughout the entire school.” (Janney, 2008)

Positive Behavioral Interventions and Support

“It teaches pro-social behaviors, recognizes students who exhibit expected behavior, and changes the environment so it supports positive behavior and creates safe, learning communities.” (Janney, 2008)

What is Positive Behavior Interventions and Supports? PBIS

The application of evidence-based strategies and systems to assist schools

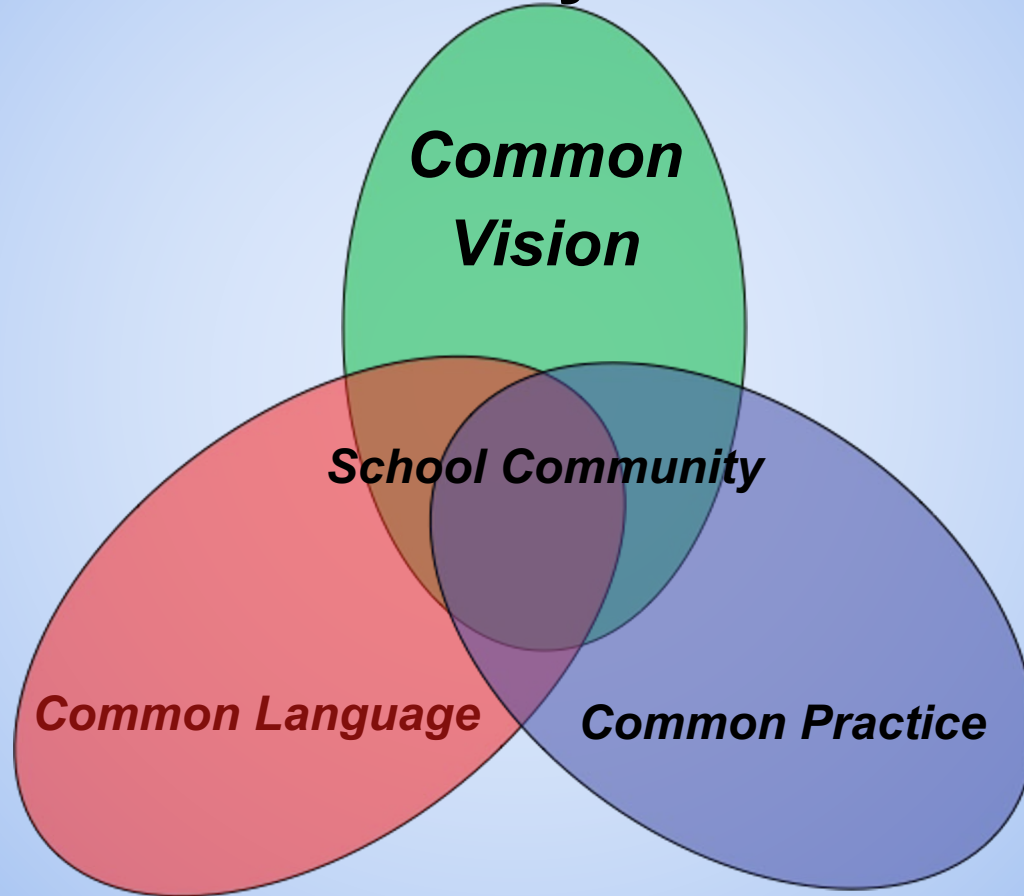
- to increase academic performance
- increase safety
- decrease problem behavior
- and establish positive school culture

PBIS Big Ideas

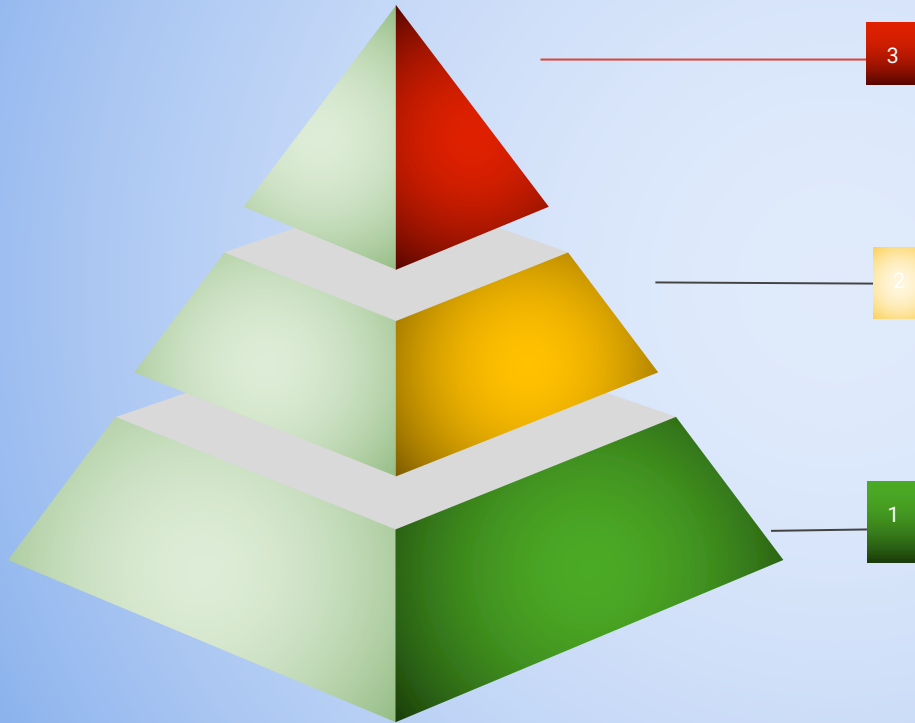
Positive Behavior Support is a process for teaching children appropriate behavior and providing the supports necessary to sustain that behavior.

PBIS is not a curriculum - it is a framework for systems to identify needs, develop strategies, and evaluate practice toward success.

Consistency Matters



Tiered Supports For Behavior



Tier 3 Intensive: ~5% of students + Tier 1 instruction

- Function-based intervention
- Intensive Behavior Plan (Functional Behavior Assessment)
- Individualized support

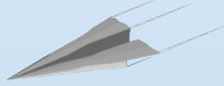
Tier 2 Targeted: ~10% of students + Tier 1 instruction

- Behavioral Plans (STAT process)
- *Parental Support
- SEL interventions
- Small groups

Tier 1 Universal: 100% of students

- Universal expectations for ALL students
- PBIS Framework, Restorative Framework, SEL curriculum

Behavioral Expectations









Wise Choices

Integrity

Nice to Others

Gratitude

Safety

 Behavioral Expectations					
	Classroom	Walkways	Playground	Restroom	Cafeteria
Wise Choices 	Use time wisely	Single file line	Return equipment and line up promptly	Leave the restroom clean	Wash your hands
	Follow all directions	Move quietly	Agree on rules before starting a game	Get in and out quickly	Use time to eat
	Give your best effort	Walk one stair at a time	Keep hands and feet to yourself	Keep water in sink and toilet	Eat your own food
Integrity 	Be honest & truthful	Yield for younger students	Use friendly language	Report treated problems to adults	Leave your area clean
	Work as a team	Proceed promptly to destination	Follow the rules to games	Be aware of time away from class	Stay seated in assigned area
	Be responsible for your actions	Respect learning environment	Show good sportsmanship: win or lose	Respect the privacy of others	Respect others food choice
Nice to Others 	Treat others with respect	Keep hands, feet and objects to yourself	Include others in play	Keep hands and feet to yourself	Keep hands and feet to yourself
	Show kindness	Smile and silently wave	Use friendly language	Honor privacy	Use table manners
	Help and include others	Yield for others	Share equipment	Flush after use	Wait your turn in line
Gratitude 	Show appreciation by using good manners	Keep the walkway clean for others	Include others	Be patient	Wait for your turn
	Notice the positives in others	Wait for your turn	Respect the duty sides	Be aware of time away from class	Raise your hand for help
	Help others when needed	Help others when needed	Thank those who help you	Wait for your turn	Thank those who help you
Safety 	Keep hands, feet, and objects to yourself	Walk facing forward	Use equipment correctly	Keep water in sink and toilet	Only eat your own food
	Use materials and equipment correctly	Single file and stay to the right	Leave rocks, sticks, and sand on ground	Wash and dry hands	Stay seated until dismissed
	Stay in your own space	Eyes Forward	Stay in designated areas	Ask to leave or use a pass	Walk

Recognize Appropriate Behavior

Once appropriate behaviors have been introduced and taught, they need to be recognized on a regular basis.

WINGS Card

- Weekly Drawings
- Quarterly Drawings

STUDENT NAME _____

TEACHER/STAFF NAME _____

CLASSROOM CAFETERIA
 PLAYGROUND RESTROOMS
 WALKWAYS OTHER

W I N G S

BE AN AVIATOR
& earn your WINGS

WISE CHOICES
INTEGRITY
NICE TO OTHERS
GRATITUDE
SAFETY



SC Sky Crossing
Elementary School

Failing to Meet WINGS Expectations

Possible Reflections and/or Consequences:

Reflections: Restorative Practice activity or conversations, Turbulence reflection, redirection, movement, verbal cueing, re-teaching, eye contact, and modeling.

Consequences: Time out, loss of privilege, redo, restitution, behavior contract, and office referral.

STUDENT REFLECTION

- Opportunity to calm situation
- Staff may address privately and at the appropriate time
- Provides students a voice
- Guide for a meaningful conversation
- Find ways to restore relationship or repair harm
- Restorative vs Punitive
- Learn from the situation
- Builds trust

REROUTING

In Class Only

REROUTING	What happened: _____	EARN YOUR WINGS 
	This affected: _____	Passenger: _____
	I can make it right by: _____	Date: _____
		
REROUTING	I can show growth in:	Pilot's Notes:
	<input type="checkbox"/> making WISE CHOICES	_____
	<input type="checkbox"/> displaying my INTEGRITY	_____
<input type="checkbox"/> being NICE TO OTHERS	_____	
<input type="checkbox"/> showing GRATITUDE	_____	
<input type="checkbox"/> being SAFE	_____	
		EARN YOUR WINGS 
		Passenger: _____
		Date: _____
REROUTING	What happened: _____	EARN YOUR WINGS 
	I can show growth in: <i>Wise Choices Integrity Nice to Others Gratitude Safety</i>	Passenger: _____
	This affected: _____	Date: _____
I can make it right by: _____		

TURBULENCE MONITOR (ATM)





Documented/Sent Home

AVIATOR
TURBULENCE MONITOR

Passenger: _____	Date: _____
WINGS Expectation that I can show growth:	Location:
<input type="checkbox"/> Wise Choices <input type="checkbox"/> Integrity <input type="checkbox"/> Nice to Others <input type="checkbox"/> Gratitude <input type="checkbox"/> Safe	<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Restroom <input type="checkbox"/> Playground <input type="checkbox"/> Walkway <input type="checkbox"/> Other: _____
What Happened?	What Were You Thinking BEFORE?
What Did You Want?	How Do You Feel Now?
How Did Your Choice Affect You?	How Did Your Choice Affect Others?
How Can You Make It Right?	Comments:














Teacher Signature: _____
Parent Signature: _____

AVIATOR
TURBULENCE MONITOR

Passenger: _____	Date: _____		
I Feel...			
 Happy	 Sad	 Mad	 Worried
What Happened?	How did your choice affect others?		
How can you make it right?	Comments:		

Teacher Signature: _____
Parent Signature: _____

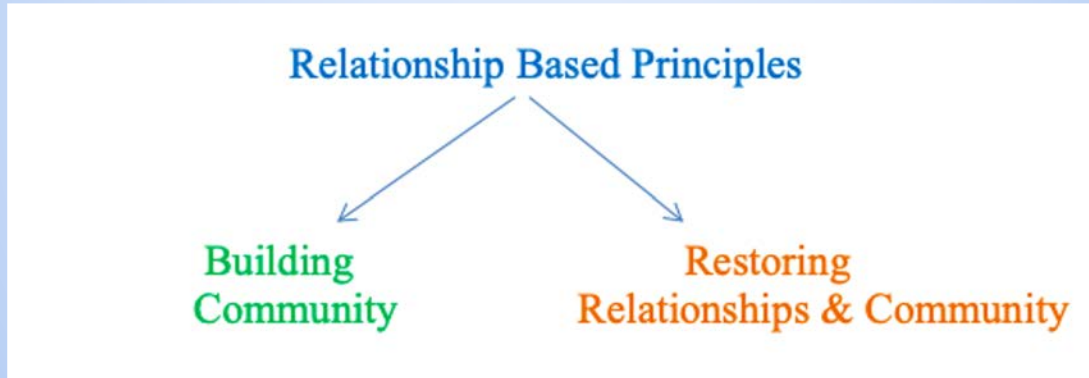
AVIATOR
TURBULENCE MONITOR

Passenger: _____	Date: _____			
WINGS EXPECTATION THAT I CAN SHOW GROWTH:				
 WISE CHOICES	 INTEGRITY	 NICE TO OTHERS	 GRATITUDE	 SAFE
HOW CAN I MAKE IT BETTER?				
 APOLOGIZE	 FINISH MY WORK	 CLEAN UP	 SOMETHING ELSE	
WHY SHOULD I MAKE A BETTER CHOICE NEXT TIME?				
 PEOPLE WILL WANT TO BE AROUND ME	 I WILL BE PROUD OF MYSELF	 I WILL LEARN MORE	 EVERYONE WILL BE SAFE	

Teacher Signature: _____
Parent Signature: _____

Restorative Practices Definition

Restorative Practices are based on principles and processes that emphasize the importance of positive relationships as central to building community and repairing relationships when harm has occurred.



[Video](#)

Benefits of Restorative Approaches in the School Setting

- * A safer, more caring environment.**
- * A more effective teaching and learning environment.**
- * A greater commitment by everyone to taking the time to listen to one another.**
- * A reduction in bullying and other interpersonal conflicts.**
- * A greater awareness of the importance of connectedness to young people.**
- * The need to belong and feel valued by peers and significant adults.**
- * Greater emphasis on responses to inappropriate behavior that seek to reconnect young people.**
- * Reductions in fixed term and permanent suspensions and expulsions.**
- * A greater confidence in the staff team to deal with challenging situations**

EARN YOUR “WINGS”

