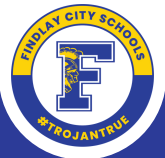


A GUIDE TO PBIS

POSITIVE BEHAVIOR INTERVENTION SUPPORT

AT **FINDLAY
CITY SCHOOLS**



TROJAN LEADERS

are

- **RESPECTFUL**
- **RESPONSIBLE**
- **SAFE**

FINDLAY CITY SCHOOLS IS A **PBIS** DISTRICT

SCHOOL-WIDE EXPECTATIONS

ALL TROJAN LEADERS ARE EXPECTED TO BE:

- **RESPECTFUL**
- **RESPONSIBLE**
- **SAFE**

LEARN
MORE
HERE



SUPPORTING PBIS AT HOME



- GET YOUR CHILD TO SCHOOL ON TIME EACH DAY
- PARTNER WITH YOUR CHILD'S TEACHERS & STAY CONNECTED
- TALK TO YOUR CHILD ABOUT HIS/HER/THEIR DAY, ACADEMICALLY & SOCIALLY
- REVIEW BEHAVIOR EXPECTATIONS FOR HOME & SCHOOL
- INTEGRATE THE THREE EXPECTATIONS AT HOME
- PROVIDE POSITIVE REINFORCEMENT (ACKNOWLEDGE & REWARD GOOD CHOICES)
- USE POSITIVE LANGUAGE & PHRASES SUCH AS "PLEASE," "I'M SORRY," & "THANK YOU"
- ENCOURAGE YOUR CHILD TO USE POSITIVE LANGUAGE AT HOME

HOW DO WE RECOGNIZE POSITIVE BEHAVIOR?



- ✓ **TROJAN TOKENS**
- ✓ **TROJAN SIGHTINGS**
- ✓ **TROJAN LEADERS**
- ✓ **STUDENT OF THE MONTH**
- ✓ **TROJAN-GRAMS**
- ✓ **QUARTERLY REWARDS**
- ✓ **SPECIAL INCENTIVES**
- ✓ **POSITIVE NOTICING**

ASK YOUR CHILD
HOW THEY
DEMONSTRATE
BEING
RESPECTFUL,
RESPONSIBLE, &
SAFE AT SCHOOL!

ASK YOUR
CHILD HOW
THEY ARE
RECOGNIZED AT
THEIR SCHOOL!



PBIS

POSITIVE BEHAVIOR INTERVENTION SUPPORT

→ a proactive, evidence-based, and data-driven framework used to promote school safety and positive behavior for all students.

→ a school-wide approach that focuses on building predictable, safe and positive environments in which all students can learn.

PROVEN TO

reduce disciplinary incidents, increase school safety, improve school culture, and support academic growth for all students.

INCLUDES

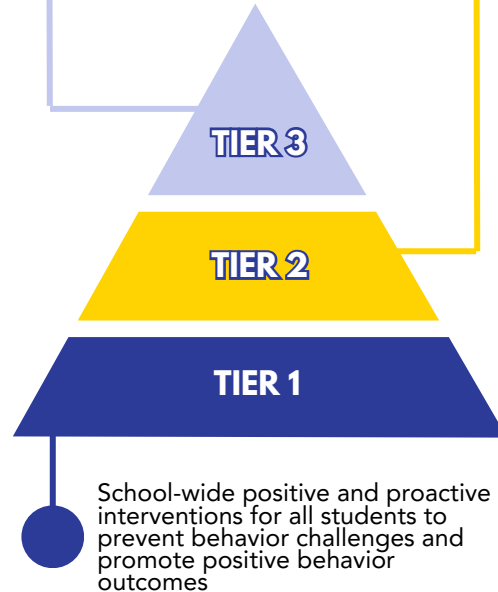
- all students
- all staff
- all settings
- all the time



INTERVENTIONS & SUPPORT

Individualized interventions for students with intensive and/or chronic behavior challenges

Specialized interventions for students who are at-risk due to social/ emotional behavioral challenges



A CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORTS

COMPONENTS OF PBIS

▶ EXPECTATIONS MATRIX

The school-wide matrix states behavior expectations in each school setting. For example, in the classroom, it is respectful to interact in a positive and calm manner. In the hallway, it is responsible to go directly to the appropriate location. The matrix is posted in all settings and sent home to families!

▶ DIRECT TEACHING

Throughout the school year, students are explicitly taught how to behave according to the three behavior expectations. Teachers help show students what the behavior looks like and sounds like in each school setting. Lessons are retaught and reinforced throughout the year.

▶ RECOGNITION & REWARDS

Acknowledging and reinforcing positive behavior is an effective way to change inappropriate behavior and encourage appropriate behavior. Staff work toward recognizing students demonstrating the behaviors we expect in a positive way with ongoing encouraging words, school-wide and classroom rewards and celebrations.

▶ RESPONSE TO BEHAVIOR

When a student exhibits behavior that impedes the learning environment, teachers focus on proactive strategies such as building relationships and creating a welcoming environment, as well as interventions and supports that may help a student meet behavior expectations. In addition, corrective consequences emphasize restorative approaches and align to district policy and student handbooks.