

# Why PBIS

**Prevention** - Expected behaviors are established, taught, modeled, and acknowledged in a systematic way throughout the school.

**Response** – The response to unexpected behavior is organized & systematic. Considerable thought and effort goes into getting the entire school community on the same page with respect to common definitions of, and the most effective response to problem behaviors.

**Data-Driven** – Discipline data is collected school-wide. The data provides guidance for understanding when and where problem behavior is more likely to occur. Strategies to address behaviors in these situations are developed, and the data then provides evidence for whether the strategy is working.

**Process** – PBIS is not a curriculum or a prepackaged program. Rather it is a framework that guides the school through the unique culture, climate, and behavioral issues within each school.

# What does PBIS look like?

## Positive Attitude:

- Be ready to learn
- Accept challenges
- Use kind words
- Welcome others

## Act Responsibly:

- Be on time
- Be prepared
- Throw away trash
- Keep hands and feet in own space (Bus)

## Work Towards Success:

- Give best effort
- Stay on task
- Use time wisely
- Make healthy choices

## Show Respect:

- Use kind language
- Help others
- Keep area clean

PAWS

# Positive Behavioral Interventions & Supports: North Middle School



**Pa****sitive Education**

# Purpose of PBIS

The goals of PBIS are:

- Regain the teaching time currently spent of managing behavior.
- Maximize on task time and academic achievement for all students.
- Improve school climate for students and adults.
- Increase positive and civil social behavior.

Long-term outcomes include:

- Enduring positive changes in behavior.
- Reduction in the need for serious disciplinary measures such as

**PAWS:**  
Positive Attitude  
Act Responsibly  
Work Toward Success  
Show Respect

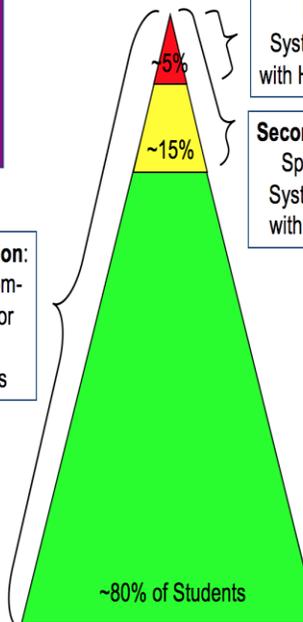
# Components of PBIS

1. Statement of purpose (common approach to discipline).
2. Clearly defined expected behavior.
3. Procedures for teaching expected behavior.
4. Continuum of procedures for encouraging expected behavior.
5. Continuum of procedures for discouraging problem behavior.
6. Procedures for record keeping and decision making

## 3-Tiered Prevention Logic

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings



Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

## PBIS is Proactive rather than Reactive

Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly (Laura Riffel, OSEP).

## Where can I find more information?



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