What is PBIS?

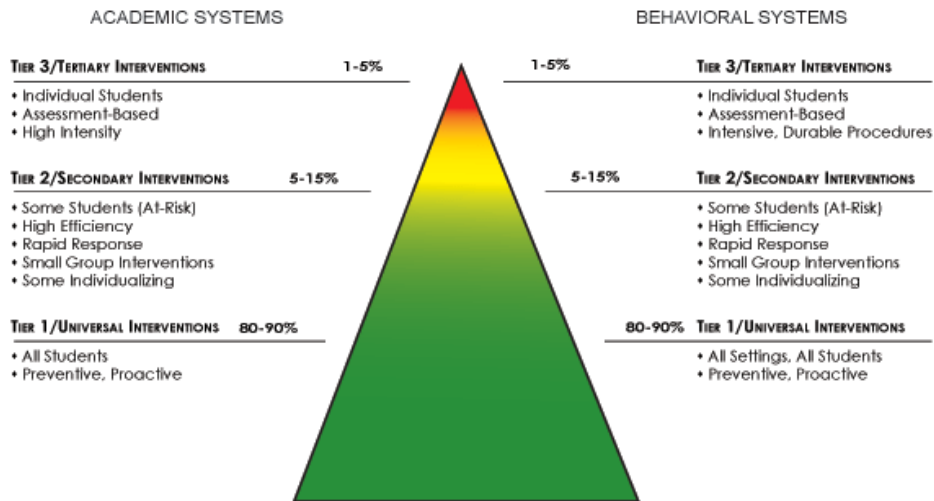## Positive Behavior Intervention & Supports

PBIS is a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

PBIS also develops school-wide systems that support staff to teach and to promote appropriate behavior in all students. By reducing behavioral problems, PBIS creates and maintains safe learning environments where teachers can teach and students can learn.

Three-Tiered Prevention Model

PBIS is based on a Three-Tiered Prevention Model, offering a consistent research-based approach for promoting pro-social behavior.

School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model

ACADEMIC SYSTEMS

Tier 3/Tertiary Interventions 1-5%
+ Individual Students
+ Assessment-Based
+ High Intensity

Tier 2/Secondary Interventions 5-15%
+ Some Students (At-Risk)
+ High Efficiency
+ Rapid Response
+ Small Group Interventions
+ Some Individualizing

Tier 1/Universal Interventions 80-90%
+ All Students
+ Preventive, Proactive

BEHAVIORAL SYSTEMS

1-5% **Tier 3/Tertiary Interventions**
+ Individual Students
+ Assessment-Based
+ Intensive, Durable Procedures

5-15% **Tier 2/Secondary Interventions**
+ Some Students (At-Risk)
+ High Efficiency
+ Rapid Response
+ Small Group Interventions
+ Some Individualizing

80-90% **Tier 1/Universal Interventions**
+ All Settings, All Students
+ Preventive, Proactive

Primary Prevention:

School/Classroom-wide systems for all students, staff and settings
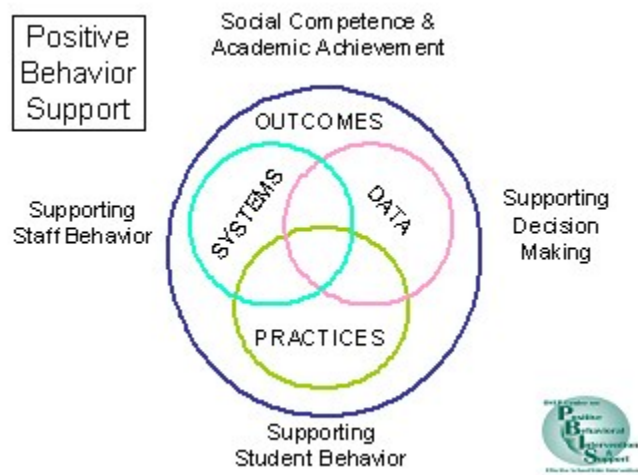
Secondary Prevention:

Specialized group systems for students with at-risk behavior

Tertiary Prevention:

Specialized and individualized systems for students with high-risk behavior

Four Elements of PBIS

The school-wide PBS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBS focusing on systems, data, practices and outcomes.

Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.

Practices: Curricula, instruction, interventions, and strategies that are evidence-based.

Data: information that is used to identify status, need for change, and effects of interventions.

Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBS.

What does it look like at Oakland?

At the beginning of the school year, students will learn our school expectations through Cool Tools. Cool Tools are behavioral lesson plans that structure how staff teach the expected behaviors from the school-wide behavioral matrix.

- They are researched based procedures for teaching the behaviors.

- Examples and non-examples are taken from classroom and non-classroom settings and situations.

- Modeling and role-playing is used to teach new skills and provide students with practice opportunities

- Re-teaching using skill boosters will be done as the need arises.

Token Reinforcement

Tokens will be used as immediate reinforcement for positive behaviors.

- These tokens can be used to purchase items such as school supplies, jump ropes, balls, Smencils, or special privileges from our PBIS Grade Level Store.

- Students may also use tokens to enter special raffles for prizes that will be drawn at our Oakland Community Meeting.

Data Management

Effectiveness of the PBIS program will be monitored with a data system called SWIS (School-Wide Information System). SWIS is a web-based program that allows for collecting and summarizing office discipline referrals in our school.

Office discipline referrals (or more commonly referred to, ODR's) are documents recording all major behaviors. Minor behaviors will most often times be addressed by the teacher. The administrator of the building will handle all major discipline referrals.

School-Wide Celebrations

With the data provided through SWIS, we will be able to identify areas of improvement. With improvement, we believe it is important that students see the reward and school-wide celebrations will occur.