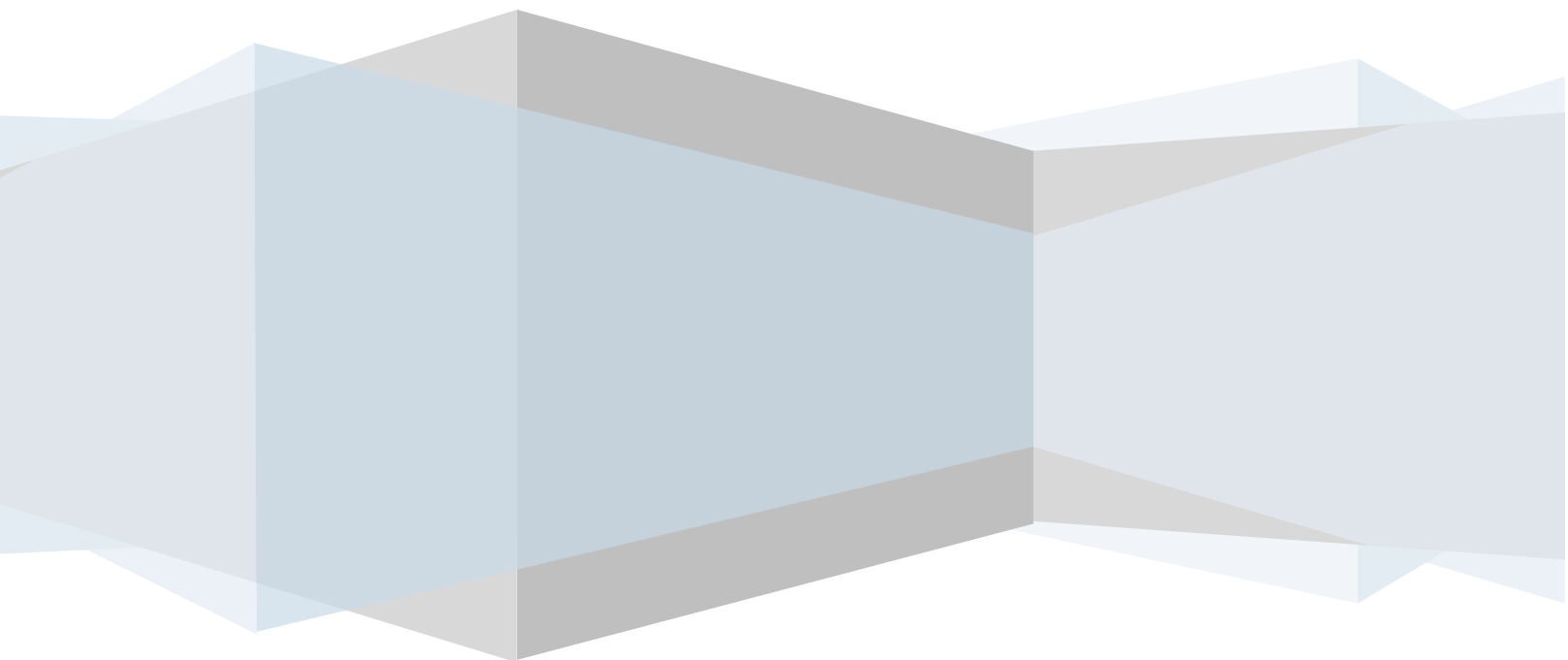


POSTIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

**EASTPORT/ SOUTH MANOR
CENTRAL SCHOOL DISTRICT**



PBIS OVERVIEW

What is Positive Behavior Intervention and Support (PBIS)?

- PBIS is a data driven system used to improve students' academic/behavior outcomes.
- PBIS ensures all students have access to the most effective and accurately implemented instructional and behavioral practices possible.
- PBIS is NOT a curriculum or behavior program but rather PBIS is a district-wide system.
- PBIS is a system based on evidence based research that has shown that positive behavior interventions work.

Building Systems in Schools

- PBIS refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.
- When implementing PBIS, staff does not assume students understand what the expectations are or look like. Instead, the expectations and rules are taught to the students in the areas students are expected to exhibit them.
- Through the use of a matrix created by the PBIS team, the school will focus on three to five behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school will focus on the preferred behaviors.

Why Implement PBIS at Eastport South Manor School District?

- Increased need for Behavior Intervention Supports district-wide.
- Increased need for Behavior Management Training district-wide.
- The need to identify and address specific areas of concern.
- All decisions must be data driven and all progress must be monitored (*Work smarter!*).
- Suspension Does Not Work!

What Outcomes are Associated with the Implementation of PBIS?

Schools that establish PBIS systems create teaching and learning environments that are:

- Less reactive, aversive, dangerous, and less exclusionary.
- More engaging, responsive, preventive, and more productive.
- Addressing classroom management and disciplinary issues (e.g., attendance, tardiness, antisocial behavior).
- Improving supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health).
- Most importantly, maximizing academic engagement and achievement for all students.

The School PBIS Committees

- Committees consisted of approximately 8-10 members, including various professional staff members, non-professional staff members, an administrator and a parent member.
- Committee members' roles and responsibilities:
 - **Team Leader:** Starts the meeting, reviews the purpose of the meeting, and facilitates the meeting by keeping the team focused on each step.
 - **Recorder:** Takes notes, transcribes the team's responses, and keeps the meeting minutes.
 - **Timekeeper:** Monitors the amount of time available, keeps the team aware of time limits by giving warnings.
 - **Data Specialist:** Enters data into spreadsheet, trained in evaluating data, reports on the overall data.
 - **Behavior Specialist:** Competent with behavioral principles, assists in analyzing the data.
 - **Administrator:** Actively encourages team efforts, provides planning time, provides feedback and support initiatives.
 - **Communications:** Acts as the point person for communication between the team and staff, communicates previous meeting minutes to PBIS team, notifies PBIS team of any changes in meetings.
 - **PBIS Coach:** District level (external) or school-based (internal) individual that facilitates the team. Becomes the school's main contact and facilitates the team through the process, attends all trainings/meetings with their school-based teams.

OVERVIEW OF MATRIX/LESSON PLANS (Matrix and Lesson Plans Attached)

- The expectations that are listed across the top of the matrix are worded positively, are broadly stated and apply to all people in all settings (students and staff).
- The rules are aligned to the expectations and are specific, measurable, observable, acknowledgeable and teachable.
- The language is positive and demonstrates to students what they are expected to do, as opposed to telling them what not to do.
- The Matrix is divided by area and the expectations are posted throughout the building.
- Lessons regarding expectations and rules are taught in the area they are expected to occur.

ENCOURAGING APPROPRIATE BEHAVIOR SHARK BITES (Golden Tickets) Procedure A component of Eastport South Manor PBIS Program

What is a Shark Bites Ticket?

- A Shark Bites Ticket is an incentive for students to follow the School Rules (Behavioral Expectations). The purpose of the tickets is to promote positive interaction with students by every staff member.

How do students earn Shark Bites Tickets?

- Staff members should give out a number of Shark Bites tickets throughout the school day to the students they feel are following the School Rules.

What do students do with Shark Bites Tickets?

- Students should bring their Shark Bites to the Shark Bites reinforcer store.

What do students get for Shark Bites Tickets?

- Recognition by a staff member and teacher, praise from office staff, announcement recognition can occur for all Shark Bites Ticket winners.
- Students will turn in their Shark Bites Tickets for reinforcers of their choice.

Why are we doing this?

- We are doing this to teach the students the School Rules in all settings.

Filling out a Shark Bites:

- Be sure to complete all sections thoroughly
- Make sure you have completed all the “Steps” listed on the Shark Bites

Example of a Shark Bites:

- Billy picked up another student’s coat and hung it back up without being asked.
- The students will turn in their Shark Bites Tickets when they have earned enough to purchase their reward of choice.