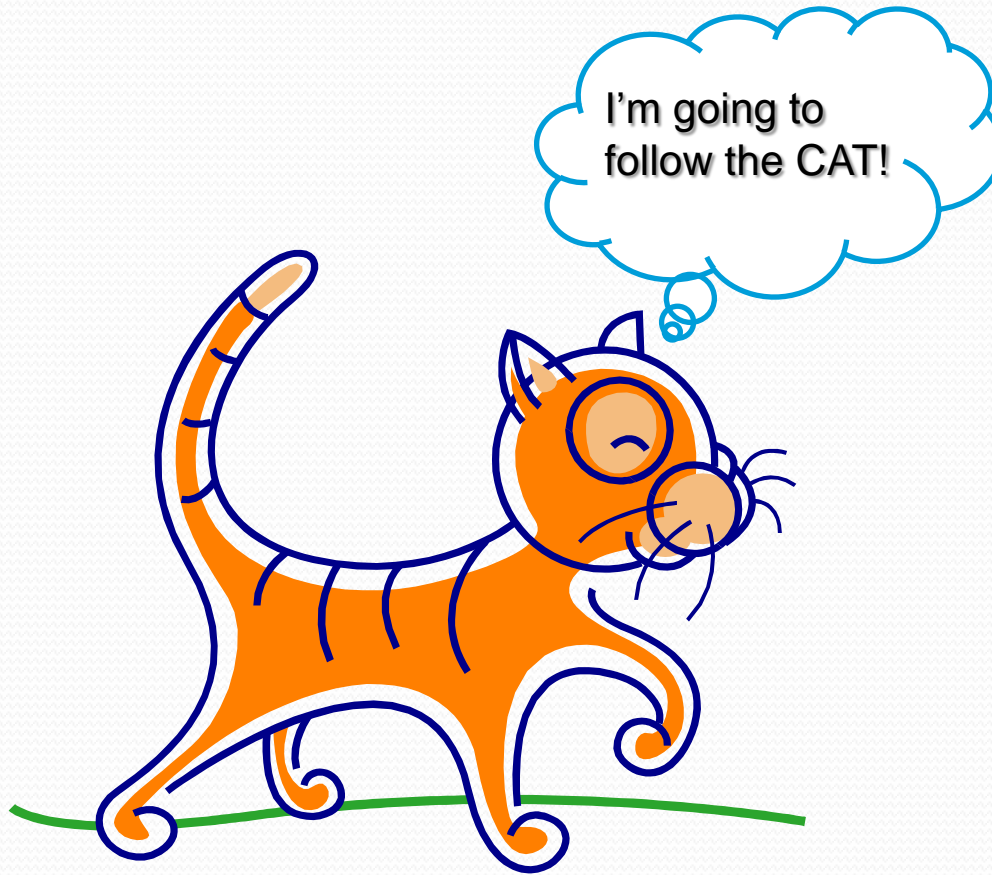


# PBIS

## Positive Behavioral Interventions and Supports



# School-wide Positive Behavior Support: A Paradigm of School Discipline

- Prevention and Teaching Vs. Controlling Disruption and/or Excluding Troubling Students
- Requires Environments That Are:

Predictable

Positive


Safe

Consistent

# PBIS Helps Brooks Teachers and Students by providing:

- Clear and efficient systems:
  - Procedures for non-classroom settings (lunchroom, bus, bathroom, assembly, transition/hallway)
  - Procedures for reinforcing expected behavior (CAT Cash)
  - Procedures for responding to office discipline referrals.
- Data to use for decision making
- Guidance on good instructional practices:
  - *Teaching* behaviors like we teach academics
  - *Modeling* and *practicing* expected behaviors
  - *Acknowledging* expected behaviors
  - *Precorrecting* to ensure positive behaviors are displayed

# Components of a School-Wide Positive Behavior Support System

- 
- **Behavior Expectations**
  - **Teaching System**
  - **Acknowledgment System**
  - **Violations System**
  - **Data Collection & Analysis**
  - **Team Process**

# Why PBIS?

- District mandate
- Meets Social/Emotional Learning Standards (SEL; Public Act 93-0495)
- State Legislation:
  - Behavior for Effective Schools Act (H.R. 3407) IL
- Federal Legislation:
  - US Senator Barack Obama (IL), along with co-sponsors Richard Durbin (IL) and Bernard Sanders (VT), introduced the Positive Behavior for Effective Schools Act in the US Senate (S.2111)

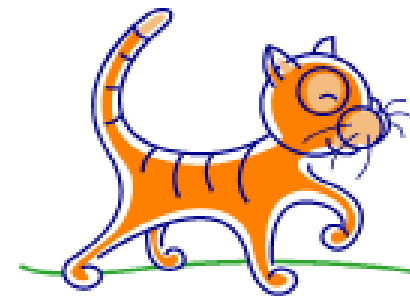
# Why PBIS?

- Over 15 years of peer-reviewed and evidenced-based research... some samples
  - Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (under review). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools.
  - Eber, L., Sugai, G., Smith, C., & Scott, T. M. (2002). "Wraparound and Positive Behavioral Interventions and Supports in the Schools." Journal of Emotional and Behavioral Disorders. 10(3), 171-180.
  - Horner, R., Sugai, G. & Todd, A. W. (2001). "Data" Need Not Be a Four-Letter Word: Using Data to Improve Schoolwide Discipline. Beyond Behavior, Vol. 11, No.1, pp. 20-22.
  - Lewis, T.J. and Sugai, G. (1999). Effective Behavior Support: A Systems Approach to Proactive School-wide Management. Focus on Exceptional Children, Vol 31, No. 6, pp. 1-24.

# School-Wide Behavioral Expectations

- 3-5 positively and broadly stated expectations

# Follow the CAT!



	Hallways	Bathrooms	Bus	Cafeteria	Recess	Arrival & Dismissal
Citizenship (manners)	<ul style="list-style-type: none"> <li>• Thumbs up wave to friends</li> <li>• Eyes only on the displays</li> <li>• Keep arms and legs to self</li> </ul>	<ul style="list-style-type: none"> <li>• Give privacy</li> <li>• Keep hands and feet to self</li> <li>• Keep it clean up</li> </ul>	<ul style="list-style-type: none"> <li>• Keep bus tidy</li> <li>• Use kind words</li> <li>• Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words</li> <li>• Use table manners</li> <li>• Quiet voices</li> <li>• Honor 5 minute warning</li> </ul>	<ul style="list-style-type: none"> <li>• Include others</li> <li>• Use kind words</li> <li>• Play fair</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet voices</li> <li>• Keep hands and feet to self</li> </ul>
Act Respectfully (follow directions)	<ul style="list-style-type: none"> <li>• Listen to directions</li> <li>• Silent transition</li> </ul>	<ul style="list-style-type: none"> <li>• Use toilets, sinks, towels, and soap appropriately</li> <li>• Quietly wait your turn</li> <li>• Be quick</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to bus driver</li> <li>• Quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>• Place items in garbage can</li> <li>• Keep our eating area clean</li> <li>• Stay in order when in line</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and feet to yourself</li> <li>• Follow adults' directions</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and leave quietly</li> <li>• Follow adults' directions</li> </ul>
Think Responsibly (safe)	<ul style="list-style-type: none"> <li>• Remember to tile file</li> <li>• Stay in right side of hallway</li> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Wash your hands</li> <li>• Keep water in sink</li> <li>• Open doors slowly</li> <li>• Lock and unlock doors appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in your seat</li> <li>• Face forward</li> <li>• Stand up when bus stops</li> </ul>	<ul style="list-style-type: none"> <li>• Eat only your food</li> <li>• Walk carefully</li> <li>• Be mindful of personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Dress appropriately for weather</li> <li>• Use playground equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>• Keep items close</li> <li>• Remember to tile file</li> <li>• Wait in your bus line</li> </ul>

# Follow the CAT Home!



	Mealtime	Bathrooms	Bedroom	TV Time	Playtime
Citizenship (manners)	<ul style="list-style-type: none"> <li>Chew with your mouth closed</li> <li>Say please and thank you</li> <li>Use good table manners</li> </ul>	<ul style="list-style-type: none"> <li>Give privacy</li> <li>Keep it clean</li> <li>Flush</li> </ul>	<ul style="list-style-type: none"> <li>Make your bed</li> <li>Pick up your clothes</li> </ul>	<ul style="list-style-type: none"> <li>Share the remote</li> <li>Take turns</li> </ul>	<ul style="list-style-type: none"> <li>Include others</li> <li>Use kind words</li> <li>Play fair</li> </ul>
Act Respectfully (follow directions)	<ul style="list-style-type: none"> <li>Clean up when asked</li> <li>Eat your food</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets, sinks, towels, and soap appropriately</li> <li>Be quick</li> </ul>	<ul style="list-style-type: none"> <li>Follow chore instructions</li> </ul>	<ul style="list-style-type: none"> <li>Follow Mom and Dad's directions</li> </ul>	<ul style="list-style-type: none"> <li>Follow Mom and Dad's directions</li> </ul>
Think Responsibly (safe)	<ul style="list-style-type: none"> <li>Take small portions at time.</li> <li>Walk in the kitchen</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Keep water in sink</li> </ul>	<ul style="list-style-type: none"> <li>Keep food in the kitchen</li> </ul>	<ul style="list-style-type: none"> <li>Watch shows that Mom and Dad say are OK</li> </ul>	<ul style="list-style-type: none"> <li>Dress appropriately for weather</li> <li>Stay in the neighborhood</li> <li>Stay where an adult can see you</li> </ul>

# Brooks PBIS Team Members

- Kristine Baccheschi, 3<sup>rd</sup> Grade Teacher
- Lisa Becker, School Psychologist
- Dede Honeyman, Assistant
- Dan Kenney, 4<sup>th</sup> Grade Teacher
- Lisa Lenz, Secondary Resource Teacher
- Pam Sullivan, Office Assistant
- Shahrar Spears, Principal

# Resources

[www.pbis.org](http://www.pbis.org)

[www.pbisillinois.org](http://www.pbisillinois.org)

<http://www.pbismaryland.org/schoolexamples.htm>

[www.swis.org](http://www.swis.org)

[isbe.net](http://isbe.net)



Thank you!  
Questions?