

Eight Practices of School-wide Positive Behavior Support

1. Administrative Leadership -

- a. Articulated vision for School-wide PBS
- a. Gives initiative priority
 - i. Top 3 priority for school improvement
- b. Active member of the leadership team

2. Team Implementation

- a. School based leadership team is established
 - i. Representative of faculty and staff
 - ii. Can include parents, students, community members
- b. Data is collected, reviewed, and used as information to guide decision making
- c. Team reports back to larger faculty
- d. Procedures are implemented by **ALL** staff
 - i. School-wide positive behavior support is endorsed by at least 80% of the faculty/staff
 - ii. Faculty and staff give a 3-5 year commitment to the change process
 - iii. Procedures and policies that are adopted reflect the values, beliefs, and time constraints of the building staff

3. Define concrete expectations

- a. 3 to 5 positively stated expectations are developed that apply to **all** students, **all** adults, and across **all** settings
- b. Expectations are linked to the school's mission or purpose statement
- c. Expectations are written in the school's discipline handbook and disseminated to all students and families
- d. Expectations are posted across school settings

4. Teach Behavior Expectations

- a. Expectations are adopted by all staff and are taught to all students
 - i. Verbal presentation of the skill (Explaining)
 - ii. Guided and independent practice (Doing)
 - iii. Guidelines for prompting and reinforcement (Reinforcing)
 - iv. Evaluation criteria (Monitoring)
- b. Lessons are taught at the beginning of the school year and booster sessions are used as data indicates

5. Acknowledge and reward positive behavior

- a. Ratio of at least 5 positives to 1 negative/correction (5:1)
- b. Immediate, contingent, and behavior specific
- c. Continuous to intermittent
- d. Celebrate PBS successes as a method of reinforcing staff behavior

6. Monitor and correct behavior

- a. Monitoring looks like ...
 - i. Being available across settings
 - ii. Being responsive
 - iii. Prompting students to engage in expected conduct
 - iv. Catching students "being good"
 - v. Reviewing data frequently
- b. Correcting looks like ...
 - i. Classroom vs. office managed problem behavior is clearly defined and practiced
 - ii. Behavioral expertise at the classroom level is established
 - iii. Consideration is given to the function or the motivation of the problem behavior
 - iv. Re-teaching of the appropriate behavioral expectation is seen as one method for addressing learner error (e.g. problem behavior)

7. Use data for decision making

- a. Efficient data collection, manipulation, and summarization
- b. Team based problem solving based on data
- c. Effective and efficient feedback loop to faculty and staff

8. Family and community involvement

- a. Effective communication with parents and other constituents by school
- b. Participation by family and community members is encouraged
- c. Local training and resources are provided

