



Positive Behavior Intervention and Support (PBIS) System

PBIS Overview:

Quincy School District has determined that all schools will develop and implement student behavior management systems using the PBIS framework. Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. PBIS is NOT a curriculum, intervention or practice, but IS a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

PBIS Overarching Goals:

- To improve school climate for all students by defining, teaching, and supporting appropriate student behaviors
- To build school-wide/district-wide dialogue and understanding of research-based classroom practices proven to support positive student behavior in all schools.

PBIS Training Goals and Outcomes:

PBIS is a systems approach to enhancing the capacity of schools to adopt and sustain the use of effective practices for all students. It is a team based process for systemic problem solving and planning. It is an approach to creating an environment within which school-based teams of educators create system change for effective management. School-based teams apply research and validated instructional and management practices. Building sustainable systems of positive behavior support requires multiple years of implementation and monitors.

- Phase One Site Implementation – Getting Started – Primary Prevention: School/Classroom-Wide Systems for all students, staff, and settings
 - Providing an overview of Positive Behavior Intervention Support (PBIS)
 - Apply school-wide Positive Behavior Support
 - Develop a continuum of scientifically based behavior and academic interventions and supports
 - Use data to make decisions and solve problems
 - Arrange the environment to prevent the development and occurrence of problem behavior
 - Develop/clarify classroom systems that are preventative and reduce the occurrence of problem behaviors
 - Model and teach clearly stated expectations
 - Implement evidence-based behavioral practices with fidelity and accountability
 - Screen universally and monitor student performance and progress continuously
 - Implementation of regularly scheduled team meetings
 - Develop common language and common expectations
 - Determine behavior management plans in specific settings
- Phase Two Site Implementation – Expanding Implementation
 - Review PBIS...where are we now?
 - Continue implementation of regularly scheduled team meetings
 - Continue the development/clarification of classroom systems that are preventative and reduce the occurrence of problem behaviors

- Continue to model and teach clearly stated expectations
- Plan for managing escalating behavior
- Phase Three Site Implementation – Sustaining Efforts:
 - Develop a 3-5 year action plan
 - Continue implementation of regularly scheduled team meetings
 - Continue to model and teach clearly stated expectations
 - Continue the development/clarification of classroom systems that are preventative and reduce the occurrence of problem behaviors.
 - Clarify secondary interventions for specialized groups and systems for students with at-risk behavior
 - Clarify tertiary prevention plans for high risk students in order to provide the most individualized behavior support possible.

How will PBIS administrator/teacher/para-professional training and implementation of the PBIS process make a difference for our staff/students?

The centerpiece of PBIS is the process of engaging school communities in a reflective dialogue about and planning for improvement in the development of positive school climates.

- Emphasis will be placed on importance of data based decision-making, evidence based practices, and on-going staff development and support
- Staffs will understand effective responses to problem behavior

Principal Expectations:

- Lead and support development of sustainable and positive school climates.
- *Consistently* follow the site PBIS Implementation Plan with integrity/fidelity, holding *all* staff accountable
- Enable the accurate adoption, fluent use, and sustained application of PBIS practices.
- Plan for and review effective instructional approach to teaching school-wide behavior expectations
- Arrange for high fidelity implementation
- Track performance progress with continuous monitoring and modification for maximum efficiency and effectiveness
- Ensure student data is entered into the Skyward data collection system and utilize this data with your PBIS team when reviewing for effectiveness and possible modifications to the implementation plan.

Staff Expectations:

- Define, teach, and reward school-wide behavior expectations.
- Plan, intentionally teach and manage social behaviors directly and proactively; positively and preventively
- *Consistently* follow the site PBIS Implementation Plan with integrity/fidelity.

Outcomes of PBIS Systems implemented with integrity and durability will produce teaching and learning environments that:

- Maximizes academic engagement and achievement for all students
- Are more engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, tardies, antisocial behavior)
- Encourage acts of respectful and responsible behaviors
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health)
- Has common language, agreements about expectations, consistent and predictable environments (in and out of the classroom)