

## IS YOURS A PBIS SCHOOL?



High performing schools have high academic and behavioral expectations for their students. Staffs in these schools recognize the importance of social-behavioral skills, and have a strong commitment to social-behavioral success for all students. School-wide behavioral support approaches such as Effective Behavior Support (EBS), Positive Behavioral Supports (PBS) and Positive Behavioral Interventions & Supports (PBIS) provide a philosophical framework, systematic process, and a set of specific strategies for achieving this important goal.

Your school might be a PBIS school if...

- Your school has a clear vision-mission statement, and
- Your school has measurable goals and objectives regarding social behavior, and
- Most of the staff (85% or more) agrees that supporting students' social-behavioral success is an important educator responsibility, and
- The staff utilizes a common approach to addressing social-behavioral issues, and
- A representative team meets at least monthly to address behavioral support systems, and
- This team discusses systems issues rather than individual student problems, and
- The school administrator is a regular and active participant in the team meetings, and
- Data is collected and used to systematically guide implementation and evaluate progress towards objectives, and
- The staff has adopted 3-5 positively stated expectations to guide student behavior, and
- The staff explicitly teaches and systematically reteaches these expectations to all students, as well as the behaviors necessary to meet them, and
- The staff actively supervises students and monitors student social behavior, and
- The staff utilizes a documented system for encouraging and maintaining appropriate behavior, and
- The staff utilizes a continuum of responses to discourage and eliminate inappropriate behavior, and
- The staff utilizes more positive and educative interventions than aversive or punitive ones.

*Dale R Myers & Associates, LLC*

1430 Willamette Street, #2, Eugene, OR 97401-4049 541-760-6208



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