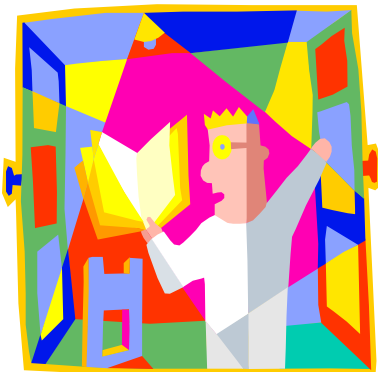


KEY COMPONENTS OF A PBIS FRAMEWORK

All-School Teaching Matrix: Each site creates an all-school matrix of 3-5 positively stated, school-wide expectations with rules providing specific descriptions of what students and staff are expected to do in all specific settings. The matrix is also supported by developed routines for all non-classroom settings. Classroom matrices are also developed within the PBIS framework within the first year of implementation and classroom matrices rules and routines are tied to the all-school wide expectations.

All-School Office Discipline Referral Form: Each site creates an all-school office discipline referral (ODR) form that manages minor and major infractions in the school setting. The ODR form allows for providing all students who display problem behaviors with a clear, consistent, and educative response to behavior violations. The consistent utilization of the ODR form allows for increased communication between school personnel and the home. It also allows for the site to track and monitor student behavior through the School-Wide Informational System that is utilized to maintain student behavioral data.



All-School Behavior Consequence Continuum: Each site creates an all-school behavior consequence continuum that allows schools to increase consistency in corrective responses when dealing with student behavioral violations that are identified as minor or major at the school. The goal is to increase the student's awareness of positive choices at the school and supports decision-making with support from staff members. Staff members increase student initial compliance, student compliance with re-direction, and decrease the likelihood that student behaviors will escalate when they are approached by an adult for correction when poor choices have been displayed at the school.

PBIS Cool Tools/Behavioral Lesson Plans: During the initial kick-off of PBIS implementation and during the entire school year, school-wide behavioral cool tools are developed and taught to students to ensure that they have a strong foundation in identifying skills that have been targeted to support the PBIS all-school matrix expectations, rules, and routines. To goal is to have students receive social skills cool tool lessons that support the school's PBIS framework and allow students to make application of newly taught skills into their social/behavioral interactions with staff and students in all settings. Lessons that include the components of Tell-Show-Practice-Model-Feedback supports positive independent social competence. Additionally, "booster" lessons are taught after natural breaks in the school year (winter break, spring break, etc.) or when all-school behavioral data collected identifies student behaviors that need to be corrected.

All-School Acknowledgement System: Each site has created a positive acknowledgement system that supports staff and students in the school settings. Falcon Feathers, Wiley Bucks, Rebel Bucks, WALT Tickets, and Glow Awards, are just a few of the many positive tickets that have been created and provided to staff and students when all-school expectations are practiced at the school. Each school determines what students and staff can do with their earned tickets from buying things at the school store to having their names picked in weekly drawings from the principal. Each site also develops supportive certificates, monthly incentives, quarterly celebrations and a positive, caring, and supportive environment that encourages and celebrates student social competence in the school setting.

APPLETON AREA SCHOOL DISTRICT

Positive Behavioral Interventions and Supports (PBIS) Framework



For more information on the AASD PBIS Implementation please contact:

Judy Baseman, Assistant Superintendent
basemanjudith@aasd.k12.wi.us

Ashley Bath, District RtI Coordinator
bathashley@aasd.k12.wi.us

Tiffany Frerks, Positive Behavioral Specialist
Frerkstiffany@aasd.k12.wi.us

Sheree Garvey, Coordinator of School Improvement for PBIS and Parent Partnerships
garveysheree@aasd.k12.wi.us

Deb Moreland, Associate Principal - Wilson Middle
morelanddebra@aasd.k12.wi.us

Jerry Overstreet, Tier 3 External PBIS Coach
Overstreetjerry@aasd.k12.wi.us



What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a systemic approach to proactive, school-wide discipline based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies.

The PBIS model has been successfully implemented in thousands of schools in over 40 states, resulting in dramatic reductions in disciplinary interventions and increases in academic achievement. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.

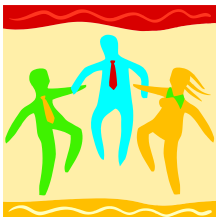
Four Elements of PBIS:

Systems: Policies, procedures, and decision-making processes that consider school-wide, classroom, and individual student systems.

Data: Guide decision-making processes and measure outcomes.

Practices: Strategies and programs that are used to enhance student learning outcomes and teacher instructional approaches

Outcomes: Academic and behavioral targets that are measured using the gathered data.



PBIS IMPLEMENTATION IN AASD

Character Education is "the deliberate effort by schools, families, and communities to help young people understand, care about, and act upon core ethical values." Character as it relates to character education is most often used to refer to how "good" a person is - in other words, a person who exhibits personal qualities which fit with those considered desirable by a society might be considered to have good character and developing such personal qualities is often then seen as a purpose of education. Character Education is infused into the AASD PBIS Implementation.

One of the nine (9) positive student attributes identified in the Appleton Area School District is that the AASD will provide learning experiences that will develop students who are cooperative and able to effectively function in a diverse environment. In order to reinforce the development of this attribute, the AASD continues to make concerted efforts to ensure that all students are provided with academic and affective educational strands that support preparing our students for their futures. Utilizing the six (6) traits of character education: responsibility, trustworthiness, respect, fairness, caring, and citizenship, students in the AASD are provided with multiple avenues and opportunities to receive instruction in character education at each site including those sites that are additionally implementing Positive Behavioral Interventions and Supports (PBIS) as their framework for character education.



What is Positive Behavioral Interventions and Supports (PBIS)? "A systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all students" (*Horner & Sugai, 2007*)

Critical Elements of PBIS are:

- Careful acknowledgement, consideration, and achievement of outcomes that are valued by significant stakeholders
- Adoption and sustained utilization of research-validated practices and curricula that maximize achievement of student and teacher outcomes
- Application of data-based decision-making at many levels with multiple individuals across contexts (regular education vs. special education and home vs. school) and with multiple outcomes
- Development of systems that are needed to ensure consideration of valued outcomes, research validated practices, and data-based decision-making

What Outcomes are Associated with Implementation of PBIS?

- Less reactive, aversive, dangerous, and exclusionary
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues
- Improve supports for students whose behaviors require more specialized assistance
- Most importantly, maximize academic engagement and achievement for all students