

Positive Behavior Support (PBS)

Volume 1, Issue 1

May 2007

Goals of all PBS

Schools:

- Create a more invitational school climate.
- Implement school-wide expectations for student behavior.
- Improve safety and civility in the school's common areas and classrooms.
- Create positive procedures to meet the needs of all students.

In this Issue

What is PBS	1
Tips on Effective Consequences	1
Being "Fair" in the Classroom	2
Tips for Surviving Until June 8th	2
Coming Up Next Year	2



**Guilford
County Schools**

What is PBS?

This newsletter is designed to share information about Positive Behavior Support (PBS) which is being implemented in your school. PBS is a process for creating schools that are safer, more civil and more productive. Through PBS, schools teach and support positive behavior for all students and all staff in all areas of the school. This process involves training school teams to guide the development and implementation of the three components of PBS: (1) **Systems:** The process of PBS focuses on consistent systems to promote positive behavior and prevent inappropriate behavior in the school, classroom and for individual students.

(2) **Practices:** the PBS process teaches and supports research validated instructional and management practices.

(3) **Data:** Accurate, timely, and practical information is gathered and utilized at the school level to help school personnel make decisions to transform schools into safe and orderly environments.

Your school has a PBS team that has received training in Universal systems, which are practices and interventions that are implemented across school environments. These include school-wide expectations for student behavior and staff expectations for supervision as well as a plan to acknowledge appropriate behavior. All students learn,

practice and are supported for exhibiting desired behaviors. All strategies are evidenced based practices and are known to increase positive behaviors in students. Once the Universal practices are in place, teams are trained in strategies and practices for students who are resistant to Universal practices and need more intervention.



Tips on Effective Consequences

Be Prepared

- Preplan when able.
- Have a "bag of tricks".
- Know how to make a plan when misbehavior is chronic.

Be Effective

- Corrective procedures should decrease misbehavior over time.

- Collect data before and after implementing corrective procedures to measure success.

Be Realistic

- There are no quick fixes.
- A realistic goal is to reduce, not eliminate all misbehaviors.

Be an Effective Communicator

- Use specific skills that can have a positive impact.
- Avoid escalating a situation.
- Use precise and specific requests.

Being “Fair” in the Classroom

Teaching is, or ought to be, a difficult and complex endeavor. Its successful practice demands a rare combination of human skills and technical knowledge required in few other professions. When one considers what is expected of a teacher in terms of end results—the preservation and improvement of our culture and civilization—teaching is perhaps THE most important job in a democratic society.

- Vivian Troen and Katherine C. Boles

Have a restful summer break!

Teachers commonly have questions about fairness in relation to discipline in the classroom. Is it **fair** to acknowledge or reward an individual student who is having behavioral difficulties for exhibiting expected classroom behavior? What do I tell the other students when they notice the incentives that some student (but not all) receive?

As educators we have all heard,

“Fair does not mean doing the same thing for all students...it means striving to meet the individual needs of all students.” This statement applies to discipline just as it applies to academic instruction. Some students may need extra support and more proactive measures to address their behavior. Not providing this extra support is not only unfair to the individual student, but it may be unfair to your other students if the mis-

behavior negatively impacts their opportunity to learn in a safe and civil school.

Do not be afraid to design academic instruction and classroom management plans that address the individual needs of your students. And if your students complain about unequal treatment, simply tell them that you strive to give every student what they need to be successful.

“There is nothing more unequal than equal treatment of

Tips for Surviving until June 8th

The end of the school year can often be quite hectic. Adults and children get Spring fever. Schedules change for end of the year testing and special events like field days and awards ceremonies. Classroom management can become challenging. The following information is offered to help you not only ‘survive’ the last few weeks but maintain a safe, civil, and productive learning environment.

1. **Re-think** what it should sound like and look like as your students participate in

whole class instruction, complete independent seatwork, take a test, transition in the hallway, have a restroom break, etc.

2. **Develop a plan** for reminding your students about your expectations. Perhaps you will review all expectations once a week. Maybe you will review expectations for one activity or transition each day.

3. **Provide positive feedback** when student behavior either improves or meets your established ex-

pectations. You may find a class-wide motivation system a fun and useful tool for the last few weeks of school. Putting your energy into recognizing and celebrating positive student behavior will make the end of the year a positive experience for you and your students.

4. Don’t forget to **calmly and consistently correct** misbehavior every time it occurs.

Coming Next Year:

- Tips on communicating with students
- Ten Variable That Affect Compliance
- How to Avoid Power Struggles
- Tips for Correcting Student Misbehavior