

Positive Behavior Support (PBS)

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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.

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**Guilford
County Schools**



What Makes a PBS Team Effective?

PBS is not simply a program that a school adopts. It is an on-going decision-making process that influences the climate and culture of the school. The PBS Team provides the school with leadership for this process. Their role includes the following responsibilities:

- assessing the current behavior management practices and examining patterns of behavior,
- developing school-wide PBS plans to support positive behavior practices,
- overseeing, monitoring, and evaluating all planned objectives and activities developed by the team, and using data to make decisions,
- obtaining staff input and commitment to the process by regular communication with and training of the staff, and
- obtaining parental input and support.

Carrying out these responsibilities is a daunting task; however, here are several tips that PBS teams can use to maximize their effectiveness.

1. Make sure that the PBS team is representative of the school and that the school administrator is supportive of the PBS team's decisions.
2. Run efficient meetings by assigning roles for team members, having an agenda and sticking to it, taking minutes, and distributing minutes to team members.
3. Make sure that tasks that need to be completed are assigned to team members at team meetings. Then follow-up on those tasks at the following meeting.
4. Use data to make decisions. PBS teams should be looking at some form of data at every team meeting. Data should be at the heart of the goals that the PBS team sets.
5. Regularly communicate with staff. Highlight PBS plans, areas that need improvement, and areas of success. Share data that show how policies have worked. It is important to celebrate success!
6. Regularly communicate with parents. Their input and support are invaluable.



PBS Schools in the Spotlight

PBS Trainers and Coaches would like to recognize:

McLeansville Elementary for celebrating low office referral numbers by duct taping the principal to the wall.

Murphey Traditional Academy for having PBS Class of the Month Celebrations.

Eastern Guilford High for setting up their "Pride Pays" Store where students spend their "Wildcat Bucks" and for

speaking to college students from Elon and High Point University about the fundamentals and efficacy of PBS.

Vandalia Elementary for having a dance as their first quarterly celebration for students who earned their "paws."

Reedy Fork Elementary for opening the "Rudy Mart" where students spend the tickets they earn for showing school-wide expectations.

Alamance Elementary for hosting a "Lunch with the Principal" for students who

exhibited school-wide expectations in October

General Greene Elementary for weekly celebrations and detailed data collection and review.

Guilford Middle for increasing the visibility of their school-wide expectations.

Falkener Elementary for having their mascot, the Dolphin, hand deliver the invitations to students for their first 9-week celebration.

Keep up the great work!



PBS Update

New PBS Schools: Teams from eleven schools attended PBS team training in June and began implementing PBS this fall. These schools are Alamance Elementary, Falkener Elementary, General Greene Elementary, McLeansville Elementary, Oak View Elementary, Parkview Elementary, Reedy Fork Elementary, Vandalia Elementary, Southwest Middle School, and Eastern High School.

Check In/Check Out: All schools who participate in the PBS process begin by implementing universal practices which affect all students. After these practices are in place, schools can begin to implement practices that are targeted at groups of students for whom the universal practices do not provide enough support. Gibsonville Elementary, Fairview Element-

ary, Oak Hill Elementary, Johnson Street Global Studies, Jackson Middle School, and Northeast Middle School have now received training to begin implementing targeted interventions. The system that they are using is called Check In/Check Out. Research has proven it to be effective for up to two-thirds of students who participate!

Re-administration of the SET: The School-wide Evaluation Tool (SET) is typically administered to schools in the spring, and results are used to determine whether universal practices are in place and when teams are ready to begin implementing targeted interventions. Last spring, several schools' SET results showed that they had almost met the criteria for having their universal practices in place, so those schools will have a second

SET administration in November to determine whether they are ready to begin implementing targeted interventions.

CHAMPs Coaching: A new training is being offered this fall. The CHAMPs Coaching workshop will focus on providing information to teachers who will then return to their schools to support and coach other teachers in using strategies from the CHAMPs program. These "CHAMPs Coaches" will expand their schools' ability to support both teachers with a specific behavioral issue and teachers struggling with basic management issues such as organizing and structuring a classroom.

New PBS Coaches: Laura Ezell and Jenilee Fleetwood are our new PBS coaches for 2008-2009. We are thrilled to have them supporting our schools!



G-TIC

PBS schools are trained in using data to make decisions at the school level, but data is also crucial for PBS decisions made at the district level. This year, a new instrument, the Guilford Team Implementation Checklist (G-TIC), is replacing the Implementation Inventory as the self-assessment instrument that teams will be asked to complete. The information that teams gather will be useful for teams in planning, and it will help coaches and coordinators

identify the areas in which our teams need extra support. It will also help document the levels at which our schools are implementing PBS.

*If you don't know where you are going,
you'll end up someplace else....
~Yogi Berra*



Incentives

Research indicates that a systematic system for acknowledging appropriate behaviors is one of the key features that makes PBS a success. Each PBS school has a School-wide Encouragement Procedure which outlines ways to give

students Behavior-Specific Praise and often includes back-up rewards or incentives. Here are low-cost incentives that PBS teams may want to consider:

- Additional time in PE, music, or art
- Lunch with friends

- Coupons for sporting events
- Extended lunchtime
- Hat day
- Coupons for treats from the concession stand or cafeteria
- Lunch with the principal
- Pass to listen to music while working
- Homework pass
- Computer time
- Recognition during morning announcements or on the school website
- Pass to sit at a special table in the cafeteria
- Positive phone call home



Don't Forget!

Although PBS is a school-based initiative, students and school staff are not the only ones it affects. Parents are also important members of the school community. Parents can provide critical input that helps PBS teams make effective decisions. All PBS teams should make increased parent involvement a goal.