PBIS Staff Kick-off

(courtesy of Illinois PBS Project)

OBJECTIVES

* Celebrate commitment to student success- academic, social-emotional, & behavioral

🢬 Highlight the research and “biggest idea” of PBIS

“Research is demonstrating that schools make greater academic gains when they simultaneously build a school-wide positive social culture.”

“PBIS organizes adults and students to create a social culture in schools that will encourage positive behavior and interactions, while discouraging problem behaviors. This social culture will lead to a safer environment where students achieve academically and build positive relationships with each other and with adults.”

🢬 Explain how PBIS helps staff to build a school-wide social culture

 🢬 Use of Effective Practices

1. components:
2. DEFINE- clear and concise definition of behavior expectations
3. TEACH- direct teaching of behavior expectations
4. REMIND- daily reminders & supervision- “the positive nag”
5. CELEBRATE- consistent acknowledgement of the expected behaviors
6. CORRECT- consistent correction of the problem behaviors

🢬 Use of Data

1. Continuous review of information/data- ODRs, attendance, etc.
2. Asking specific questions of the data- what, where, when, who, why, how often- to help guide school-wide intervention
* Use of Systems of Support
	1. Some students will require more support/intervention to be successful in our social culture
	2. This additional support will be organized through three tiers of support- School-wide, Targeted, and Intensive (PBIS Triangle)

ACTION PLANNING

* Provide packet of materials for staff- Expectations, Teaching Matrix, Cool Tools, Acknowledgments, Major/Minor Office Discipline Referral Form & definitions of problems behaviors (if applicable- Dismissal procedure, PBIS brochure/flyer)

Fall Training- Staff Evaluation

(courtesy of Illinois PBS Project)

Please respond to each statement. Place survey in PBIS Box. Thank you!

SCALE: 4 = Strongly Agree

 3 = Somewhat Agree

 2 = Somewhat Disagree

 1 = Strongly Disagree

1. Fall training was well organized.

1 2 3 4

2. Fall training used effective examples to teach expected behavior.

 1 2 3 4

3. I was clear on what was expected of me during fall training.

 1 2 3 4

4. Fall training had a positive effect on student behavior.

 1 2 3 4

5. We should plan on a fall training next year.

 1 2 3 4