

Parents/Guardians:

To be successful, our behavior system needs to be a partnership between home and school. Throughout the school year, the PBIS team will send updates and information about PBIS. We invite your comments, concerns and ideas to make PBIS work at our school.

Please support PBIS at your student's school by:

- Reviewing behavior expectations with your child
- Using the three expectations at home:
 - Be Respectful
 - Be Responsible
 - Be Safe
- Providing positive reinforcement (rewarding good choices with compliments or quality time) at home
- Sharing comments with or asking questions of PBIS team members

Together we can achieve more!

Positive Behavior Interventions and Supports:

A PBIS Guide



Fond du Lac
School District

What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a research-based framework for teaching and supporting positive behaviors for ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn. The benefits of implementing PBIS include ---

- fewer behavior issues
- more instructional time
- better attendance for student success

The foundation of PBIS in the Fond du Lac School District lies in the three fundamental expectations at all of our schools.

- Be Respectful
- Be Responsible
- Be Safe

In addition to these behavior expectations, PBIS has five other components:

- 1) **behavior matrix** which explains specific behavior expectations in each school setting
- 2) **direct teaching** of the expectations
- 3) **PBIS acknowledgment system** to recognize appropriate behavior
- 4) **behavior reporting forms** to record and address inappropriate behaviors
- 5) **data collection** to decide on further lessons and other interventions

BEHAVIOR MATRIX

The Behavior Matrix is a detailed description of expected behaviors in each setting of the school. For example, in the hallway, “stay to the right” instructs how to be safe when in the hallway. It is responsible to “leave no trace” and take all of your items with you. The matrix is posted throughout the school. Each classroom teacher also has created a matrix specific to that class so students understand the routines for each classroom.

TEACHING EXPECTATIONS

Throughout the school year, students are taught what it looks like to be respectful, responsible, and safe in every setting during the school day. The lessons are called “Cool Tools” or “Behavior Lessons”. These lessons will be re-taught and reinforced throughout the school year and become part of the instructional program. Reminders are frequently used. For example, before students leave a classroom, they might hear, “Remember, when walking in the hall, be polite and stay to the right”.

ACKNOWLEDGMENT SYSTEM

Acknowledging and reinforcing positive behavior is one of the best ways to encourage appropriate behavior and change inappropriate behavior. Students earn cards/tickets for meeting behavior expectations. When goals are met, students enjoy school-wide celebrations periodically and other special opportunities.

BEHAVIOR REPORTING FORMS

Even with clear expectations and positive reinforcement, sometimes students will misbehave. A Behavior Report is written to record the incident. Students are then assisted in learning the desired behavior again by completing a follow-up agreement, conferencing with the teacher, meeting with staff and parents, etc.

- Minor infractions - disruptive to the learning environment - handled by the supervising staff member in the situation.
- Major infractions - more serious or repeated inappropriate behaviors - meet with the principal and parents receive notification.
- Effective interventions and supports will be in place to help students succeed in all academic and behavior areas.

DATA COLLECTION

Collecting data about the times, places, behaviors, etc., ensures informed decision-making to help all students meet the expectations through further interventions. Data gives objective points for making decisions.