



SOUTHGATE SCHOOLS

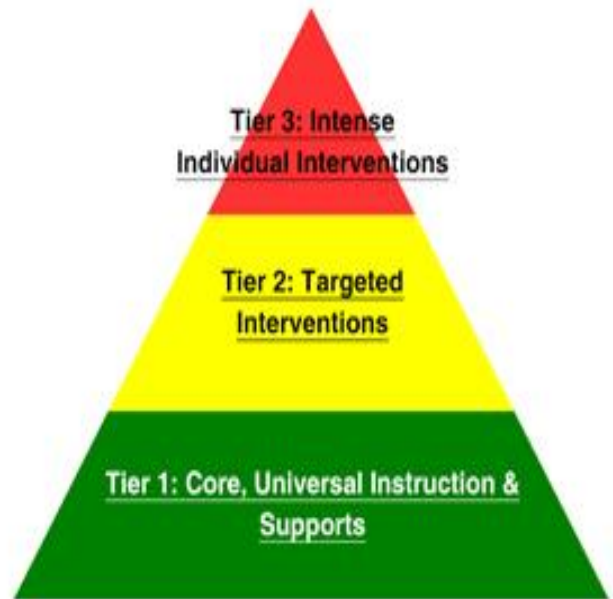
POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

WHAT IS PBIS?

PBIS is a proactive approach based on a three-tiered model of prevention & intervention aimed at creating safe & effective schools.

CORE FEATURES:

- Schoolwide Expectations
- System to Acknowledge Behavior
- Consequences for Problem Behavior
- Classroom Systems
- Data & Decision Systems
- Bully Prevention
- Family Engagement
- Leadership Team



BE RESPECTFUL, BE RESPONSIBLE, & BE SAFE!

CONTINUUM OF APPROPRIATE CONSEQUENCES:

PRE-CORRECTIONS: Frequent reminders of expectations.

REDIRECTION: emphasize what you want student to do.

REFER TO EXPECTATIONS: "We respect each other in this class & that means using kind language."

PRAISE IN PUBLIC, CORRECT IN PRIVATE.



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PBIS CHEAT SHEET

HOW OFTEN
SHOULD I GIVE
POSITIVE
ATTENTION?

4:1

4 positives to
1 correction.

FRONT LOADING:

Prepares students for expected behavior by telling them exactly what you want to see.

"As we head into the hall, I will be looking for quiet & respectful behavior."

FREQUENT OPPORTUNITIES TO RESPOND:

- *Increases comprehension.
- *Allows reluctant learners practice.
- *Decreases disruptions.

GREETINGS & POSITIVE ATTENTION:

GREET EVERY STUDENT BY NAME & WITH A POSITIVE STATEMENT.

- *"You must be proud of.."
- *"I love the way you..."
- *"You made a great choice when you..."
- *"You showed respect when you..."
- *"You were so responsible when you..."
- *"Way to be safe when you..."

ACTIVE SUPERVISION:

1. Move.
2. Scan- eyes & ears.
3. Frequent positive contacts/greetings.
4. Praise for following expectations.
5. Correct behavior calmly & firmly.
6. Use predetermined consequences.
7. Report problems.

CORRECTIVE FEEDBACK

NAME THE PROBLEM BEHAVIOR & say:

"that was not respectful."

WHAT SHOULD YOU HAVE DONE, say:

"What's a better way to do that?"

PRACTICE IT, say:
"Let me see that."

ACKNOWLEDGE COOPERATION!, say:
"Thanks."

GIVE ME 5

1. Eyes on speaker.
2. Ears listening.
3. Mouth closed.
4. Hands still.
5. Feet quiet.

Give Me
Five

