

Allendale High School PBIS Parent Handbook



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Introduction to PBIS

What is PBIS?

School-wide Positive Behavioral Interventions and Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

Why PBIS at Allendale High School?

Frequently, the question is asked, “Why should we have to teach kids to be good? They already know what they are supposed to do. Why can’t we just expect good behavior?” Traditional PBIS provides the framework for a common approach so students and staff clearly understand the behavioral standards in the different locations in school. The behavior expectations that are taught and acknowledged are more likely to continue in the future.

At AHS, we believe that it is important to treat our students as individuals and in developing young adults. A major development milestone for our students is to find a sense of self and become independent thinkers. We will focus on a set of values that are to be generalized from setting to setting, not simply spelled out and practiced within each location. Teachers develop, introduce, model, and reinforce classroom standards to help our students fully participate in learning, while retaining individuality in the classrooms. Furthermore, it is important for our students to develop the skill of code-switching for various locations in the school. Code-switching means modifying your speech to adapt to sociocultural norms. It now commonly means changing your behavior to suit the setting and circumstances, as well. Our students need to learn that classroom expectations can differ from an algebra class to health or band or art. Certainly expectations are different while socializing in the cafeteria than when they are hanging out at a friend's house.

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals and suspensions. Research has shown that the implementation of just punishment, especially when it is used inconsistently, and in the absence of other positive strategies, is ineffective. Consequences as defined in the student handbook will continue to be applied, supplemented with positive support. Introducing, modeling, and reinforcing positive social behavior is an important step of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more effective approach than waiting for misbehavior to occur before responding. The purpose of Tier 1 PBIS at AHS is to establish a climate in which appropriate behavior is the norm.

Why should students be acknowledged for doing what is expected?

Positive behaviors which are acknowledged are more likely to be repeated. If staff want students to demonstrate common acts of responsibility and respect, they will need to acknowledge those behaviors when they occur. Good behavior should not be taken for granted.

Is PBIS a form of rewarding hard work, progress, and growth?

Yes! If we view ourselves as “coaches,” we are recognizing and rewarding hard work. The purpose of recognition is to reinforce and increase positive behaviors. This recognition helps clearly describe and define expectations so that all students can successfully meet them and repeat them. Recognition should always be given in an open and honest format. By providing behaviorally specific recognition linked to already established expectations, staff help assist students in the process of understanding and monitoring their own behavior.

Won't students become dependent on rewards to prompt good behavior?

When a message that recognizes a student's efforts as being responsible for success is given with a reward, internal motivation will actually be strengthened. Tangible rewards should always be accompanied with social rewards such as verbal praise or positive regard. By clearly linking student behavior to a positive outcome, internal motivation is increased and strengthened. This is a positive and specific way for students and staff to interact.

Three-Tiered Model of School-Wide Behavior Support

Tier 1: Universal Practices

For all students in all school settings.
Helps to make all school settings consistent and positive.

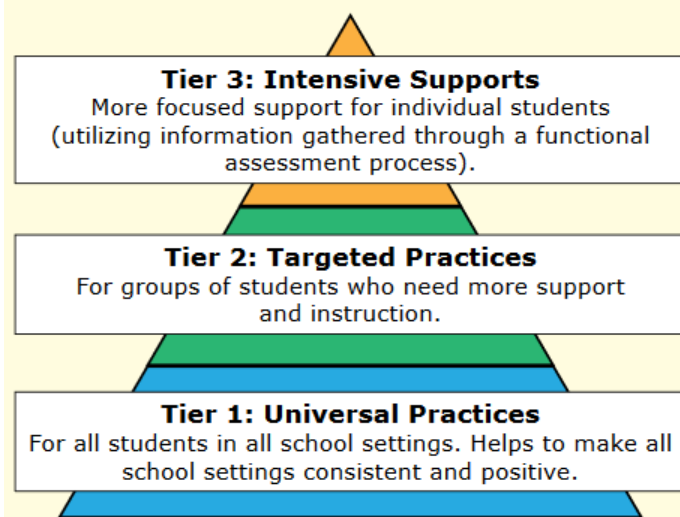
Tier 2: Targeted Practices

For groups of students who need more support and instruction.

Tier 3: Intensive Supports

More focused support for individual students (utilizing information gathered through a functional assessment process).

The PBIS structure is broken into levels (called tiers). Each tier is designed to meet the needs of all students by providing appropriate supports. PBIS is a form of a [Multi-Tiered System of Supports \(MTSS\)](#).



Tier 1 PBIS at Allendale High School

PBIS is a comprehensive approach to behavior management utilized by all staff throughout the school building. Behavioral expectations are clearly defined and utilized in all settings. Our expectations in the High School will follow the values of Falcon P.R.I.D.E. - Persevere, Respect, Invite, Discover, Engage.

PBIS methods are research based and have been shown to significantly reduce the occurrence of problem behaviors. PBIS focuses on prevention, under the premise that if students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, that 80-85% of students will follow these systemic expectations. The 15-20% of the students not responding to these universal expectations will receive additional support through group and individual interventions.

Critical to PBIS implementation is systematic analysis of behavioral and office discipline referral (ODR) data. Analysis of behavioral data allows us to identify problem areas and implement systematic, school-wide interventions, acknowledgement of students displaying positive behaviors and communicate this information to staff, parents and students.

The key components of an effective school-wide PBIS system include:

- Clearly defining and explicitly teaching behavioral expectations (Behavior Matrix Procedures)
- Consistently reinforcing the positive behaviors we wish to promote (for example: Strategies for acknowledging positive behaviors, grade level incentives)
- Utilization of behavioral data to identify problems and assess progress
- System of correcting problem behaviors and teaching appropriate replacement behaviors (Office discipline referral, strategies for correcting behavior)
- Supports for Educators (PBIS Coach, Tier 2-Behavior Team)

The end goal of our Positive Behavior Interventions and Supports (PBIS) is to improve school climate in order to promote a safe and successful learning environment for all students and staff. The most critical element of our PBIS implementation is CONSISTENCY!

Teaching Positive Expectations

Behavior Expectations Matrix:

 FALCON PRIDE				
	INSTRUCTIONAL AREA	RESTROOM & LOCKER ROOM	CAMPUS & CAFETERIA	EVENTS
P PERSEVERE	WORK THROUGH CHALLENGES CELEBRATE ACHIEVEMENTS	USE AS INTENDED BE QUICK	BE AWARE BE PROUD OF OUR SCHOOL USE CONVERSATIONAL VOLUME	LISTEN & PARTICIPATE PERFORM YOUR BEST
R RESPECT	USE HEALTHY COMMUNICATION TAKE RESPONSIBILITY USE TECHNOLOGY AS EXPECTED	TAKE CARE OF FACILITIES BE TIDY & CLEAN OBEY LAWS REGARDING CELL PHONE USE	BE A GOOD CITIZEN RESPECT PERSONAL SPACE KEEP THE BUILDING CLEAN	RESPECT PEOPLE & PROPERTY BE A GOOD COMMUNITY MEMBER REPRESENT OUR SCHOOL WITH PRIDE
I INVITE	ASSUME OTHERS HAVE POSITIVE INTENTIONS BE THOUGHTFUL HELP OTHERS	GIVE THE PRIVACY YOU EXPECT TO GET	HELP OTHERS NOTICE & INCLUDE BUILD HEALTHY RELATIONSHIPS	BE A GRACIOUS HOST BUILD HEALTHY RELATIONSHIPS ENCOURAGE OTHERS
D DISCOVER	BE OPEN & WILLING TO PARTICIPATE LEARN FROM EXPERIENCES ASK QUESTIONS	NOTICE & REPORT ISSUES BE SELF AWARE	NOTICE & REPORT ISSUES BE SELF AWARE	HAVE FUN! GET INVOLVED USE YOUR TIME & TALENTS
E ENGAGE	BE PREPARED & PRODUCTIVE BE ORGANIZED KNOW & FOLLOW THE STANDARDS	USE ELECTRONICS APPROPRIATELY	BE PROUD OF WHO YOU ARE POSITIVELY INTERACT WITH OTHERS	CREATE A POSITIVE ENVIRONMENT HAVE SCHOOL SPIRIT SERVE OTHERS

Instructional Areas

- P PERSEVERE**
Work Through Challenges
Celebrate Achievements
- R RESPECT**
Use Healthy Communication
Take Responsibility
Use Technology As Expected
- I INVITE**
Assume Others Have Positive Intentions
Be Thoughtful
Help Others
- D DISCOVER**
Be Open & Willing to Participate
Learn From Experiences
Ask Questions
- E ENGAGE**
Be Prepared & Productive
Be Organized
Know & Follow the Standards
- 

Campus & Cafeteria

- P PERSEVERE**
Be Aware
Be Proud of Our School
Use Conversational Volume
- R RESPECT**
Be A Good Citizen
Respect Personal Space
Keep the Building Clean
- I INVITE**
Help Others
Notice & Include
Build Healthy Relationships
- D DISCOVER**
Notice & Report Issues
Be Self Aware
- E ENGAGE**
Be Proud of Who You Are
Positively Interact with Others
- 

Restroom & Locker Room

- P PERSEVERE**
Use As Intended
Be Quick
- R RESPECT**
Take Care of Facilities
Be Tidy & Clean
Obey Laws Regarding Cell Phone Use
- I INVITE**
Give the Privacy You Expect to Get
- D DISCOVER**
Notice & Report Issues
Be Self Aware
- E ENGAGE**
Use Electronics Appropriately
- 

Events

- P PERSEVERE**
Listen & Participate
Perform Your Best
- R RESPECT**
Respect People & Property
Be a Good Community Member
Represent Our School with Pride
- I INVITE**
Be a Gracious Host
Build Healthy Relationships
Encourage Others
- D DISCOVER**
Have Fun!
Get Involved
Use Your Time & Talents
- E ENGAGE**
Create a Positive Environment
Have School Spirit
Serve Others
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