

## A SUMMARY OF IMPACT

School-Wide Positive Behavioral Interventions and Supports (PBIS) is a framework schools use to define behavioral expectations for all students in a school, and then teach those behaviors to students. Students using correct behaviors are positively acknowledged, and the PBIS school-based teams use school-specific data to select and design behavioral approaches and interventions in the school. Once a school has a school-wide program fully in place and implemented, they begin focusing behavioral efforts on smaller groups of students who require additional supports to be successful in school.

In 2013-14 K-Beach Elementary, Nikolaevsk School and Soldotna Elementary began their first year of implementation. Other schools who continued a previously established PBIS framework included Homer Flex, Nikiski North Star Elementary, Ninilchik School, Redoubt Elementary, and Sterling Elementary. In 2014-15, three schools will begin implementing PBIS practices; they include Razdolna School, Voznesenka School, and West Homer Elementary.

PBIS practices have direct impacts on the learning of students in participating KPBSD schools. In the eight schools implementing PBIS in 2013-14 there was a combined total of 362 fewer Office Discipline Referrals than last school year. This equates to an estimated gain of 16,290 minutes of academic engaged time for students in the schools, which is the equivalent of 271.5 hours or roughly 45 school days of learning!



## KPBSD'S SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION & SUPPORTS IMPLEMENTATION SITES

Homer Flex (9-12) in Homer

K-Beach Elementary (K-6) in Soldotna

Nikiski North Star Elementary (K-5) in Nikiski

Nikolaevsk School (K-12) in Nikolaevsk

Ninilchik School (K-12) in Ninilchik

Razdolna School (K-12) in Homer

Redoubt Elementary (K-6) in Soldotna

Soldotna Elementary (K-6) in Soldotna

Sterling Elementary (K-6) in Sterling

West Homer Elementary (3-6) in Homer

Voznesenka School (K-12) in Fritz Creek

### For More Information:

Contact the KPBSD Pupil Services Department at 907-714-8881 or the school principal at any site listed above.



## POSITIVE BEHAVIOR INTERVENTION & SUPPORTS (PBIS)

## IN THE KENAI PENINSULA BOROUGH SCHOOL DISTRICT



The five main features of school-wide PBIS practices are:



Individuals of every age have something to learn and something to teach one another. Fostering environments where teaching and learning is successful for everyone is at the core of PBIS practices.

1. The joint creation of school-wide behavior expectations where everyone uses words in the same ways and that are implemented consistently.
2. The explicit and direct teaching of behavior expectations with frequent refreshers, re-teaching, and modeling.
3. Providing frequent and systematic acknowledgement, reinforcement, and celebration of correct behaviors with a ratio of 5 positive acknowledgements to every 1 correction.
4. Using positive and preventative strategies to correct undesired behaviors alongside clear, consistent, and logical consequences.
5. Making decisions about school and student needs that are based on objective and reliable data.

PBIS work is guided at each site by a PBIS Tier I Leadership Team, comprised of the school principal, teachers, paraprofessionals, parents, and when appropriate to the age and circumstance, students. At the district level, PBIS implementation is overseen by a team of administrators, teachers, and knowledgeable specialists. Sites that wish to explore PBIS implementation should contact the district's Pupil Services Department.

## FAQS & A PARENT GUIDE FOR PBIS PRACTICES

Q: Is this where kids are given toys or other things for doing what they're supposed to do, and nobody ever gets suspended?

A: No. Each school community identifies what types of reinforcement and recognition reflects their community values and will be most meaningful to their students. The 'rewards' are centered around personal connections that promote healthy relationships and healthy schools while reinforcing desired behaviors. The 'consequences' are centered around a logical response to the problem that includes understanding why the behavior occurred and taking action to prevent it from reoccurring. All KPBSD policies and procedures are followed and embedded in PBIS practices, including requirements for exclusion from school when appropriate.

Q: Is there a copy of this 'program' to use at home?

A: PBIS isn't a program; it is a framework that greatly increases the likelihood of children learning to act in socially appropriate ways at school, at home, in the community, or anywhere PBIS practices are implemented. The framework can be easily applied at home, it just takes planning and follow through to do it. School psychologists, school principals, and many teachers can help families plan how to implement PBIS practices at home.

Q: How can I use PBIS practices at home?

A: The first step is for the adults in the house to come to agreement on what behavior should look like. For example, adults might agree that to 'be safe' everyone walks inside the house and picks things up off the floor. To 'be respectful' might look and sound like using inside voices, asking before using something that belongs to someone else in the house, and looking at the person when someone in the house is speaking to them. Adults might identify other important categories of behavior.

The second step is to talk with everyone in the house about what the behavior expectations do and do not look like. Act things out and rehearse how you'd like things to go. Create a poster or take a picture to put up as a reminder, and make a plan for practicing and visiting about what you expect regularly so no one forgets or thinks it doesn't matter anymore.

The third step is to decide how you will acknowledge and celebrate when people in the house are doing the right thing. When you notice that nothing was left on the floor – how will you share that you noticed? At what point will you celebrate that the right thing has happened multiple times? Set a goal that's achievable, but also requires effort to achieve.

The fourth step is to plan how you will respond when your expectation for behavior are not met. How will you or others offer a reminder of the expectation? At what point does someone need to make a plan for how to avoid the problem that's causing the behavior in the first place? What's a logical consequence that is related to the problem behavior? Fixing things, doing something kind for someone you've hurt, giving up free time to help someone that had to give up their time to help you, or spending some quiet time to come up with and practice a plan to avoid the problem are all ways of making amends.

Once everybody has the same understanding of what's expected and what isn't, put a reminder in your phone, on your calendar, or on your mirror so that you don't forget to pay attention and acknowledge or celebrate when people are doing what is expected. Try to give five genuine compliments for every one time you correct a behavior, and remember that what you focus on, you will get. If you focus on arguing instead of cooperating, that's what you'll end up with!

