

## ***What is Positive Behavior Interventions & Supports (PBIS)?***

Positive Behavior Interventions and Supports is a process for creating school environments that are more predictable and effective for achieving academic and social goals. PBIS will enhance our current systems and practices and also change our culture for the better.

### ***How does it work?***

A key strategy of the PBIS process is prevention. The majority of students follow the school's expectations, but are rarely acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, we will view it as an opportunity for re-teaching, not punishment.

### ***Does it make a difference?***

The PBIS model is a research based strategy that is supported by the state of Wisconsin and the federal Department of Education. The 3-tiered approach reduces problem behavior as a barrier to student achievement. We only have 180 days each year to advance academic progress, so instructional time is very valuable. Research shows that schools following the PBIS model recover thousands of hours of instructional time and, on average, four days of student instruction per year.

## ***What about parents?***

Parents are an important part of PBIS implementation. We encourage parents to use the same expectations and rules that the school teaches. This common language creates consistency and a unified support for expected student behavior. Parents are asked to discuss the common rules and expectations and post them at home for easy reference. Children thrive when they have consistent, predictable expectations and consequences.

### ***Toppers REACHing for the TOP!***

The program is focused on acknowledging students for consistent positive behavior.

- There are expectations for all students, parents, staff, and settings.
- Teachers are acknowledged for noticing positive student behavior.
- Direct instruction of expected behaviors will occur throughout the school year.
- Routines and language with respect to appropriate school behavior are consistent throughout the school.
- Students are rewarded for expected behavior by staff with Topper Tickets allowing students to enter a weekly drawing for books and Topper Time (reward experiences).
- Problem behaviors are addressed with consistent consequences that are focused on re-teaching expected behaviors.

## ***Expectations***

### **Respectful**

- Raise your hand and wait to be called on.
- Use polite and kind words.
- Practice good manners.
- Listen politely when others are speaking.
- Follow directions the first time.

### **Responsible**

- Accept consequences without arguing or complaining.
- Use time wisely.
- Tell the teacher if you have a problem that you cannot solve.

### **Excelling**

- Always do your best.
- Follow classroom routines.
- Complete your work putting forth your best effort.

### **Always Safe**

- Keep hands, feet and other objects to self.
- Walk quietly in the hallway (in a straight line).
- Use materials appropriately.

### **Caring**

- Help others in need.
- Make new friends.
- Take care of the school and classrooms.

### **Honest**

- Be truthful.
- Ask for permission when borrowing things.
- Turn in lost items.
- Admit when you have made a mistake and find a way to make it better.

# **Our Core Values**

## ***Toppers***

**R**espectful & **R**esponsible

**E**xcelling

**A**lways Safe

**C**aring

**H**onest

***for the TOP!***

