

## **School-wide Positive Behavior Support**

1. Clear definitions of **expected appropriate, positive behaviors** are provided for students and staff members and posted throughout every setting;
  - a. Posted in all environments
  - b. School assembly to disseminate expectations
2. Clear definitions of **problem behaviors and the progressive discipline** consequences are defined for students and staff members;
  - a. Definition of problem behaviors and the consequences associated with them
  - b. Providing teachers with a list of classroom-based disciplinary consequences they can deliver prior to office referral
    - i. Redirection, prompt, standard teaching interaction with in-class disciplinary consequence (restriction of privilege)
  - c. What are immediate office referable behaviors?
3. Regularly scheduled **instruction and assistance in behavioral expectations**;
  - a. Teaching expectations at the beginning of the academic year
  - b. Teaching expectations once every month thereafter
4. Effective **incentives and motivational systems** are provided to encourage students to behave consistent with expectations;
  - a. 5 to 1 ratio of positive interactions to negative interactions
  - b. Good behavior bucks that can be exchanged for privileges, desired activities, or items
  - c. Class or grade-level competitions
5. Staff receives **training, feedback and coaching** about effective implementation of the systems
  - a. Trainings
  - b. Observations
  - c. Coaching/mentoring
6. Systems for **monitoring the effectiveness** of SW-PBS
  - a. Office discipline referral
  - b. Student opinion
  - c. Random selection of students and asking