PBIS
Positive Behavior Intervention Strategies and Supports
Presented by the CCSD Churchill District Leadership Team
District Climate Team

- Summer Stephens - Superintendent
- Kimi Melendy - Educational Services
- Scott Winter - High School Principal
- Amy Word - Middle School Principal
- Derild Parsons - Special Education
- Scott Harrington - Behavior Specialist
- Bonnie Hargis - PBIS Coach

Kaci Fleetwood
PBIS State Coordinator
What is PBIS and SWPBIS?
Positive Behavioral Interventions and Supports

**PBIS:**
the science of building effective environments that teach and encourage appropriate behaviors to replace the use of inappropriate behavior.

**School-wide PBIS:**
the application of PBIS to the whole school. Thus, it is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. It is a school discipline and positive school climate model.
Traditional Discipline vs. PBIS

Traditional Discipline
• Focus on student problem behavior
• Goal is to stop undesirable behavior through use of punishment

PBIS Approach
• Replace undesirable behavior with new behavior or skill
• Alter environment
• Teach appropriate skills
• Acknowledge appropriate behavior

Prevent
Antecedent

Teach
Behavior

Reinforce
Consequence
School-wide PBIS is...

- A framework
- Data driven
- Evidence-based
- Preventative
- Universal and Targeted
- Best practice

- A culture change
- Staff-directed
- A continuum of support
- Creating effective learning environments by using the “science of behavior”
SWPBIS Benefits Students & Staff

Benefits Children
* Reduction in problem behavior
* Increased student engagement
* Improved academic performance
* Improved family involvement

Benefits Faculty & Staff
* Improved consistency across faculty
* Improved classroom management
* Reduced faculty absenteeism
* Improved substitute performance/perception
* Increased ratings of faculty “effectiveness”
5 Major Steps for Tier 1 SW-PBIS

1. Clear set of expectations for whole school
2. Procedures for teaching expectations (Lesson Plans)
3. Continuum of procedures for encouraging expectations (Acknowledgements)
4. Continuum of procedures for discouraging inappropriate behavior (Lesson Plans and Discipline Flow Chart)
5. Procedures for ongoing monitoring and evaluation (Data Collection)
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<th>In Progress</th>
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CCMS Expectation Matrix

https://docs.google.com/document/d/1MF57YDs5-rMlkAbkKlaqJtRorUW1zcQnEy-lA_9ToTI/edit
CCHS Expectation Matrix

https://docs.google.com/document/d/1rj_rmy38C6U088Hi3rpBOCZVJ1OZL6iaoW8_lffCTZE/edit
CCMS Acknowledgement Matrix

- https://docs.google.com/document/d/1M74HEBodmo7l9lAx-bD911wz6CD-PlL13HK1dEh981E/edit
CCHS Acknowledgement Matrix

• https://docs.google.com/document/d/1h1ChTluqeyHl_3ONCZSE4s5PnEiAK6UpYrcunn1Ow7w/edit
"Gotchas" Green Gerka

The Churchill County Middle School

For (Student)  From (Staff)

Grade ____________________________

A positive attitude is the little thing that makes a big difference

Churchill County High School

Student __________________________ Grade _____ Staff ________________

Showed:

☐ We are Responsible ☐ We are Safe ☐ We are Good Citizens

☐ We are Kind & Respectful ☐ Other

By:_______________________________________________________________

A positive attitude is the little thing that makes a big difference
CCHS Discipline Flow Chart

https://docs.google.com/document/d/1EvhpP8BVfGGsYVSecaoY-SxDR3A0NO2EFp5KVPf2uHI/edit
Teacher Appreciation

https://docs.google.com/document/d/1cKpm25u3yS3bl9_IIAXXfmkJMB-Z6574NiGwztcQMu4/edit
STOP
and
PBIS ON
Lessons Learned-
CCMS Blended Learning Community Quarter 1
We can look at this from many angles.
Student Views
How much do you communicate with your teacher in the BLC compared with traditional classes.

88 responses
How would you compare the opportunities to work with other students in the BLC compared to traditional classes

88 responses
How would you rate your opportunity to develop personal responsibility in the BLC?

88 responses
### How would you rate your ability to choose your own learning in BLC

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87 responses
How would you describe the rigor (difficulty) of class work in BLC?

87 responses

- 1 (1.1%)
- 2 (1.1%)
- 0 (0%)
- 1 (1.1%)
- 10 (11.5%)
- 10 (11.5%)
- 20 (23%)
- 16 (18.4%)
- 6 (6.9%)
- 22 (25.3%)
How would you compare opportunities for extra projects and clubs in the BLC to traditional classes?

85 responses
How would you compare your opportunity to learn from experts outside of school (webinars, etc.) in the BLC compared to traditional classes?

88 responses

0 (0%) 1 (1.1%) 2 (2.3%) 3 (0%) 4 (9.1%) 5 (5.7%) 6 (11.4%) 7 (15.9%) 8 (19.3%) 9 (19.3%) 10 (35.2%)
How safe do you feel in the BLC.

88 responses

1 (1.1%) 1 (1.1%) 4 (4.5%) 5 (5.7%) 5 (5.7%) 6 (6.8%) 10 (11.4%) 17 (19.3%) 14 (15.9%) 25 (28.4%)
Parent Views
Bi-weekly parent committee meetings to discuss items of interest and concern.

Great turnout for parent-teacher conferences.

Emails flow constantly to learning coaches.
Administration Views