Navigator Schools Core 3
Positive Behavior Interventions and Supports (PBIS)
Classroom Implementation

Action Step	**What:** Teachers will implement the **PBIS framework** in their classrooms in order to create a positive, safe, and nurturing learning environment.

Break It Down	**How:**
	
	Tier 1 PBIS Strategies:
	
	❏ **Teach Explicit Expectations**
	  ❏ During your first class community meeting, **co-create classroom norms tied to your school behavior matrix.** Ask students, "What does it look like to be positive/respectful/safe in the classroom?"
	  ❏ **Prescript all classroom expectations** that you want to teach (transitions, materials, etc.) Ensure all expectations are clear, concise, and consistent.
	  ❏ **Explicitly model and practice** the expectations with students.
	  ❏ **Create visual reminders** of expectations when appropriate and post.
	  ❏ **Repeat and model expectations** as needed.
	
	❏ **Reward Positive Behavior**
	  ❏ Use **Precise Praise** when students exhibit the behaviors you want to see, and follow up with a **PBIS point** using your school rewards system
	  ❏ **Practice positive talk with and about students** at all times, both in and outside of the classroom.
	  ❏ **5:1 Rule of Thumb**: Ensure you are giving five precise praises for every one correction or consequence.
	  ❏ **The Why:** Include why you are rewarding a student or group of students for their positive behavior. Example: At the end of a centers rotation, a teacher may assign a group a point and let the class know, "The purple group received a point for working collaboratively at an indoor voice level."
	
	❏ **Build the Wins**
	  ❏ **Analyze your rewards points data** with your grade level team on a weekly basis:
	    ❏ Each student should receive an average of 5 points per day.
	    ❏ What trends do you see?
	    ❏ Who might you be overlooking? Why?

	❏ Students who display challenging behavior need even more positive reinforcement. Does your data reflect this need? ❏ Use your data analysis to create a plan that you will implement the following week. Examples: 　❏ Because Darla only received 1 point on average each day last week, I will explicitly look for her positive behavior, and provide Precise Praise with points. 　❏ Johnny has been struggling to follow the rule: "Raise your hand for permission to speak." Therefore, staff will be looking to reward this behavior with a PBIS point every time they see Johnny raise his hand before sharing with the class. ❏ **Natural Consequences/Art of the Consequence** (TLAC) 　❏ Use the principles outlined in **Art of the Consequence** to deliver appropriate consequences that are: quick, incremental, consistent, and depersonalized. 　❏ **The Why:** Use teachable moments to discuss the *why* behind the behavioral expectation. When a behavior occurs, find time to talk to the student about why it was a problem and see if they can find an alternative solution. **Tier 2 PBIS Strategies:** ❏ **Relationship Building** 　❏ Identify your students who are struggling with classroom behavior. Reserve at least a few minutes per day to *make a personal connection* with them in order to build a relationship. Get to know them on a personal level… What are their likes, hopes and dreams? ❏ **Follow Through** 　❏ Familiarize yourself with all student behavior plans, and ensure you are following through and documenting your implementation. 　❏ Document all behavior incidents in Illuminate. 　❏ Reach out to your coach if you have a behavioral concern and would like to start an MTSS referral process for a student.
Resources	**NS PBIS Navi 101 Workshop** **PBIS Playbook** **PBIS See It Video** Navi **Behavior Flow Chart** (for reference when using Natural Consequences/Art of the Consequence)

*Adapted from the Center on PBIS