

Positive **B**ehavior **S**upport **I**n **S**chools (PBSIS) Rahway Middle School

PBSIS is a partnership between the NJ State Department of Education, Office of Special Education Programs and the Elizabeth M. Boggs Center on Developmental Disabilities at UMDNJ Robert Wood Johnson Medical School. This project is funded through the New Jersey State Improvement Grant for Special Education Partnerships for Access, Equity, and Outcomes (IDEA B funds, CFDA Number 84.323.A)

Goals of the PBSIS Project

- To create positive learning environments that encourage and support pro-social student behavior at the school wide, classroom, and individual student levels using current, research validated practices in positive behavior support.
- In doing so, the PBSIS project supports the inclusion of students with disabilities within general education programs by developing the school's capacity to meet the needs of all learners.

Targeted Project Outcomes

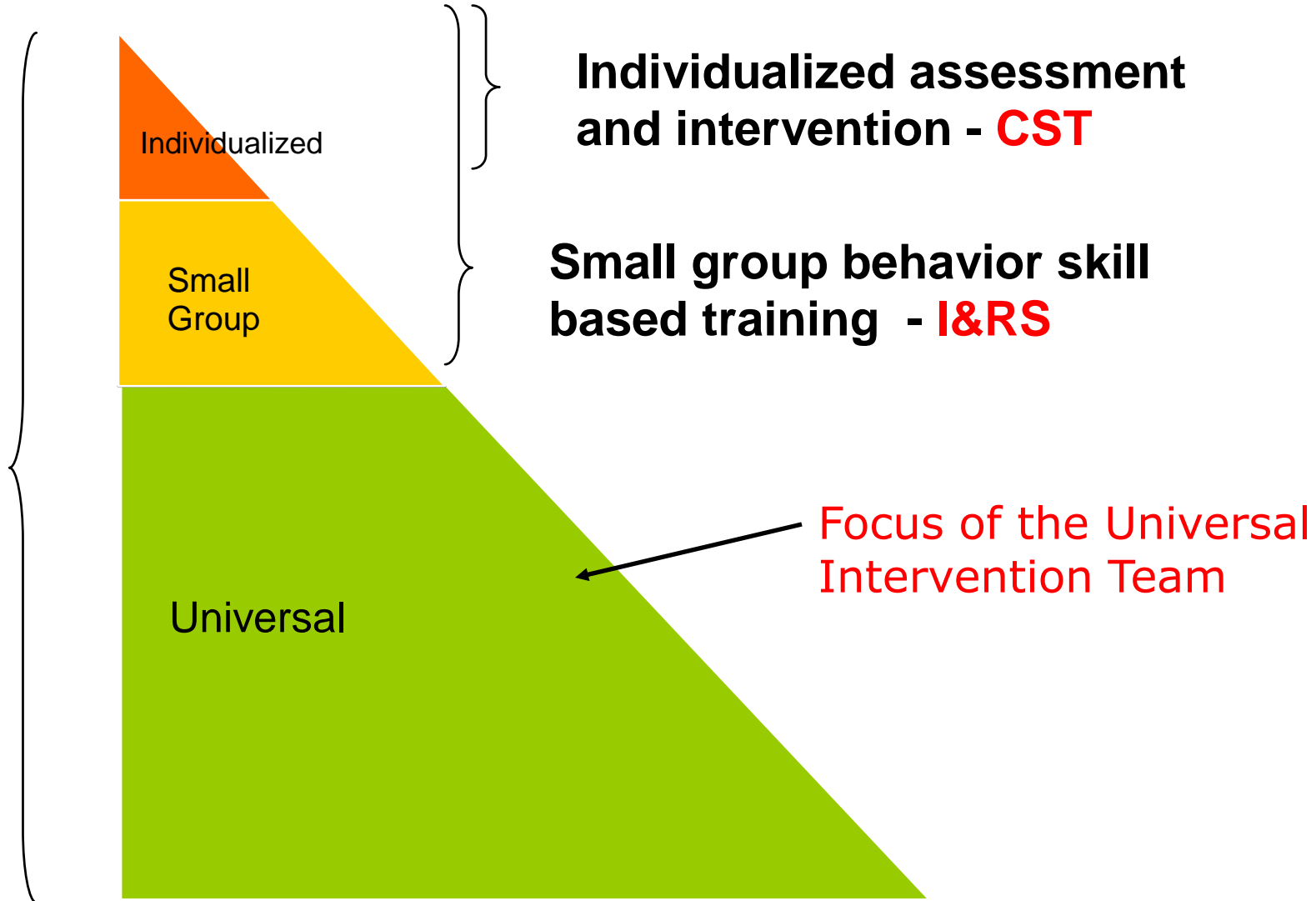
- Increase within general education programs the number of students with disabilities who require behavior support;
- Reduction in the number of students referred for special education services;
- Reduction in office discipline referrals and suspensions for students school wide; and
- Reduction in the number of students who receive repeated office discipline referrals

What does PBSIS look like?

- Multi-Tiered Model of Support
 - **Universal Interventions** for all students, all settings, and all staff – **let's get consistent!**
 - **Small Group Interventions** for groups of students who are at risk – **Let's catch them before they fail!**
 - **Individualized Interventions** for students with most intensive needs – **Let's support them to be successful!**

PBSIS Supports ALL Students

Consistent School Wide Expectations,
Recognition, and Procedures



Components of the Universal Intervention

1. Establish data-management system to monitor and evaluate discipline problems school wide
2. Develop schoolwide behavioral expectations that apply to all students, all staff, in all settings
3. Define expectations for different areas of school
4. Teach behavioral expectations and routines for different areas
5. Develop schoolwide recognition system to acknowledge positive social behaviors

Recognition System

- A recognition system was developed to:
 - Reward students for positive behavior
 - On a daily basis, students “caught” engaging in positive behavior are given a ticket to be entered into weekly/monthly drawings for rewards/privileges.
 - Reward staff for actively recognizing positive behaviors of students.
 - On a monthly basis, the teacher whose name corresponds with the winning student ticket is also rewarded.

PBSIS Key Points

- Participation of the *ENTIRE* staff in PBSIS planning and development
- Focus on increasing appropriate student behavior through the use of positive and proactive strategies
- Develop consistency across school regarding behavioral expectations and discipline procedures

Involvement of School/Community Stakeholders

Communication will take place via:

- School newsletter
- District website
- Local media



Be Respectful
Be Responsible
Be Safe