



Respectful, Responsible, Ready


Ridge-Brook Dolphins PBIS Newsletter

February 22, 2021

Welcome to our Ridge-Brook PBIS Newsletter! In this edition, we will announce our school-wide PBIS student winners since our return to hybrid instruction last month and outline some PBIS facts.

<u>Name</u>	<u>Class</u>	<u>Name</u>	<u>Class</u>
Vera Kolesar	105	Kassidy Melnykowski	102
Brianna Geisser	105	Royal Sloan	100
Ivy Hucks	102	Cavion McMullen	110
Jacob Bostic	102	Maddex Brandt	110
Isaiah Neal	108	Rayanna Neeley	116
Zaid Muhsen	108	Guy Rivera	116
Ryan Olson	118	Ayden Vazquez	119
Simra Syed	116	Nik Corbin	115
Josiah Banner	119	Makoto Sabo	117
Brendan Olson	117	Brock Patte	117
Amelia Sachara	104	Brianna Geisser	105
Hannah Worgull	104	Sophiea Boczek	104

<u>Name</u>	<u>Class</u>	<u>Name</u>	<u>Class</u>
Payton Carper	102	Charlie Parks	115
Jael Andino	102	Adam Chaibi	115
Isaiah Crespo	110	Kayden Smith	115
Olivia Banks	118	Neveen Muhsen	118
Alyssa Torres	117	Hunter Hynst	105
Lilly Malkawi	105	Amiyah Hughes	105
Aliana Williams	105	Morgan Fowler	102
Ammar Muhsen	102		



PBIS Fact Sheet

Facts about the Implementation of Positive Behavioral Interventions & Supports (PBIS) in Ohio

OH PBIS Network Mission

...To advocate for adoption and implementation of the PBIS framework in teaching of social competencies and development of safe and effective school environments...

What is PBIS?

Positive Behavioral Interventions & Supports, is a broad range of systemic and individualized strategies for achieving important social and learning outcomes in school communities while preventing problem behavior. The key attributes of PBS include preventive activities, data-based decision making, and a problem solving orientation (Horner, 2000; Lewis & Sugai, 1999; Sugai et.al., 2000; Weigle, 1997).

Essential Requirements of PBIS

Contact the State Support Team
serving schools in your county for the regional consultants who can assist you with PBIS implementation!

Community Connections:
Schools focus on building positive relationships among all stakeholder groups.

Clear Expectations
School communities identify 3 to 5 school-wide overarching behavioral expectations.

Comprehensive Instruction
Direct instruction, practice and feedback in the expected behaviors are provided for each school setting.
Small group and individualized social skills instruction is incorporated.

Consistency
Consistency in encouraging expected behaviors and discouraging infractions is provided through:
~ active supervision
~ proactive scheduling
~ incentives and reinforcement
~ logical consequences and clear office referral procedures

Supportive Structure
Teams focus on developing an infrastructure in schools that provides effective academic and behavioral supports for all students.

For more information:
www.pbisohio.org

Myths Regarding PBIS

The positive in PBIS means we give out rewards: The positive refers to a change of focus from reactive--constantly pointing out what students did wrong (negatives), to proactive --teaching and recognizing what students are doing right (positives). It refers to an overall change in the school climate to a learning environment where students and teachers feel appreciated, safe and respected. Acknowledgments are used to assist staff to focus on the positive.

PBIS uses bribes to get children to behave: Using an acknowledgment system is not the same as bribing a student to behave. A bribe is something offered or given to a person in a position of trust to influence that person's views or conduct. PBIS acknowledges and rewards students for following school-wide expectations and rules. Acceptable behavior is acknowledged after it occurs. Rewards are earned, not offered as payoff in exchange for good behavior.

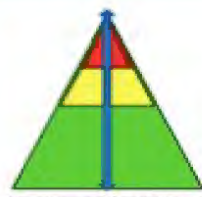
We will no longer punish children for inappropriate behavior: PBIS does not ignore problem behavior. Consequences are more than "punishment." They are the actions that follow the problem behavior and can either help to increase or decrease problem behaviors. PBIS views appropriate consequences as those that are effective in changing the student's problem behavior. Schools plan for problem behavior by matching the level of consequences to the severity of the problem behaviors and maintaining consistency across a school campus.

Why Implement PBIS?

- ✓ Reduction in problem behavior
- ✓ Increased academic performance
- ✓ Improved perception of safety
- ✓ Reduction in bullying behaviors
- ✓ Increased administrator time for instructional leadership
- ✓ Reduction in staff turnover
- ✓ Increased perception of teacher efficacy
- ✓ Improved social-emotional competence
- ✓ Increased positive school climate and culture

Horner, 2013

...Within a Tiered Response to Intervention Framework



...Focusing on the positive, being proactive, providing system level supports, stressing that PBIS is a general education initiative, supporting all children and youth, valuing and respecting families, establishing clarity in direction, including social skills in education and considering emotional impacts on students.

Integrating Initiatives...

...for Safe & Positive School Climate

A Building Leadership Team uses the OIP 5-step process to design and implement school-wide PBIS. In a PBIS school, the school administrator is then also collaborating to:

- ✦ prevent bullying
- ✦ improve classroom management practices [OTES]
- ✦ ensure student safety [prevent and reduce Seclusion & Restraint]
- ✦ promote a positive school climate [OPES] that improves outcomes for all students.

We envision that all learning environments in Ohio will implement PBIS as an effective and proactive framework for improving safety, social competence and academic achievement for all students.



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