

## What is Positive Behavioral Interventions and Supports (PBIS)?

- **PBIS IS** a process for creating safer and more effective schools.
- **IT IS** a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems.
- **IT IS** a team-based process for systemic problem solving, planning, and evaluation.
- **IT IS** an approach to creating an environment within which school-based teams of educators are trained in systems change, effective behavior management principles and practices; and applications of research-validated instruction and management practices.
- **IT IS NOT** a program or curriculum, but rather a process that focuses on improving a school's ability to teach and support positive behavior for **ALL** students, **ALL** staff and in **ALL** settings.
- **PBIS IS** a joint effort between Milwaukee Public Schools Department of Parent and Student Services and the Milwaukee Teachers' Education Association to effectively reduce classroom disruptions and student suspensions through a school-wide systematic tiered-intervention approach. Data shows that schools that implement PBIS with fidelity see decreases in disruptions and suspensions and increases in student achievement.

### PBIS Team Members

Mrs. Marion-Howard, Principal  
Mrs. K. Johnson, Program Implementer  
Ms. Boldt, Psychologist  
Mrs. Scherer, Social Worker  
Mrs. Corby, Teacher  
Ms. Kilgour, Teacher  
Mrs. Maxwell, Teacher  
Mr. Menard, Teacher  
Mrs. Polk, Teacher  
Mr. Rack, Teacher  
Mr. Robbins, Teacher  
Ms. Annie, CLC

### Check-In/Check-Out Staff

Mr. Wilburn

#### **Engleburg School**

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Principal: Mrs. Lisa Marion-Howard  
Staff Internal Facilitator: Mrs. Melissa Maxwell



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Be Safe  
Be Respectful  
Be Responsible

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# PBIS at Engleburg School

## Tier 1

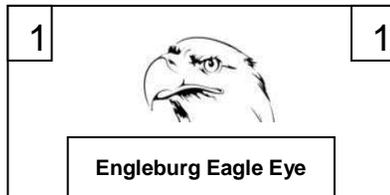
Here at Engleburg School **all** students are engaged in Tier 1 of our PBIS program.

On a daily basis students engage in a lesson wrapped around a school-wide behavior expectation. These lessons are taught by our staff and reach every student.

Students then receive acknowledgement for exhibiting these behaviors as an individual or as a class. These acknowledgements can take the place as verbal acknowledgements from staff members or in the form of a physical acknowledgement we call “Eagle Eyes” or “Eagle Talons.”

Students can save up these “Eagle Eyes” to earn individual incentives such as school supplies, snacks, and field trips.

Classrooms can earn “Eagle Talons” to buy-in to monthly celebrations such as school dances and nacho parties.



## Tier 2

Here at Engleburg School, sometimes **some** students need a little more assistance in exhibiting proper behaviors.

For those students who need this assistance, they will enter Tier 2 to receive additional supports.

**Check-In/Check-Out (CICO):** At the beginning of the day students will meet with a staff member who will make sure the student is ready for the day, go over any goals for the day, and give them a Daily Progress Report. The students will take the form to each of their teachers and receive positive feedback from each teacher regarding their behavior. At the end of the day the student returns to the same staff member and checks out.

**Small groups (SAIG):** Students may also be in a small group that works on teaching and building their skills sets in specific areas. This group is led by a staff member who meets weekly with the group over the course of 9 weeks. Students also are provided a progress monitoring form for teachers to give feedback on how they are using the skills they learned in the classroom.

**Brief Behavior Intervention Plan/Functional Based Assessment (BIP/FBA):** Staff will actively work with teachers to define and to problem solve strategies to teach behaviors or modify environments to promote desired behaviors and best support the needs of students.

## Tier 3

Here at Engleburg School, sometimes **a few** students may need more individualized and comprehensive supports.

**Wraparound Services:** This process is family-centered, strengths-based, comprehensive, flexible, individualized, and needs based. Home, school, and community members work together as a team to develop an individualized plan that focuses on building upon students’ strengths and addressing students’ needs.

**Comprehensive Behavior Intervention Plan/Functional Based Assessment (BIP/FBA):** Staff will actively work with teachers to define and to problem solve strategies to teach behaviors or modify environments to promote desired behaviors and best support the needs of students.

**Student Participants**

- Follow all school-wide expectations
- Attend school daily and on time
- Be prepared for school daily
- Allow all students to be successful

**Parents of Participants**

- Reinforce positive behaviors at home
- Monitor student progress academically and behaviorally
- Be an active member of student’s education

**School Staff**

- Teach behavior lessons
- Give positive feedback
- Use pre-correction strategies
- Engage in active supervision of all students
- Proactively contact families of students who need more assistance