School-wide Positive Behavior Support

1. Clear definitions of expected appropriate, positive behaviors are provided for students and staff members and posted throughout every setting;
   a. Posted in all environments
   b. School assembly to disseminate expectations

2. Clear definitions of problem behaviors and the progressive discipline consequences are defined for students and staff members;
   a. Definition of problem behaviors and the consequences associated with them
   b. Providing teachers with a list of classroom-based disciplinary consequences they can deliver prior to office referral
      i. Redirection, prompt, standard teaching interaction with in-class disciplinary consequence (restriction of privilege)
   c. What are immediate office referable behaviors?

3. Regularly scheduled instruction and assistance in behavioral expectations;
   a. Teaching expectations at the beginning of the academic year
   b. Teaching expectations once every month thereafter

4. Effective incentives and motivational systems are provided to encourage students to behave consistent with expectations;
   a. 5 to 1 ratio of positive interactions to negative interactions
   b. Good behavior bucks that can be exchanged for privileges, desired activities, or items
   c. Class or grade-level competitions

5. Staff receives training, feedback and coaching about effective implementation of the systems
   a. Trainings
   b. Observations
   c. Coaching/mentoring

6. Systems for monitoring the effectiveness of SW-PBS
   a. Office discipline referral
   b. Student opinion
   c. Random selection of students and asking