**PBIS**

**Positive Behavioral Interventions and Supports**

**At McLane we have embraced and implemented the PBIS framework within our school. It is a process and needs continual review to keep us moving forward. It is said by the people in the know, that it takes 5 to 7 years to fully implement.**

**PBIS stands for Positive Behavioral Interventions and Supports. It is not a curriculum but a framework that encompasses all students and staff. Research shows that when students are feeling safe, their environment is consistent, and they know exactly what is expected of them, their learning increases and academic skills improve.**

**There are three Tiers to the system. Think of an equilateral triangle with Tier 1 being at the bottom of the triangle. Tier 1 takes up about 80% plus of our student body. The focus at Tier 1 is to have clear and consistent expectations throughout the school. The McLane school wide expectations are**

**Show respect, live responsibly and stay safe.**

**All behavior expectations throughout the school are tied to the school wide expectations. The skills are taught, reviewed and retaught from the first day of school and throughout the year and throughout the school. The belief is that not all students have a clear understanding of what expected behavior at school looks like. We as staff don’t “assume” they know...we teach them. The school environment is therefore predictable, safe and consistent. We have common goals and common language which improves student behavior.**

**There is a significant emphasis on the positive with students and they are reinforced in many ways when making good choices. Students are praised and encouraged. They can earn OWL feathers to recognize their appropriate behavior which they can use at the OWL store. At the OWL assembly, students are recognized in front of the school with their parents invited to the assembly. Within classrooms, students individually and collectively work toward fun activities and/or prize boxes. The research says that each individual needs at least 5 to 1 ratio of positive feedback to negative. With the minimum of 5 to 1 positive consequences, students show growth and improvement behaviorally and as a result, academically.**

**The literature is also clear that using punishment doesn’t result in a change of behavior. Although there are times when consequences have to occur, we are always thinking, “What do we need to teach this student so they have more skills in their toolbox”...”and they can make better choices in these situations.”**

**Some students may still need more attention and intervention to feel and be successful. At Tier 2, students that have been identified through screening, behavior data and teacher input. It is determined which students need additional supports and interventions. This accounts for about 10 to 15% of our students.**

**One of the interventions we primarily use is called Check in/ Check out (CICO). Students check in with our behavior tech/para in the morning. The students receive a CICO form that has “chunked” the day into sections so students can receive feedback throughout their day (primarily from their classroom teacher). This form is used as a teaching tool as the teacher confers with the student and together they complete the form. At the end of the day, the student checks out with the behavior tech and/or counselor. The student knows if they have met their goal for the day. Brief discussion and completion of parent report is done. Student is praised for the work they did toward their goal (OWL feathers and stickers involved for those that meet their goal) and encouragement for the next day.**

**We keep data to see how the student progresses. If they are able to meet their goal over a period of time, they we have a graduation ceremony with all the CICO students attending. Teachers then do a modified version of CICO with celebrations included when meeting goal. Gradually, this support will be faded out. By this time, the student is feeling more successful and the reward is how they feel about themselves…intrinsic reinforcement.**

**If we don’t see growth, then we look at other options whether that be tweaking CICO or teaching and reinforcing behaviors in other ways. Other interventions being investigated and/or pilots implemented, include whole group instruction in the classroom on “getting along with others”. Small groups of students work with the counselor on learning skills that will help them be more successful with peers and increase appropriate behavior which can positively impact their learning. This is a continuing area of gathering data, deciding upon interventions and then implementing. As we make more decisions about how we will work with students that need additional support, more information will be included in this website.**

**If you have concerns about your child, please let us know. Many of you talk with his/her teacher which is a great place to start. Know that the teacher may also bring in the school counselor into your discussion if it is felt that there may be a need for both different or more significant supports and strategies. You may also contact the school counselor, Kim Swanson, directly. At McLane we all work together and believe that collaboration is important**