



Meadowbrook Middle School

Positive Behavioural Interventions & Supports

What is PBIS at MMS?

Philosophy:

Positive Behavioural Interventions and Support (PBIS) at Meadowbrook Middle School is a team based, systematic approach in teaching behavioural expectations throughout the school. It is based on a proactive model which teaches the behaviours, reinforces and recognizes students who are able to model these behaviours and has systems in place to support students who have a difficult time or may present with more challenging behaviours.

The team approach is what truly makes this system work and we really need every family's support to help us be successful.

Approach:

Instead of using a patchwork of individual behavioural management plans, we have moved to a school-wide discipline system that addresses the entire school, the classroom, areas outside the classroom (such as hallways, restrooms, offices, playground/school grounds, etc.).

Every person who works in the school is aware of the behavioural expectations and works to ensure students are consistently getting the same message, regardless of the setting they are in or the adult they come in contact with.

Implementation Plan:

MMS will begin planning and working on a trial implementation of PBIS in the Spring of 2011. We will be fully implementing PBIS with our student in the fall of 2011. In order to accomplish this task, several components need to be in place.

They are as follows:

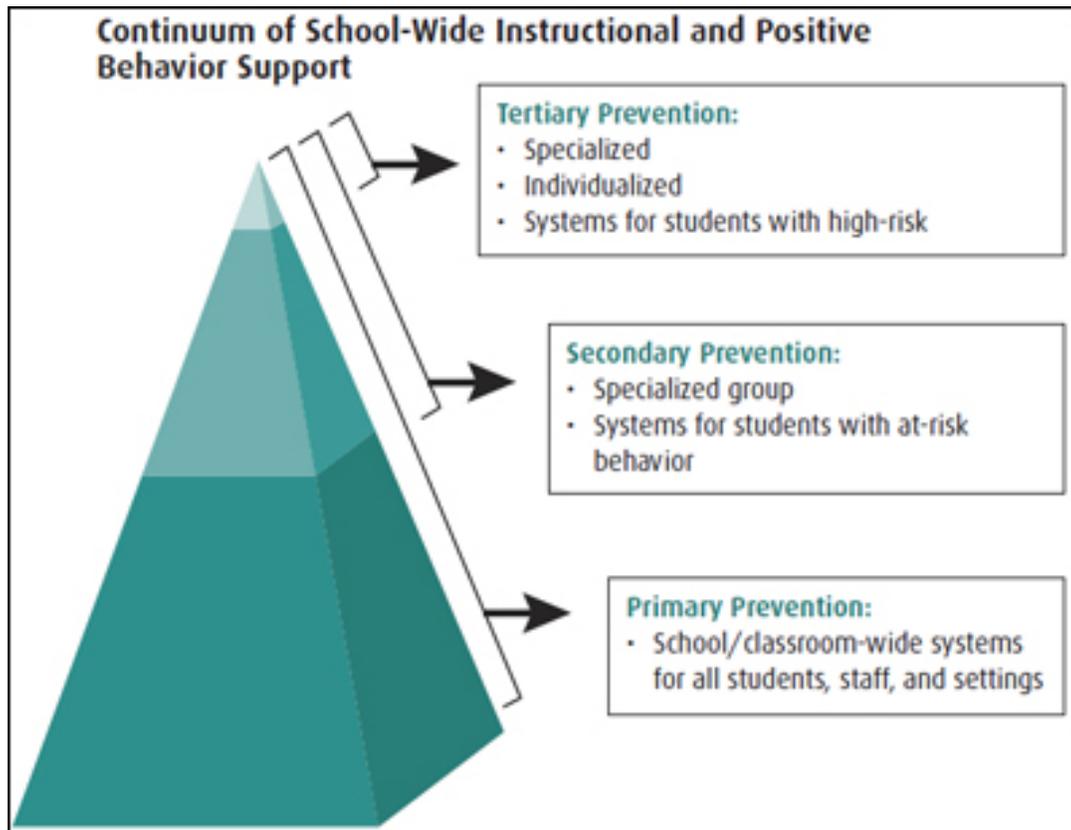
1. Behavioural Expectations are defined. A small number of clearly defined behavioural expectations are simply stated in positive terms. Meadowbrook Pride (Positive, Respectful, Imaginative, Determined and Enthusiastic) or PAWS – Positive attitude, Act responsibly, Work and play safely and Show respect
2. Behavioural Expectations are Taught: Behavioural expectations are identified for various settings in the school. The behaviours are taught to all of the students in the school through direct teaching with the help of staff.
3. Appropriate Behaviours are acknowledged: Once appropriate behaviours have been defined and taught, they are acknowledged in various ways on a regular basis.
4. Data Collection: Office Discipline data is collected on school-wide behaviour and a team

reviews the data regularly to determine when and where the problems are occurring. The committee then brainstorms ways to proactively address the problems and to re-teach and reinforce positive behaviours.

5. Individual Support is provided for students not responding to the School-Wide System: MMS has a system for developing plans for individual students who may have a difficult time and need more support and interventions in the school setting.
6. Active Support by All Stakeholders: The entire school community is needed to be actively involved in order to make the system successful.

Benefits of PBIS (research based):

1. Increases attendance.
2. Student self-reports of a more positive and calm environment.
3. Teacher reports of a more positive and calm environment.
4. Reduction in the proportion of students who engage in behavioural disruptions.
5. Reduction in the number of behavioural disruptions.
6. For more information about PBIS, please see these online resources:
visit http://www.nasponline.org/resources/factsheets/pbs_fs.aspx
<http://www.pbis.org/school/rti.aspx>
<http://www.pbis.org/>



MEADOWBROOK MIDDLE SCHOOL



Expectations	Arrival/ Dismissal	Hallways	Bathroom	Recess	Assemblies	Classroom	Lunch	P.E.
Respect Learning	<ul style="list-style-type: none"> Use kind words Obey all adults 	<ul style="list-style-type: none"> Use quiet voices 	<ul style="list-style-type: none"> Be quick 	<ul style="list-style-type: none"> Listen for whistle Ask permission to go back inside the building for any reason 	<ul style="list-style-type: none"> Listen to speaker 	<ul style="list-style-type: none"> Listen to your teacher Do neat work Follow directions respectfully Be prepared 	<ul style="list-style-type: none"> Practice good eating manners 	<ul style="list-style-type: none"> Be on time Have supplies Follow all directions
Respect Others	<ul style="list-style-type: none"> Keep hands and feet to self Use appropriate voice level 	<ul style="list-style-type: none"> Keep hands and feet to self 	<ul style="list-style-type: none"> Flush Respect privacy Be quiet 	<ul style="list-style-type: none"> Play fair Share Include others Play safe 	<ul style="list-style-type: none"> Use your own space Keep hands and feet to self 	<ul style="list-style-type: none"> Raise hand Use appropriate voice level Be ready 	<ul style="list-style-type: none"> Use appropriate voice level Sit in one spot Practice good manners 	<ul style="list-style-type: none"> Follow teacher rules for each class
Respect Self	<ul style="list-style-type: none"> Sit in one spot Go where you belong 	<ul style="list-style-type: none"> Walk in traveling position Walk on the right side of the hall 	<ul style="list-style-type: none"> Wash and dry hands 	<ul style="list-style-type: none"> Walk to the playground Dress for the weather 	<ul style="list-style-type: none"> Walk in traveling position to and from assembly 	<ul style="list-style-type: none"> Walk Be honest Keep your hands and feet to self Try your best 	<ul style="list-style-type: none"> Stay seated until dismissed 	<ul style="list-style-type: none"> Follow teacher rules for each class
Respect Environment	<ul style="list-style-type: none"> Pick up all personal belongings 	<ul style="list-style-type: none"> Keep hands and feet to self 	<ul style="list-style-type: none"> Keep bathroom clean 	<ul style="list-style-type: none"> Use playground equipment properly What's on the ground stays on the ground 	<ul style="list-style-type: none"> Keep area around you clean 	<ul style="list-style-type: none"> Keep four on the floor Put trash in the trash can 	<ul style="list-style-type: none"> Put trash in trash can Recycle 	<ul style="list-style-type: none"> Keep area around you clean Put trash in trash can

- 1) **Positive relationships:** valuing each individual's contribution to the school community, promoting a sense of belonging for all students and staff, and promoting positive relationships among home and school and community.
- 2) **Modification of the school environment:** ensuring that the physical environment and school routines are organized proactively to support positive behaviour and reduce problem behaviour.
- 3) **Differentiated instruction:** responding to student diversity and creating opportunities for all students to learn in a way that responds to their varying abilities, strengths, learning preferences, interests and needs.
- 4) **School-wide behavioural expectations:** clearly articulating expectations and having all staff consistently reinforce expectations in all areas of the school throughout the school day.
- 5) **Social skills instruction:** that demonstrates and supports the school-wide behavioural expectations.
- 6) **Positive reinforcement:** of individual students and groups who consistently demonstrate positive behaviour.
- 7) **Fair and predictable consequences:** for negative behaviour that adversely affects others and the school community.
- 8) **Collaborative leadership:** committing to building and maintaining a positive school culture, and providing the resources necessary for developing positive behaviour supports for all students.
- 9) **Data-driven decision making:** clearly identifying the strengths and needs of the school community, identifying areas where improvement is needed and measuring behaviour changes over time.
- 10) **Action plan for school change:** developing, implementing and monitoring a school-wide approach to positive behaviour supports.