

P.B.I.S.

**Positive Behavior Interventions
and Supports**

P.B.I.S. organizes the host environment (NTMS) around. . .

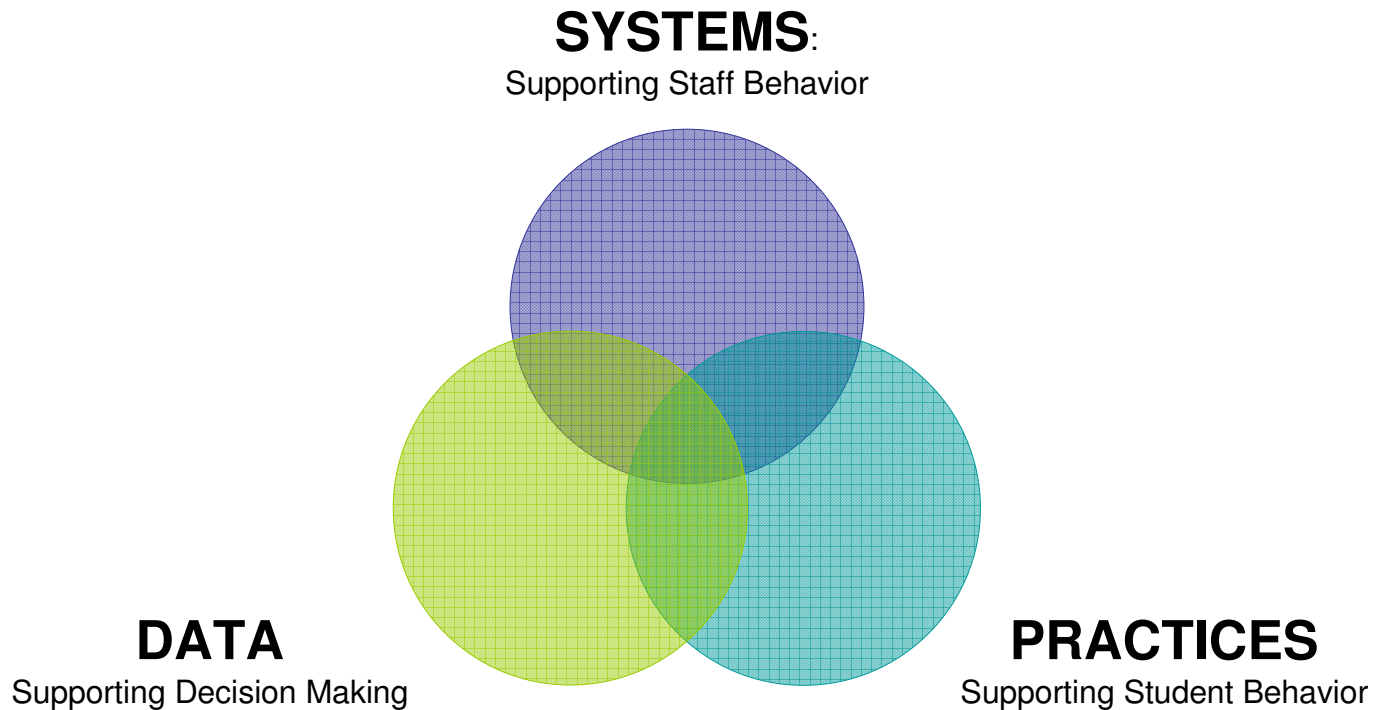
- How decisions are made
- How students get behavioral support
- How systems are put in place to support staff

. . . to ensure the *sustained* use of best practices school-wide

A P.B.I.S. basic belief:

“If you can predict it,
you can prevent it”

Three Components of P.B.I.S.



Think of P.B.I.S. as . . .

- **A process** (dynamic and evolving), not a curriculum.
- A **research based** system-wide blue print or template.
- An **umbrella** for all the other enabling initiatives,
i.e. Character Ed., Bullying Prevention, etc.
- A way for us to provide a clear **roadmap to social success**, for our students.
- A **philosophy**: “We believe positive school environments are the most effective learning environments”.
- **NOT an add-on but a better way of doing what we already have to do.**

We want to initiate a **Paradigm Shift**

Away from a Punitive Approach

- Punishment
- Exclusion

Towards a Positive Approach

- Teaching social skills
- Teaching replacement behaviors

Positive changes and sustained use of best practices will only occur when there is:

- Active administrative leadership and participation.
- Active staff leadership and participation.
- Proactive practices and systems in place.
- Buy in and support from staff

Our NTMS P.B.I.S. school-wide universal team members

- Administrator Michael Mann
- Special Educator Joe Mulcahy
- Social Worker Karen Dillon
- Guidance Counselors Sue Evarts / Joyce Herbeck
- General Educators Sean Reilly / Michelle Watson
- Teacher Assistants Bonnie Rinow / Amy Welch
- Family Member Tom Marotta (VP Parent Partnership)