



PBIS at Foxfire Schools: What it is and How it Works

Positive Behavior Interventions and Supports (PBIS)

What is PBIS and What Does it Mean?

Positive Behavior Interventions and Supports (PBIS) is a proactive approach aimed at improving student safety and wellness and promoting positive behavior through school-wide initiatives to influence culture, interaction, and decision making in the school environment. PBIS centers on positive behavior strategies that bring social, emotional wellness to the forefront on school focus.

Uniform emphasis on teaching behavioral expectations supports students learning, understanding, and incorporating positive behavior into individual ways of functioning in the academic environment. As a byproduct of individual changes to meet behavioral expectations the social and academic growth of all students evolves as school culture shifts. Students begin to see the role that their individual positive contribution makes to the overall school environment. Students and staff work together to make Foxfire a healthier and more productive learning environment for the entire student population. This proactive approach to school culture improves school safety and promotes positive behavior through prevention not punishment.

PBIS recognizes that students meet behavioral expectations through learning what the expectations are and how these expectations translate to behavior; everyone learns what is considered to be appropriate behavior and uses a common language to talk about expectation. The student population consistently learns and is reminded of what is expected of them. Studies show that PBIS leads to more positive student behavior, less consequence, and improved academic performance.

PBIS Principles

- Students learn behavioral expectations for different situations.
- Students learn expected behaviors for each school setting through explicit instruction and opportunities to practice and receive feedback.
- Early intervention can work to prevent more serious problematic behavior.
- Each student is different and requires different strategies for behavioral support.
- Use of evidence based teaching and intervention strategies is important.
- Tracking student progress is important as data should drive decision-making.
- Consistency is important to encourage expected behavior and deter infractions.

The PBIS Three Tier System

PBIS uses a three tier system:

1. Tier 1 is a school wide universal system for everyone at Foxfire Schools. Students learn basic behavioral expectations associated with **RESPECT, RESPONSIBILITY, AND RESILIENCE**. Staff members are asked to consistently praise students for behavior that reflects understanding of **RESPECT, RESPONSIBILITY, AND RESILIENCE** and will provide recognition and rewards for behaviors consistent with clearly defined expectations.
2. Tier 2 provides extra support for students who continue to struggle with behavior and meet expectations. Foxfire will provide those students with evidence-based interventions and instruction.
3. Tier 3 is the most intensive level. It is reserved for students who require individualized supports and services because of ongoing behavioral concerns.

PBIS embraces behavior as a form of communication. PBIS does not ignore problem behavior. Disciplinary measures are still necessary, but the focus is on teaching expectations preventing problems, and using logical consequences to address problematic behavior. PBIS is used as a means of changing student behavior to produce lasting results that positively influence individual students, school culture, and academic success.

Home to School Communication

It is important that home to school communication is a means for Foxfire staff and parents to communicate about the ways to best support students. Parents are encouraged to understand PBIS and the associated behavioral expectations to reinforce lessons students are learning in school in the home environment. Please reach out to our staff to discuss PBIS and any questions that you may have about this program. Our parents an important part of the Foxfire community and Foxfire staff welcomes communication from parents as the home to school connection is an essential part of a students social and academic success.

Foxfire's PBIS Matrix

The PBIS Matrix serves as a visual reminder to students and staff that behavioral expectations are maintained at all times during the school day across settings and all times during school related events. Parents are encouraged to review the Matrix so that they can participate in teaching and reinforcing behavioral expectations to their student. While the total expectations of students may extend beyond the behaviors identified in the PBIS Matrix provides students with consistent visual reminders of the importance of maintaining behavioral expectations associated with PBIS.

Foxfire Schools 3R's **Respect, Responsibility, Resilience** Behavioral Expectations Matrix

School Settings → Expectations ↓	A. Classrooms	B. Hallways	C. Cafeteria	D. Bathroom	E. Bus
I will show Respect by: 1	Using appropriate language to communicate				
2	Being supportive of other students and staff				
3	Giving people the space they deserve				
4	Actively listening when people communicate	Limiting communication with others	Using appropriate volume	Limiting communication with others	Using appropriate volume
I will show Responsibility by: 5	Considering my own behavior				
6	Being organized	Keeping my locker organized	Keeping the lunch area clean	Keeping the bathroom clean	Keeping my seat clean and the aisle clear
7	Being prepared to learn	Moving with a purpose	Staying in my seat	Doing my business, cleaning up, and leaving	Staying in my seat
I will show Resilience by: 8	Believing in myself and others				
9	Completing assignments in a timely manner	Staying focused on getting where I'm going	Finishing eating in a timely manner	By using the restroom when I have to go	By being on time for the bus
10	Caring for others				
11	Creating short and long term goals				
12	Staying focused on my goals				