

Holy Rosary School PBIS Framework

October 18, 2022

Parents Club Meeting

Accreditation Goals- Last Self Study

- Investigate an updated, preK-8 curriculum that will support the development a schoolwide comprehensive conflict-resolution and anti-bullying program
 - Steps to Respect
 - PBIS
 - Hiring of school counselor

What is PBIS?

- Researched based framework
 - Targeted prevention for ALL- **TIER I**
 - Customized by Holy Rosary staff to meet the needs of Holy Rosary students
 - Data-driven
 - Adjustable
 - Common Language
 - Common protocols

Multi-Tiered Systems of Support (MTSS)

Academic Systems

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

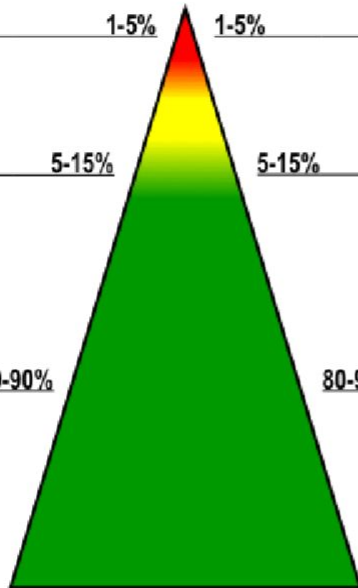
- All students
- Preventive, proactive

1-5%

1-5%

5-15%

5-15%



Behavioral Systems

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive

Ohio PBS Network, Revised May 15, 2008.
Adapted from "What's schoolwide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>

**CORE FEATURES:
School-Wide PBIS
(Tier 1)**

Leadership team

Behavior purpose statement

Procedures for on-going data-based monitoring & evaluation

Set of positive expectations & behaviors

Continuum of procedures for discouraging rule violations

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior

Focus is on...

- Teaching expectations and prevention, rather than reaction
 - Integrated for the first couple weeks consistently across the whole school
- Tier I, supports the majority of students to engage in expected behaviors
 - Continuous support, re-teaching, and monitoring
- Continuity across the system is essential

Expected Behaviors

- Refer to PBIS Matrix (expected behaviors by location)
- Common voice levels (language)
- Lessons implemented across the building to teach to behaviors by location
 - Reinforced and re-taught throughout the year
 - Students receive “Gator Gold” for demonstrating expected behaviors

Data Driven

- Interventions are tracked throughout the building to be analyzed by data team
 - Student
 - Staff Member
 - Location
 - Time, Day
 - Behavior

GOAL is to track patterns and address students' needs

Tier II

- Sometimes additional support is needed
- When behaviors continue or interventions are not adequate, administrative or counseling supports becomes necessary
- Office Discipline Referral Process is a consistent way of getting additional support
- Goal is to support changes in behavior

The Role of A School Counselor

- In terms of PBIS, Ms. Megan provides Tier I instruction and Tier II interventions for students in need of support
- This may look like:
 - Individual counseling
 - Goal setting
 - Re-teaching
 - Problem solving
 - Supportive groups

Beyond PBIS- Much More!

- Beyond supporting the PBIS implementation Ms. Megan is also available to provide support in:
 - Social needs, friendships, peer mediation
 - Grief support
 - Self regulation and awareness
 - Academic readiness support (Executive functioning strategies)
 - Behavior modification
 - Anger management

Resources For Families

- Referrals for outside therapy
- Problem solving and coaching with parents for strategies to utilize at home
- Collaborating to support your child
- Online resources for learning specific techniques
- Therapeutic frameworks that your child might benefit from