***Kingswood’s Ten Basic Principles of Positive Behavior Intervention Support (PBIS)![C:\Documents and Settings\kklewis\Local Settings\Temporary Internet Files\Content.IE5\ZKS4LTJB\MC900434595[1].wmf]()***

1. **The purpose of PBIS at Kingswood is to:**

***Teach and model positive behavior***

***Build effective quality relationships with students***

***Create an effective and productive learning environment for students***

1. **Adult Behavior comes first!**

*Always consider your own actions before you think about the student’s behavior.*

1. **Provide students with short but specific expectations of routines and procedures and how you expect them to behave in all situations and locations.**

*This is done using the SWIM matrix and is universal (school wide) to all common areas and tailored to each classroom.*

1. **Spend the first weeks of school explicitly teaching and practicing these expectations.**

*Devote considerable time to this at the start of the year. Teach as you would any new concept. Use a variety of methods and practice, practice, practice.*

1. **Recognize and reward students who demonstrate desired behaviors.**

*Give tickets and praise frequently and specifically in order to encourage students to continue practicing and demonstrating those behaviors.*

1. **Expect the need for reteaching and continued practice for expected behaviors and for following routines and procedures.**

*Just like academic skills, we can’t expect perfection and mastery after one lesson and practice.*

1. **Reward and recognize approximation of behavior as well as mastery.**

*Some students will have more difficulty remembering procedures and consistently demonstrating expectations. Look for ways to reward them when they are improving, even if it is not perfect.*

1. **Pre-correct every single day for all 180 days and always be consistent with expectations!**

*Pre-correcting is letting students know ahead of time what you will be expecting. This solidifies expectations and provides them with the support they need to be successful.*

1. **When students are struggling with expectations reteach and practice again. Consequences may be appropriate when all of the above has been established but the behaviors continue.**

*Consequences should always fit the behavior. We do NOT walk laps or sit out at recess. Students may be asked to complete a SWIM matrix, practice expected behavior, or have a short chat with the teacher at beginning of recess.*

1. **Establish relationships and know each student.**

*Your students are all different and you need to adjust your responses and interactions with them accordingly just as you would with their academic instruction.*