



NCUJHS PBIS Habits for Success statement of purpose...

The purpose of PBIS in our school is to maximize the academic and social learning of the school community through consistent, universal, and proactive systems that create and maintain a safe and effective learning environment by recognizing individuals and groups.

Falcon Habits for Success:

Respect Responsibility Perseverance

What does PBIS look like at NCUJHS?

Three tiered system to recognize and encourage positive behaviors:

- Individuals
- TA Teams
- School-wide

In the three tiered system, individuals are acknowledged with “business cards” for demonstrating the habits for success. The “business cards” are pooled together in TA teams to recognize students for their collective successes. The whole school then participates in school-wide celebrations and enjoys a positive school environment.

Why PBIS?

The PBIS method of school discipline is different from traditional student management systems in four key ways:

- **Prevention**
Correct behaviors are established, taught, modeled, and acknowledged in a systematic way throughout the school. Students are “caught” engaging in desired behaviors and this behavior is regularly reinforced and recognized.
- **Response**
The response to undesirable behavior is organized, systematic, consistent and careful. Considerable thought and effort goes into getting the entire school community on the same page with respect to common definitions of, and the most effective response to, problem behaviors.
- **Data-driven**
Discipline data is collected school-wide in a user friendly format. When this information is entered and analyzed in an established on-line database, the data provides guidance for understanding when and where problem behavior is more likely to occur. Strategies to address behaviors in these situations are developed, and the data then provides evidence for whether the strategies are working.
- **Process**
PBIS is not a curriculum or a prepackaged program. Rather, it is a framework that guides the school community through a process of addressing the unique culture, climate and behavioral issues within each school. The idea is to work smarter, not harder, to improve behavior and school climate.

Traditional student management systems in schools have focused on reacting to negative behavior and punishment. Hundreds of studies have shown, however, that this approach does little to reduce chronic misbehavior, nor does it produce positive long-term outcomes for schools or students.