

Characteristics of PBS Programs

INTRODUCTION: The following are eight (8) characteristics that are required for successful Positive Behavior Support classrooms. These characteristics provide the foundation, framework and structure from which all interaction and intervention flows. These program strategies for all PBS students assist with individual student success.

1. Uses a Physical Structure

- Classroom space
 - is inviting & kid friendly
 - has specific order
 - is neatly arranged
 - contains only items that are utilized.
- Provides space and academic arrangement for:
 - Whole group
 - Small group/pair
 - Individual
- Provides space for behavior intervention
 - Short-term intervention
 - What will it be?
 - Where will it be?
 - What is the intervention?
 - Long-term intervention
 - What will it be?
 - Where will it be?
 - What is the intervention?
- Provides space for relaxation/comfort
- Provides technology access.

2. Uses a Social Structure

- Establish Classroom Rules
 - Few in number
 - Generalized
 - Easily remembered
 - Derived from school expectations
 - Matrix – more specific actions in specific places.
 - Posted
 - Taught
- Establish Classroom Procedures
 - Beginning of Class Routine
 - Ending of Class Routine
 - Academic Routines
 - Transition Routines
 - All routines directly modeled, taught, & monitored.

3. Uses Monitoring Strategies

- A Classroom Behavior Monitoring Sheet that could be used for:
 - Monitoring success with class rules
 - Monitoring academic work completion
 - Monitoring individual behavior goals
 - Check In/Check Out Process
 - Home/school communication devise.
- Establish sequences of verbal statements that are used to redirect student behavior.
 - Cooperation Statement sequences
 - Direct or Precision Statement sequences

4. Uses Positive Interaction

- Proactive Positives—Teachers are primarily positive in interacting with students.
 - Discuss interests
 - Provide “Notice” statements
 - Provide encouraging words
 - Inviting personal comments
 - Inviting personal behaviors
- Reactive Positives—Set students up to receive positive feedback and recognition.
 - Frequency
 - How often? Hourly, daily, and/or weekly.
 - Intensity
 - How Much? Quantity, Value.
 - What kind? Social (Praise), Tangible, Activity.