



# PBIS

## Components for Teaching Behavior Expectations and Skills

1. Teach social skills like academic skills. Model behaviors, structure situations in which students can practice behaviors, and provide corrective feedback.
2. Integrate social and academic skills within and across the curriculum. When reviewing instructions for an academic task, reinforce the behaviors necessary for students to respectfully and collaboratively complete the task.
3. Respond proactively to infrequent errors. Recognize students for behaving well and try to anticipate when students may be at risk of misbehaving.
4. Pre-correct for chronic errors and with those students likely to exhibit problem behaviors. Understand the antecedents that precede misbehaviors and have plans in place to prevent them.
5. Teach, encourage, and reinforce positive expectations. Classrooms are communities built on relationships. Positive communities of learners built on positive relationships make goals for positive behavior easier to achieve.
6. Use numerous strategies and alternatives as errors become more chronic. Work collaboratively with experts within and outside the school to develop a set of supports for students who are at risk for chronic behavior problems.
7. Maximize academic success to increase social behavior success. Research acknowledges that the top contributor to problem behavior at school is academic failure. When diagnosing academic difficulties, consider behavioral causes; when diagnosing behavioral difficulties, consider academic causes.
8. Actively supervise students. Adults should be present where many students congregate (such as in the schoolyard or in the halls) to supervise behavior and model positive behavior.
9. Have a high ratio of positive to negative interactions. Actively reinforce and recognize when students meet expectations at four times the rate that students are corrected for misbehavior.
10. Provide specific, formative feedback that "informs learners about what they have done well and what they need to do differently." Develop a process through which students receive frequent, immediate feedback, particularly when they prove to be at risk for behavior problems.