



# Positive Behaviour Interventions and Supports (PBIS)

A Guide for New Brunswick K-12 Anglophone Schools



# Acknowledgements

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## Purpose

While there are numerous resources available for a more in-depth exploration of PBIS, this document serves the following purposes:

### **As a Reference Document**

For the development of a school's Positive Learning and Working Environment Plan (Policy 703) and alignment with School Improvement Plans (SIP).

### **As a Starting Point**

This document serves as a foundational starting point for schools that have not yet implemented schoolwide PBIS. It provides essential insights and guidance to embark on the PBIS journey effectively.

### **As an Enhancement Document**

For schools already involved in the implementation of the PBIS framework, this document provides resources to enhance their current and future practices.



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## SECTION 1

# Overview of Positive Behaviour Interventions and Supports (PBIS)

# PBIS

Positive Behaviour Interventions and Supports (PBIS) is a **framework** (not a single program or curriculum) that provides a structured, proactive approach to improving school climate, supporting student behaviour, and fostering positive learning environments. It is **evidence-based** and focuses on **prevention, teaching expected behaviours, and data-driven decision-making** rather than punitive discipline.

PBIS is a proactive, evidence-based approach to establishing a positive, safe, and inclusive whole-school culture. It involves systematic and individualized behaviour support strategies for achieving social, emotional, and learning outcomes while promoting positive behaviour for all students. The PBIS framework uses systems, data, and practices to achieve equitable, culturally responsive, positive outcomes.

PBIS is a multi-tiered system of support (MTSS) that has key features for success, tailored to fit the specific needs of each school and community. It encourages everyone involved in the school — teachers, staff, students, families, and community members — to work together in helping students grow and succeed as whole individuals. This includes the Department of Education and Early Childhood Development, school districts, school staff, students, families, student government, and community members.

▼

PBIS in New Brunswick  
K-12 Anglophone  
Schools aims to:



Increase student academic success



Define, teach, and increase positive behaviours in our learning environments



Increase student and teacher well-being



Increase the % of goals being met for students with Personalized Learning Plans (PLPs)



Increase in student attendance

4

# The Foundational Values of Schoolwide PBIS

The PBIS framework, rooted in behavioural, prevention, and implementation sciences, focuses on equity by integrating data-driven decision-making, evidence-based practices, and systems designed for consistent implementation. It emphasizes using data to identify needs and measure outcomes, ensuring that equity is central to improving student outcomes. These values, as seen in Figure 1, define the PBIS approach.

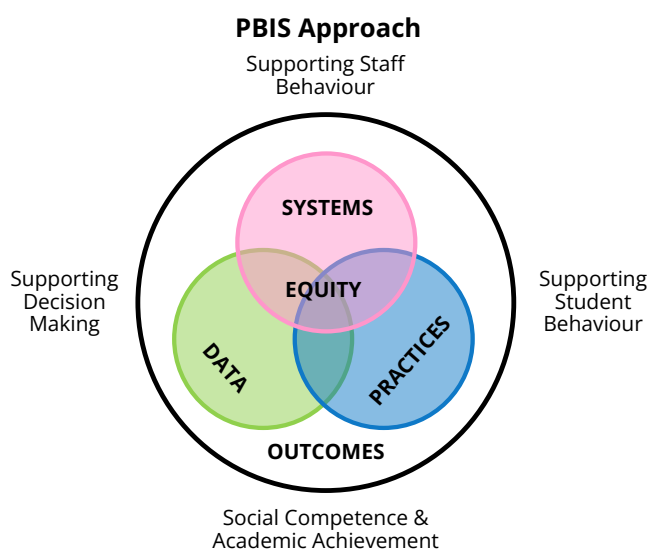


Figure 1

## OUTCOMES

Schools set measurable goals based on meaningful data and cultural equity to create a successful learning environment.

## PRACTICES

Schools implement precise, well-documented, evidence-based practices, such as defining a shared vision and school values, teaching schoolwide expectations, and using recognition and response strategies.

## SYSTEMS

Schools invest in the administrative, professional, and organizational systems critical to implementing and sustaining PBIS. These systems create the ability to deliver Tier 1 practices and Tier 2 and Tier 3 interventions and supports. They also serve as the foundation to establish:

- Teaming structures,
- Scheduling practices for interventions and supports,
- Training and coaching procedures,
- Ongoing data collection and analysis,
- Planning interventions and supports through the Plan, Do, Check, Act model.

## DATA

Schoolwide PBIS relies on data to guide implementation and assess outcomes, with a focus on equitable results for all students and staff.

## EQUITY

PBIS is a framework designed to support all learners. Its effectiveness depends on how schools implement it and make it responsive to diversity. Schools must consider diverse needs, critically assess biases, and involve community input, including representation on the PBIS team, especially for marginalized groups.

The saying, **"If PBIS is not working for a group of your students, your PBIS is not working,"** (Elfner, K., 2019), emphasizes the importance of inclusivity. School leadership should ensure that diversity is considered in data collection and response, and actively monitor the impact on all students.

# PBIS Alignment with New Brunswick's Education Policies and Key Pedagogical Practices

PBIS aligns with NB education policies to ensure inclusive, positive learning and working environments.

## PBIS and Response to Intervention (RTI)

PBIS and RTI are both multi-tiered frameworks that work together to support students learning, behavioural, and social-emotional competencies. See Response to Intervention Pyramid in Figure 2.

The core principles of PBIS and RTI are:

- Creating improved outcomes for all students.
- Supporting early intervention.
- Implementing research-based, scientifically validated interventions.
- Monitoring student progress to inform instruction and intervention.
- Employing data-informed decision-making.
- Using tiered models of support.

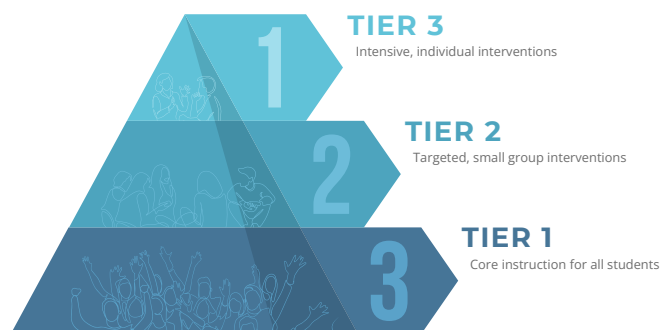


Figure 2: Response to Intervention Pyramid

## PBIS and Trauma-Informed/-Assumed and -Invested Practices (TIAIP)

PBIS and TIAIP approaches are rooted in similar scientific principles and align in their goal to create a stable and predictable environment, promote positive behaviours, and enhance social-emotional skills.

Integrating TIAIP practices into PBIS requires school teams to consistently apply these practices across all tiers. Table 1 below can be used to support school teams in assessing their current use of TIAIP within their PBIS framework using a Multi-Tiered System of Support (MTSS).

| MTSS Core Feature                                 | Trauma Enhancement                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Teams                                          | Do district and school-based teams include an individual who has knowledge, expertise, and the ability to provide coaching/support about the impact of trauma?                                                                                                                                                                  |
| 2. Use of data                                    | Do all staff know what data sources to use to determine which trauma-informed interventions are needed at which tier (i.e., all, some, few)?<br>Is community data and student and family perception data used to provide cultural context?                                                                                      |
| 3. Ensuring early access                          | Does the team use a formal screening process to identify children and youth needing additional support?<br>Does the team review community/neighborhood data to determine the magnitude of needs?                                                                                                                                |
| 4. A formal process for selecting interventions   | Does the team use a formal process to select trauma-informed evidence-based practices, and determine if they can be implemented effectively?                                                                                                                                                                                    |
| 5. Measuring fidelity and outcomes                | When trauma-informed practices are added to the menu of available supports, does the team use the progress monitoring system to inform fidelity, effectiveness, and to guide improvement to implementation?                                                                                                                     |
| 6. On-going professional development and coaching | Does the District MTSS professional development plan include opportunities for all staff to learn about trauma, its impact on youth, and the evidence-based practices that will be integrated across tiers?<br>What types of supports are available for staff who have experienced trauma or are experiencing secondary trauma? |



For more information on integrating a trauma-informed approach within a PBIS framework, see the link below:

- ▶ [Integrating a Trauma-Informed Approach within a PBIS Framework](#)

## **PBIS and Equity**

Inclusive educational systems are successful when they recognize and support all student populations. PBIS provides an ideal framework for increasing equity in learner outcomes. It does this by respecting different backgrounds and identities, caring for students' well-being, removing obstacles that students or communities experience, encouraging students to be involved, and fostering a sense of belonging and good relationships among students and the school community.

Research shows that schools implementing PBIS with fidelity have greater equity in school discipline and reduced cultural disproportionality. PBIS teams may need to include equity-focused strategies in their action plans to achieve equitable outcomes for all student groups. (PBIS.Org, 2024) For more information on PBIS and Equity see the link below:

- ▶ [Centering Equity within the PBIS Framework-Overview and Evidence of Effectiveness](#)

## **PBIS and Universal Design for Learning (UDL)**

Universal Design for Learning (UDL) is an approach used as an inclusive and equitable way to provide instruction and assessment at a universal level for all learners. UDL takes into account the how, why, and what of learning. UDL perceives barriers in the learning environment, considers learner variability, and designs to make learning equitable for all learners. What is good for some is beneficial to all. This pedagogical approach of the UDL framework aligns with EECD's flexible and responsive inclusive learning environment.

PBIS and UDL are proactive and responsive, focusing on progress and motivation while building meaningful connections between students, educators, and the learning environment.

- ▶ [Universal Design for Learning \(UDL\) in New Brunswick](#)

## **PBIS and Cultural Responsiveness**

In culturally inclusive environments, the identities of learners from a variety of cultures are recognized, respected, and honoured. In PBIS, culturally inclusive practices are critical.

Culturally responsive PBIS uses learners' backgrounds, social experiences, prior knowledge, and learning frames of reference to develop relevant and effective supports at each tier. In PBIS, establishing a positive school culture means intentionally and collaboratively setting up the school's social environment to reflect a shared vision of common values, beliefs, and behaviour expectations. Building responsive environments requires an understanding of how school systems are established, how they support diverse learners, and how they can be improved to validate and support everyone.

For more information on PBIS and cultural responsiveness follow the link below:

- ▶ [PBIS Cultural responsiveness Field Guide V2](#)

## PBIS and Career Connected Learning K-12

The Positive Behaviour Interventions and Supports (PBIS) framework supports the New Brunswick **Career Connected Learning strategy**, **Career Education Framework**, and **Hopeful Transitions** by fostering the social-emotional and behavioural skills necessary for students to thrive in future life, learning, and work.

PBIS promotes a positive and supportive learning environment where students can build upon key competencies such as communication, problem-solving, adaptability, and teamwork — skills emphasized in the NB Career Education Framework.

Additionally, PBIS's inclusive focus on student well-being and self-regulation complements New Brunswick's Hopeful Transitions initiative, which aims to guide students through key life changes with confidence and optimism.

Together, these platforms support positive mental health and equip students to develop resilience, set meaningful goals, and navigate the often-complex pathways of education, employment, and life choices, ensuring they are prepared for a successful lifelong journey.





## SECTION 2

# Implementing Tier 1 Schoolwide PBIS

Implementing the PBIS framework in a school requires a structured and intentional approach, focusing on one step at a time to ensure fidelity. The process begins with schoolwide initiatives that integrate systems, practices, and data to create a positive, predictable, and safe environment for everyone. To lay a strong foundation, it is recommended to start with these critical components:

- Establishing and Operating a PBIS Team
- Establishing a Data Collection and Analysis System
- Establishing Schoolwide Behaviour Systems

Once these components are in place, data will naturally guide your next steps, helping you determine which components to prioritize for continued growth.

Before implementing the PBIS framework at the school level, the school principal must have a strong understanding of its principles and critical components. As advocates and champions of PBIS, school leaders play a vital role in integrating the framework into daily operations.

To ensure success, the school principals and the PBIS Team must work collaboratively, embrace a growth mindset, and model positive leadership. Their commitment and engagement set the foundation for a thriving, schoolwide PBIS culture.

More information such as tools, publications, presentations, and videos can be found by following the links below:

- [Schoolwide PBIS](#)
- [PBIS Tier 1 Training Modules](#)

**12 CRITICAL ELEMENTS OF PBIS**

|                                             |                                             |
|---------------------------------------------|---------------------------------------------|
| 1<br><b>Pt</b><br>PBIS Team                 | 2<br><b>Dc</b><br>Data Collection           |
| 3<br><b>Bn</b><br>Buy-in From Staff         | 4<br><b>Cv</b><br>Community Involvement     |
| 5<br><b>Cr</b><br>Evaluation and Reporting  |                                             |
| 6<br><b>Se</b><br>Schoolwide Expectations   | 7<br><b>Bi</b><br>Behavioural Instruction   |
| 8<br><b>Sr</b><br>System for Recognition    | 9<br><b>Ci</b><br>Consistent Implementation |
| 10<br><b>Pd</b><br>Professional Development | 11<br><b>Cs</b><br>Classroom Systems        |
| 12<br><b>Dp</b><br>Discipline Procedures    |                                             |

**PBIS Rewards**

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[pbisrewards.com/blog/12-elements-successful-pbis-initiative/](https://pbisrewards.com/blog/12-elements-successful-pbis-initiative/)

To build a strong Tier 1 foundation, school principals actively lead the implementation of the critical components. In this document, the critical components have been tied to the 12 Elements of PBIS:

1. PBIS Team
2. Data Collection
3. Buy-in From Staff
4. Community Involvement
5. Evaluation and Reporting
6. Schoolwide Expectations
7. Behavioural Instruction
8. Systems for Recognition
9. Consistent Implementation
10. Professional Development
11. Classroom Systems
12. Discipline Procedures

The PBIS element related to the critical component is indicated in brackets, i.e. (E1) indicates the component is related to Element **#1 PBIS Team**.

See [Appendix 1](#) for the descriptors of all 12 elements or the link below.

- [12 Elements](#)



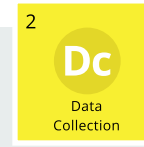
## Establish and Operate a PBIS Team (E1)

The purpose of the PBIS Team is to drive the implementation of the PBIS framework forward. The PBIS Team is comprised of diverse staff members who are committed to the initiative, under the direction of the school principal. This team will lead the planning, implementation, and ongoing assessment of PBIS practices. This team should be established by presenting PBIS to all staff and allowing staff to express interest in being a member of the team. It would be beneficial to have a team comprised of a variety of staff, which could include EAL support teachers, Educational Assistants, Behaviour Intervention Mentors, Cultural Support Leads, custodial staff, bus drivers, etc. An example email to staff inviting them to express their interest in being on the PBIS Team is in [Appendix 2](#).

Configuration of the PBIS Team is based on school needs and it is recommended to have 5-7 members. The PBIS Team should collaborate with other school teams, operate efficiently with norms, set meeting times (every 4-6 weeks), and establish team communication practices. Communication is key; this includes communicating with all staff members, students, families, and other school community members about PBIS initiatives happening in the school. An example communication to staff on a PBIS Update can be found in [Appendix 3](#). The Establishing and Operating an Effective PBIS Team Self-Assessment in [Appendix 4](#) can be used to monitor the effectiveness and operations of the team.



## Establish a Data Collection and Analysis System (E2, E5)



### Data is the Cornerstone of PBIS

Data collection and analysis help identify specific behavioural challenges, set clear goals, and track progress toward desired outcomes. Data-driven decision-making ensures that interventions are evidence-based and adaptable, allowing for continuous improvement. It also fosters accountability, encourages community engagement, and optimizes resource allocation.

#### Data Collection

It is important to develop a personalized system for collecting schoolwide data. It is essential to critically evaluate this system to ensure it is accessible, efficient, and valid. A part of the Schoolwide PBIS Tier 1 Systems survey in [Appendix 5](#) has a section to support your data evaluation.

Now that a system has been established for collecting data, the process in which data is analyzed is shown in Figure 3. This is used to assess the effectiveness of a school's Multi-Tiered System of Support.

The process includes:

- review meaningful data
- prioritize areas for improvement
- revise existing practices for each priority area
- implement new practices



Figure 3: Data Analysis Process

#### Review Meaningful Data

It is important to collect meaningful data to truly inform the effectiveness of PBIS implementation. The data you collect should directly correlate to your behavioural outcomes and should be individualized to your school-based needs. Data collected should align with the school's expectations (i.e., respect, safety, responsibility) rather than simply recording general discipline. It should provide insight into what to do next and highlight the where, when and why of behaviours. It should be collected and shared quickly enough that teams can act before issues escalate. Finally, it should capture desired behaviours and successes.

Some examples of meaningful data are:

- Attendance
- ESS Connect
- Frequency/duration behavioural data
- Perception surveys
- Positive behaviour referrals
- PowerSchool behavioural data
- Report card data
- Youth Check-In Survey
- Other

## **Prioritize Areas for Improvement**

Analyze the data to inform your plan of prioritization. Action Planning for PBIS Initiatives in [Appendix 6](#) is a helpful tool to determine a plan of action for prioritized areas.

Based on the review of the data, school strengths and opportunities for growth will be identified. The areas requiring growth may need more robust interventions and supports. It is also important to recognize and celebrate what is working well.

## **Revise Existing Practices for Each Priority Area**

Review and revise current schoolwide practices and interventions and determine if they are meeting the needs of the prioritized areas identified above. The Schoolwide Tier 1 Systems Survey will help to review the current school practices. See a printable version in [Appendix 5](#).

## **Implement New Practices**

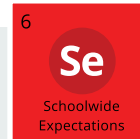
Once current practices have been reviewed and revised, the PBIS Team may need to modify current practices or create new ones to meet current needs based on data. It is essential that these practices address the targeted schoolwide behaviour(s). These practices must be constantly evaluated and modified based on the school's needs.

To understand if your practices are implemented with fidelity, the following questions should be considered:

- Does the data show patterns, such as days of the week, time of day, particular areas of school, etc.?
- Are the students engaging in expected behaviour(s)?
- Are staff and community recognizing positives in the classroom, hallways, community, etc.?
- Are students positively contributing to the school culture?
- Has there been a reduction in office referrals?
- What does the school principal and the PBIS team need to change?
- How can the school principal motivate the staff/students to implement with fidelity and to maintain momentum?

When reviewing data and progress toward the objective, the team may consider whether elements of the plan should be continued, intensified, or modified.

## Establish Schoolwide Behaviour Systems (E6, E8)



Schoolwide expectations should be specific, observable, and attainable for specific grade levels as per your school improvement plan. Students and staff should be able to articulate what these expectations are and be able to apply them in the wider school community context. Staff should adopt these expectations within their individual classrooms. These expectations should align with all policies and governing documents.

### Establish School Values

The PBIS Team guides the school community, aiming to identify the school values that serve as the foundation of the school's culture. This is crucial for fostering a safe and positive learning and working environment. These core principles are strengths-based, positively stated, age-appropriate, and supported by school data such as:

**Be Safe, Be Responsible,  
Be Kind**

**Believe in yourself, Treat  
others well, Take care of  
things around you**

**Work with Integrity,  
Honour Diversity, and  
Include Everyone**

### Establish Schoolwide Expectations in Relation to School Values

**Review Existing Policies:** Review the school's existing code of conduct, discipline policies, and any other relevant documents. Identify areas that need improvement or clarification, or areas that no longer align with school values.

**Develop Expectations:** With input from the team/staff/students, develop clear and specific behavioural expectations based on the identified core values. Expectations should be positively stated, proactive, and culturally inclusive. Expectations should be developed for both students and staff. These expectations will be outlined on your school's behaviour matrix (see below for more on the behaviour matrix).

**Be Consistent:** Ensure that the expectations are equitable and consistently applied across all areas of the school, including classrooms, hallways, cafeteria, and extracurricular activities. Consistency can be reinforced in the following ways: morning announcement reminders, newsletters home, parent and staff communications, review and re-teach behaviours after breaks in the school calendar as needed, and social media posts.

**Communicate Expectations:** Create materials (e.g., posters, handouts, videos, lesson plans) that clearly communicate the schoolwide expectations to students, staff, families, and the wider community. Ensure that these materials are easily visible and readily available throughout the school. A communication strategy for sharing essential elements of the plan with the school community (e.g., PSSC, families, community partners, substitute teachers and staff) should also be



developed. This may include information in the student handbook, newsletters, school website, etc. The team will also consider procedures for providing instruction to new staff members and students. Example communications to staff and school community announcing a PBIS initiative are found in [Appendix 7](#).

**Parent and Community Involvement:** Engage families and the wider community in supporting and reinforcing the schoolwide expectations. This can involve parent meetings, newsletters, and community events.

**Celebrate Success:** Celebrate achievements related to the schoolwide expectations. Recognize students and staff who exemplify the values and expectations of the school. These celebrations can be big or small and should be practised often and with intention.

## Schoolwide PBIS Behavioural Matrix

Establishing common behavioural expectations across all settings promotes a positive, predictable, and safe environment for learning. A schoolwide matrix is one tool to define expectations in various settings, based on determined school values, throughout your school campus. For each school value (i.e. respect, safety, ready to learn, etc.) it identifies what positive behaviours look like in the school's common areas, such as hallways, bathrooms, the cafeteria, online learning environments, etc. It can also cover off-campus conduct such as bus behaviours, virtual learning, career placements, and extracurricular activities. Visuals of the expectations should be posted in designated areas.

The guide, [“Creating a Schoolwide Teaching Matrix”](#) outlines 10 steps when establishing a schoolwide behaviour matrix. The guide goes into more detail; however, the 10 steps are:

1. Establish Common Expectations
2. Identify Settings
3. Select Culturally and Contextually Relevant Examples of SEB Skills to Help Learners Use Skills Across Settings and Routines
4. Teach Directly
5. Post, Prompt, and Share the Expectations
6. Recognize Students for Following the Expectations
7. Re-teach the Expectations
8. Connect to the Classroom
9. Connect to Extracurricular Events
10. Connect to Home and Community

An example of a PBIS Behaviour Matrix and the link to the NB PBIS Behaviour Matrix Flipbook, found below, provide a visual reference point to assist the school-based PBIS team in creating a matrix.

- [PBIS Behavioural Matrix V1 2023-2024](#)

## PBIS Schoolwide Behaviour Matrix (Blank Template)

| School Setting     | School Value #1 | School Value #2 | School Value #3 |
|--------------------|-----------------|-----------------|-----------------|
| Classroom          |                 |                 |                 |
| Hallways           |                 |                 |                 |
| Cafeteria          |                 |                 |                 |
| Restrooms          |                 |                 |                 |
| Playground/Recess  |                 |                 |                 |
| Arrival/Dismissal  |                 |                 |                 |
| Bus/Transportation |                 |                 |                 |
| Assemblies/Events  |                 |                 |                 |
| Technology Use     |                 |                 |                 |

Schools can design their matrix using words, graphics, pictures, and other visuals to tailor the messaging appropriately for each grade level. Including the school logo and colours can also add a personalized touch and boost school spirit.

While any school can use these matrices, the expectations they outline represent just one component within the broader, multi-tiered PBIS framework.

## Systems of Recognition and Reinforcement

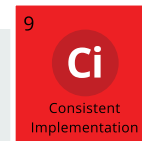
Systems of recognition and reinforcement serve to create relationships with students in a more positive manner. This allows staff to focus on positive behaviours more often, while still addressing behaviours of concern.

Once behavioural expectations have been explicitly modeled/taught, acknowledgment for demonstrating the desired behaviours is important. A system of recognition should include type and frequency of rewards. It is beneficial to include students and staff in the process of determining the incentives available. Students and staff should be recognized. The system of recognition may include a variety of incentives, such as:

- social recognition (e.g., positive office referral, leadership opportunity).
- access to privileges or preferred activities (e.g., time to use technology).
- tangible reinforcement (e.g., tickets that may be redeemed for prizes).

Regardless of the incentive chosen, the system must be efficient for all staff members (including support staff) to use. A periodic evaluation of the efficacy of the system of recognition is instrumental in determining its impact.

## Establish an Implementation Plan (E5, E9, E10)



A thorough needs assessment should be conducted to identify the current strengths and areas for improvement in the school's behaviour management practices. Based on the assessment, develop a clear action plan outlining the specific PBIS components/elements to be introduced, the timeline for implementation, and the roles and responsibilities of each team member. The recommended approach is to select two or three components/elements each year for gradual implementation, ensuring fidelity to the process. As the PBIS Team plans the implementation of the components/elements, remember that they interconnect, and the process is not linear.

Ongoing professional development for all staff is needed to build a shared understanding and consistent application of PBIS strategies. Professional development should be an ongoing journey, recognizing that staff may not possess all the necessary skills and knowledge for successful PBIS implementation. Learning should be continuous and seamlessly integrated into practices as needed, equipping educators with essential tools and information for PBIS excellence. Training should cover all aspects of multi-tiered interventions, including supporting schoolwide expectations, reinforcing positive behaviour, addressing behaviour of concern, and collecting data. Incorporating this into the school's professional development calendar ensures alignment and proficiency among all staff, promoting a unified approach to implementing the PBIS framework.

Recommended training on the following topics would align with PBIS:

- Change Process
- Cultural Responsiveness
- Data Collection and Analysis
- Effective Communication
- Positive Discipline
- Restorative Practices
- Restorative/Community Circles
- Trauma-Informed Practices
- Unconscious Bias

Foundational PBIS training is recommended, especially for the administrative team and the PBIS Team. Online modules of Tier 1 PBIS can be found at this link:

### ► [TPBIS Tier 1 - Center for Instructional and Behavioral Research in Schools](#)

Data collection and analysis are required to monitor progress, make data-driven decisions, and adjust the plan. By taking a step-by-step approach and maintaining fidelity, schools can create a positive and supportive environment that promotes the success of all students.

A PBIS initiative is a commitment and requires consistent implementation to achieve success. Intentional planning is necessary to maintain consistency. It involves a commitment from all staff members to adhere to the established behaviour expectations, interventions, and strategies consistently over the entire school year and beyond. This will require succession planning, coaching for staff members who struggle with implementation, community awareness programming, and district support. When PBIS is consistently implemented, students experience a predictable and stable environment, which fosters a sense of safety and trust. Consistency also helps educators identify trends in student behaviour and assess the effectiveness of interventions, enabling data-driven decision-making.

The [PBIS Self-Assessment Survey](#), or parts of this survey, may be used for initial and ongoing assessment of school-based behavioural programming. The tool examines:

- Tier 1 Schoolwide Systems
- Tier 1 Classroom Systems
- Tier 2 Systems
- Tier 3 Systems

► [The PBIS Self-Assessment Survey](#)

► [PBIS Team Implementation Checklist – TIC 3.1](#)

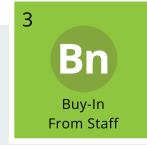
Data from this survey or the PBIS Implementation Checklist – TIC 3.1 may assist schools as they develop an action plan for implementing and sustaining schoolwide PBIS.

In addition to evaluating student progress, the PBIS Team's role involves tracking the school's progress in the implementation of Tier 1 strategies, celebrating successes, and identifying opportunities for growth.





## Establish and Maintain Staff Commitment (E3)



Staff commitment is key to the successful implementation of PBIS. Building staff commitment for PBIS is an ongoing process that requires clear communication, collaboration, and dedication. When staff members see the positive impact of PBIS on students and the overall school environment, their support for the framework is more likely to grow. Here are some strategies to support staff commitment:

**Model PBIS Principles:** As school leaders, consistently modeling PBIS principles in your own behaviour and interactions sets a positive example for the entire school community.

**Clear Communication:** Clearly and consistently communicate the goals, benefits, and objectives of PBIS to all staff members. Ensure that everyone understands how PBIS will enhance the school's culture and support student success.

**Involve Staff in Decision-Making:** Involve staff in decision-making during implementation by encouraging input and suggestions to increase their investment in the framework.

**Accept Feedback and Address Concerns:** Provide regular opportunities for staff to voice their concerns and offer solutions or clarification when needed. Encourage staff to provide feedback on the PBIS framework's implementation and make adjustment accordingly. This validates and honours their opinions.

In addition to being open to feedback from staff, it's important to actively provide feedback as well. This includes recognizing and reinforcing correct implementation, and, when appropriate, guiding staff to adjust practices to align with PBIS expectations. Consistent, respectful feedback helps ensure fidelity and strengthens the overall impact of the framework.

**Provide Professional Development & Resources:** Professional learning should be ongoing, data-driven, and tailored to the needs of different staff groups, such as teachers, support staff, and administrators.

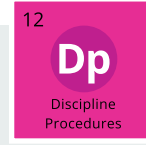
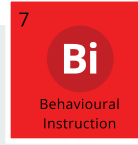
**Motivate Through New Brunswick Success Stories:** Refer to success stories and examples of how PBIS has worked in other NB schools or districts. Success stories can be found on the [EECD NB PBIS](#) website, the NB PBIS schools' flipbook, and by connecting with and visiting other PBIS schools.

- ▶ [2022-2023 PBIS in New Brunswick Schools Flipbook](#)
- ▶ [2023-2024 PBIS in New Brunswick Schools Flipbook](#)
- ▶ [2024-2025 PBIS in New Brunswick Schools Flipbook](#)

**Celebrate:** Recognize and celebrate small successes and positive changes resulting from PBIS implementation. Acknowledging and rewarding student **and** staff efforts can boost morale and increase motivation.

**Be Patient:** Be patient and persistent in your efforts to maintain staff commitment. It may take time for all staff to embrace the PBIS framework.

## Build Consistent Classroom Routines for Behaviour (E7, E11, E12)



Effective PBIS implementation involves creating supportive environments, using positive reinforcement, and teaching replacement behaviours to proactively prevent and address behaviours of concern. Three key factors to consider when addressing behaviours are:

- PBIS strategies focus on fixing environments, not people.
- Changing another's behaviour often requires reflecting on and adjusting your own behaviour.
- If your goal is to eliminate behaviours of concern, it must be replaced with a constructive behaviour.

### Classroom Systems, Routines, and Procedures

It is important that teachers establish consistent classroom routines and procedures that align with schoolwide expectations. This will provide clarity for students, school staff, families, and substitute teachers. Consideration of Universal Design for Learning (UDL), classroom management strategies, Multi-Lingual Learners (MLL), and Social Emotional Learning (SEL) is foundational to classroom systems.



#### RESOURCES

The following resources can help to support the development of a classroom system for PBIS.

- ▶ [Classroom PBIS](#)
- ▶ [Creating a Classroom Teaching Matrix](#)
- ▶ [Integrating Trauma-Informed Practices within your Schoolwide PBIS Framework](#)
- ▶ [Multi-Tiered Systems of Support \(MTSS\) in the Classroom](#)
- ▶ [Self-Assessment Survey Tier 1 Classroom Systems \(refer to page 9\)](#)

Once in place, classroom systems, routines, and procedures must be explicitly taught to the students to ensure consistency.



## Behavioural Instruction

PBIS involves **explicitly** teaching and modeling behavioural expectations to students, staff, and all members of the PBIS community. It is important to determine how the behavioural expectations will be taught based on the development, skills, and various cultures represented in the school community and how this may differ across environments. Schools should use several days at the beginning of each year and/or semester to teach desired behaviours in specific settings. Create/find lesson plans to help students understand, practise, and internalize the expected behaviour. An example outline of teaching behaviour can be found in **Appendix 8**.

A plan for onboarding will need to be considered for new students, staff, and community partners entering your school throughout the year.

The essential components for teaching behavioural expectations are:

### Explanation of Skill and Rationale:

- Begin by clearly explaining the specific skill or behaviour you expect from students.
- Provide a rationale for why this behaviour is important. Help students understand the purpose and benefits of practising this behaviour.

### Modeling Behaviour:

- Demonstrate the expected behaviour in various contexts.
- Offer examples (how to do it correctly) and non-examples (common mistakes or deviations).

### Practise through Role Play:

- Engage students in role-play exercises where they can actively practise the desired behaviour.
- Whenever possible, conduct role plays in real-life settings or situations where the behaviour is relevant.

### Feedback and Reinforcement:

- Offer specific and constructive feedback to students. Focus more attention on reinforcing the desired skill than on pointing out errors.
- Use positive feedback to acknowledge when students exhibit the expected behaviour.
- Address behaviours as needed, providing guidance for improvement.
- PBIS-aligned responses for recognition and reinforcement are found in **Appendix 9a**.

### Monitoring and Acknowledgment:

- Continuously monitor students' behaviour to ensure they are following the expectations.
- Remind students of the expectations regularly. Use a variety of reminders, such as visual prompts, verbal reminders, and modeling.
- Provide positive feedback and recognition when students consistently display the expected behaviour.
- Be consistent in correcting or addressing any deviations from the expectation.

### Addressing Behaviours of Concern:

- Create a clear and consistent plan for how to respond to difficult behaviours.
- Create opportunities for students to learn from their behaviours in a safe and supportive environment. When appropriate, provide restitution for their actions.
- PBIS-aligned responses to use when students are not following expectations are found in [Appendix 9b](#).

### Ongoing Process:

- Schoolwide expectations should be periodically reviewed. If necessary, expectations can be adjusted or revised to meet the evolving needs of the school community.
- Ensure that the system of recognition remains a consistent and continuous effort.
- Create a mechanism to onboard new staff and students.

Students should actively engage in promoting behavioural expectations that match their developmental stage, contributing through activities such as creating videos, designing posters, and modeling expected behaviour for younger students. Additionally, a continuous approach to monitoring and integrating behaviour expectations and related data should be adopted throughout the school year, with regular check-ins during PBIS Team meetings, school staff meetings, and Education Support Services (ESS) meetings. This information should be seamlessly integrated into the School Improvement Plan, ensuring a cohesive and data-driven approach to managing behaviour across the school community.

## Discipline Procedures

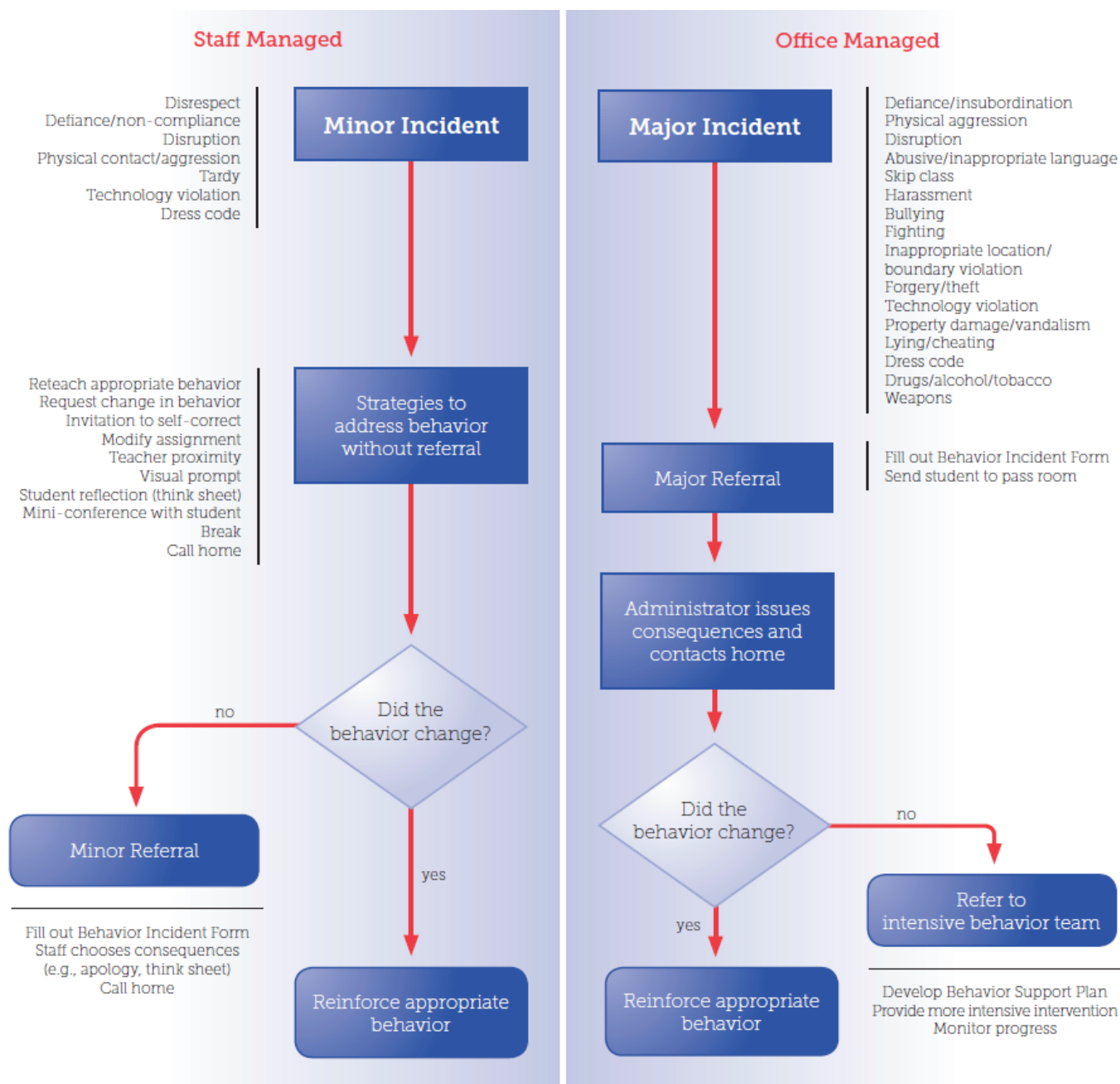
Discipline procedures include both “behaviours not tolerated” and “serious misconduct” as defined by EECD Policy 703, both inside and outside of the common learning environment. These procedures must be clearly defined. It is imperative that all staff have a complete understanding of the procedures and have committed to following them consistently.

It is essential that schools develop procedures to reduce racial and ethnic disproportionality in school discipline. The guides linked below will describe and provide information on:

- key elements for discipline policy and their application in schools,
  - processes and tools for assessing aspects of policies to enhance equitable discipline,
  - framework and steps for identifying the extent of discipline disproportionality,
  - analyzing data to determine solutions,
  - monitoring the effectiveness of action plans to increase equity in school discipline.
- ▶ [Center on PBIS | Resource: Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams](#)
  - ▶ [Center on PBIS | Resource: Discipline Disproportionality Problem Solving: A Data Guide for School Teams](#)

As part of PBIS, it is helpful to develop a document outlining the behaviours that teachers will manage and those that school administration will manage. A system for identifying when and how staff members will document behaviours of concern is essential. An example from The Centre on PBIS of a behaviour management flow chart is on the following page:





Green, A. L., Nese, R. N. T., McIntosh, K., Nishioka, V., Eliason, B., & Canizal Delabra, A. (2015). *PBIS Disproportionality Policy Guidebook*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org)

Tracking behaviour in Incident Management through PowerSchool is required for serious misconduct as defined in Policy 703. PowerSchool also has the capability to capture data around behaviours not tolerated. This data will be used by the PBIS Team to guide decision-making about program and intervention effectiveness.

While most students will respond to the behavioural instruction, recognition, and reinforcement provided, some students will still demonstrate varying degrees of behaviour(s) that challenge. These behaviours signal a lack of skill or indicate an unmet need. Some students need explicit, systematic, and intentional instruction to meet behavioural expectations. Therefore, a system must be put in place that provides individuals with corrective and restorative consequences when they demonstrate behaviours of concern.

This system must align with and respect EECD Policy 322 and EECD Policy 703. Consequences, natural and imposed, should:

- have a restorative component,
- be directly correlated to the behaviour, and
- be developmentally appropriate,

thus, allowing students to learn how to resolve disagreements, take ownership of their behaviour, and engage in acts of empathy and forgiveness.

If a student does not meet the expected behaviour based on the school's behaviour matrix, there will be an opportunity for teaching to help them improve. This could involve simply reminding the student of what is expected, or it might include reteaching and practising the correct behaviour in different parts of the school.

## Develop Systems to Involve Students, Families, and Community (E4)



Community involvement in Positive Behaviour Interventions and Supports (PBIS) is critical for building a comprehensive and successful approach to behaviour management in schools. Engaging all members of the school community in PBIS initiatives fosters a sense of shared responsibility and strengthens the school's climate and culture. By including families and communities in PBIS discussions and activities, schools can create a consistent approach to behaviour expectations at home, in the community, and in the school environment. Collaboration with local partners may provide additional resources, support, and opportunities for students to connect with their community. Community involvement can extend to mentorship programs, volunteer opportunities, and hosting events that promote positive behaviour. This reinforces the idea that positive behaviour is a collective effort, contributing to a more supportive and nurturing learning environment.

The PBIS school leadership team will need to develop a communication plan for sharing essential elements of the plan with all members of the school community. Information should be shared through various platforms such as the student handbook, newsletters, school website, and so on. As the communication plan is a living document, it must be reviewed with new students and staff.



## SECTION 3

# Implementing Tier 2 PBIS

Implementing Tier 2 of PBIS involves providing targeted support to those students who need additional assistance with behaviour beyond strong Tier 1 practices and strategies. Tier 1 practices should continue as you explore Tier 2 interventions. Tier 2 interventions should enhance your school culture, improve the learning environment, and boost student outcomes.

## Implementation of Tier 2

For Tier 2 practices to be effective, schoolwide Tier 1 systems and practices must be implemented with fidelity and consistency. Before moving on to this phase, it is recommended that you complete a Tier 1 fidelity assessment to ensure that Tier 1 practices are firmly embedded into your school systems and culture. The Schoolwide Tier 1 Systems survey in [Appendix 5](#) is recommended. Once your team has determined, through evidence and data, that Tier 1 is firmly in place, implementation of Tier 2 can begin.

**Establish a System for Prioritizing Tier 2:** This system should involve a designated team that will look at the data and prioritize the needs at the Tier 2 level. The team will be responsible for overseeing Tier 2 interventions.

**Student Identification System:** Data should be used to identify those students who may benefit from Tier 2 interventions. This data can include behaviour incident reports, attendance records, and academic performance.

**Understanding the Behaviour:** For each identified student, choose a data collection method to determine patterns and possible causes of the behaviour of concern. Data analysis helps the team determine the specific factors contributing to the behaviour and informs the short-term intervention plan(s).

## Targeted Short-Term Intervention Plans (STIPs)

Short-term Intervention Plans (STIPs) enable schools to respond promptly to students who show signs of needing targeted support or instruction. These plans are designed to provide help before a student reaches a crisis point. In alignment with PBIS, which promotes strengths-based approaches to behavior, Tier 2 interventions should focus on students' strengths and use positive, encouraging language. The goal is to recognize and build on what students are doing well, while guiding them toward continued growth.

### STIPs can be developed for:

1. **Groups of students** who require additional teaching of schoolwide expectations or who share common behaviours of concerns (i.e. attendance, social skills, disruptive behaviour). Communication with the student's family will be important to share concerns, brainstorm solutions, inform on proposed interventions, and determine how progress will be evaluated.
2. **Individual students** who are not successful with tier 1 strategies may need short, targeted, intentional interventions.

**Note:** If a student is engaging in chronic and/or severe behaviour that puts the safety of others at risk, a Personalized Learning Plan – Individual Behaviour Support Plan (PLP-IBSP) - should be developed for the student (Tier 3).



## Select and Document Evidence-Based Interventions

Choose evidence-based behavioural interventions and strategies for each student's specific developmental needs based on your data. These interventions should be tailored to the student's unique circumstances and documented in ESS Connect. These plans should include clear, measurable goals, strategies to address the behaviour, and methods for monitoring progress. Expected behaviours must be explicitly taught and modeled to the student, and the student must be given opportunities to learn and practise the expected behaviours.

Evidence-based short-term intervention plans should meet the following criteria:

- Match to student's need(s) based on data.
- Explicitly teach and model expected behaviour(s) to the student.
- Proactively prompt more appropriate behaviour before behaviour(s) of concern occur.
- Provide opportunities to practise behaviour(s) across various settings.
- Provide frequent and systematic behavioural feedback.

Before putting interventions into place, it is important for schools to consider who should support these interventions. Such support may come from, but is not limited to:

- Child and Youth Personnel
- Classroom Teacher
- Community Partners
- District Education Support Services Team
- Educational Assistants under the direction of ESS member
- Families
- First Nation Partners
- Members of ESS Team: EST-Resource, School Counsellor, Behaviour Intervention Mentor, Principal, and Vice-Principal, etc. See School-Based Education Support Services Teams: Supporting Inclusive Education document for more information on ESS Teams.

## Evidence-Based Tier 2 Intervention Examples

1. Small Group Instruction: Conduct small group sessions focused on specific skills or areas of improvement, including social skills, self-regulation skills, problem-solving/conflict resolution, communication skills, time management, and organizational skills. Implement social-emotional learning (SEL) programs to enhance students' emotional intelligence, self-awareness, and interpersonal skills.
  - ▶ [PBIS Forum 2021: Small Group Social Skills Instruction & Self-management](#)
  - ▶ [Social Skills Instruction Tier 2 - SCTG Webinar](#)
  - ▶ [CASEL: Social and Emotional Learning](#)
2. Check-In/Check-Out (CICO): Implement a daily check-in and check-out system where students receive personalized feedback and support from a designated adult mentor.
  - ▶ [Check-in/Check-out A Targeted Intervention](#)
3. Behaviour Contracts: Develop individualized contracts outlining expectations, goals, and reinforcement for students to improve their behaviour(s) and engagement.
  - ▶ [Behaviour Contracts from PBIS World](#)
4. Academic Interventions: Provide additional instruction or resources to address academic challenges in literacy and numeracy or other subject areas. For more information on academic Tier 2 interventions, consult with your school-based Education Support Team or other academic professionals within your school community.
5. Mentoring Programs: Establish mentoring relationships between students and trusted adults/peers in the school community to provide guidance and support.
  - ▶ [Mentoring from PBIS World](#)

## Implementing with Fidelity

It is imperative to implement Tier 2 interventions with fidelity. Suggestions to ensure successful interventions include:

- Communication with families: Keep families informed about their child's progress and the interventions being implemented. Collaborate with them to ensure consistency between home and school environments.
- Provide training and support to those responsible for implementing the plan: Train staff members on the implementation of Tier 2 interventions. Ensure everyone understands their roles and responsibilities in supporting the student(s).

Monitor progress and adjust as needed: Regularly collect data to monitor student progress. Use this data to assess the effectiveness of the Tier 2 interventions and adjust as needed. If sufficient progress is not being made, the PBIS Team, in collaboration with the ESS Team, should meet to review the data and adjust the plan as necessary. It may be necessary to try different strategies or intensify the level of support. Remember, fidelity is essential as interventions take time. Allow sufficient time for the intervention to reach its maximum effectiveness. If the plan is working, establish a plan for systematically fading support.

- Provide consistent feedback and celebrate success: Continuously provide feedback to students on their progress. Positive reinforcement and encouragement can help motivate students to make positive changes.
- Review and revise your system: Periodically review the effectiveness of Tier 2 interventions as a team. Adjust and revise as needed to ensure they remain appropriate and effective for each student.

Remember that PBIS Tier 2 is a proactive and data-driven approach to behaviour support. It aims to prevent behaviours of concern by providing targeted interventions and support to identified students. Regular communication and collaboration among the PBIS Team, ESS Team, teachers, staff, and families is essential for successful implementation. More information on Tier 2 can be found at:

- ▶ [Center on PBIS | Tier 2](#)



## SECTION 4

# Implementing Tier 3 PBIS

Implementing Tier 3 of PBIS involves providing additional targeted support to students who need more support beyond what is being provided through Tier 1 and 2 interventions. Tier 1 practices and Tier 2 interventions should continue as you explore Tier 3 interventions. Tier 3 interventions should strengthen and enrich your school culture, improve the learning environment, and boost student outcomes.

For Tier 3 interventions to be effective, Tier 1 and 2 systems and practices must be consistently implemented with fidelity. Before implementing Tier 3 practices it is recommended that you ensure the practices below are in place:

- Tier 1 practices are in place and are meeting the needs of the school community.
- Targeted Tier 2 interventions, based on the learner's needs, are provided and progress monitored on a regular basis.
- Problem-solving meetings/common plan meetings occur.
- Data is taken, analyzed, and shared with those working and supporting the learner.
- Accommodations and interventions have been developed based on the data, and consistently implemented with fidelity as indicated in the learner's PLP (if applicable).
- Training is provided (if applicable).

Once the team has determined, through evidence and data, that Tier 1 and Tier 2 are firmly in place and that an individual receiving these supports has yet to meet with success, it would be appropriate to move to Tier 3 Interventions.

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Developing a Personalized Learning Plan – Individual Behaviour Support Plan (PLP-IBSP) that fosters positive behaviour involves several key elements:

### **Safety and Level of Risk**

Often, the behaviour of concern is well supported and does not pose an immediate safety risk. Therefore, it is important to provide time to carefully develop an Individualized Behaviour Support Plan (IBSP). However, in some situations, the team may be required to implement initial interventions and supports to ensure student and staff safety before the creation of the PLP-IBSP. In these situations, staff members who regularly interact with the student will require support and possibly further training on how to best respond when behaviours of concern occur. The ESS team should analyze the situation, determine the level of safety risk, and develop a safety protocol should behaviours that put the learner or others at risk occur. It will be necessary to prioritize which behaviours to address first, especially when a learner presents with multiple behaviours of concern. Always prioritize safety first.

For more information about Levels of Risk see [Appendix 10](#).

### **Effective Team Collaboration**

When supporting learners with behaviours that impact inclusion, working within a collaborative context is of utmost importance. Situations arising from behaviours of concern often elicit stress. Having trusted team members to provide support may help alleviate some of that stress. Effective communication and collaboration will also increase the likelihood that interventions are successful, as all team members share a common understanding. When families and staff members feel supported, they are more likely to actively participate and contribute as team members, as referenced above, when reaching out for intervention supports.



## Interpret Initial Data and Other Relevant Information

1. Are there important changes in the learner's context that seem to be contributing to the behaviour? (i.e. loss/peer relationships, mental health)
2. What is the history of the behaviour(s) of concern?
3. What conditions occur when the learner is successful and is not engaging in behaviours of concern?
4. What patterns are evident?
5. What conditions are occurring in the environment when the learner engages in the behaviours of concern? (i.e. tasks, time of day, day of the week, people, and the environment)
6. What happens immediately before and after the behaviours of concern?
7. What is the function(s) of the behaviour?
  - A. Does the learner obtain attention when he/she engages in the behaviour?
  - B. Does the learner gain access to an activity/object when he/she engages in the behaviour?
  - C. Are they escaping behaviour from an undesired task, environment, or situation after engaging in the behaviour?
  - D. Does the behaviour itself appear to be reinforcing (i.e. does not seem to be related to external consequences)?



Requesting support from others with advanced training, such as an Autism Lead, Behaviour Intervention Mentor, or Board-Certified Behaviour Analyst (BCBA), may be required to fully understand the function of a behaviour and to plan appropriately.

In addition, consider the following questions to determine the importance of addressing specific behaviours of concern:

- Is the behaviour interfering with the learner being included in the learning environment and in activities with their peers or family?
- Is the behaviour potentially stigmatizing? Does the behaviour cause the learner's peers to perceive them in a negative way?
- Will the behaviour of concern have an impact on the learner's independence and overall success?

## Document Observations and Collect Data

Identifying the root cause(s) behind a learner's behaviour (Functional Behaviour Assessment) is essential to developing the appropriate intervention and programming. It is necessary to choose a data collection method that matches the circumstances. See [Appendix 11](#) for more information on behaviour data collection methods.

The following must be considered/completed:

- Describe the behaviour observed in specific and observable terms (what does the behaviour look like?)
- Date (time of day, day of the week, time of year)
- Duration (how long does it occur?)
- Contexts in which the behaviours of concern occur (environment, specific class, etc.)
- Track behaviours consistently (in PowerSchool and/or ESS Connect if applicable)

This data will help the school-based ESS team make informed decisions about interventions needed and the severity of the situation. With this information, the team will be prepared to have conversations with families/guardians about their child's behaviour and determine the need for additional assessment(s).



## Communicate with Families

Families can provide valuable insight into events and circumstances that may influence behaviours. Setting events or antecedents can happen long before a behaviour occurs and contribute to behaviours of concern. Such events may include, but are not limited to:

- Family dynamics
- Parental separation
- Loss of a family member/pet

Recognizing setting events equips the team with valuable information to implement interventions that support the learner when these circumstances arise. Families play a crucial role in helping the team gain a deeper understanding of the learner, their current situation, and potential support strategies that could be beneficial.

A PBIS guide for positive family conversations is below:

| BEFORE THE CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | DURING THE CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | AFTER THE CONVERSATION                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Prepare with Empathy</b><br/>Reflect on the family's perspective and gather specific examples of the concern. Approach the conversation with the intent to collaborate rather than criticize.</p> <p><b>Use Data &amp; Observations</b><br/>Have concrete examples of behaviours and positive interventions used so far. This keeps the conversation objective and solutions-focused.</p> <p><b>Set a Positive Tone</b><br/>Begin with strengths. Highlight the student's successes and qualities to assure families that the school sees their child holistically.</p> <p><b>Plan for Emotional Responses</b><br/>Anticipate concerns, frustrations, or defensiveness, and think through how you'll de-escalate strong emotions with validation and active listening.</p> | <p><b>Create a Welcoming Atmosphere</b><br/>Ensure a private, respectful setting. Start by expressing your shared goal of helping the student succeed.</p> <p><b>Use PBIS-Aligned Language</b><br/>Emphasize how positive reinforcement and support strategies are being used rather than focusing only on the problem.</p> <p><b>Listen &amp; Acknowledge</b><br/>Allow the family to share their thoughts and concerns fully. Use phrases like, "I hear you," or "That must be challenging for you."</p> <p><b>Collaborate on Solutions</b><br/>Instead of presenting a fixed solution, ask, "What strategies have worked at home?" or "How can we partner to support [student's name]?"</p> <p><b>Be Mindful of Cultural Sensitivity</b><br/>Consider the family's background, values, and communication styles. Be open to their perspective.</p> | <p><b>Summarize &amp; Clarify Next Steps</b><br/>Recap key points and agreed-upon actions to ensure alignment.</p> <p><b>Follow Up with Support</b><br/>Send a follow-up message thanking them for their time, restating the action plan, and inviting further collaboration.</p> <p><b>Reflect &amp; Adjust</b><br/>After the meeting, reflect on what went well and what could be improved for future conversations.</p> |



## Conference with Student

In many situations, it will be helpful to have a conversation with the student (when they are not engaging in behaviour) to gain insight regarding what the student is trying to communicate, as well as to find possible solutions to the behaviours that challenge. An adult with whom the student has a positive relationship can facilitate a discussion to explore the effectiveness of strategies currently being used.

A PBIS approach to positive conversations is below:

| BEFORE THE CONFERENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | DURING THE CONFERENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | AFTER THE CONFERENCE                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Set a Clear Purpose</b><br/>Identify the goal of the conversation (e.g., behaviour reflection, academic support, problem-solving) and frame it in a way that promotes growth.</p> <p><b>Gather Information</b><br/>Have specific examples of behaviours or concerns, along with any data or positive feedback, to keep the conversation constructive.</p> <p><b>Choose the Right Setting</b><br/>Ensure privacy and a calm environment to encourage open and honest dialogue.</p> | <p><b>Start with Strengths</b><br/>Begin by acknowledging the student's efforts, strengths, or positive behaviours to establish trust and set a positive tone.</p> <p><b>Use Open-Ended Questions</b><br/>Encourage reflection by asking, "How do you feel about what happened?" or "What do you think could have been done differently?"</p> <p><b>Frame Challenges as Opportunities</b><br/>Instead of focusing solely on what went wrong, guide the student toward solutions: "What can we do to help you be more successful next time?"</p> <p><b>Encourage Ownership</b><br/>Help the student recognize their role in the situation while emphasizing their ability to make positive choices moving forward</p> <p><b>Use PBIS Language</b><br/>Reinforce expectations by linking the conversation to schoolwide behavioural expectations: "How does this align with our school's values of respect and responsibility?"</p> | <p><b>Develop an Action Plan</b><br/>Collaborate with the student to identify concrete steps for improvement. Keep it simple and achievable.</p> <p><b>Follow Up &amp; Reinforce</b><br/>Check in with the student afterward, recognizing progress and providing encouragement. Consistency is key to behaviour change.</p> <p><b>Celebrate Growth</b><br/>Acknowledge even small improvements to reinforce positive behaviour and maintain motivation.</p> |



## Support All Staff Members

Working with students who exhibit significant behaviours of concern can be emotionally demanding. To maintain a positive and supportive school culture, staff members need structured support and ongoing encouragement.

By embedding these supports into the school culture, staff members feel valued, empowered, and more capable of managing behaviours of concern effectively.

### BEFORE THE CONFERENCE

#### Set a Collaborative Tone

Approach the conversation with empathy and as a partnership rather than an evaluation.

#### Gather Specific Insights

Focus on concrete observations rather than assumptions. Include positive moments as well as challenges.

#### Choose the Right Setting

Provide a private and comfortable space where staff feel safe to express their concerns.

### DURING THE CONFERENCE

#### Acknowledge Emotional Impact

Recognize that working with challenging behaviours can be intense and validate the staff member's experiences:

*"I know this situation has been really demanding, and I appreciate your dedication."*

#### Follow Up Regularly

Check in on staff members beyond the immediate situation to show continued support.

#### Model Interventions

Offer practical strategies or demonstrate techniques to help the staff member feel more equipped.

#### Highlight Successes

Reinforce what is going well: "I noticed how you redirected [student's name] with patience. That was really effective!"

#### Show Appreciation

A simple "Thank you for your hard work" or public acknowledgment can boost morale.

#### Facilitate Debriefing When Needed

Provide space for staff to process intense experiences in a structured, non-judgmental way.

#### Give Constructive Feedback

Frame feedback as an opportunity for growth: Instead of "This didn't work," try, "Have you considered trying [strategy]?"

### AFTER THE CONFERENCE

#### Ensure Ongoing Support

Ask, "What support do you need moving forward?" and follow through with resources.

#### Celebrate Growth & Resilience

Recognize improvements, even small ones, to keep morale high.



## Variations to the Common Learning Environment

Decisions to provide intervention in a more restrictive environment due to behavioural concerns should be supported by data regarding the frequency and intensity of the behaviour of concern. Information from the data collection, the team's professional judgment, and departmental policy should guide decision-making.

When the school team determines that a different setting is required, the team should review the conditions outlined in Policy 322 regarding variations to the common learning environment. Note that the policy indicates that the student's plan (PLP-IBSP) should state the expected duration outside the common learning environment, and the plan for the student's return. When an objective has been taught successfully outside of the context of the learning environment, consideration needs to be given to the generalization of this skill.

### Examples of Tier 3 Supports and Interventions

- Common Plan meetings with a diverse team of individuals who support the student's needs, in and out of the school setting
- Community and cultural supports
- Consultation with Board-Certified Behaviour Analyst (BCBA)
- One-on-one support from a Behaviour Intervention Mentor
- One-on-one support from a Child and Youth Team personnel
- Personalized Learning Plan - Individualized
- Personalized Learning Plan - Individual Behaviour Support Plan (PLP-IBSP)
- Provincial Integrated Support Plan (formerly PCC)
- Support from the Office of First Nation Education
- Variation to the common learning environment
- Violent Threat Risk Assessment (VTRA) when deemed appropriate to ensure safety and address potential threats



## Closing Statement

The successful implementation of PBIS in New Brunswick schools relies on a shared commitment to fostering a positive, inclusive, and supportive learning environment for all. By embedding proactive strategies, reinforcing positive behaviours, and equipping educators with the tools they need, PBIS creates a school culture where students and staff feel safe, valued, and promote learning. The New Brunswick EECD 2025 PBIS guide serves as a foundation for schools to build sustainable systems that promote academic and social success.

As schools continue this journey together, ongoing collaboration, reflection, and adaptation will be key to ensuring that PBIS remains an effective framework for empowering both students and staff. Through collective efforts, schools can cultivate a school community where positive behaviour is the norm, challenges are met with solutions, and all learners and staff have the opportunity to thrive.





# Appendices

# Appendix 1



## The 12 Elements of PBIS

### 1) PBIS Team



This team includes administration as well as classroom/paraprofessional staff and will promote PBIS schoolwide. This team meets regularly to focus on implementation, consider feedback, and examine data. Succession planning needs to be built into the team.

### 2) Data Collection



Understanding how well the PBIS initiative is performing is practically impossible without reliable data. Data is fundamental in the decision-making process for Tier 1, Tier 2, and Tier 3. The PBIS team is required to have a data collection process that aligns with their district and provincial (EECD) standards and guidelines.

### 3) Buy-In From Staff



If staff doesn't believe PBIS can work, the initiative will struggle to get off the ground. Buy-in begins with the administration and flows to the entire staff, students, and community. Listen to staff's concerns and provide timely information to help all staff see how PBIS can radically change the teaching experience and improve school culture.

### 4) Student/Family/Community Involvement



Gather from existing data points or conduct surveys of staff, students, families, and community members regularly. Seek this feedback every 6 months at a minimum. Stakeholders' input regarding PBIS allows you and your team to see where adjustments are needed to see where community involvement strengthens or detracts from the focus of strengthening supports at each tier.

### 5) Evaluation and Reporting



Are staff and community recognizing positives or only negatives in the classroom, hallways, community, etc. Are students positively contributing to the school culture? Has there been a reduction in discipline/SEL referrals? What's working? What do you and the PBIS team need to change? Where can you improve and motivate the team/students? Monitor the school's progress throughout the year by utilizing existing data points, for example, the Mental Health Pulse survey and Our School survey.

### 6) Schoolwide Expectations



Establishing schoolwide expectations is no small task! These schoolwide expectations should be specific, and observable, and attainable for specific grade levels. Students and staff should be able to articulate what these expectations are and be able to apply them in the wider school community context. Staff can adopt these expectations within their individual classrooms. Plan for the intentional involvement of student voice to increase buy in and adoption.





## The 12 Elements of PBIS

### 7) Behavioural Instruction



As a complement to the schoolwide expectations, all staff should be intentional when it comes to teaching and modeling appropriate behavioural practices. Behaviours that reflect schoolwide expectations will look different in different situations (on the bus, classroom, sporting event...). Do not assume adults and children are comfortable with behavioural instruction. Intentional professional learning for all staff is essential for consistent implementation across grade levels and the wider school community.

### 8) System for Recognition



Recognizing School Community (Staff, students, volunteers, etc...) for positive behaviours should be effortless. Establish a system that is consistent for specific behaviours and supports the school's code of conduct. The system for recognition needs to have student input and be revisited on a cyclical basis. Quarterly data is required to effectively review the system for recognition to ensure it is inclusive.

### 9) Consistent Implementation



A PBIS initiative is a commitment. You and your staff will be applying the goals and principles of PBIS throughout the school over the course of the entire school year and beyond. This will require succession planning, coaching for staff members who struggle with implementation, community awareness programming, and district support. A cornerstone to support fidelity with regard to consistent implementation is student voice.

### 10) Professional Development



Teaching all school staff about all aspects of Tier 1, Tier 2, and Tier 3 should include instruction on: how to support schoolwide expectations, acknowledge positive behaviour, correct negative behaviours, data collection and interpretation, and other evidence-based practices that support all staff (paraprofessionals etc.). Making this a part of your school-based professional development calendar will assure every staff member is on the same page.

### 11) Classroom Systems and Routines



Educators can tell you that routines are the lifeblood of successful classroom management. Establish routines and procedures related to your PBIS initiative so that students, families, community, supply teachers and school partners will know what to expect.

### 12) Discipline Procedures



One of the long-term goals of any PBIS initiative is the significant reduction of discipline and SEL referrals. Proper management of PBIS will eventually get your school community there, but in the meantime, you and the school community must deal with negative behaviour in a positive way. Communication to all partners is key when revisiting discipline procedures that reflect culture that does not align with PBIS and RTI. Create specific processes that support diverse and exceptional students towards a mutually agreed upon behavioural expectation(s). ESS Connect documentation is required for those who transition within the tiers (ie: from Tier 3 to Tier 2).



## Appendix 2

### EXAMPLE: All-Call e-mail for PBIS Team members

Hey there!

Have **YOU** wondered about the **PBIS** initiative that school name has been selected to be part of as an incubator school the 2024-2025? Have **YOU** asked yourself how you can be involved? Are **YOU** wondering what the heck is PBIS? Well, **just keep reading!**

### What is PBIS?

Positive Behaviour Interventions & Support (PBIS) is a **proactive, evidence-based** approach for establishing a **positive, safe, and inclusive whole-school culture**. It involves systematic and individualized behaviour support strategies for achieving social and learning outcomes while preventing problem behaviour for all students.

PBIS is not a program, but rather a **framework** in which a school team operates. It becomes part of the **culture** and "just how we do things." It involves all **stakeholders** working together to **teach and support** behaviour expectations at school.

### What is the PBIS Incubator Initiative?

The Department of Education and Early Childhood is supporting schools and **school teams** with setting up learning environments to be **positive, predictable, and consistent** to support students being successful socially and academically within a **Response to Intervention Framework**. Incubator schools work within a **PLC model** with other Incubator schools, with **coaching and support** from Learning Specialist at EECD, to develop and strengthen PBIS in their school. The initiative is a minimum 3-year commitment. The commitment will include professional learning, collaborating with colleagues, reviewing data, and planning and supporting strategic change at \_\_\_\_\_ School.

As we enter year one, I'm looking forward to learning about the process and framework from the ground up with all of you.

### **How do I become part of the PBIS Team at \_\_\_\_\_?**

**Easy Peasy!** Fire me off an email expressing your interest. We are looking for representatives from K-2, 3-5, 6-8 and ESS.

YOUR email signature

## Appendix 3



### EXAMPLE PBIS Update Communication to all Staff

Happy Tuesday Amazing (your school's name) Staff,  
The PBIS Team met yesterday, and we wanted to provide you with a few updates.

| <b>Data Dive</b>          | <b>2023-2024 School Year<br/>(Sept-Feb)</b> | <b>2024-2025 School Year<br/>(Sept-Feb)</b> |
|---------------------------|---------------------------------------------|---------------------------------------------|
| Total Behaviour Incidents | 120                                         | 105                                         |
| Administrator Initiated   | 120                                         | 75                                          |
| Teacher Initiated         | 0                                           | 30                                          |

| <b>Grade</b> | <b>Number of Incidents</b> | <b>Percentage of Total Incidents</b> |
|--------------|----------------------------|--------------------------------------|
| K            | 0                          | 0%                                   |
| 1            | 28                         | 23%                                  |
| 2            | 6                          | 5%                                   |
| 3            | 6                          | 5%                                   |
| 4            | 8                          | 7%                                   |
| 5            | 15                         | 12.5%                                |
| 6            | 19                         | 16%                                  |
| 7            | 8                          | 7%                                   |
| 8            | 15                         | 12.5%                                |

A reminder that our [behavioural flow chart](#) and the [job aid for teacher behaviour submissions through Power School](#) can be found on our Team channel. If you need any help submitting incidents, please feel free to reach out to a PBIS team member for help. (hint: link the documents for easy access)

#### **What's Been Happening in the World of PBIS?**

- Ongoing student celebrations (Tiger of the Month)
- Daily Tiger Paws (your school's system for recognition) Reminders on the announcements
- Teachers reviewing Being a Tiger (expected behaviours) with their classes following extended breaks.
- Tiger Paws & Being a Tiger reminder to families via the weekly newsletter following extended breaks.
- Sharing and re-sharing of the family handbook with families
- Sharing and re-sharing of the staff handbook with (your school's name) Staff
- "Jazzing" up the hallways with Tiger Paws logos
- Tuques for the Playground Pals for easier identification and to celebrate their work.

#### **What's Next for the PBIS Team?**

We are currently working on a Tier 1 Behavioural Toolkit document for all staff use. If you have samples of any visual schedules, check in/check out, promising practices, If/Then.... that you would like to share with the team to help build a bank of exemplars, please send them to the Team.

The PBIS team will be available on \_\_\_\_\_ for our monthly lunch-and-learn to answer any questions, hear your comments, and chat about PBIS. As always, you can also reach out to any of us, and we would love to share and answer any questions.

Your PBIS Team (list names of members)

## Appendix 4



### Establishing and Operating an Effective PBIS Team

#### Self-Assessment

This checklist is designed to be completed by the PBIS Team once a quarter to monitor the effectiveness and operation of the PBIS Team.

PBIS Team: \_\_\_\_\_ Date of Report: \_\_\_\_\_

|                                                                                                                                                                                                                                         | Achieved | In Progress | Not yet Started | Comments |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|-----------------|----------|
| <b>1. Administrator's Support &amp; Active Involvement</b><br>-Admin attends PBIS meetings 80% of time<br>-Admin defines social behaviour as one of the top three goals for the school<br>-Admin actively participates in PBIS training |          |             |                 |          |
| <b>2. PBIS Team has regular meetings.</b><br>(at least once per month)                                                                                                                                                                  |          |             |                 |          |
| <b>3. The PBIS team has established a clear mission/purpose.</b>                                                                                                                                                                        |          |             |                 |          |
| <b>4. Team Established (Representation)</b><br>Can include grade level teachers, specialists, support staff, parents, ESS member, cultural support worker.                                                                              |          |             |                 |          |
| <b>5. PBIS team has established and follows team norms and commitments.</b>                                                                                                                                                             |          |             |                 |          |
| <b>6. An agenda is created and followed:</b><br>Has action items identified, timeline, person(s) responsible, and celebrations                                                                                                          |          |             |                 |          |
| <b>7. PBIS uses data to inform decisions.</b>                                                                                                                                                                                           |          |             |                 |          |
| <b>8. PBIS team communicates back to all staff the developments, actions, data, and progress on implementation of PBIS, highlighting strengths and identifying areas growth.</b>                                                        |          |             |                 |          |
| <b>9. PBIS team members are intentionally and continuously learning about the PBIS framework.</b>                                                                                                                                       |          |             |                 |          |
| <b>10. PBIS team members model positive, growth mindset, and seek to find solutions.</b>                                                                                                                                                |          |             |                 |          |

## Appendix 5



### Schoolwide PBIS Tier 1 Systems

Schoolwide is defined as involving all students, all staff, and all settings including non-classroom locations where supervision is emphasized (e.g., hallways, playground, cafeteria, bus)

| Current State |                    |              |                                                                                                                                                                                                                                                                            | Priority for improvement |        |     |
|---------------|--------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------|-----|
| In Place      | Partially In Place | Not In Place |                                                                                                                                                                                                                                                                            | High                     | Medium | Low |
|               |                    |              | 1) <b>Team Composition:</b> In my school, a team exists for schoolwide behavioural support, planning, and problem solving and the school administrator is an active member of the team.                                                                                    |                          |        |     |
|               |                    |              | 2) <b>Behaviour Expectations:</b> My school has positively stated schoolwide behaviour expectations and/or rules and are visible throughout the school and virtually accessible for school community                                                                       |                          |        |     |
|               |                    |              | 3) <b>Teaching Expectations:</b> My school has documented and distributed lesson plans and a schedule for teaching expected schoolwide behaviours.                                                                                                                         |                          |        |     |
|               |                    |              | 4) <b>Feedback and Acknowledgment:</b> My school has a documented schoolwide system for acknowledging and providing positive feedback for expected student behaviour (e.g., verbal statements, reinforcers) that is linked to schoolwide expectations.                     |                          |        |     |
|               |                    |              | 5) <b>Behaviour Definitions:</b> My school has clear descriptions of behaviours and clear definitions between administrator-supported and staff-supported behaviours.                                                                                                      |                          |        |     |
|               |                    |              | 6) <b>Response to Behaviour:</b> My school has a documented system (e.g., flowchart) for responding to behaviours.                                                                                                                                                         |                          |        |     |
|               |                    |              | 7) <b>Professional Development System:</b> My school has a documented process for orienting current and new staff and providing ongoing professional development on the schoolwide behaviour support system.                                                               |                          |        |     |
|               |                    |              | 8) <b>Professional Development Content:</b> My school has provided professional development on the four core Tier 1 PBIS practices: a) teaching schoolwide expectations, b) acknowledging expected behaviour, c) responding to behaviour errors, and d) accessing support. |                          |        |     |





## Schoolwide PBIS Tier 1 Systems

|  |  |  |                                                                                                                                                                                                                                                                                                                                                        |  |  |  |
|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  |  |                                                                                                                                                                                                                                                                                                                                                        |  |  |  |
|  |  |  | 9) Staff Involvement in my School: All staff have an opportunity to provide input on core practices (e.g., teaching schoolwide expectations, acknowledging expected behaviour, responding to behaviour errors, accessing support) at least annually.                                                                                                   |  |  |  |
|  |  |  | 10) Student / Family / Community Communication: My school has a documented process for informing students, families, and members of the school community about expected student behaviours at school (e.g., newsletters, brochures, website).                                                                                                          |  |  |  |
|  |  |  | 11) Student / Family / Community Engagement: My school seeks input on core practices (e.g., teaching schoolwide expectations, acknowledging expected behaviour, responding to behaviour errors) from students, families, and members of the school community at least annually.                                                                        |  |  |  |
|  |  |  | 12) Behaviour Data System: My school has a system for collecting behavioural data and analyzing patterns of student behaviour.                                                                                                                                                                                                                         |  |  |  |
|  |  |  | 13) Data-based Decision-Making: In my school, summarizing patterns of behavioural data is regularly shared with staff (minimum three times a year) for active decision-making and action planning.                                                                                                                                                     |  |  |  |
|  |  |  | 14) Fidelity Data: In my school, Tier 1 implementation fidelity data (e.g., classroom observations/walk-throughs, SAS, TFI, BoQ.) and the action plans of the schoolwide behaviour support team are shared with staff at least annually.                                                                                                               |  |  |  |
|  |  |  | 15) Annual Evaluation: In my school, data reflecting the effectiveness of Tier 1 practices are shared with staff and relevant school community partners at least annually, including year-by-year comparisons of outcome data (e.g., percentage of students in tiers, equity data, patterns of social-emotional-behavioural data), in a usable format. |  |  |  |

Center on Positive Behavioral Interventions and Supports. (n.d.). *Self-Assessment Survey (SAS)*. Retrieved from <https://www.pbis.org/resource/sas>

## Appendix 6



### Action Planning for PBIS Initiatives

| Questions to use to guide action planning                                                                                                                                        | Notes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1) What <b>need</b> (problem, issue, concern, etc.) are we trying to address?                                                                                                    |       |
| 2) What <b>evidence</b> do we have to confirm, understand, characterize, etc. the need?                                                                                          |       |
| 3) What <b>factors</b> seem to be contributing to the need?                                                                                                                      |       |
| 4) How high of a <b>priority</b> is addressing this need?                                                                                                                        |       |
| 5) What would the <b>solution</b> (data, strategy, etc.) look like to address the need?                                                                                          |       |
| 6) What <b>existing activities</b> also are addressing this need?                                                                                                                |       |
| 7) What would we see if we have been <b>successful</b> in addressing this need in 3 months, 1 year, 2 years, etc.?                                                               |       |
| 8) What would a <b>1-3 year</b> action plan look like to address this need?                                                                                                      |       |
| 9) What <b>factors</b> (\$, roadblocks, agreements, capacity, leadership, etc.) need to be considered to support and maximize the successful implementation of this action plan? |       |

SOURCE: NEPBIS School-Wide Positive Behavioral Interventions and Supports: Getting Started Workbook  
[Tier 1 Workbook and Supplemental Materials - Northeast Positive Behavioral Interventions and Supports](#)  
 Center on Positive Behavioral Interventions and Supports ([www.pbis.org](http://www.pbis.org))  
 NorthEast Positive Behavioral Interventions and Supports ([www.nepbis.org](http://www.nepbis.org))

## Appendix 7a

### EXAMPLE: Communication to Staff Regarding Behaviour Expectations Initiative

**Subject: Get Ready for PBIS – April Hallway Blitz!** 🚀

**Dear** *(your school name)* **Staff,**

Exciting news—our **PBIS journey** is in full swing, and we're ready to take the next big step! 🧠 ✨ Our PBIS Team has been hard at work developing schoolwide processes to make *(your school name)* a **positive, predictable, and safe** learning environment for everyone.

To kick things off, **April is all about Hallway Behaviour!** 👤 → 👤  
We're focusing on creating **calm, respectful, and safe** hallways, and we'll be supporting you with:

- ✅ **Clear responses** for when students are not following expectations
- ✅ **A recognition system** to reinforce positive behaviour
- ✅ **Lesson plans** to explicitly teach hallway expectations
- ✅ **An April Hallway Blitz!** – A detailed plan outlining duty expectations and staff roles

We're all in this together, and with consistency, enthusiasm, and a little *(your school name)* spirit, we'll create an environment where positive behaviour is the norm. Stay tuned for more details, and let's make April a **PBIS success!** 🎉

**Thank you for all you do!**

**Sincerely,**

[Your Name]

[Your Title]

*School Name* PBIS Team

## Appendix 7b

**EXAMPLE:** Communication to School Community Announcing PBIS Initiative (s):

Dear *(your school name)* School Community,

We are excited to share that *(your school name)* is officially a **PBIS (Positive Behavioural Interventions and Supports)** school! This means we are committed to fostering a **positive, predictable, and safe** learning environment where all students can thrive.

Our **PBIS Team** has been working diligently to develop schoolwide processes that reinforce our core values and behavioural expectations. As part of this effort, we have created a **Behaviour Matrix** that outlines what it means to be a *(your school name)* (*mascot... such as “Tiger”*) in different areas of our school.

This April (*choose timeline or month*), we will begin by focusing on **hallway behaviour**, ensuring that movement through our school is respectful, responsible, and safe. Attached, you will find our **Hallway Behaviour Expectations**, which we encourage all members of our community to support.

By working together—staff, students, and families—we can make *(your school name)* a place where **positive behaviours are taught, modeled, and celebrated** every day. Thank you for your partnership in making our school the best it can be!

Sincerely,  
[Your Name], [Your Title]  
*(your school’s name)* PBIS Team

---

This version keeps things light, fun, and engaging while still getting the message across.

**Subject: Exciting News – PBIS is Here at *(your school name)*!** 🎉

Dear Amazing *(your school name)* Community,

Big news—we’re officially a **PBIS school!** 🎉 What does this mean? Well, it’s not a secret code or a new dance move (though we wouldn’t mind that). It means we’re all about creating a **positive, safe, and awesome** school environment where students can learn, grow, and be their best *(your school name)* (*mascot... such as “Tiger”*) selves! ✨

Our **PBIS Team** has been hard at work (fueled by coffee and determination ☕💪) crafting a **Behaviour Matrix** that outlines our school values and expectations. Think of it as the “**How to Be an Awesome \_\_\_\_\_**” guide—except it’s not on YouTube, and you don’t have to subscribe.

To kick things off, **April is all about Hallway Behaviour!** 🚶 → 🚶 We’re making sure our hallways are safe, respectful, and not racetracks. Attached, you’ll find our **Hallway Behaviour Expectations**, and we’d love your support in reinforcing these at home and in the community.

With everyone on board—staff, students, and families—we can make *(your school name)* a place where **positivity rules, high-fives are free, and great behaviour is just what we do!** 🤝💙

Thanks for being part of this exciting journey!  
Sincerely,  
[Your Name], [Your Title]  
*(your school’s name)* PBIS Team



## Appendix 8

### Teaching Bathroom Behaviour: A Clear & Brief Outline

#### 1. Introduce Expectations (Tell) 🗣️

- Explain **why** bathroom behavior matters (safety, respect, clean and a positive school culture).
- Review the **Bathroom Behaviour Expectations** from the PBIS Behaviour Matrix.
- Ask students for their input: *Why do you think these expectations are important? What happens when we don't follow them?*

#### 2. Model the Behaviour (Show) 👀

- Invite students to demonstrate expected and unexpected behaviours.
- Have a **fun role-play activity** where students act out bathroom scenarios and discuss what went well or what could be improved.
- Reinforce expectations using **visuals** (posters, videos, student-created reminders).

#### 3. Practice the Behaviour (Do) 🧑🧑

- Have students **practice Bathroom Behaviour correctly**.
- Provide immediate, positive reinforcement for correct behaviours.

#### 4. Reinforce & Recognize (Encourage) 🌟

- Use **student-led recognition!** Let students nominate classmates demonstrating great Bathroom behaviour.
- Acknowledge positive behaviours with **verbal praise, PBIS tickets, or shout-outs**.
- Encourage students to **help create Bathroom reminders** (posters, slogans, or quick classroom check-ins).

#### 5. Monitor & Adjust (Check) ✅

- Staff consistently reinforce expectations by **reviewing bathroom expectations**.
- Have a quick student reflection: *What went well? What can we improve?*
- PBIS Team gathers feedback from students to make adjustments based on **their experiences and ideas**.

By involving students in the process, we empower them to **take ownership of their school environment**, making bathroom behaviour a **positive, student-driven success!** 🎉

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This approach ensures students feel heard, engaged, and motivated to **own** their behaviour expectations.

## Appendix 9a

Here are six **PBIS-aligned responses** staff can use to recognize and reinforce positive behaviour at \_\_\_\_\_ School:

### **PBIS Responses for Recognizing Positive Behaviour**

- 1 **Specific Praise** – “Wow, [student’s name], I love how you’re walking safely and staying to the right. That’s exactly what we expect at \_\_\_\_\_!”
- 2 **Public Acknowledgment** – “I just noticed [student’s name] using a quiet voice and showing respect in the hallway—thank you for being such a great role model!”
- 3 **Encouraging Reflection** – “How does it feel to follow our hallway expectations so well? You’re making our school a better place!”
- 4 **Positive Reinforcement** – “I really appreciate how you’re showing responsibility by keeping your hands to yourself—keep up the great work!”
- 5 **Group Recognition** – “This whole class is doing an amazing job of walking safely and respectfully—let’s give ourselves a round of applause!” 🍌
- 6 **PBIS Reward Connection** – “Because you’re following expectations so well, you just earned a [PBIS ticket/shout-out/point]! Keep it up!”

These responses help **reinforce desired behaviours**, making it more likely that students will continue making positive choices. |

## Appendix 9b

Here are six **PBIS-aligned responses** staff can use when students are not following expectations at \_\_\_\_\_. These responses are **positive, corrective, and encourage self-reflection** while maintaining a supportive tone:

### **PBIS Responses for Redirecting Behaviour**

- 1 **Gentle Reminder** – *“Hey [student’s name], remember at \_\_\_\_\_, we [expectation]. Let’s try that again the right way!”*
- 2 **Cue & Prompt** – *“What should we be doing in the hallway right now? Let’s pause and reset.”*
- 3 **Positive Framing** – *“I know you can walk safely—I’ve seen you do it! Let’s show that \_\_\_\_\_ pride.”*
- 4 **Offer a Choice** – *“Would you like to show me the right way now, or would you rather practice with me later?”*
- 5 **Acknowledge & Guide** – *“I see you’re in a hurry, but running isn’t safe. Let’s take a deep breath and walk together.”*
- 6 **Encourage Ownership** – *“What can you do differently to meet our expectations? I know you’ve got this!”*

These responses keep interactions **respectful, encouraging, and solution-focused**, reinforcing PBIS principles while maintaining student dignity.

## Appendix 10



### Levels of Risk

When families or staff members report behaviours that challenge, it is necessary to consider the level of risk the behaviour poses. In all contexts, safety should always be priority for the learner, peers, staff members and the family. The level of risk will help to determine the intensity of implemented interventions.

#### Mild Behaviour

- interferes with social interactions and/or adaptive behaviour.
- does not pose any threat to the environment, health, or safety for the learner or others.
- short in duration, no additional supports required beyond Tier 1 supports (classroom teacher supports and school wide practices).
- poses a barrier to some inclusive environments or programming.
- behaviour is responsive to Tier 1 interventions.

#### Moderate Behaviour

- behaviour has been unresponsive to Tier 1 interventions and supports.
- the ongoing behaviour disrupts the learning environment, health, and/or safety of self and others.
- has not yet resulted in significant property destruction.
- has not yet resulted in injury, or a serious and immediate response to safety concerns requiring emergency intervention.
- Tier 2 short-term interventions and supports are required and meet the needs of the individual.

#### Severe Behaviour

- a personalized, intensive support plan is required for the individual.
- the individual's behaviour has resulted in significant injury and/or significant property damage.
- poses an immediate danger requiring emergency intervention such as restraint, Violent Threat Risk Assessment (VTRA), protective equipment, one-to-one supervision, or placement in a highly restrictive environment to prevent significant injury or threats to safety, outside medical intervention.
- the behaviour has been unresponsive to Tier 1 and Tier 2 interventions and supports.

#### Complex Behaviour

Meets criteria for Severe Behaviour **and**:

- Tier 3 interventions have not met the needs of the individual.
- requires intensive long-term interdisciplinary supports and/or other non-school professionals with specialized skills and programming.
- persistent over time and in multiple environments.
- various root causes or functions have been identified and behaviour significantly impacts the everyday life of the individual and others.
- professional expertise and intervention are beyond the scope of the home/school context.

## Appendix 11



### Behaviour Data Collection Methods

| Type of Behaviour                                                                                                     | Data Collection Method                |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| The behaviour does not occur that often.                                                                              | frequency, rate, ABC                  |
| We need to know exactly how many times the behaviour occurs per day.                                                  | frequency, rate, ABC                  |
| The behaviour is easy to count, and the length of observation time is consistent day-to-day.                          | frequency, ABC                        |
| The behaviour is easy to count but the length of observation time varies day-to-day.                                  | rate                                  |
| The behaviour occurs for long periods of time and the beginning and end of the behaviour is observable.               | duration                              |
| The behaviour does not occur often but when it does it occurs at long durations.                                      | duration                              |
| We need to know the length of time the behaviour occurs.                                                              | duration                              |
| We need to know how often or specific times that a behaviour occurs.                                                  | interval, scatter plot                |
| The behaviour occurs at a high frequency.                                                                             | interval, scatter plot, time sampling |
| The behaviour occurs frequently, and the duration of the behaviour is short.                                          | interval, scatter plot, time sampling |
| The behaviour occurs constantly.                                                                                      | interval, scatter plot, time sampling |
| The student is presented with opportunities to engage in an appropriate behaviour.                                    | opportunities                         |
| We need to know how long it takes for a student to start engaging in a behaviour when presented with the opportunity. | latency                               |
| The observer needs to record multiple behaviours of multiple students at one time.                                    | time sampling                         |
| We need documentation of a specific intervention (i.e. token economy)                                                 | permanent product                     |
| We need extra data to support our primary method of data collection (i.e. referrals)                                  | permanent product                     |

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