

Tier 1: School-wide Systems Delaware PBS Key Features



The vision of the Delaware Positive Behavior Support Project is to create safe and caring learning environments that promote the social-emotional and academic development of all children. This vision requires comprehensive, systemic, and individualized interventions and supports.

1. Recognize that a *positive and safe* school climate promotes not only positive behavior, but also academic, social, and emotional development.

2. Recognize that *ALL students* benefit from positive behavioral supports. This includes students with and without behavior problems or disabilities, and requires sensitivity to individual and cultural differences.

3. Recognize the critical importance of *preventing behavior problems*. This is evident throughout school policies and evidence-based practices, especially in preventive classroom management, clear school-wide expectations, and school-wide teaching and recognition of positive behaviors. It also is seen in positive teacher-student, student-student, and school-family relations.

4. Recognize the critical importance of *developing self-discipline*. Achieving this long-term goal requires much more than strategies for preventing and correcting behavior problems. Thus, schools implement evidence-based programs in character education and social and emotional learning and/or infuse lessons throughout the curriculum that teach such social and emotional competencies as positive peer relations, empathy, resisting peer pressure, conflict resolution, and social and moral responsibility.

5. Recognize the critical importance of *correcting misbehavior* using a combination of evidence-based techniques for increasing appropriate behavior and decreasing use of inappropriate techniques. This is seen throughout school disciplinary policies and practices and in the recognition of the limitations of the use of harsh, frequent, or unfair punishment.

6. Recognize the critical importance of providing students who exhibit serious or chronic behavior problems with *comprehensive and intensive evidence-based interventions and supports*. They should be provided early, when behavior problems first appear. Where appropriate, they should be individualized and linked to functional behavioral assessments and person-centered planning.

7. In translating these beliefs into practice, Delaware PBS schools adopt a *problem-solving team process* for planning, development, implementation, and evaluation of evidence-based practices across all three levels of prevention and intervention (primary, secondary, and tertiary). The team is representative of the school staff and community including students and parents as active participants.

8. In translating these beliefs into practice, schools demonstrate *sustained commitment, participation, and implementation with fidelity* by the majority of staff, administrators, district leadership, and school community in a shared approach to the *dynamic and evolving* PBS process.

9. In translating these beliefs into practice, schools value the importance of *data-based decision making*, as reflected in the on-going evaluation of program effectiveness and modification of program components, interventions and supports based on multiple sources of data.

10. In translating these beliefs into practice, schools provide *on-going professional development and support* to school staff that corresponds closely with the needs of the schools and individual staff members.