



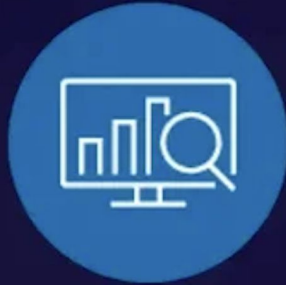
**POSITIVE BEHAVIOR**  
**INTERVENTION AND SUPPORT**

**Nome Elementary School**

**2025-26 School Year**

Each slide will have a text box (like this) that explains more about PBIS implementation in our building, how teachers are engaging with PBIS, and how it helps students grow as individuals. These have been added to this presentation version for ease of understanding.

# Key Elements of PBIS



## Systems

How positive behavior practices are implemented

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## Practices

How educators promote positive behaviors in school

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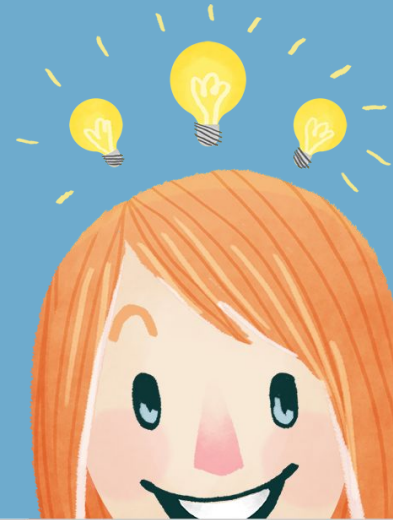
## Outcomes

To improve academic, SEL, and behavior outcomes for students

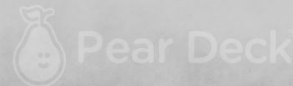
Teachers gave what they thought PBIS was in 10 words or less so that it will be easy to refer to with parents and students. Essentially, PBIS is “systems, practices, and outcomes that maximize student learning and growth.” Common language matters for implementation.

# Give your reflection below: why do students misbehave?

PBIS framework encourages teachers to be reflective in their structures, practices, and processes in building relationships with students. Teachers reflect and share at our site based inservices and PLC meetings.



Students, write your response!



Pear Deck Interactive Slide  
Do not remove this bar

## Reasons Students Commonly Misbehave

Teachers' conversations around behavior allow teachers to be mindful of their interactions with students, especially in the hard times.

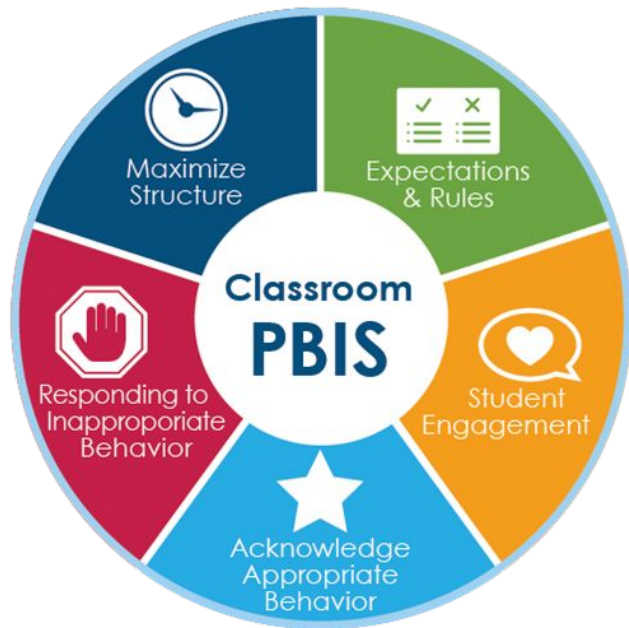
- Student(s) don't know, remember, and/or understand expectations (or time and place)
- Student(s) don't know how to exhibit expected behavior
- Student is unaware he/she is engaged in the misbehavior
- Misbehavior is providing student with desired outcome:
  - Obtaining attention from adults/peers
  - Escape from difficult task or non-desired activity

It is vital that teachers be engaged in trauma informed practices. I would like to have experts come and work with teachers to blend it with PBIS.

## Making Connections: Trauma Informed Practices

- Balance accountability with an understanding of behavior prompted by trauma
- Address behavior issues as learning opportunities and teachable moments
- Use natural consequences that are logically related to the misbehavior
- Learn student triggers (antecedents) and how to avoid them- recognize early warning signs
- Check in: How full is their backpack, or how open is their window?

*Talk about it  
(black dots)*



A CHILD WHOSE  
**BEHAVIOR** PUSHES  
YOU AWAY IS A  
CHILD WHO NEEDS  
**CONNECTION** BEFORE  
ANYTHING ELSE

KELLY BARTLETT

Structured. 

When children perceive that they belong and that they are capable, they feel encouraged and behave in socially acceptable ways.

Jane Nelson



With PBIS, it must begin with the office staff as the first point of contact. We must get to know our teachers, families, and students so that we can know how to connect. It is our role to seek understanding of context, leading with presuming positive intent, and understanding the functions of behaviors of our students, teachers, and families. This year, NES staff are focusing on being “positive, professional, and proactive.” PBIS informs us this is how we begin to see growth.

It is vital for teachers that professional development be engaging, thought provoking, interactive, and relative to the work we are doing in classrooms. Our PD this year will be rooted in this. PBIS systems will guide us.

# Maximize Student Success?



**Instruction**

**Environment**

**Relationship**

Talk with your group, then reflect:  
What could be within all three that can maximize success?



Students, write your response!