



# A PBIS PLAYBOOK

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**PBIS Rewards**®

*a solution of*  **Navigate360**



[pbisrewards.com](http://pbisrewards.com)

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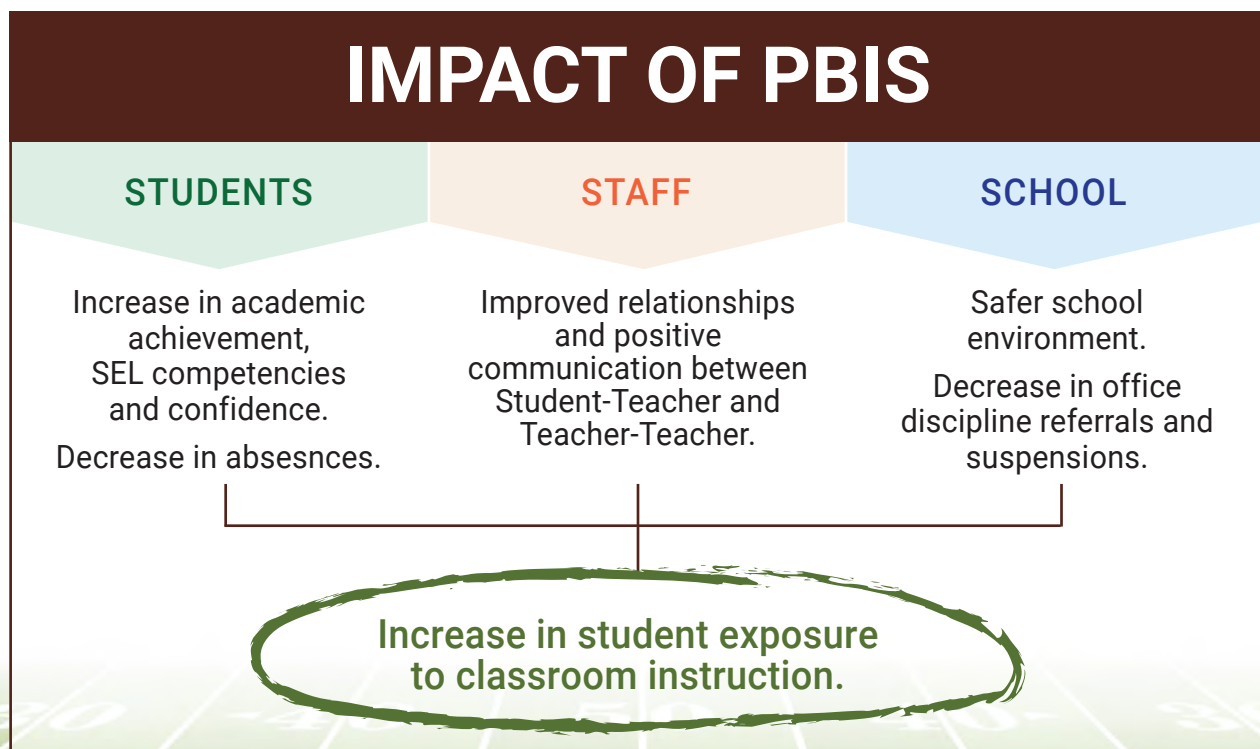
[LEARN MORE](#)

*Greetings,*

Welcome and congratulations on beginning a new school year with PBIS Rewards! PBIS Rewards is excited to offer you this Beginning-of-the-Year (BOY) Kickoff Playbook to help guide you through successful implementation of PBIS and PBIS Rewards. We know that starting the school year off can be difficult, so we wanted to help ensure your success with PBIS Rewards from the very beginning. This playbook offers many suggestions for your school to consider as you kick off a new school year. Please navigate through the playbook at your leisure. The last page provides support information as well as a library of eBooks to help guide you through your PBIS journey.

Again, we are so excited to have you on board and we are here to help you in any way we can. Please do not hesitate to reach out to us if the need arises.

- › This Playbook will provide the user with a BOY Kickoff Checklist.
- › Several resources are included within this playbook to assist a school in implementing PBIS Rewards and explaining how to weave each piece together to create a comprehensive program with fidelity.
- › Please use this Playbook to review PBIS Rewards with your staff, students, and parents each year.





# ESTABLISHING EXPECTATIONS

Prior to starting your school year, it is important to establish expectations for your school with your PBIS Team. These expectations should provide staff and students with a framework for behavior. What's the difference between a rule and an expectation? A rule is an authoritative principle set forth to guide behavior. In contrast, an expectation is defined as a confident or strong hope that something will happen. Rather than providing rules to govern students' actions/behavior, expectations are more positively stated, giving students a framework for behavior standards in the school.

*How to set expectations:*



## RULES

- › No talking
- › Don't run
- › Arrive to class on-time
- › No social media



## RULES to EXPECTATIONS

- › Use voice level zero (0)
- › Walk on the right side
- › Class will start on time
- › Use technology safely and appropriately



## EXPECTATIONS

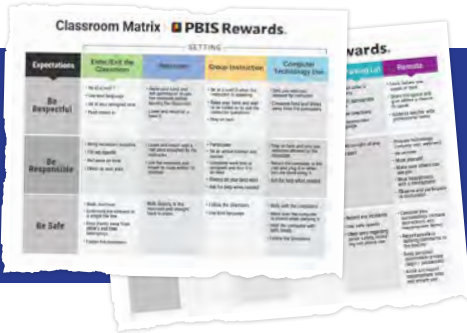
- › Positively stated
- › Simple and specific
- › Convey expected behavior

Expectations are in the far-left column of the matrix and should coincide with the PBIS Rewards System for rewarding. Across the top, each setting in the school should be labeled (cafeteria, playground, hallway, classroom, bathroom, bus, etc.). These settings can be tailored to your individual school needs. All expectations should be discussed and approved by your staff prior to BOY.

| Expectations          | SCHOOLWIDE LOCATIONS |           |         |          |
|-----------------------|----------------------|-----------|---------|----------|
|                       | All Settings         | Classroom | Hallway | Restroom |
| <b>Be Respectful</b>  |                      |           |         |          |
| <b>Be Responsible</b> |                      |           |         |          |
| <b>Be Safe</b>        |                      |           |         |          |

## Create and Post Matrix:

- It is a common PBIS practice to create an acronym that correlates the school's expectations with the school's mascot. For example: If your school mascot is a tiger, your expectations may be ROARS (Responsibility, Ownership, Attitude, Respect, & Safety).
- Acronyms are optional. You may create expectations such as those defaulted in the PBIS Rewards system with Respect, Responsible, and Safety. These can be tailored and customized for your school in the PBIS Rewards system to correlate with your school's PBIS Matrix.



Get your own Matrix guide for free!

CLASSROOM  
MATRIX

HOME  
EXPECTATIONS  
MATRIX

SECONDARY  
MATRIX

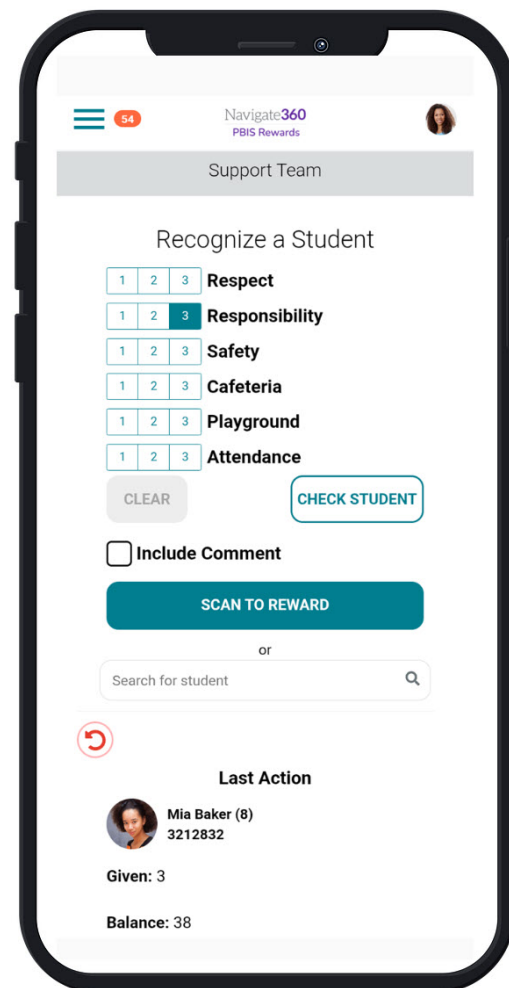
DOWNLOAD

## Matrix and Reward System:

- The expectations you set in your PBIS Matrix should coincide with your reward system. If the expectations are Responsible, Respectful, and Safety, then students should earn points for Responsible, Respectful, and Safety.
- Likewise, if your expectations are Responsibility, Ownership, Attitude, Respect, & Safety, the way students earn points should correspond with those 5 expectations, with students earning points for behaviors that demonstrate Responsibility, Ownership, Attitude, Respect, and Safety.

## Adjustments and Reminders for Each School Year:

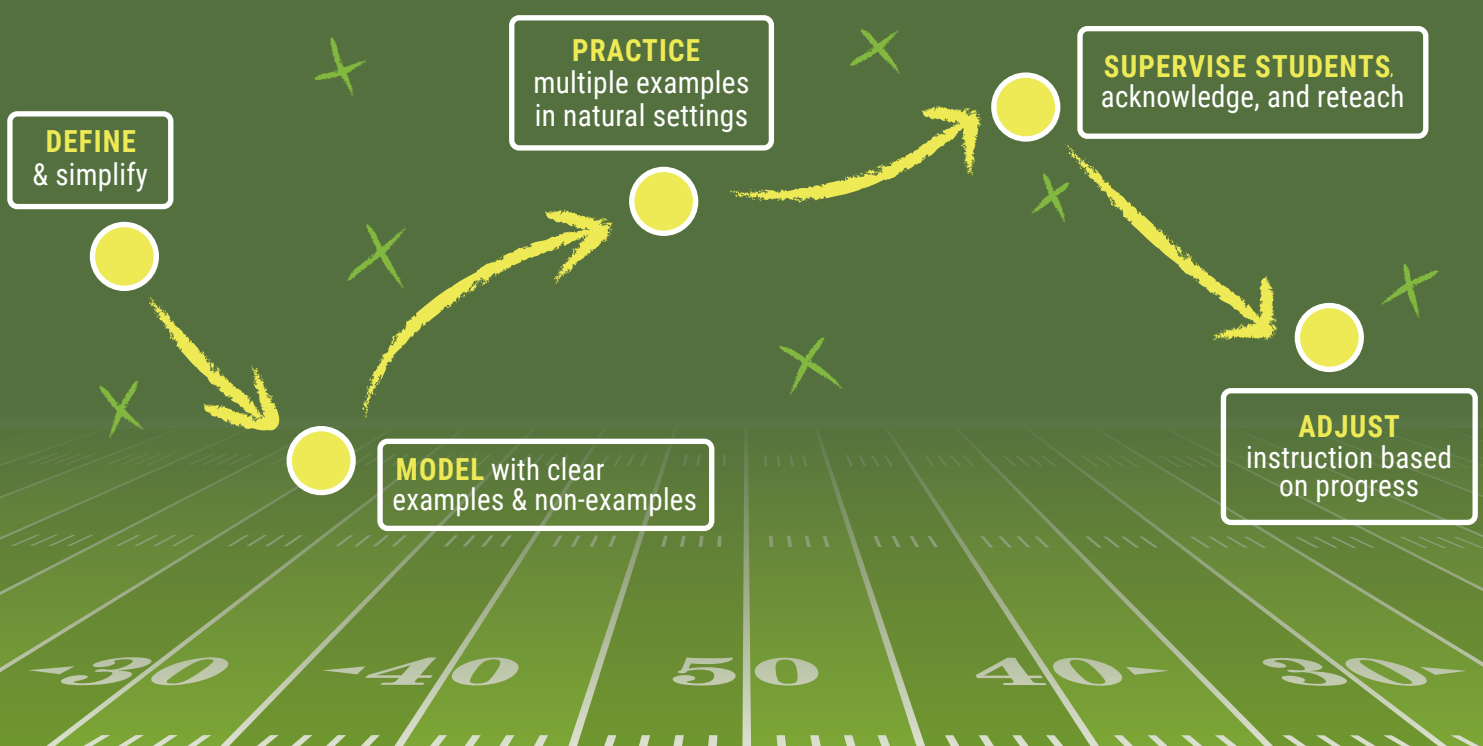
- The PBIS Matrix is a living document. It can be changed each year to incorporate new policies and procedures and revamp expectations, if necessary.
- Wording should be clear and positively stated.
- Locations can be added or deleted according to your data and/or school needs.
- Remember** to repost the matrix in all settings labeled in your PBIS matrix if it is revised.



## Addressing Negative Behaviors:

While PBIS is focused on providing positive reinforcement for your students to guide student behavior, negative behaviors are likely to surface. When this happens, please try one of the following suggestions:

- › **Pre-Corrections** – Using pre-corrections, we can easily remind our students of expectations in each setting prior to going into that setting. For example, if taking your students into the hallway, prior to leaving the classroom, remind students of expectations for the hallway. This way, they are aware of your expectations and understand that you are looking for these behaviors in the hallway.
- › **Mystery Student** – Selecting a mystery student every time your class leaves the room is a great way to encourage your whole class to be on their best behavior since they do not know who you will pick. If your mystery student is Johnny, instead of calling Johnny out, you might say “class, we aren’t getting a point for our time in the cafeteria because my mystery student wasn’t following our expectations. It is important that you not call the student out or ostracize him/her.
- › **Show Me Your Best** – This is a great way to redirect your students to do their best. When students seem to have lost focus, the teacher can simply say “show me your best” to get students back on task and following the school’s expectations.
- › **Rewarding Others** – In this approach, we reward those students who are on task and meeting expectations. Instead of punishing the students who are off-task or not following expectations, we make an example out of the positive behaviors, encouraging students to get on-task so they can earn a point next time.
- › **Re-teaching Expectations** – We must always model and reteach expectations with our students.





# BUILDING A PBIS TEAM

## *Team Creation and Representation:*

The PBIS Leadership Team is vital to the success of PBIS at the school level. To increase staff buy-in, appointing a staff member to the chair position increases the voice and influence of the members. It is important that the PBIS team is representative of the staff and stakeholders of the school. When deciding who to put on your PBIS team, please consider the following:

- › Administration
- › Representative from each grade level (chosen by their peers)
- › Student support representative (counselor, social worker, etc.)
- › Classified staff representative (teacher assistant, custodian, etc.)
- › Student representative (student advisory)
- › Parent representative (voluntary or through PTO/PTA)



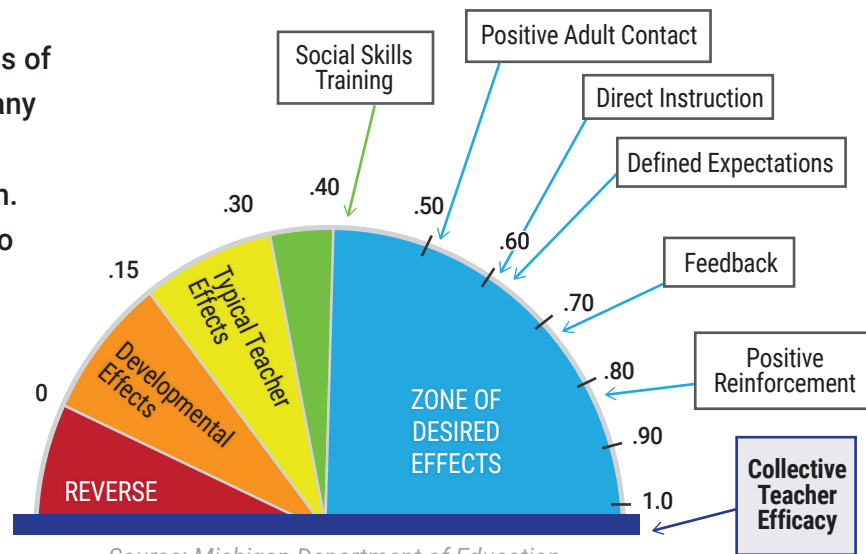
## *Scheduled Meetings:*

The PBIS team will meet regularly. This means your team should meet a minimum of once per month. During team meetings, it is important to review office discipline referral data as it should drive the decisions of the PBIS team. You may even consider discussing incentives provided to the students through the school store, raffles, or events. Some PBIS teams even create committees amongst their group to manage incentives, tiered interventions, or events. Feel free to tailor your team to meet the needs of your school and staff.



# STAFF BUY-IN

Staff buy-in can make or break the effectiveness of PBIS in your school. It is important to get as many staff members as possible on board with PBIS practices to increase the fidelity of this program. This process begins by getting staff feedback to build the PBIS team, matrix, incentives, and events. As we gamify behavioral expectations for our students, it is important to remember to do this for your teachers as well.



## Staff Buy-In Examples:

There are many ways to help get your staff on board. Remember to reward them for their hard work with implementation. Here are some examples of ways to increase staff buy-in amongst your staff.

### WOOT-WOOT CART

Create a cart of goodies for your teachers. The PBIS team, administration, or support staff can pass these items out on Fridays.

### WELCOME GIFTS

Providing a welcome gift at the start of the year or when new staff members are hired encourages the staff to follow the PBIS guidelines and pushes implementation in the classroom.

### GIFT IN THE BOX

As a way of thanking your staff for working hard with the PBIS program, place a gift or gift card in their box. Be sure to let them know this is from the PBIS team and thank them for their hard work and diligence with the program.

### WORKPLACE REWARDS FOR TEACHERS

Allow staff to rack up points by setting up Workplace Rewards for Teachers (this comes with your PBIS Rewards program at no extra cost).

Staff can be recognized by other staff members and these points are approved by administrators or their designees. As staff members earn points, administration or their designees can set up a school store for teachers to use their points for items such as school swag, duty-free lunch, leaving early, etc.

-30 -40 50 40- 30-



# LESSON PLANS

As teachers, we quickly revert to our lesson plan to assist us in teaching specific content objectives and ensure we teach every aspect of the lesson when presenting it to students. Just as we do this when delivering content from the curriculum, it is important to deliver strong teaching and modeling when explaining behavior to our staff/students.

## Who Develops Lesson Plans:

There are many ways to help get your staff on board. Remember to reward them for their hard work with implementation. Here are some examples of ways to increase staff buy-in amongst your staff.

- › Lessons can be borrowed from other schools, a google search, or created by teachers or the PBIS team in your school (departments or grade levels should be involved in planning these lessons).
- › There can be some variety in lessons, but you want consistent information with expectations.
- › These lesson plans should target one expectation at a time and be broken down to include the setting. Please feel free to use this [lesson plan template](#).

**Virtual Classroom Behavior Lesson Plan Form**

**Expectation:** Responsibility

**Establish/Define Behavior/Procedure:**  
introduce the behavior and why it is important. Be sure to list the location(s) where and when the behavior is expected.

- Zoom Room
- Breakout Rooms

**Teach:**  
Teacher demonstrates or models the behavior. Model examples and non-examples.

- Examples: Playing on music using chat appropriately by playing on topic, leaving camera on and facing camera.
- Non-Examples: Talking while others are sharing, talking to others in my house while I am not on mute, whispering/whistling statements in chat.

**Practice:**  
Give students opportunities to demonstrate the behavior across all relevant settings.

**Complete Venn Diagram**

- Teacher draws the Venn diagram on the virtual board in Zoom and discusses acceptable and unacceptable behaviors in the virtual classroom. Responsibility expectations are always expected, so they are in the middle of the Venn diagram.

- Reinforce the responsibility expectations in the virtual setting as a final discussion point.

Simple templates like the one to the left, allows everyone to utilize concise lesson plans (10-15 minutes).

## Focus on ONE EXPECTATION



Venn diagram



T-Chart



Role play



Drawing examples and non-examples



True/False statements



Behavior scenarios



Meaningful quotes/music



Write a story about following expectations



Mentoring younger students with expectations

## Delivering Lessons at Specific Times:


There are prime times to deliver instructions on school expectations. Be sure to focus on these during the first week of school, after each break from school, following a long weekend, or when a new quarter or semester is beginning.

### BOY Expectations Blitz Schedule

|                  | Expectation Focus  | Lesson Plan Focus                         | Location Focus                               |
|------------------|--|---|--|
| <b>Monday</b>    | <b>Schoolwide Pep Rally!</b><br><u>Review all:</u> Expectations and Common Locations<br>PBIS Rewards: Badges and Points                        |   |  |
| <b>Tuesday</b>   | <b>RESPECT</b>   | Teaching and Acknowledging Respect        | Cafeteria<br>Hallways<br>Restrooms<br>Recess |
| <b>Wednesday</b> | <b>RESPONSIBILITY</b>  | Teaching and Acknowledging Responsibility | Cafeteria<br>Hallways<br>Restrooms<br>Recess |
| <b>Thursday</b>  | <b>SAFETY</b>  | Teaching and Acknowledging Safety         | Cafeteria<br>Hallways<br>Restrooms<br>Recess |
| <b>Friday</b>    | <b>Schoolwide Pep Rally!</b><br><u>Review all:</u> Expectations and Common Locations<br>PBIS Rewards: Raffle for students who earned 10 points |   |  |

## Common Language:

- › When creating your matrix, it is important to ensure you are using common language.
- › Define behaviors and come to a consensus as a staff.
- › Describe, in detail, what these behaviors mean and be sure students have a thorough understanding of what each expectation means as well as the jargon used in the matrix.
- › We often have the belief that students come to us with a certain knowledge base, but when it comes to behavior, we must remember some ideas are different.
- › Teaching behaviors and defining those behaviors is important for the success of the PBIS Program.
- › It is important to consider the target audience when creating your matrix and be sure words are not ambiguous or open for interpretation.
- › If students cannot understand it, they can't demonstrate it.

| WORDS MAY BE UNCLEAR TO STUDENT |  Arrive and Dismissal |  Classrooms |  Playground |  Dismissal |
|---------------------------------|--|--|--|---|
| Become a better you             | Say "Good Morning!"  | Follow classroom rules.  | Use good sportsmanship.  | Leave with a positive attitude.   |
| Engage in learning              | Be prepared with all materials.  | Listen to your teacher. Raise your hand.   | Use playground equipment appropriately.  | Walk to the appropriate area.   |
| Accept responsibilities         | Be on-time for your classes.   | Stay on task and do your best.   | Use kind words.  | Make good choices.  |
| Respect                         | Prepare yourself to learn.   | Be kind to others.   | Take turns and share.  | Remain silent so others can hear.   |
| Self-control                    | Walk to the appropriate area.  | Take turns to speak.   | Keep your hands, feet, and objects to yourself.  | Keep your hands, feet, and objects to yourself.   |

The words in red boxes may be unclear to students.  
Use modeling and role play to help define what these words mean.



## STUDENT BUY-IN

Much like the need for staff buy-in, the PBIS team must consider ways to get students on board with utilizing the PBIS Rewards program. Survey your students to tailor the school store to their wants/needs. In doing so, you allow them to be a part of the decision-making process and thus encourage their participation with the program. By creating events, raffles, and items that students desire, they are more likely to demonstrate appropriate behaviors so they can be rewarded. There are many ways to accomplish this with your students including assemblies/pep rallies, providing example and non-example videos or demonstrations from staff, and incorporating your students in PBIS in a variety of ways.

### *Assemblies/Pep-Rallies:*

Largely, schools across the world begin the school year with some sort of assembly. During this assembly, teachers should push students to get involved with PBIS. Creating chants as a grade level or homeroom and competing across the school is a common method used by schools to heighten the excitement level for PBIS. During this assembly, show students some of the items you have in the school store, go over events they can earn with their points, discuss how raffles will be used, and above all, have them leaving the assembly excited to have this program in their school and with a desire to earn more points. It is also a good idea to demonstrate examples of what you expect and even providing non-examples for students. This is a fun way to illustrate what is expected while also having some fun with the student by pretending to be students yourself.



### *Example/Non-Example Videos from Staff:*

Modeling is one of the most important principles guiding PBIS practices. While we should always model appropriate behaviors for our students, it is also important to demonstrate what not to do, as well. You can either produce skits during opening assemblies or you can make videos and show them during these assemblies. Teachers can also go back and show these videos whenever undesired behaviors are demonstrated by students or as boosters after a long break or weekend.



## *Incorporating Students into PBIS:*

There are many ways to incorporate students into the decisions that drive the PBIS team and routines of the school. These range from having student volunteers on the PBIS team, creating a student advisory council, and utilizing students to make your school store successful.



### **INCLUDE STUDENTS ON YOUR PBIS TEAM**

Consider adding student representatives on your PBIS Team.

Create a committee of students to act as an advisory council for the PBIS Team.



### **HAVE STUDENT MENTORS**

Have teachers nominate students to serve as CICO mentor buddies.

Utilize your students in upper grade levels to serve as mentors to students in lower grade levels.



### **UTILIZE STUDENT DELIVERY**

Select a representative from each home-room or grade level to pick up the item list for their class.



### **SURVEY YOUR STUDENTS**

Put a suggestion box in the front office.

Provide a time and have the school complete an inventory.

Have students complete student inventories.



### **HAVE STUDENT CASHIERS**

Allow a student to run the cash register for the school store.

Student can pay to be the cashier, or the teacher can make this a reward for a "star" student.



### **ALLOW STUDENT TRAINERS**

Allow students to assist with trainings.

Have students provide demos on how to use PBIS Rewards for students.





## PARENT BUY-IN

Getting parents on board with the school's PBIS practices is another important element of making PBIS work in your school. PBIS Rewards provides many ways to maintain communication between home and school. While teachers push students to demonstrate desired behaviors in school, sharing those expectations with parents increases the likelihood of those behaviors being demonstrated at home.

### *Social Event prior to School Kickoff:*

Many schools use social events to kick off their school year. These events, such as open house or PTO, usually have the highest parent participation. As such, take this as an opportunity to highlight how PBIS is used in your school and help parents get connected.

### *PBIS Rewards Basics:*

Create a presentation for the parent stakeholders to review PBIS Rewards basics. This will demonstrate how parents can use the program at home to encourage behavior, while also helping parents understand what they can see and track. It is important to introduce the school matrix, review procedures, and discuss what information parents can receive right from their phone. Parents can see major and minor office referrals, review check-in and check-out documentation, and see how many points their child has received from teachers at the school, just to name a few. Please be sure to review the usefulness of this app and get parents signed up.



### *Parent App Sign-Up*

Anytime the school is expecting to host parents, set up a table/booth to help parents get signed up for the parent app. Have representatives from the PBIS team manage the table/booth and be sure they understand how to get parents signed in to use the app from home.

*The PBIS Rewards Parent App includes point details, referrals (if applicable), purchases, upcoming events, registered events, list of teachers with contact info, and parent messaging.*

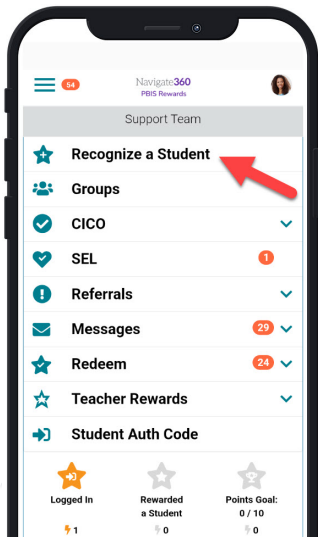
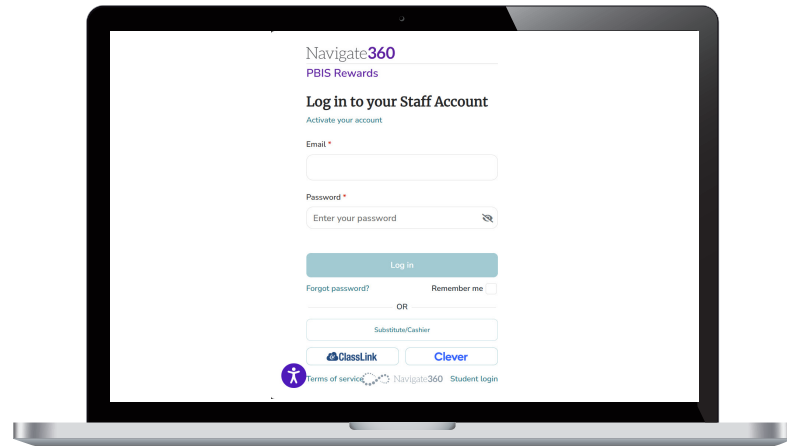


# PBIS REWARDS

PBIS Rewards is a schoolwide PBIS management system. Our system allows any staff member to reward points to any student, at any time.

## Log-In:

Staff members can log in to PBIS Rewards through the web portal or utilize the Staff app. Both have exciting features that allow staff members to connect with students. Once you are ready to log in, see [support.pbisrewards.com](https://support.pbisrewards.com) to review videos and resources to ensure your success with PBIS Rewards.

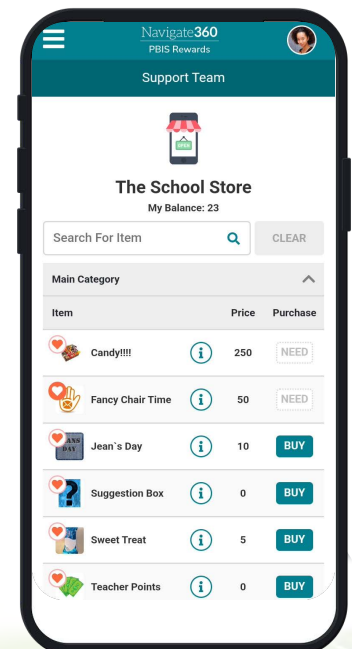


## Rewarding:

Points in PBIS Rewards are earned and rewarded to students exhibiting positive behaviors and skills, aligning with the behavior matrix. It is best practice in PBIS to provide immediate feedback to the student, telling them why they are earning the points. This fosters positive relationships between staff members and students. To start rewarding students, see the [support.pbisrewards.com](https://support.pbisrewards.com) to review videos and resources to ensure your success with PBIS Rewards.

## Redeeming:

There are three main avenues to redeem points: Store, Events, and Raffles. Redeeming options allow your students another opportunity to use their points. Events can be schoolwide (School Store/Events/Raffles) or offered by an individual staff member (My Store/Events/Raffles). Students may also have the option to redeem their points using the Student Web Portal or Student App if that feature is turned on by those with Administrator rights. Start redeeming points for students by going to [support.pbisrewards.com](https://support.pbisrewards.com) to review videos and resources to ensure your success with PBIS Rewards.

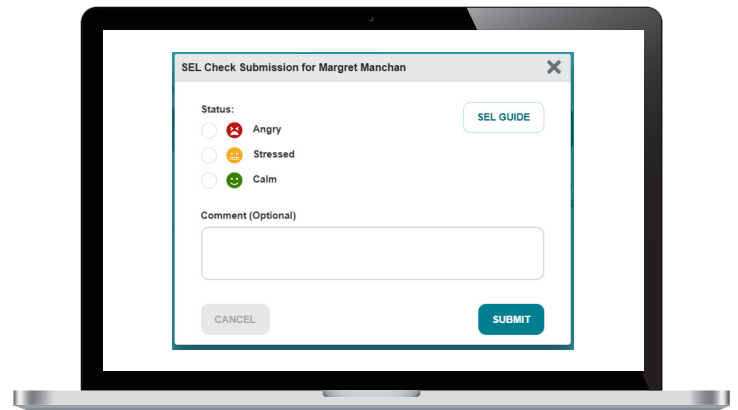


## Social-Emotional Learning (SEL):

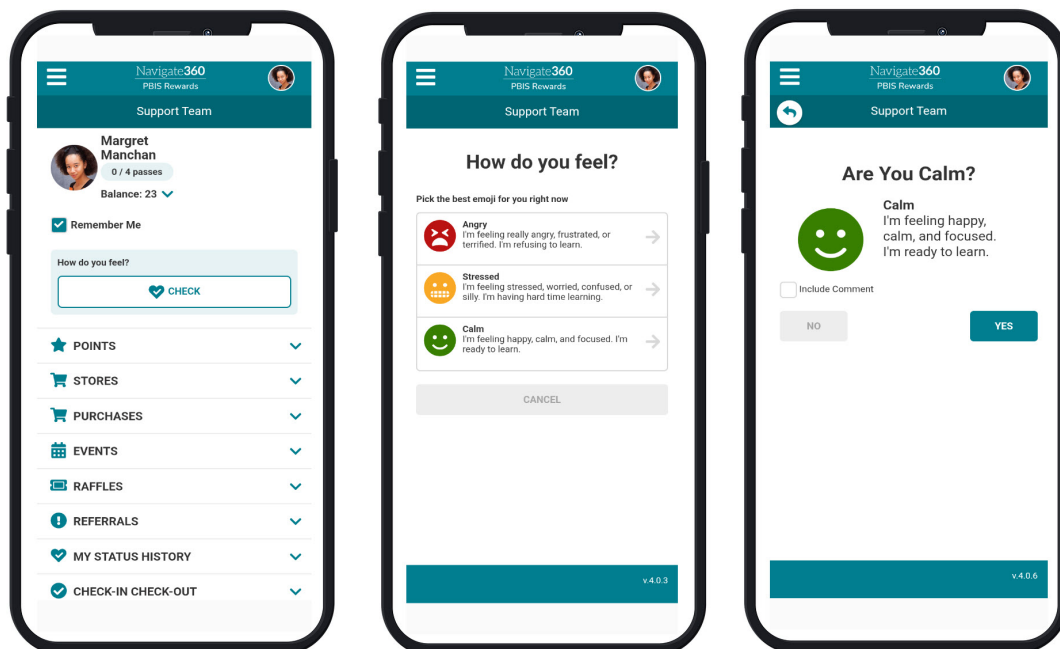
Social and Emotional Learning (SEL) is an important part of overall student mental health. SEL skills are essential for success in virtually every area of life, from education to employment to family and community relationships. Integrating PBIS and SEL not only creates better academic outcomes, it also gives students a firm foundation to operate successfully once their academic career is complete.

The PBIS Rewards' SEL Check feature helps staff members to quickly log an SEL check-in and track the social and emotional state of students on the PBIS Rewards Web Portal and in the PBIS Rewards Staff App. Data helps staff members work with students to develop self-awareness and work towards greater emotional maturity.

Take SEL up a notch with our Student Self SEL Check option, found in the PBIS Rewards Student App! Students can use the App to record their social and emotional states at any time, using the SEL settings customized by your school. See SEL checks in action by going to [support.pbisrewards.com](http://support.pbisrewards.com) to review videos and resources to ensure your success with PBIS Rewards.



Staff SEL Check



Student SEL Check



# TRAINING SCHEDULE

Training is an integral part of PBIS Rewards. Staff, students, and parents must all understand how PBIS works and the framework that guides behavior in the school. Taking the time to plan these events out for the school year increases users' availability. Creating a training calendar is a great way to ensure the staff, students, and parents are getting the trainings they need. It is also good practice to provide a method by which students, parents, and staff can request training.

## *Training Calendar:*

Throughout the year, it is important to set aside times to review PBIS practices and routines with your staff, students, and parents. It is highly suggested that you create a training calendar at the beginning of the year. Be sure to include the first week of school, as mentioned above, as well as times to review expectations with all stakeholders. It is the role of the PBIS team to ensure everyone is trained and that these trainings are beneficial.

## *Booster Sessions:*

As previously mentioned, there are times we need to boost our students' understanding. Please be sure to provide booster sessions for staff, students, and parents at the following times:

- › Beginning of the school year
- › After long breaks away from school
- › Beginning a new semester/quarter/term
- › When data indicates a need for more training as a school





## SUPPORT

If you need help at any time, feel free to reach out to our team! You can reach any of us by sending an email to [training@pbisrewards.com](mailto:training@pbisrewards.com).

*Have questions? PBIS Rewards Support Team can help!*



**CALL US**

1-330-661-0106



**EMAIL**

[tech@navigate360.com](mailto:tech@navigate360.com)



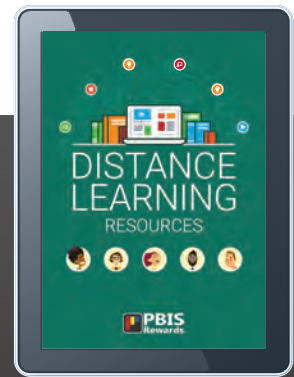
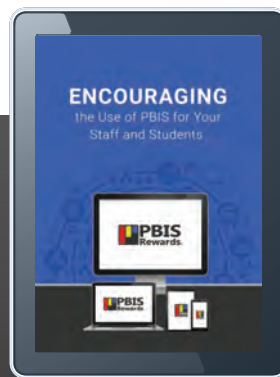
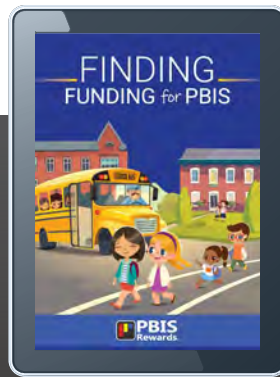
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[pbisrewards.com](http://pbisrewards.com)



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Did you know PBIS Rewards offers several eBooks to help guide you through using PBIS Rewards in your school. Please feel free to review these resources available to you.



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