

School-wide Positive Behavior Support Terms Alert!

Active Administration – refers to the school’s administrator actively communicating their commitment to the PBS process and playing an active role in the PBS change process by serving as a permanent member on the PBS team.

Antecedent – events or triggers that happen before the behavior.

Behavior Expertise – team member competent with behavioral principles, experienced in behavior support and can assist in analyzing data (e.g., school psychologist, behavior specialist/analyst, or other trained professional)

Classroom PBS – refers to the level of behavior support that reflects school-wide expectations for student behavior and applies preplanned strategies within the classroom setting.

Coach – refers to a district-level individual that has the freedom to move across schools, knows the PBS process and has the necessary skills to effectively facilitate teams throughout the process. A coach serves directly on the school-based PBS team and is the team’s main contact. The coach attends all trainings with their respective school-based teams, may co-train with the FL PBS Project in subsequent school years, and may eventually assume primary responsibility for training additional schools in school-wide PBS within their district.

Consequence – events that follow the behavior and act to maintain, increase, or decrease the behavior.

District Coordinator – refers to a district-level individual that serves as the main contact person for Florida’s PBS Project. The individual serves as the liaison between FL PBS Project, SDFS, related projects, and coaches, and is primarily responsible for scheduling trainings, scheduling district level meetings, managing district budgets that support school-wide initiatives, securing additional funding to support school-wide initiatives if necessary, and implementing the evaluation activities/system. Other responsibilities include attending the initial school-wide trainings for new teams and possibly co-training with the FL PBS Project on new and returning teams.

Expectations – a list of specific, positively stated behaviors that is desired of all faculty and students (also referred to as concepts).

FBA - the purpose of a **functional behavior assessment** is to identify the function or purpose of an individual’s inappropriate behavior by examining the environment in which the behavior is occurring, and identifying the variables that maintain the behavior.

Function of Behavior – purpose or reason the behavior occurred.

Individual PBS – procedures and processes that reflect school-wide expectations for student behavior coupled with team-based strategies applied with individual students based upon child-centered behavior support plans derived from Functional Behavior Assessment.

Major Behaviors – discipline incidents that warrant an office discipline referral and have been determined will be handled by administration.

Minor Behaviors – discipline incidents that can be handled by the classroom teacher and usually do not warrant a discipline referral to the office.

PBS CAT (Comprehensive Assessment Tool) – an assessment tool to help determine the level of behavior support needed within a school.

Planning Alternative Tomorrows with Hope (PATH) – a teaming process that allows for diverse people who share a common need to align their vision, purposes, and goals as a foundation for establishing hopeful action.

Positive Behavior Support – processes intended to shift focus from traditional negative responses, punishment, and responsive methods of addressing problem behaviors towards positive responses and expanding to include rewards that address appropriate behaviors. Includes the teaching of appropriate expected behaviors, restructuring the environment and preventing the occurrence of problem behaviors through behavioral intervention.

Recorder – team member responsible for transcribing the team’s responses on flip chart paper, transparency, team agenda/minutes, etc.

School-wide PBS – positive behavior support procedures and processes intended for all students and staff across campus.

Setting Specific PBS (Non-classroom PBS) – refers to the level of behavior support that is applied to specific identified settings (outside the classroom setting) on the school campus.

Team Leader – assumes primary responsibility for coordinating the team’s efforts, starts the meeting, reviews the purpose of the meeting, facilitates the meeting by keeping the team focused on each step.

Time Keeper – refers to the member of the PBS team who assumes primary responsibility for ensuring team meetings are held within predetermined time limits.

Token System – refers to a reward system that works in the same manner as money, where a “token” can be redeemed for select items or experiences.