

Everett's Five Core Principles of PBIS

PBIS is an evidence-based multi-tiered framework aimed at increasing social, emotional, and behavioral outcomes for all students by improving and integrating data, systems, and practices across all tiers to be more efficient, effective, and equitable.

School-Wide Vision for Success

- 3-5 explicitly defined expectations, systematically taught with rules and expected behaviors across all school settings that apply to students and staff
- Expectations are mirrored and reinforced in every classroom and reinforced by all staff
- Expected behaviors are acknowledged by all staff in verbal and system wide ways (school-wide acknowledgement system)
- School-discipline system is explicitly and continuously taught to staff/students including discipline flowchart, minor/major offenses and consequences

Data-Based Decision Making and Planning

- Systemic review of discipline data, school rules and expectations including sharing school-wide data with staff up to 4 times per year
- Systemic review of student self-perception, academics and attendance data
- Functions-based problem solving based on data (adults use function of behavior thinking) to solve and support problematic behaviors
- Annual fidelity assessment followed by action planning

Classroom Instructional Practices and Procedures

- Classroom routines, procedures and behavior expectations are explicitly taught, reinforced and aligned with school-wide rules and expectations
- Expected behaviors are acknowledged with more frequency than inappropriate behaviors
- Educators adopt beliefs about behavior according to PBIS behavior theory and utilize the evidence-based Tier 1 practices supported by research*
- Classrooms have a range of interventions for problem behavior that are documented consistently

Explicit and Implicit SEL Instruction

- Tier 1 Social and Emotional Learning standards** by grade bands are explicitly taught via Second Step and/or RULER (high school only has RULER)
- Classroom management and instructional routines embed SEL in accordance with CASEL SEL Self-Reflection Survey ***
- Teachers understand that challenging behavior is communication, serves a function and reflect gaps in skill and competency

Teams Share Decision Making

- Teams operate across all tiers to make data-based shared decisions
- Tier 1 teams (such as Leadership Team, Equity Team or PBIS Team) determine professional needs and training around culturally responsive, trauma-informed and restorative practices and train teachers on strategies to respond to challenging behavior
- Tier 1 teams (such as Leadership Team, Equity Team, PBIS Team) use school-wide data to determine successes and strategize areas for re-enforcement
- Tier 2 teams use data to screen for student needs and use function-based thinking to determine evidence-based behavioral/SEL interventions

*[Educator Mindsets and Beliefs](#)

**[Washington State SEL Standards](#)

***[CASEL SEL Self-Reflection Survey](#)