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# RAMbassadorS: Making Student Leadership the Cornerstone of PBIS

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# RAMBASSADORS

## MAKING STUDENT LEADERSHIP THE CORNERSTONE OF PBIS

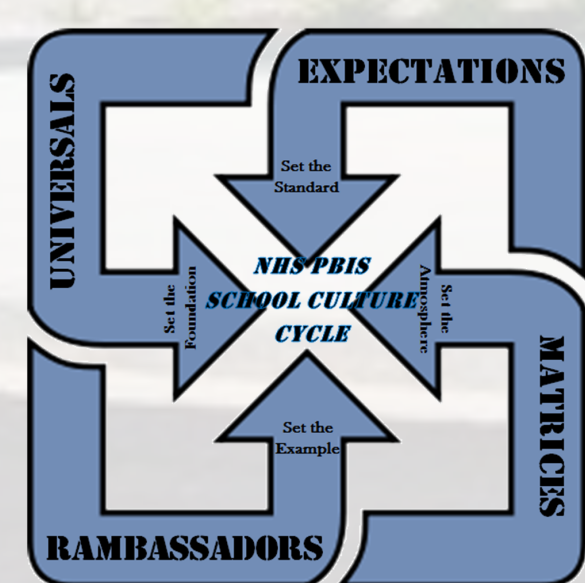
### PBIS AT NHS

In the fall of 2012, Newton High School implemented **Positive Behavior Interventions and Supports (PBIS)**. The goal of PBIS is to reduce the amount of time students spend out of class due to behavior or discipline incidents. Prior to beginning PBIS, the state DOE requires schools to take an in-depth look at their current discipline data. Newton High was able to pinpoint the time of day and/or the areas where the majority of behavior incidents were occurring. From this, the PBIS team, made up of school administrators and teachers, brainstormed solutions for preventing student time away from class. PBIS has provided our school a way of 'streamlining' discipline and rules. Students and teachers are continually made conscious of our expectations. Discipline procedures are well defined and follow-through when dealing with behaviors is more consistent across campus. As a team, we are able to effectively target certain discipline issues and immediately address as they appear. The "Intervention" part of PBIS is truly wonderful and useful.



PBIS is a school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Positive behavior support is a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth.

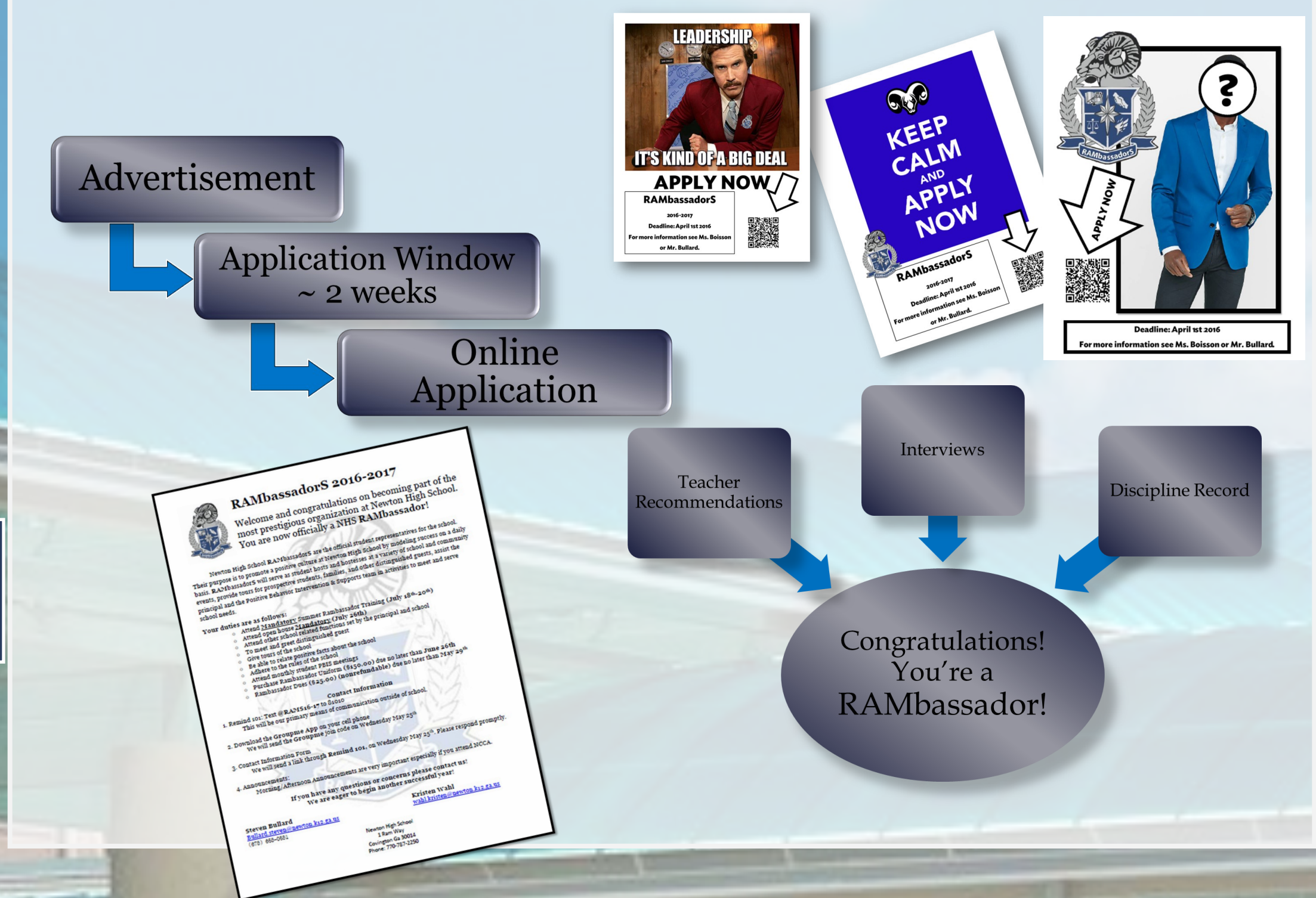
In the past, school-wide discipline has focused mainly on reacting to misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has now shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and acknowledging/rewarding students is a much more positive approach than waiting for misbehavior to occur. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.



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### APPLICATION PROCESS

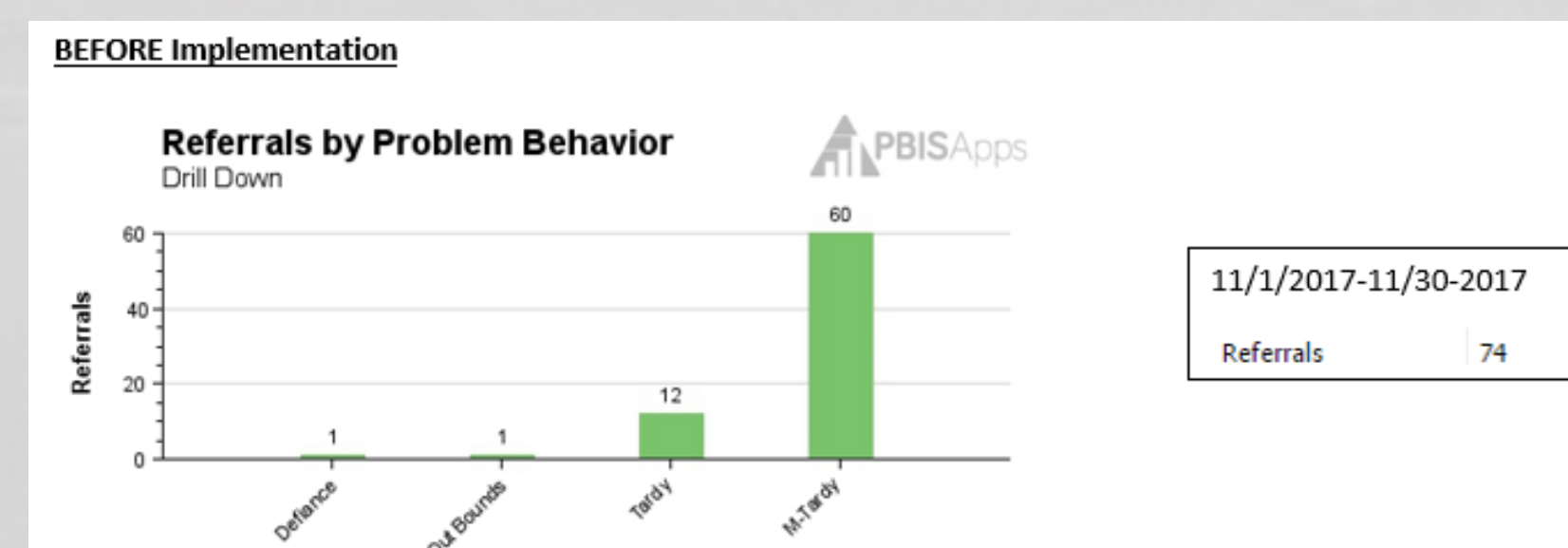


### PEER LEADERSHIP AND ACTIVE DUTY



### EVIDENCE OF SUCCESS

- The **PBIS Data Team** enters school referrals into the **SWIS** (School-Wide Information System) on **PBISapps.org**, assesses the data, and brings findings to monthly PBIS Team meetings to discuss solution strategies to decrease our referral rates.
- The data presentation is sent to all NHS faculty & staff monthly so that all are informed.
- The team, after reviewing our problem areas, develops positive strategies and rewards to decrease the problematic behaviors and increase positive ones.
- Here at NHS, we found that our highest referrals rates were in the areas of skipping and tardiness to class. As a result, the team has implemented the following celebrations to reward those who have followed the school's expectation to be in class on time.
  - "No Tardy Party"** 12/12/2018- No tardies from December 11th- January 10th!
  - Data shows success! Decrease in referrals for that target problem!



Our next event will be in March which targeted a reduction in referrals in general with:

**"No Referral Party"**

### STUDENT OPINION

"RAMbassadorS aren't just model students, we are also here to guide our students into being true RAMS. Great examples of this is interview skills and greatest of all freshman advice. All of these seminars are created to help out students so that we are connecting with them better."

-Daniella Coffee 12th Grade



"I love being a part of an organization that wants to make our school and our community a better place. I got more than I expected from the RAMbassadorS. I got out of my comfort zone and learned how to speak in front of a crowd of people. Most importantly, I received kindest and new friendships. I love being a RAMbassador!"

Zayniha Elliot 12th Grade