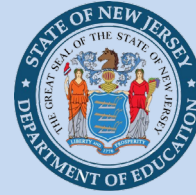




RUTGERS HEALTH

**The Boggs Center
on Disability and Human Development**

Robert Wood Johnson Medical School



New Jersey
Department of Education
Office of Special Education

New Jersey Positive Behavior Support in Schools

Funded by IDEA Part B 2025-2026

P³ & E School Climate Builders

www.pbsisnj.org

Predictable

Consistency and stability in expectations allows students to anticipate what is expected of them across school locations

Positive

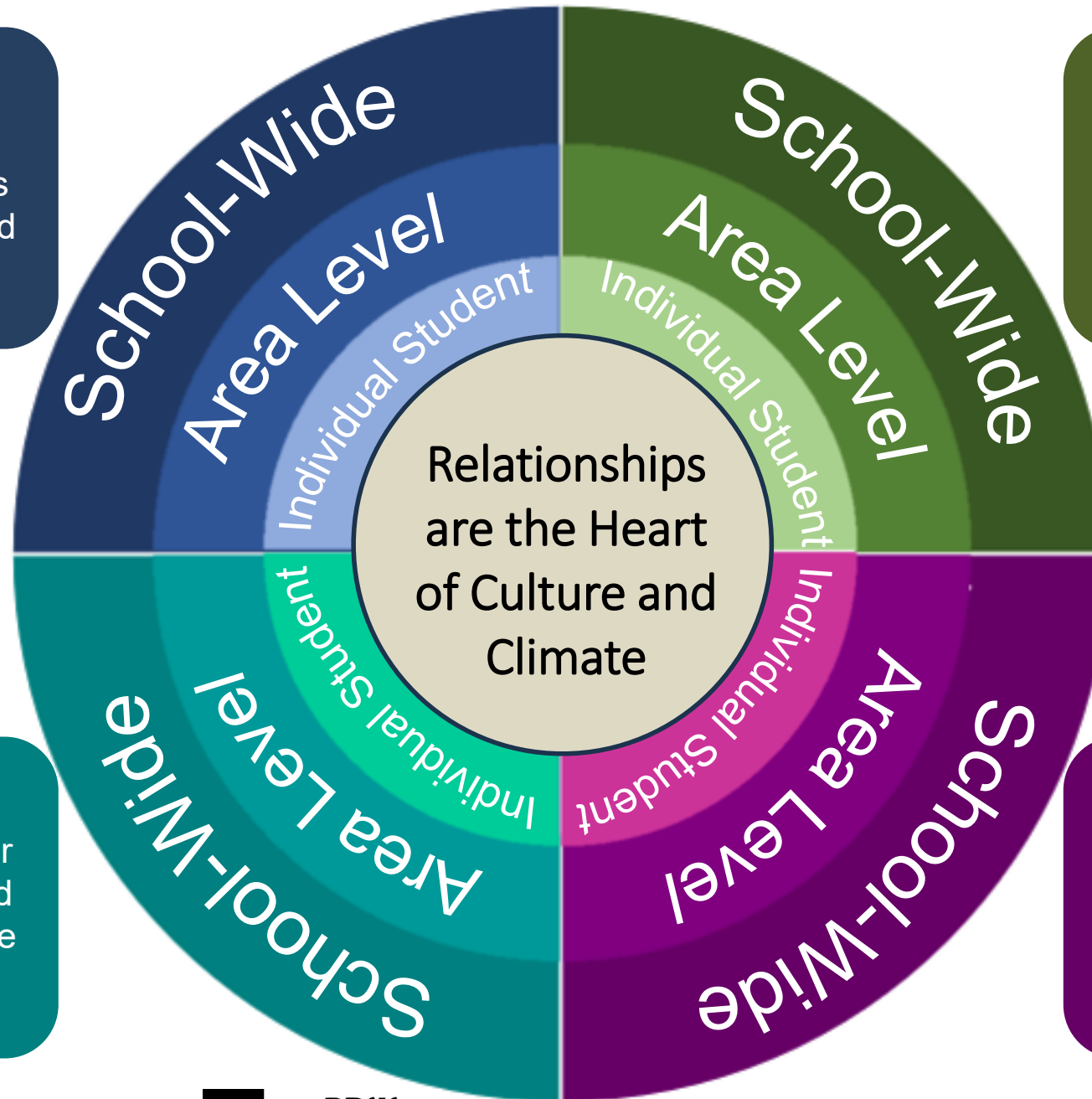
Interactions students receive from staff result in their feeling valued and connected to school

Empowering

The learning environment is supportive of student voice and choice to activate and direct their own learning experience

Present

Staff actively interrogate their own beliefs, perceptions, and unconscious biases to ensure that decision making is free from negative influence



Relationships
are the Heart
of Culture and
Climate

School-Wide
Area Level
Individual Student

School-Wide
Area Level
Individual Student

School-Wide
Area Level
Individual Student

School-Wide
Area Level
Individual Student

P3 & E: School-Wide

The practices and features establish a shared purpose, central activities, and common language for SEB wellness.



In partnership with NJDOE OSE.
Funded by IDEA Part B (2025-2026).



PBSIS

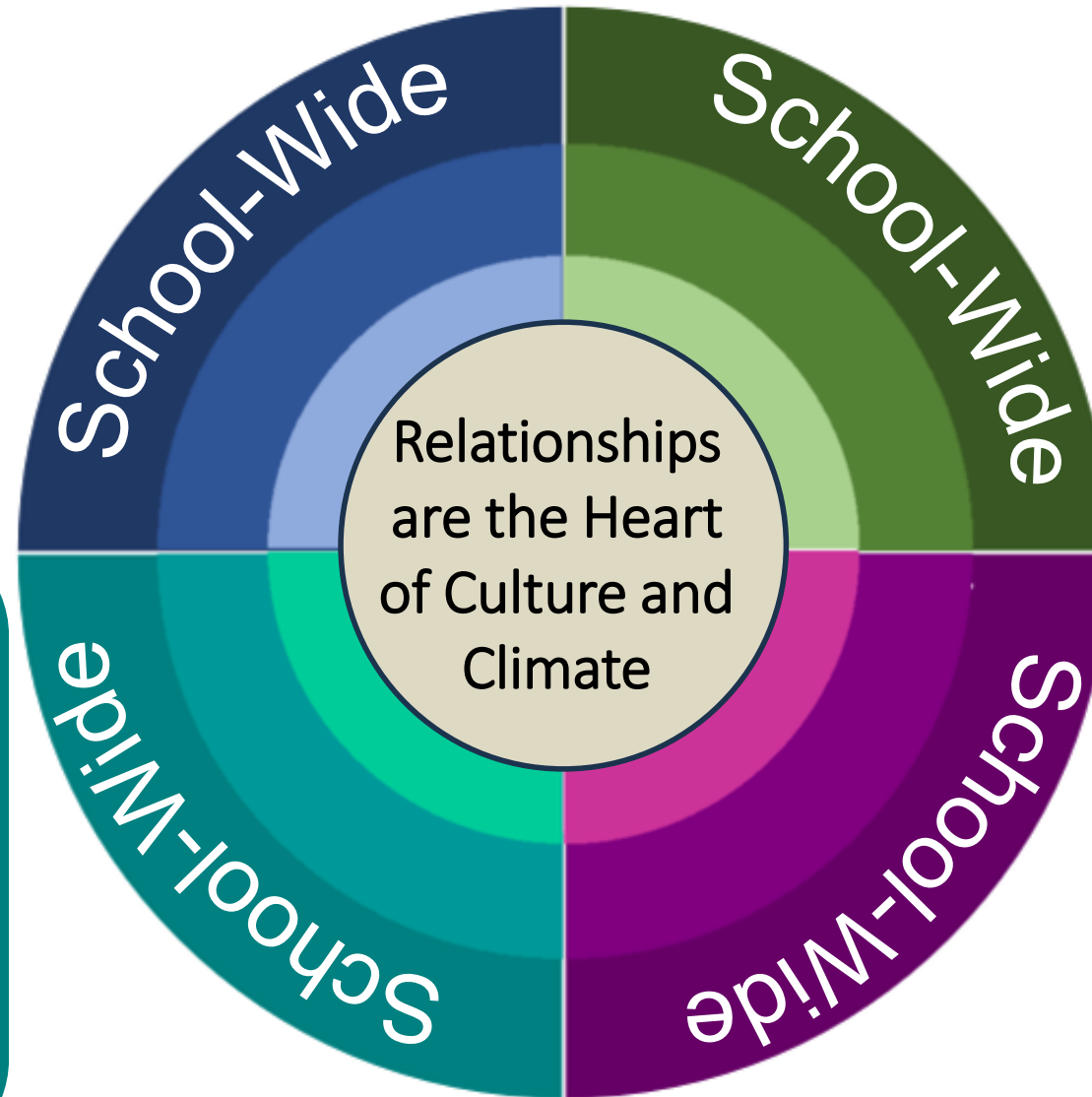
Helping Schools Build Systems of Support

Predictable

- Definitions & examples
- Lesson plans
- School-wide instruction schedule to deliver lessons
- Routinely scheduled communications

Present

- Data transparency and data-driven decision-making
- Graduated levels of response to SEB concerns
- Consistent school-wide procedures and forms
- Vulnerable decision points identified in decision-making protocols
- Systemic neutralizing routines



Positive

- Culture of positively framed messages
- Culture of 4(Positives):1(Corrective) ratio
- Positive greetings during arrival and dismissal
- School-wide incentive system

Empowering

- Student committees promote student voice & choice
- School traditions amplify cultural identity & traditions of minority & marginalized groups
- Culture and climate measures include self-efficacy & empowerment

P3 & E: Area Level

The contextualization of school-wide SEB wellness features to a specific area or routine to scaffold daily wellness opportunities.



In partnership with NJDOE OSE.
Funded by IDEA Part B (2025-2026).



PBSIS

Helping Schools Build Systems of Support

Predictable

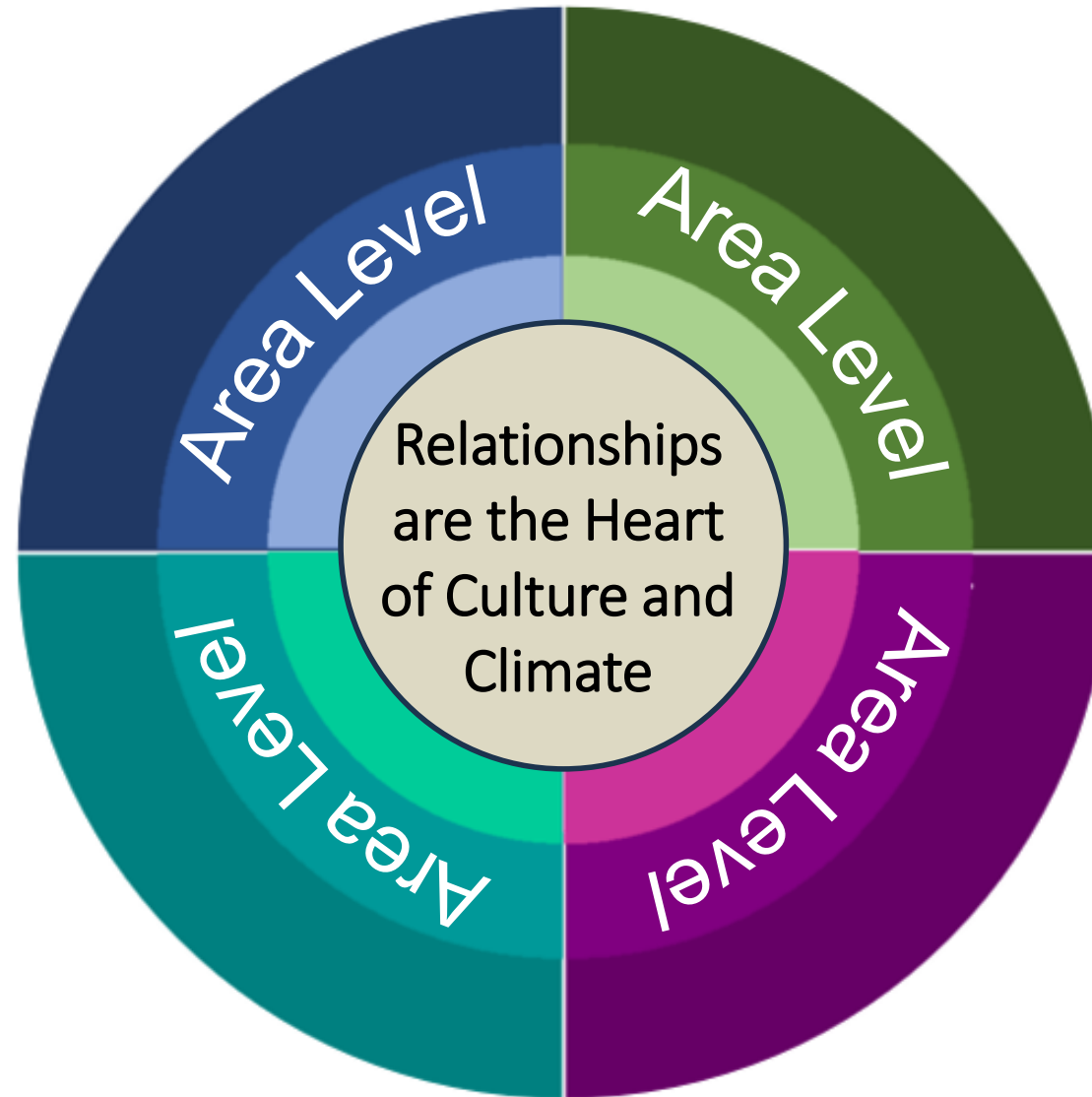
- Expectations are applied to a location specific matrix
- Area level instruction on expectations
- Precorrection & advanced organizers
- Verbal, nonverbal, and visual cues
- Regular communications with caregivers

Positive

- Positive greetings at the door
- Area level community building activities
- Inclusive messaging and representation
- Behavior specific feedback
- Regular positive contacts to caregivers

Present

- Data-driven class level SEB interventions
- Active supervision
- Responses to CIB are sensitive to tone, language, and coaching
- Reflective conversations and activities



Empowering

- Student voice and choice influence area level decisions
- Culturally sensitive engagement strategies
- Integrate movement
- Use routines that build self-efficacy and empowerment

P3 & E: Individual Student
*Differentiation, intensification, and
individualization of school-wide
and area level practices that aligns
with a student's unique profile of
SEB needs.*



In partnership with NJDOE OSE.
Funded by IDEA Part B (2025-2026).



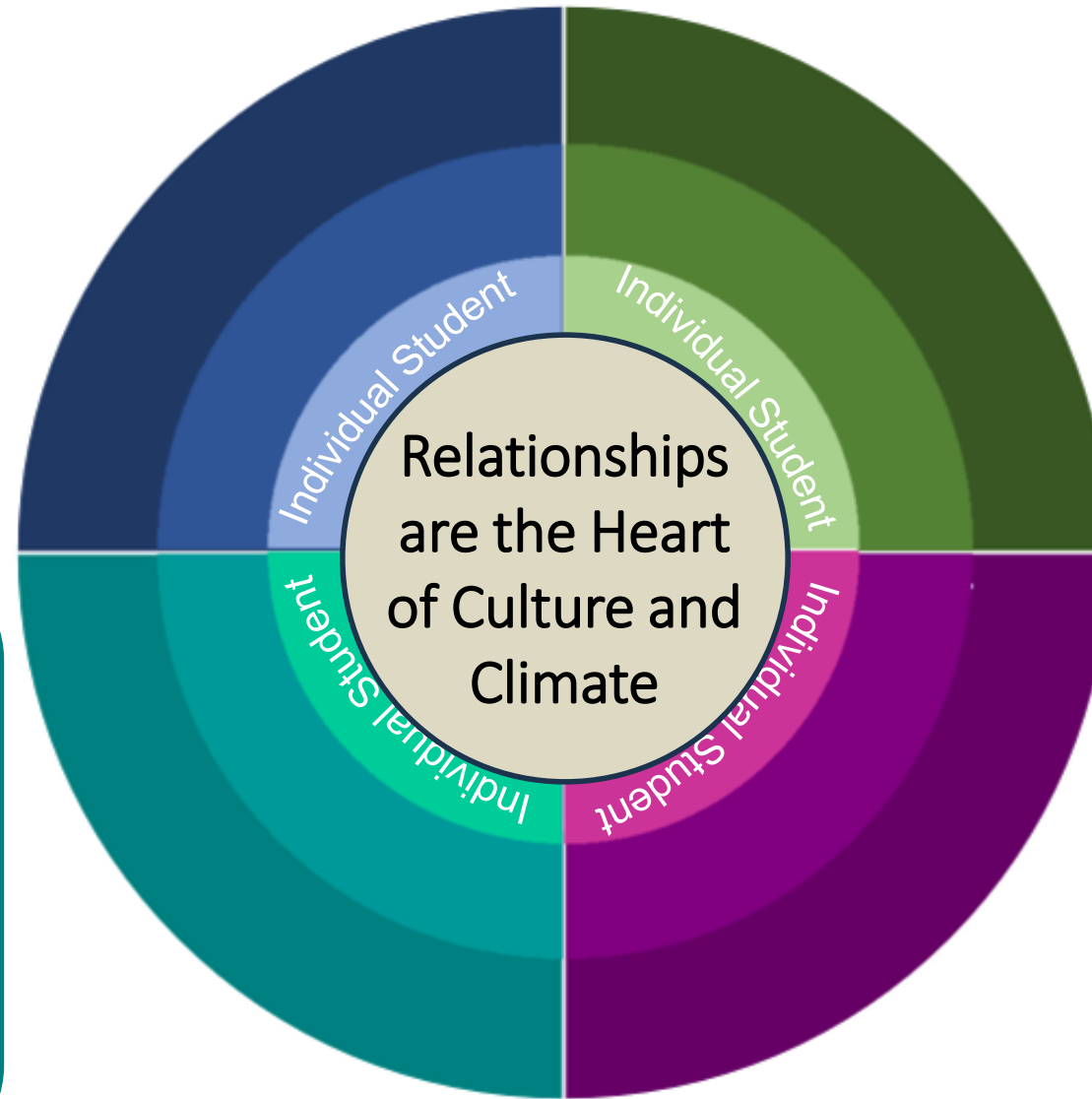
PBSIS
Helping Schools Build Systems of Support

Predictable

- Student SEB support plans include instruction on skills related to achieving the S-W expectations
- Culturally sensitive antecedent techniques support the student to achieve the expectations
- Stakeholder voice drives intervention decisions

Present

- Current and relevant data drives intervention decisions
- Function-based interventions are culturally sensitive
- Responses to CLB are sensitive to tone, language, and coaching
- Proximity is used equitably



Positive

- Relationship based interventions options (e.g., mentor, CICO) are available
- Positive in-routine contacts are provided
- Behavior specific praise is delivered at high rates
- Student incentive systems are linked the S-W system
- Caregivers receive regular positive contacts

Empowering

- Interventions address self-efficacy
- Student voice influences intervention decisions
- Culturally sensitive engagement strategies
- Peer to peer support options

Predictable

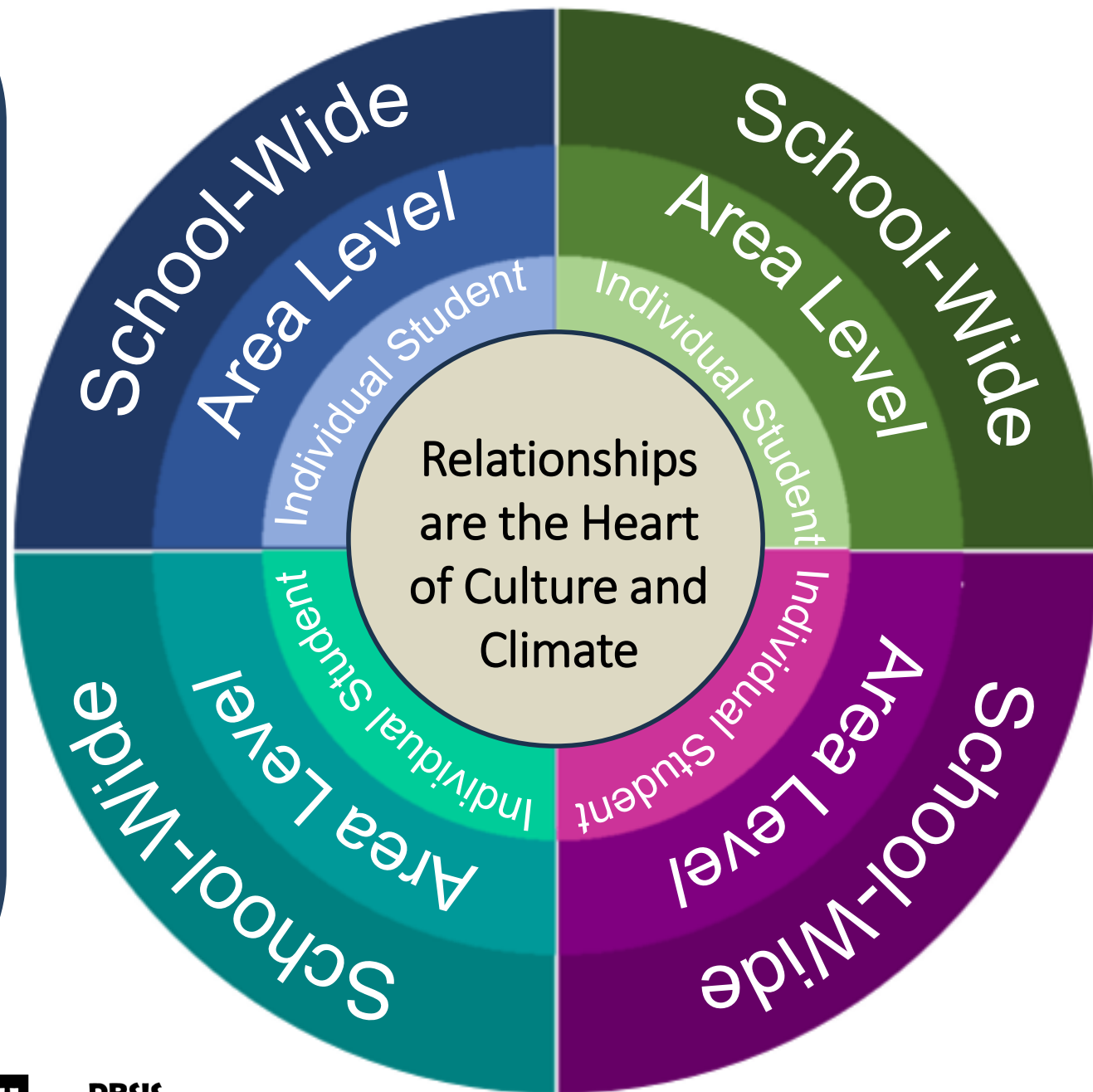
Consistency and stability in expectations allows students to anticipate what is expected of them across school locations

School-Wide

- Definitions & examples
- Lesson plans
- School-wide instruction schedule to deliver lessons
- Routinely scheduled communications

Area Level

- Expectations are applied to a location specific matrix
- Area level instruction on expectations
- Precorrection & advanced organizers
- Verbal, nonverbal, and visual cues
- Regular communications with caregivers



Positive

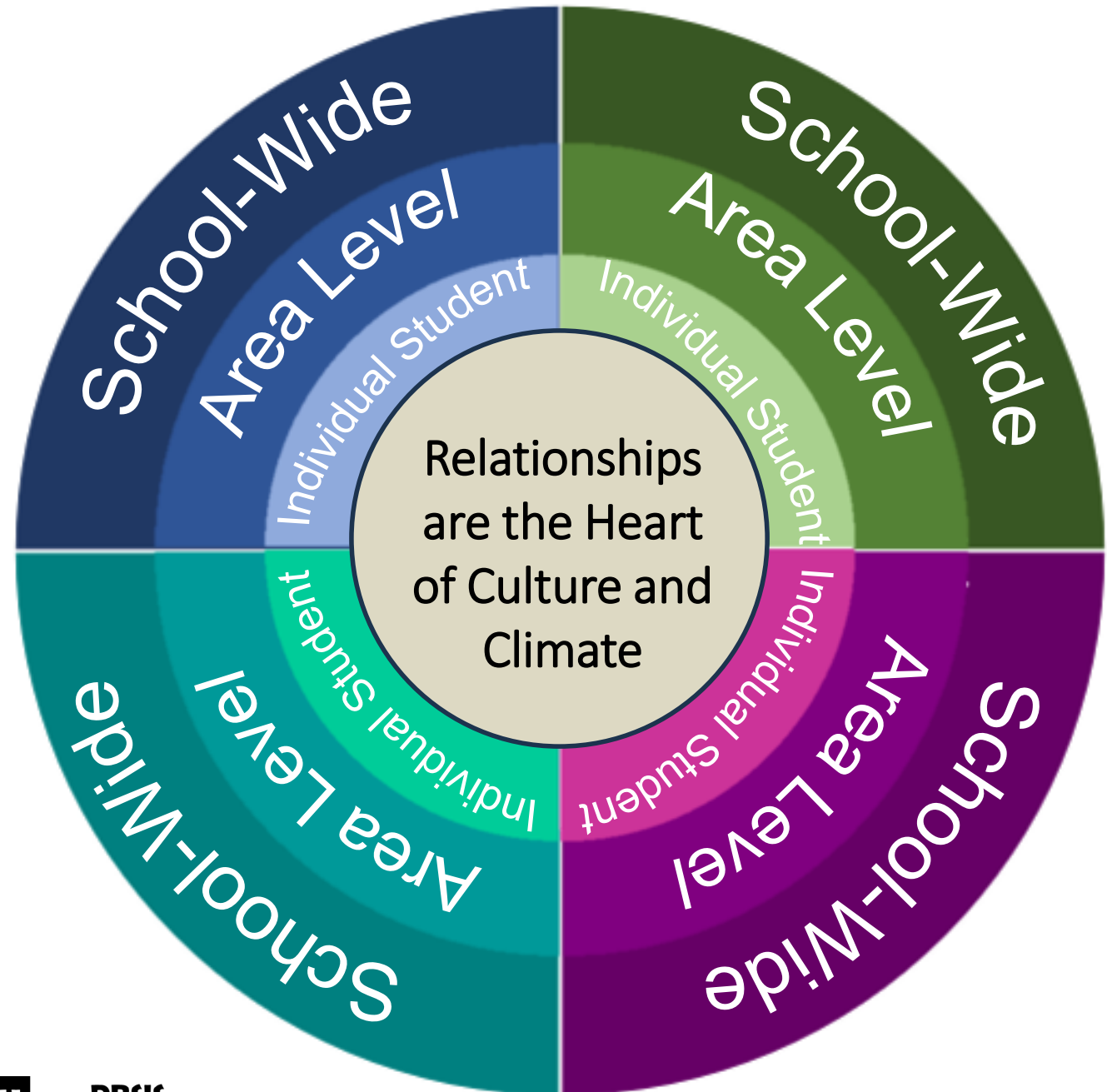
Interactions students receive from staff result in their feeling valued and connected to school

School-Wide

- Culture of positively framed messages
- Culture of 4(Positives):1(Corrective) ratio
- Positive greetings during arrival and dismissal
- School-wide incentive system

Area Level

- Positive greetings at the door
- Area level community building activities
- Inclusive messaging and representation
- Behavior specific feedback
- Regular positive contacts to caregivers



Present

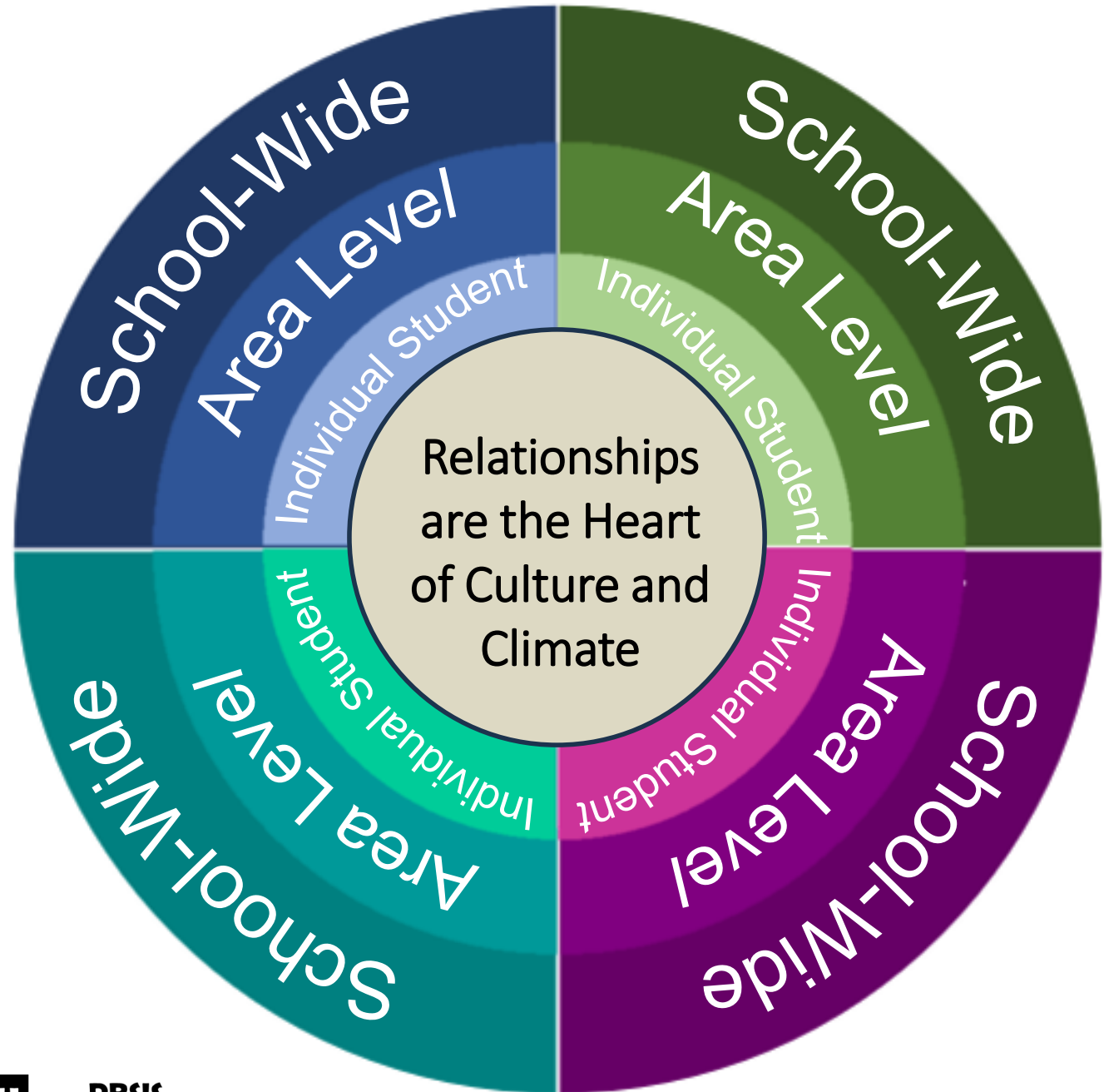
Staff actively interrogate their own beliefs, perceptions, and unconscious biases to ensure that decision making is free from negative influence

School-Wide

- Data transparency and data-driven decision-making
- Graduated levels of response to SEB concerns
- Operationalize criteria that guides responses to SEB concerns
- Consistent school-wide procedures and forms
- Vulnerable decision points identified in decision-making protocols
- Systemic neutralizing routines

Area Level

- Data-driven class level SEB interventions
- Active supervision
- Responses to ClB are sensitive to tone, language, and coaching
- Reflective conversations and activities



Empowering

The learning environment is supportive of student voice and choice to activate and direct their own learning experience

School-Wide

- Student committees promote student voice & choice
- School traditions amplify cultural identity & traditions of minority & marginalized groups
- Culture and climate measures include self-efficacy & empowerment

Area Level

- Student voice and choice influence area level decisions
- Culturally sensitive engagement strategies
- Integrate movement
- Use routines that build self-efficacy and empowerment

