

# BEST Behavior

## Building Positive Behavior Support in Schools

Grades K-12

### Meaningful Behavior Intervention That Fosters Student Success

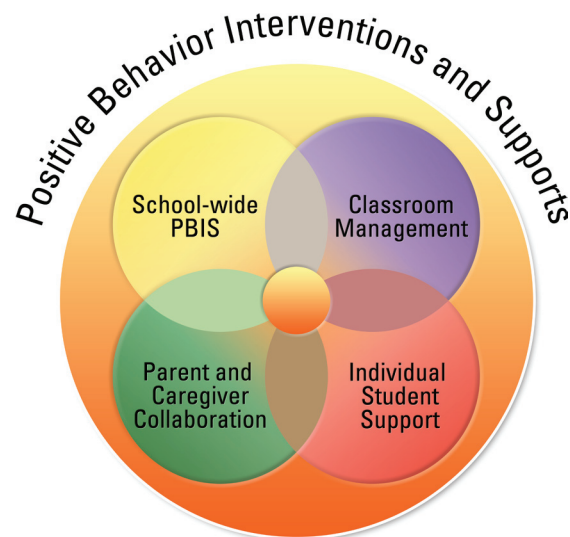
The goal of *Best Behavior* is to facilitate the academic achievement and healthy social development of students in a safe environment that is conducive to learning.

Following the Positive Behavior Interventions and Supports (PBIS) approach, *Best Behavior* provides school-wide, classroom, and individual student interventions, as well as family communication and collaboration. Based on more than 30 years of rigorous research, *Best Behavior* offers supports for all students in the school, some students with additional needs, and the few students who need the most intensive supports.

*Best Behavior* helps educators work together to:

- Improve **school-wide PBIS** practices
- Improve **classroom management** effectiveness
- Improve **individual student support** systems
- Effectively **collaborate with parents and caregivers**

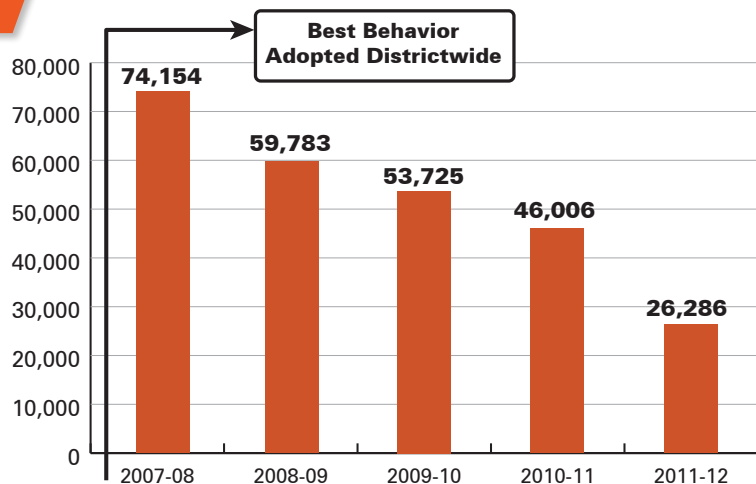
**Meld all four areas into an effective, integrated PBIS approach.**



#### Success Story

### *Best Behavior* Decreases Total Days of Suspension

In Los Angeles Unified School District, schools that fully implemented the practices taught in *Best Behavior* showed significant increases in student academic achievement and attendance, with simultaneous decreases in suspensions and transfers.\*



\*LAUSD News Release #12/13-031, August 17, 2012



**65%  
Fewer  
Suspension Days**



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## New Additions to *Best Behavior* Second Edition Include:

- The latest information on **preventing and dealing with harassment, bullying, and cyberbullying**—and how to integrate *Best Behavior* with antibullying and social skills curricula
- Expanded strategies, scripts, templates, lesson plans, letters, forms, and sample expectations to enable schools to use and **customize a variety of effective PBIS approaches**
- All-new **detailed examples, case studies, and ideas** from schools that have successfully implemented *Best Behavior*
- Clearly outlined steps and forms for **developing and enacting RtI procedures** for dealing with students who are in need of Tier II and Tier III behavior interventions
- **Enhanced support for home/school collaboration**, including research-based teacher tips and numerous tools, such as good-news notes, a sample newsletter, a model note and letter for caregivers, plus a sample schedule and calendar suggesting when and what to communicate
- Increased focus on **sustaining a dynamic and responsive system**, using problem-solving and data-driven reviews to respond to changes in school or student needs

**Download a Sample at [www.soprislearning.com/bestbehavior](http://www.soprislearning.com/bestbehavior)**

### Best Behavior + Principal's Primer The Whole-School Leader

Combining *Best Behavior: Building Positive Behavior Support in Schools* with *A Principal's Primer for Raising Reading Achievement* creates one powerful tool that builds and sustains a positive school environment AND dramatically increases academic achievement.

Education leaders recognize *Best Behavior* as the ultimate PBIS handbook in schools nationwide. Similarly, literacy expert Dr. Louisa Moats offers *Principal's Primer* as the essential handbook for implementing significant and sustainable school-wide literacy reform.

**Order the Set:**

[www.soprislearning.com/wholeschoolleader](http://www.soprislearning.com/wholeschoolleader)



## About the Authors



**Jeffrey Sprague, Ph.D.**, is a professor of special education and director of the University of Oregon's Institute on Violence and Destructive Behavior. He directs federal, state, and local research and demonstration projects related to Positive Behavior Interventions and

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**Annemieke Golly, Ph.D.**, is a certified special education teacher who has taught children with behavior and conduct disorders for nearly 20 years. Her areas of expertise are early and preventive intervention, behavior management, and classroom and school-wide

management. Dr. Golly works at the Institute on Violence and Destructive Behavior at the University of Oregon as a teacher trainer and behavioral consultant.

