



# IVY STREET SCHOOL

A POSITIVE BEHAVIOR INTERVENTION  
AND SUPPORTS SCHOOL

IVY STREET  
SCHOOL





## Our History

Since 1993, the Ivy Street School has been helping teens and young adults gain the skills they need to successfully transition to adult life.

The foundation of our supportive learning environment is our small size and high student-to-staff ratio. Our school is set in a beautiful community in Brookline and provides both day and residential opportunities. Our expertise lies in our evidence-based life skills and social thinking curriculum as well as our immersive therapeutic programming. At our heart is a talented team of experts committed to finding innovative ways to enrich lives.

## Who We Serve

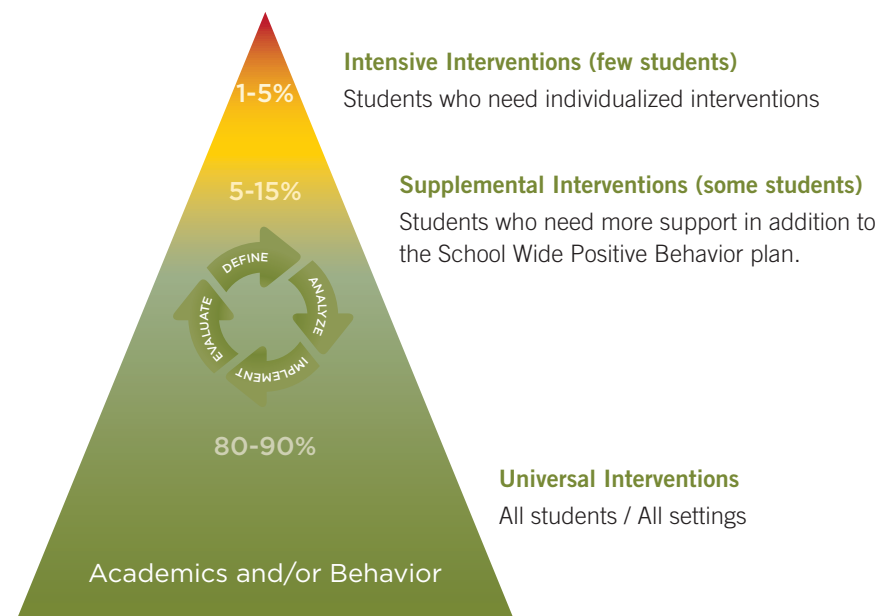
We support students and families overcoming the challenges of:

- Autism Spectrum Disorder
- Behavioral Health Diagnoses
- Brain Injury and other Neurological Conditions
- Transition Programming

# School-Wide Positive Behavior Intervention And Supports

## Why sw-pbis?

- Positive behavior support is a behaviorally based systems approach
- Focused on creating a universal (school-wide), supplemental (classroom) and intensive (individual) system of support for the student
- It is a continuum of positive behavior support for all students in classroom and non-classroom settings
- It allows consistency in identifying problem behavior, responding to problem behavior and teaching expected behaviors, empowering both staff and students.



# SW-PBIS Universal Supports

## Key Features

- Identify the behaviors you expect students and staff to demonstrate.
- Teach expected behaviors in context.
- Recognize and reinforce students when they demonstrate expected behaviors.
- Have consistent and predictable responses to unexpected behavior
- Use data to inform program decision-making



# R.I.S.E.

School-wide expected behaviors. Students learn what is expected of them with modeling and practice.

	RESPONSIBLE	INSPIRE	SAFETY	EXCEL
Classroom/ Residential/ Individual	<ul style="list-style-type: none"><li>• Use the same voice and words as others</li><li>• Ask for a break</li><li>• Follow directions</li></ul>	<ul style="list-style-type: none"><li>• Give your best effort</li><li>• Show kindness by supporting your peers</li><li>• Lead by example</li></ul>	<ul style="list-style-type: none"><li>• Respect all property</li><li>• Honor personal space</li><li>• Be aware of your surroundings</li></ul>	<ul style="list-style-type: none"><li>• Have confidence</li><li>• Participate in scheduled activities/ lessons</li></ul>
Social/Group	<ul style="list-style-type: none"><li>• Focus on yourself</li><li>• Be accountable for yourself</li><li>• Communicate your needs</li></ul>	<ul style="list-style-type: none"><li>• Honor the opinions of others</li><li>• Show kindness by supporting your peers</li><li>• Lead by example</li></ul>	<ul style="list-style-type: none"><li>• Respect all property</li><li>• Honor personal space</li><li>• Be aware of your surroundings</li></ul>	<ul style="list-style-type: none"><li>• Lead by example</li><li>• Achieve trust</li></ul>
Community	<ul style="list-style-type: none"><li>• Be within staff eyesight</li><li>• Your are responsible for having fun</li><li>• Keep arm's length away from others</li></ul>	<ul style="list-style-type: none"><li>• Honor Ivy Street</li><li>• Show kindness to all</li><li>• Lead by example</li></ul>	<ul style="list-style-type: none"><li>• Respect all property</li><li>• Honor personal space</li><li>• Be aware of your surroundings</li></ul>	<ul style="list-style-type: none"><li>• Achieve community independence</li></ul>



## Punch cards and Ivy bucks

Students receive punches on their cards for engaging in expected behaviors. This creates a pattern of positive interactions between staff and students.

Punch cards are cashed in for Ivy Bucks which are then used in the school store. This is teaching economy and value of work and progress.

## Data-based Decision-Making

- Formalized reporting and graphing method for all behavioral incidents across school and residential program.
- Changes in a student's programming are made based on data, team review and evaluation.
- Data are reviewed weekly, and used to guide the student's level of intervention needs.
- Data drives the model of continuous review and support for students, and provides efficient and consistent responses to problem behaviors.



“The goal of Positive Behavior Support is not to create “perfect children.” Rather the goal is to create the perfect environment for enhancing their growth.”

—Randy Sprick



“We can’t hold kids accountable for things we’ve never told them we expect. Behavior should be treated like academics. Students have to be taught the skills they need.”

—Erin Green



200 Ivy Street  
Brookline, MA 02446

[www.ivystreetschool.org](http://www.ivystreetschool.org)

For more information, contact the Admissions Director at  
617-620-7779 or [admissions@ivystreetschool.org](mailto:admissions@ivystreetschool.org)

Created by the Ivy Street School PBIS Committee 2015