1. Throwing paper is a behavior that is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Classroom managed]

1. Rough housing in the hallway is a behavior that is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Office managed]

1. The “R” in Tiger PRIDE stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Respect & Responsibility]

1. We give \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when students demonstrate an expected behavior. These \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ increase the likelihood that desired behavior will occur again in the future. [Acknowledgements]

1. We write an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for any behavior that is referred to the office. These \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are used to collect data to make PBIS decisions. [Office referral]

1. The “P” in Tiger PRIDE stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Positive Attitude]

1. We must first \_\_\_\_\_\_\_\_\_\_\_\_\_ expectations before we can expect certain behaviors from students. [Teach]

1. The acronym that we use to describe PBIS behavior at Iowa Valley. [PRIDE]

1. It is better to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ undesirable behavior than it is to deal with it after it happens. [Prevent]

1. The “B” in PBIS stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Behavior]

1. Even though we may have already taught students a given expectation, it is important to remember that we will need to regularly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ expectations to students. [Re-Teach]

1. We will use this time to teach, and re-teach students about desired behaviors by using lesson plans from our PBIS lesson plan booklet. [Seminar]

1. The “D” in Tiger PRIDE stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Dedication]

1. When we see a student following any expectation, we can give them a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These tangible acknowledgements help to increase the frequency with which a desired behavior occurs. [Ticket]

1. We must first teach students the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before we can truly expect them do demonstrate a desired behavior. [Expectations]

1. The “I” in PBIS stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Interventions]

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ provided to you will be used during seminar to help teach and re-teach students about expected behavior in different areas of the school. [Lesson Plans]

1. The goal of PBIS is to create a positive learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for all students at Iowa Valley. [Environment]

1. The “S” in PBIS stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Supports]

1. The “I” in Tiger PRIDE stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Integrity]

1. PBIS allows us as teachers to have the opportunity to have more positive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with students because we are seeking to recognize them for good behavior instead of always punishing for the bad. [Interactions]

1. The “P” in PBIS stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Positive]

1. Tiger PRIDE tickets, acknowledgements and prizes provide extrinsic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for students to behave in a positive manner. [Motivation]

1. The “E” in Tiger PRIDE stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [Equality]