
Positive Behavioral Intervention and Support

— PBIS —

What is PBIS?

- Positive Behavioral Intervention and Support
- “Implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students”
- It is different from typical management systems because...
 - It will be used consistently across the entire school.
 - It teaches students the RIGHT way to behave at school.
 - Focuses on 3-5 behavioral expectations that must be agreed upon by building staff.
 - Includes Tier 1, 2, and 3 supports to meet the needs of ALL students.

<https://www.pbis.org/school/swpbis-for-beginners>

Key Ideas of PBIS

- Its goal is to TEACH behavior expectations with as much importance and effort as our typical academic curriculum.
- The use of a multi-tiered system in order to differentiate (much like we do in the classroom) to meet the needs of all students.
- Praising students who are displaying appropriate behaviors.
- Clearly stating behavioral expectations in a matrix and include how these behaviors can be taught, modeled, and practiced.
- Understanding the function of student behavior.
- Implementing reteaching strategies as “consequences” for misbehaving.

<https://www.pbis.org/school/swpbis-for-beginners/pbis-faqs>

Rationale for PBIS in our School

We should have PBIS in our school because it is known to show. . .

- Reductions in major disciplinary infractions, antisocial behavior, and substance abuse.
- Reductions in aggressive behavior and improvements in emotional regulation.
- Improvements in academic engagement and achievement.
- Improvements in perceptions of organizational health and school safety.
- Reductions in teacher and student reported bullying behavior and victimization.
- Improvements in perceptions of school climate.
- Reductions in teacher turnover.

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Implementing PBIS School-Wide (Tier 1)

- 1) Develop 3-5 behavioral expectations that suit the needs within our building.
 - a) Discuss what these behaviors look like, feel like, and sound like in non-classroom settings (e.g., bus, cafeteria, playground, hallway, bathroom).
 - b) Create a matrix that displays appropriate examples of each behavioral expectation in different areas of the school (example below).

Make Safe Choices	
Area	Examples
Cafeteria	<ul style="list-style-type: none">● Clean up any messes that you make.● Always use walking feet.● Use inside voices.
https://www.pbis.org/school/swpbis-for-beginners	

Implementing PBIS in the Classroom (Tier 1)

- 1) Using the same behavioral expectations created for the entire school, create a matrix that shows what this looks like, sounds like, and feels like during normal classroom routines.
 - a) Entering/exiting the classroom, teacher instruction, group work, independent work, transitions, etc.

Make Safe Choices	
Routine	Examples
Entering the classroom	<ul style="list-style-type: none">● Walk into the classroom.● Use both hands to unstack your chair.● Use a quiet voice.
https://www.pbis.org/school/swpbis-for-beginners	

Implementing PBIS Small Group (Tier 2)

- If implementing these expectations does not work with all students, **Tier 2** supports will be implemented. Some examples include. . .
 - Teaching new skills as replacement behavior.
 - Rearranging the environment to encourage desired behavior.
 - Increase opportunity for positive reinforcement.
 - Increase adult supervision.
 - Increase access to academic supports.

Implementing PBIS Individually (Tier 3)

- “At the tertiary or tier 3 level, support is provided to the 1-5% of students who may have very serious problem behaviors and may require more intensive and individualized supports. The supports are organized to reduce the frequency, duration, and intensity of externalizing and internalizing problem behaviors and improve life outcomes”.
- Tier 3 supports should be implemented after conducting an FBA to determine the function of the recurring behavior. Some examples include.
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 - Individual behavior plans.
 - Emergency procedures for safety and de-escalation.
 - Create a wraparound plan that incorporates school and home support

How to Know if PBIS is Working?

We will monitor the effects of using PBIS using the following methods that compare data from years without using PBIS.

- Comparing overall standardized testing scores (NWEA, M-STEP, etc.)
- Comparing number of disciplinary referrals carried out
- Comparing staff reports regarding number of...
 - Incidents involving aggressive behavior.
 - Incidents involving violence against other students or staff members.
 - Incidents involving bullying.