PBIS

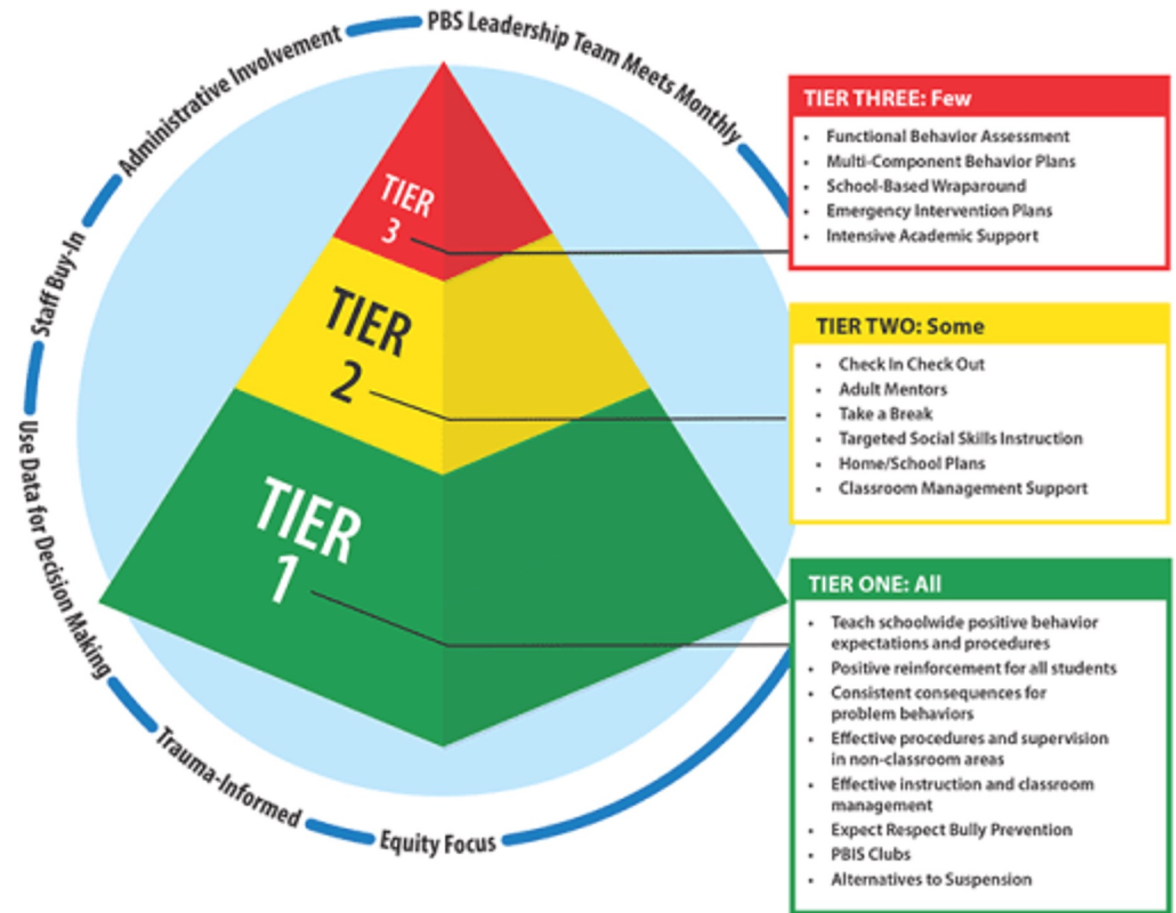## Positive Behavioral Interventions and Support

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What is PBIS?

- PBIS stands for positive behavioral interventions and support.

- PBIS is a tiered framework that supports positive behavior through the proactive prevention of unwanted behaviors

- Instead of focusing on the 'don't' or 'no' regarding expectations, PBIS focuses on the positive attributes of what students can do.

- Sources: https://www.pbis.org/pbis/what-is-pbis

The 3 tiers of PBIS

- Tier 1
  - Reaches most students
  - Positive and proactive approaches to behavior
- Tier 2
  - Needed for some students
  - Provides more individualized and increased support
- Tier 3
  - Few students will need tier 3 support
  - Most support is needed at this level

Three-Tiered Model of Positive Behavioral Interventions and Support

PBS Leadership Team Meets Monthly
Administrative Involvement
Staff Buy-In
Use Data for Decision Making
Trauma-Informed
Equity Focus

TIER THREE: Few
- Functional Behavior Assessment
- Multi-Component Behavior Plans
- School-Based Wraparound
- Emergency Intervention Plans
- Intensive Academic Support

TIER TWO: Some
- Check In Check Out
- Adult Mentors
- Take a Break
- Targeted Social Skills Instruction
- Home/School Plans
- Classroom Management Support

TIER ONE: All
- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management
- Expect Respect Bully Prevention
- PBIS Clubs
- Alternatives to Suspension

TIER 3
TIER 2
TIER 1

Source: https://www.resa.net/teaching-learning/pbis

Why PBIS?

- In comparison to traditional management:
  - PBIS tries to proactively manage student behaviors
  - There are specific and measurable items that are defined so students **know** the expectations and can refer to them often
  - There is a focus on how to prevent big behaviors including teaching replacement behaviors and explicitly stating expectations
  - A 3-tiered system of supports are available and are implemented following data collected and analyzed

Key PBIS Ideas and Principles

- Students can and should be taught the expectations. These expectations should be revisited often.

- There is a focus on intervening early. What behaviors can we prevent? How can we maintain a positive environment?

- Student behavior should be monitored to assess if different strategies are working.

Source:
https://www.mayinstitute.org/pdfs/Core%20Principles%20of%20PBIS.pdf

Strategies to implement School-Wide

- Provide a school-wide behavior matrix that is consistent and available to all students

- Have the behavior matrix posted around the school and in classrooms so students can see the expectations

- Focus on positive behaviors- how can a staff member show their appreciation for students following an expectation?

- Provide specific examples and non-examples of desired behaviors in all school locations: lockers, hallways, bathrooms, cafeteria, etc.

- Create and follow a fair consequence menu based on behavior

Strategies to implement in the classroom

- Ensure that there is still an emphasis on school-wide expectations

- Allow students to take ownership of the expectations by practicing examples and non-examples
  - Create a T-chart of examples and non-examples
  - Practice voice levels so students <u>know</u> the expectation

- Take pictures (if allowed) of your students following expectations- allow them to be the role models

Strategies to use at the individual level

- Don't be afraid to utilize support staff in your building to problem-solve and create a productive plan for individual students

- Create individual visuals for students that may need a reminder of selected expectations. Place the visual on the student's desk so that it can be referenced throughout the day.

- Choose a few selected behaviors for a check-in/out chart that students can use to self-monitor behavior

- Invite parents to help develop a plan- be a team with the caregivers to be as successful as possible

- Track student behavioral data in an easy-to-use form that tracks the antecedent, behavior and consequence. Also track time, location and staff members involved.

Data Collection and PBIS evaluation

- To ensure that PBIS is 'working' collect data on individual student incidences throughout the day

- Meet regularly with a trusted team to review data

- Make sure that staff members are consistently using the verbiage and expectations of the desired school-wide expectations

- Post data to staff members to review individual student behavior and school-wide behavior

- Make note of specific areas where behaviors are occurring.

- Practice the cycle of inquiry: analyze evidence, determine a focus, implement and plan for support, analyze impact