

WHAT WORKS

PBIS

PBIS emphasizes that teaching, modeling, and reinforcing positive behavior reduces discipline problems and promotes a climate of productivity, safety, and learning.

PBIS is not a packaged curriculum, intervention, or practice. Rather, PBIS is a decisionmaking framework that guides the selection, integration, and implementation of best practices that improve the academic achievement and behavior of all students. PBIS is instrumental in creating safe and effective schools and developing positive behavior among students.

Because of its abstract nature PBIS can be difficult to grasp. Indeed, some schools embrace more straightforward approaches like the “Zero-Tolerance Policy” because its strategies are clear-cut: if a student breaks a rule, the punishment is automatic suspension or expulsion. These types of approaches are easier to implement and require little professional development; however, they do not reduce discipline issues at school nor do they improve student behavior and academic success.

PBIS, on the other hand, is a proven, flexible process, based on the best practices of Response to Intervention (RtI). PBIS — when implemented successfully — does help schools reduce discipline issues and improve student behavior and academic success.

Approximately 15% of schools nationwide embrace PBIS. These schools understand that the needs of each student and the school, as a whole, are ever changing. They use preventive and proactive approaches and evaluate these approaches regularly to make sure that all students’ needs are being met. PBIS is committed to the success of all students. At its core, PBIS emphasizes that continual teaching, modeling, and reinforcing of positive behavior reduces discipline problems and promotes a climate of greater productivity, safety, and learning.

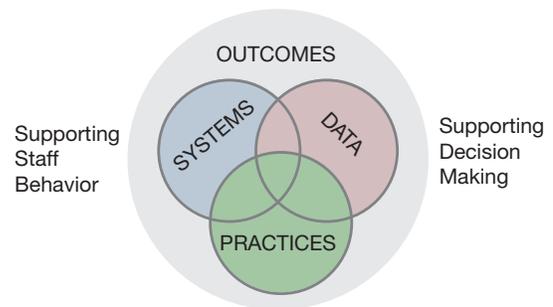
A key component of PBIS is its Three-Tiered Prevention Model. All prevention efforts are rooted in evidence-based practices (i.e. strategies that have been scientifically-proven to work) and regular evaluation of school and student data. By collecting and evaluating data, staff can make sure that students’ needs are being met.

Tier 1: Primary/School-Wide Prevention

All students receive supports at Tier 1. Students

PBIS AT A GLANCE

PBIS, which is sometimes referred to as School-wide Positive Behavior Supports (SWPBS), emphasizes four integrated elements:



- ▶ **Data** for decision making
- ▶ Measurable **outcomes** supported and evaluated by data
- ▶ **Practices** that have proven outcomes
- ▶ **Systems** that efficiently and effectively support implementation of these practices

These four elements are guided by six principles:

- ▶ Develop a continuum of scientifically-based behavior and academic interventions and supports.
- ▶ Use data to make decisions and solve problems.
- ▶ Arrange the environment to prevent the development and occurrence of problem behavior.
- ▶ Teach and encourage prosocial skills and behaviors.
- ▶ Implement evidence-based behavioral practices with fidelity and accountability.
- ▶ Screen universally and monitor student performance and progress continuously.

Source: http://www.pbis.org/school/what_is_swpbs.aspx

and school staff are all taught and encouraged to display positive social skills and character traits. If implemented well, most students will not require further intervention.

Tier 2: Secondary Prevention

Students not responding to Tier 1 supports are offered additional preventive strategies that involve (a) more targeted social skills instruction, (b) increased adult monitoring and positive attention, (c) specific and regular daily feedback on their behavioral progress, and (d) additional academic supports.

Tier 3: Intensive Prevention

When students do not respond to Tier 1 and 2 prevention efforts, a more comprehensive individualized approach is needed. The students' team at this level typically includes family members, school professionals, and community members who meet on a regular basis to plan, implement, and monitor an individualized plan of support. Examples of Intensive Prevention include: wraparound planning, functional behavior assessments (FBA), and family engagement.

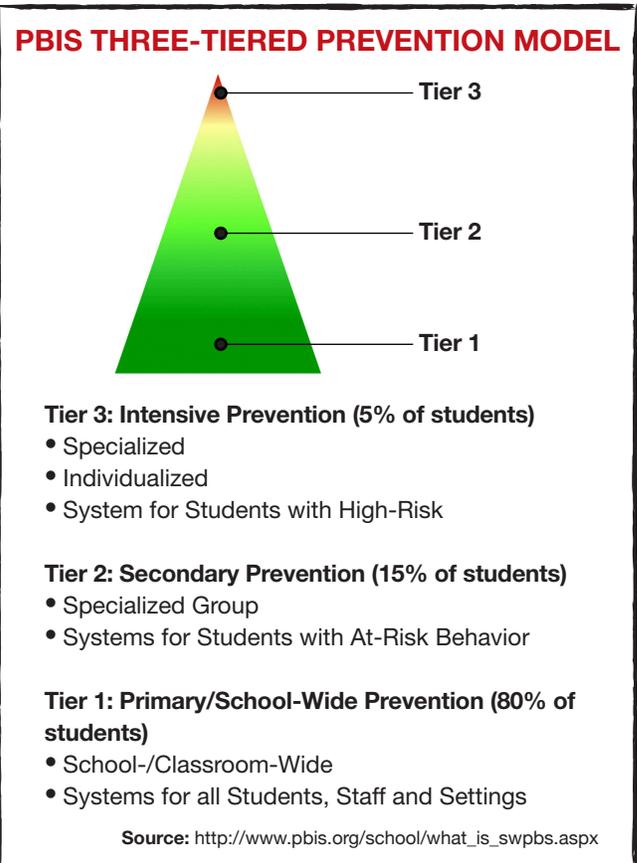
PBIS WORKS

Studies evaluating the effectiveness of PBIS report:

- Reduced discipline referrals up to 50%
- Reduced student vandalism, aggression, and delinquency, as well as alcohol, tobacco, and other drug use
- Reduced problem behaviors in non-instructional areas, including recess, hallway transitions, and bus rides

SOURCES

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- Northeast Foundation for Children, Inc. (2009). PBIS and the responsive classroom approach. Turners Falls, MA: Northeast Foundation for Children, Inc./Responsive Classroom.
- The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), is a collaboration between the



- Improved academic achievement and school engagement
- Improved supports for students with emotional or behavioral disorders (EBD)
- Early identification of students at-risk for developing serious problem behavior
- Improved graduation rates when implemented at the high school level

U.S. Department of Education and 11 technical assistance units across the United States. The Center is directed by Drs. George Sugai (University of Connecticut), Rob Horner, (University of Oregon) and Tim Lewis (University of Missouri). The Center builds from a 10-year history of defining, implementing and evaluating PBIS across more than 10,000 schools in 40 states. www.pbis.org

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