

What Is Positive Behavior Interventions and Supports (PBIS)?

Positive Behavior Intervention and Supports (PBIS) is a framework for the adoption of evidence based behavioral interventions using an integrated approach. The language used in the PBIS framework comes directly from the 1997 reauthorization of the Individuals with Disabilities Act (IDEA).

The PBIS framework focuses on preventative measures rather than a reactive approach to student behaviors. PBIS is intended to maximize student academic performance and social behaviors. PBIS supports the behavioral needs for ALL students.

What does PBIS have to do with school discipline and classroom management?

“Effective classroom management and preventive school discipline are essential for supporting teaching and learning.”

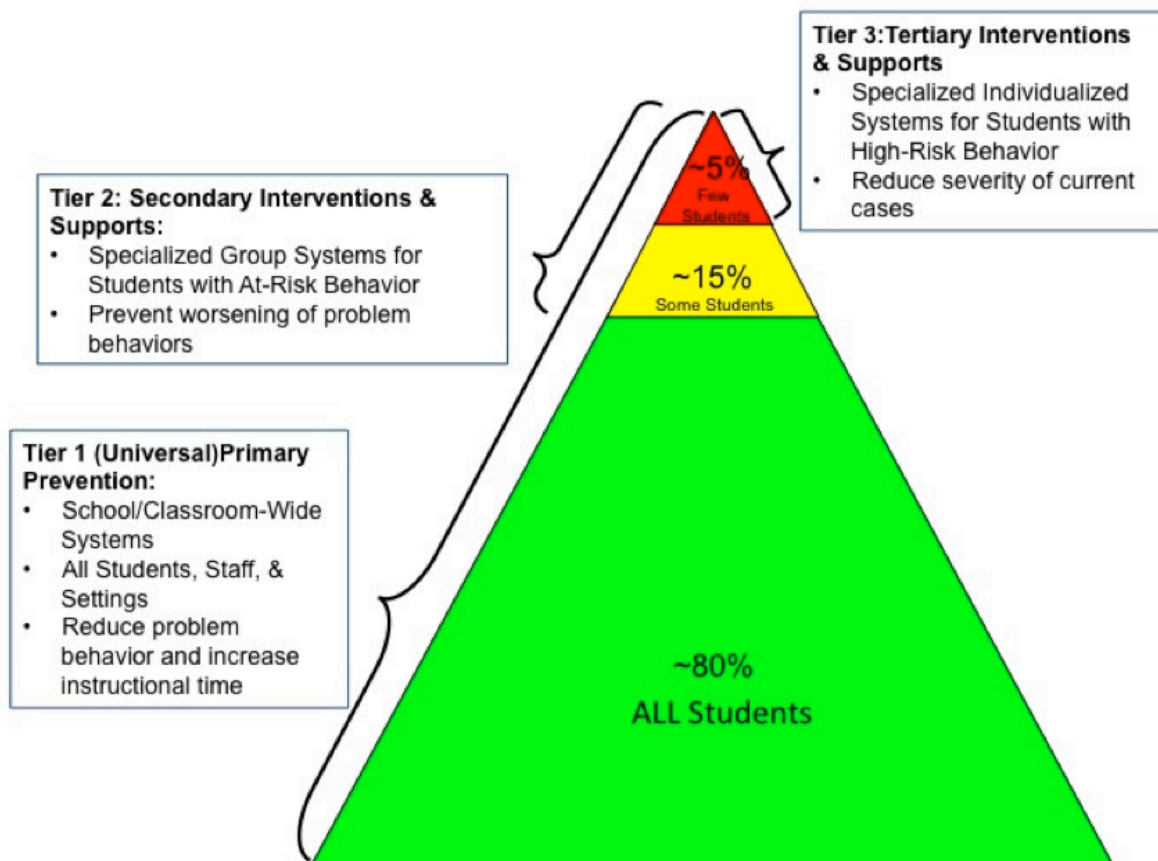


PBIS goes further by emphasizing that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students.”

The Scotten School PBIS team is comprised of team members from all stakeholders including administration (at the site level and at the district level), primary general education staff, upper grade general education staff, special education staff, afterschool program staff, parents as well as additional specialized supports such as the student support coordinator, school counselor and school psychologist. The PBIS team members have been integral in the development of all three Tiers of interventions and supports. The PBIS team continues to work to maintain and sustain the fidelity of Tiers I, II and III interventions and supports for all students.

PBIS Framework Using a three-tiered framework, Positive Behavioral Interventions and Supports focus on a continuum of positive behavior support for all students within a school. The intervention continuum moves from: Tier One includes Primary Prevention for all students, staff and settings; Tier Two provides additional specialized group interventions and supports for youth at risk; Tier Three involves specialized and

individualized supports and interventions for youth at high risk. Each tier builds on and adds to the previous tier.



Core Principles of PBIS

1. **We can effectively teach appropriate behavior to all children.** All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.
2. **Intervene early.** It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation, which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. **Use of a multi-tier model of service delivery.** PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve

high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.

4. **Use research-based, scientifically validated interventions to the extent available.** The Every Student Succeeds Act (ESSA) requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. **Monitor student progress to inform interventions.** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. **Use data to make decisions.** A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. **Use assessment for three different purposes.** In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

Follow
THE GOLDEN RULE:

*Treat Others the Way
You Want Them
To Treat You.*

- Be Safe
- Be Respectful
- Be Responsible



**SCOTTEN
SCHOOL**