

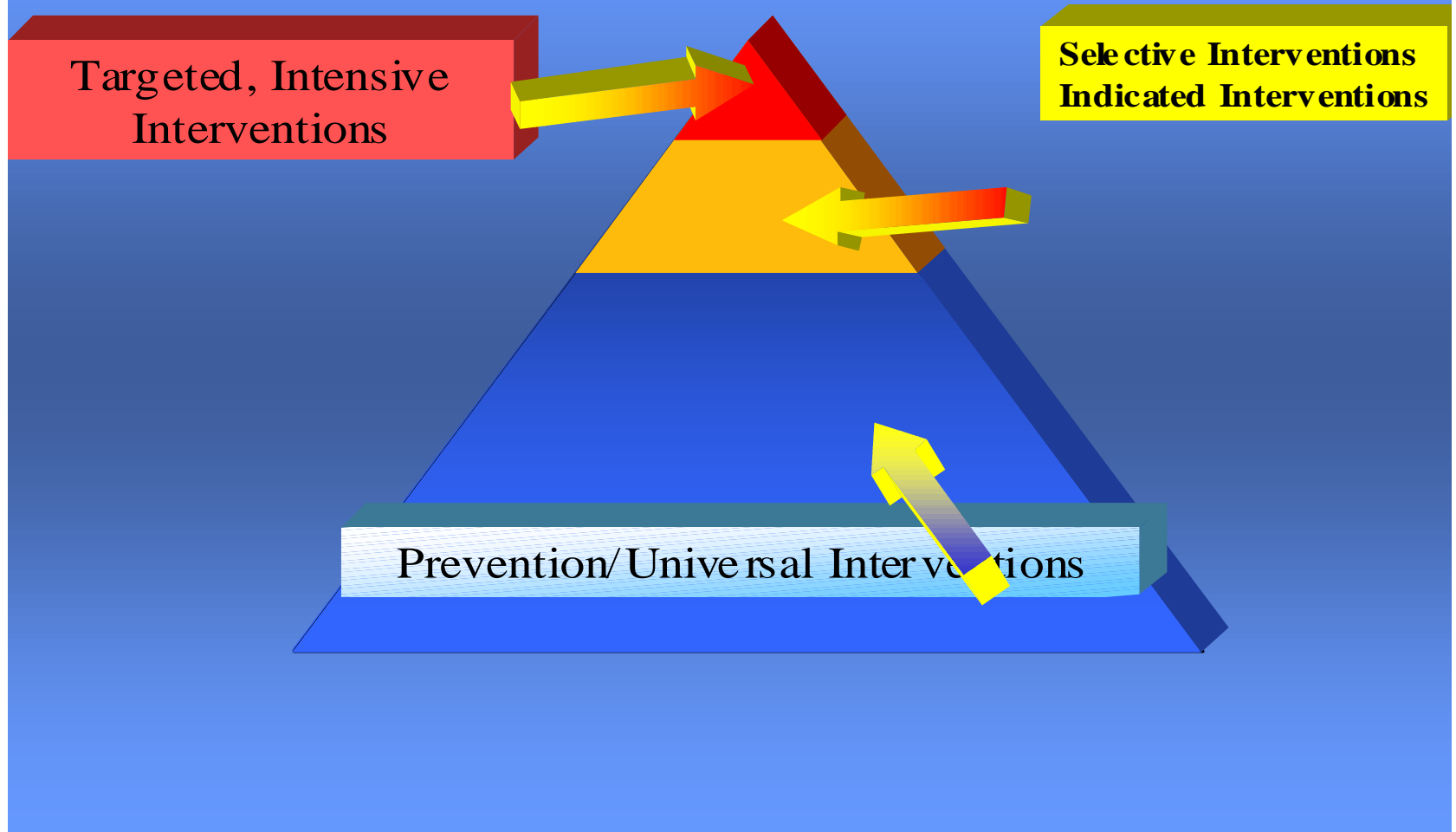
**Implementing Positive  
Behavioral Interventions  
and Supports (PBIS)**

**Tuesday, September 19, 2006  
Teleconference for  
the National Center**

## We Know....

- ✓ To improve the academic success of our children, we must also improve their social success.
- ✓ Academic and social failures are directly related.

# Three-Tiered Model for Interventions



# Positive Behavioral Interventions & Supports

“PBIS” is a research-based *systems* approach designed to enhance the capacity of schools to...

- effectively educate all students, including students with challenging social behaviors
- adopt & sustain the use of effective instructional practices

# “School-wide Positive Behavior Support”

SW-PBS is a whole-school approach to discipline that includes a broad range of **systemic & individualized** strategies for achieving **social & learning outcomes** while preventing problem behavior with **all** students.

# Current Implementation

## School-wide Positive Behavior Support

- 5,000 schools in over 30 states
  - Team
  - Coach
  - Curriculum emphasizing prevention, teaching, behavioral function
  - On-going data collection and use of data for active decision-making

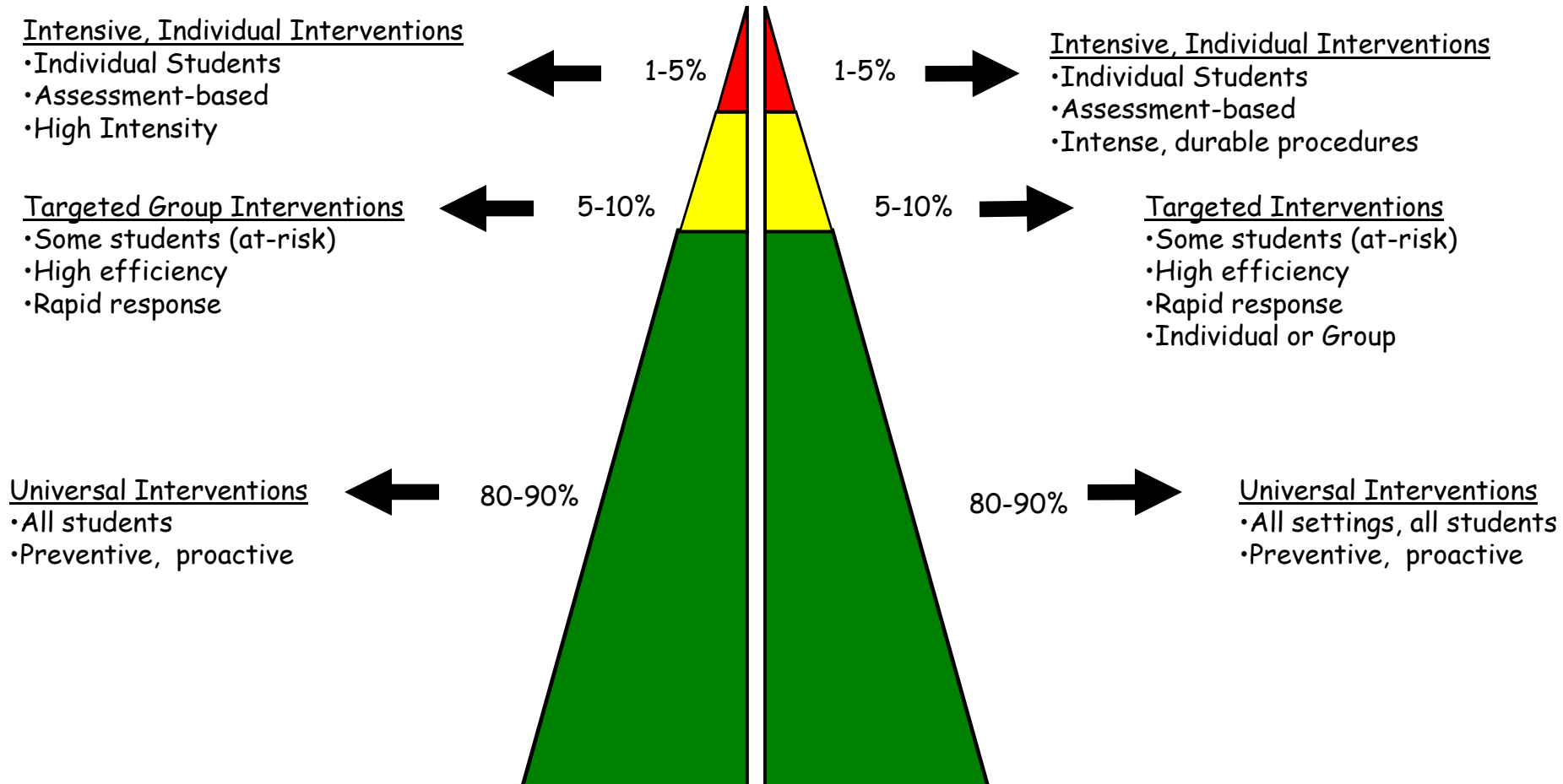
# The Focus is on:

- ✓ School as unit of implementation
- ✓ Connecting social & academic achievement
- ✓ Team-based leadership
- ✓ Investments in capacity building
- ✓ Conceptually sound guiding principles
- ✓ Sustainability of effective practices
- ✓ Data-based decision-making
- ✓ Becomes a framework for other initiatives

# Designing School-Wide Systems for Student Success

## Academic Systems

## Behavioral Systems





# Implementation emphasizes:

- ✓ Team-based planning & problem solving
- ✓ Instructional approach
- ✓ Active administrator support/participation
- ✓ Long-term action planning
- ✓ Staff commitment
- ✓ On-going professional development

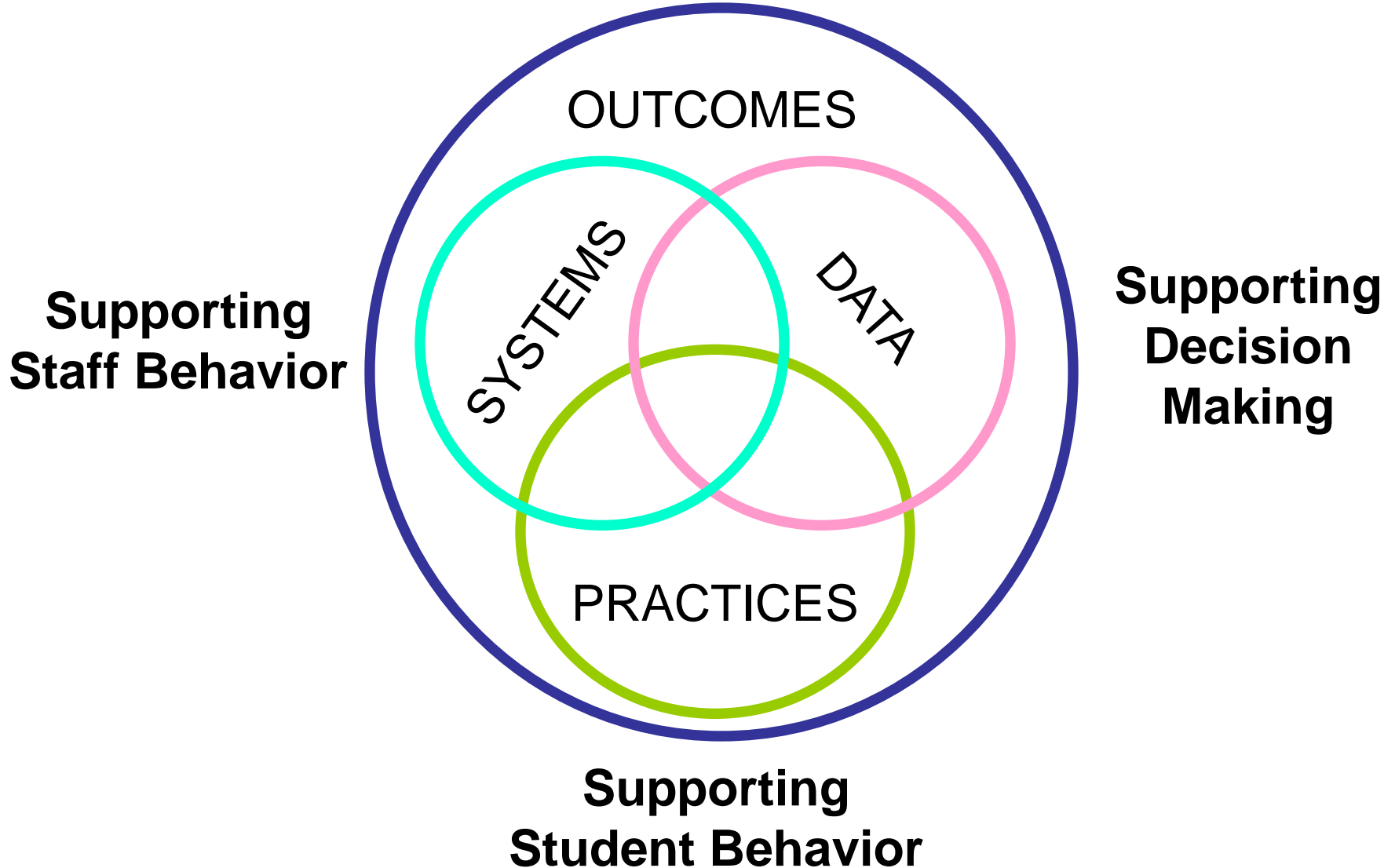
# Instructional Approach

- ▶ Focus on teaching social behavior like academic skills (direct instruction)
  - ▶ Emphasis on teaching & encouraging pro-social behavior that competes with development & displays of rule-violating behavior
  - ▶ Ensure effective instructional practices are consistently used school-wide
-

# Process...not a curriculum

- ▶ Individualized to the unique features of the school; culturally relevant
  - ▶ Emphasis on continuous, data-based improvement in behavior and academics
  - ▶ Focus on efficiency, effectiveness, and relevance
  - ▶ A way to organize academic and behavioral prevention and intervention
-

# Social Competence & Academic Achievement



# General Approach

- # referrals per day per month
- # referrals by student
- # referrals by location
- #/kinds of problem behaviors
- # problem behaviors by time of day

# Safe School Elements

**Safe School Environment:** One of the basic elements of PBIS is to create safer school environments by changing student behavior. PBIS also calls for creating Crisis Management Teams to address problem behavior of at-risk students.

**Alcohol and other drugs and violence prevention and early intervention programs:** This element aims to increase positive social interactions and implement positive character development programs. These align with PBIS goals to reward positive actions rather than negative actions.

**School and Community Mental Health Preventative and Treatment Intervention Services:**

PBIS provides tools to prevent disruptive behavior while still promoting and maintaining an effective learning environment for all students. PBIS also encourages keeping accurate data recording of behaviors, disciplinary actions and outcomes, and evaluation of the positive behavior intervention.

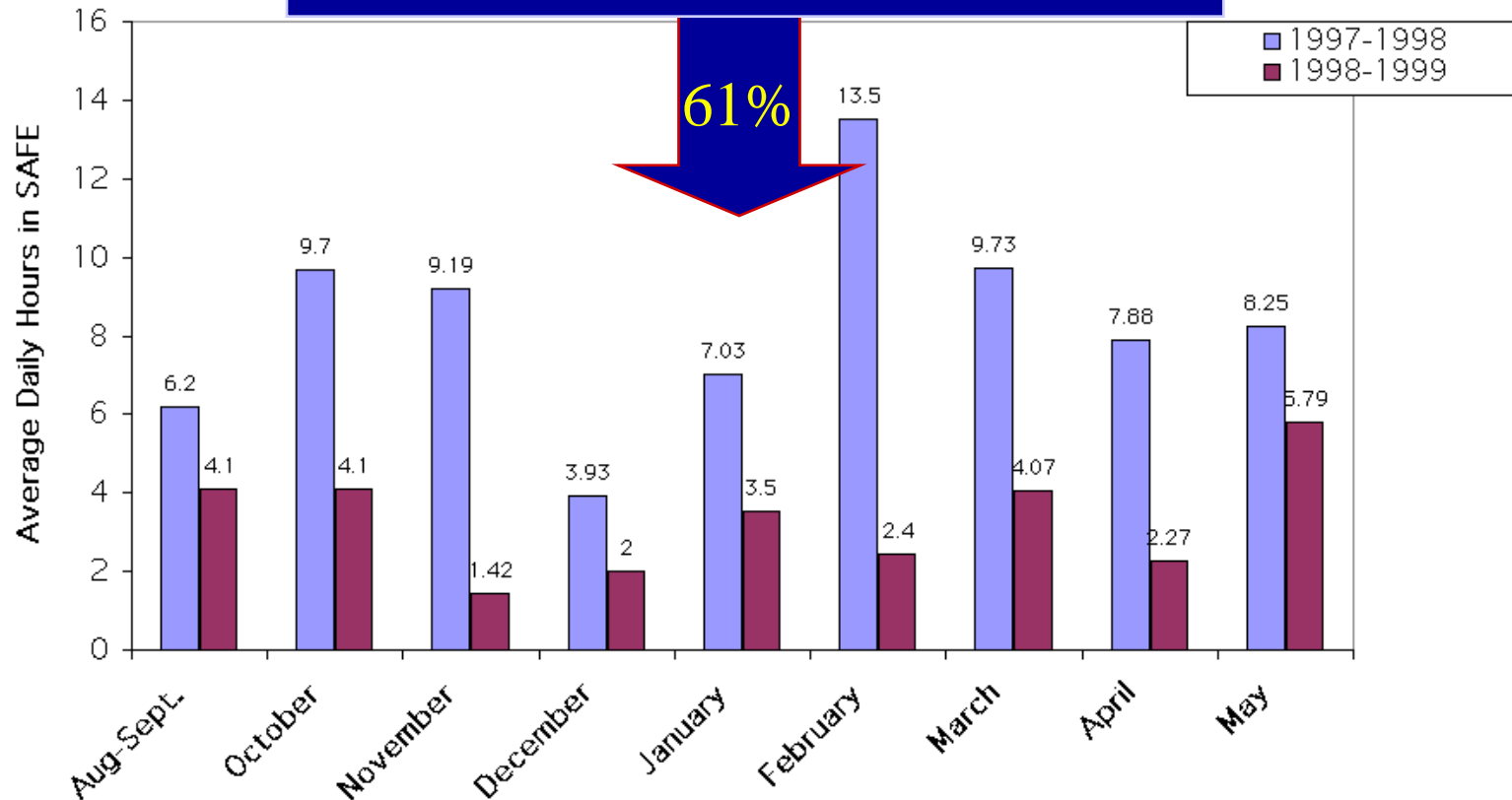
# Safe School Elements

- **Early Childhood Psycho-social and Emotional Development Programs:** PBIS can help support approaches aimed at integrating youth into normal classroom instruction while still addressing their specific learning or mental health needs.
- **Supporting and Connecting Schools and Communities:** By implementing PBIS in a school or district, teachers will have the tools and methods to manage the behavioral problems of students, whether it is classroom-wide or individualized. A “community” within the school will less discipline referrals, and more positive social interactions.
- **Safe School Policies:** The fundamental objective of PBIS is to ensure a safe school environment for all students, with behavioral incidents.

# *Time Spent Away from Academics Due to Behavior*

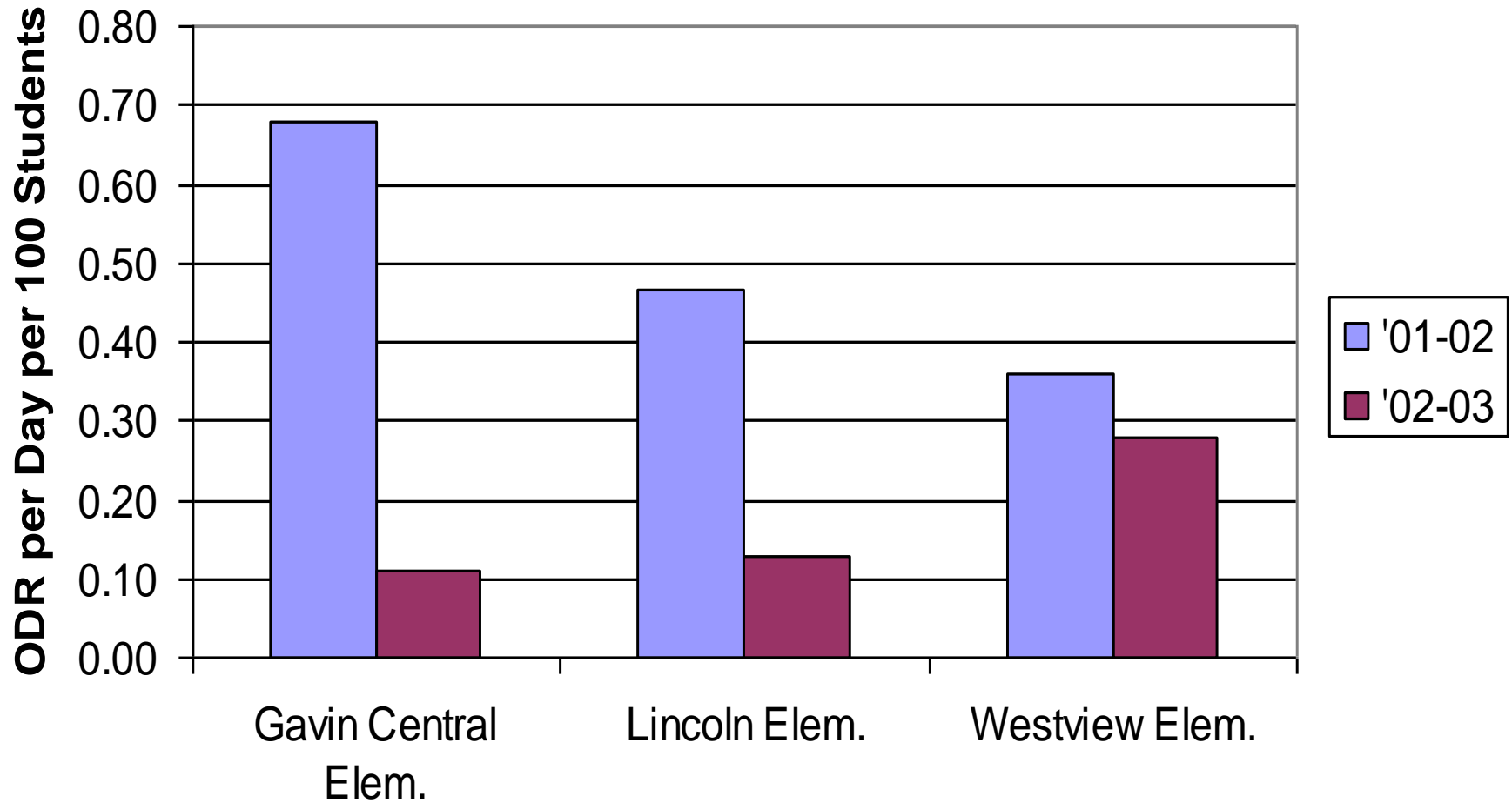
Average Daily Hours in Non-Academic Detention  
for Harrison School

**776.8 additional instructional hours**

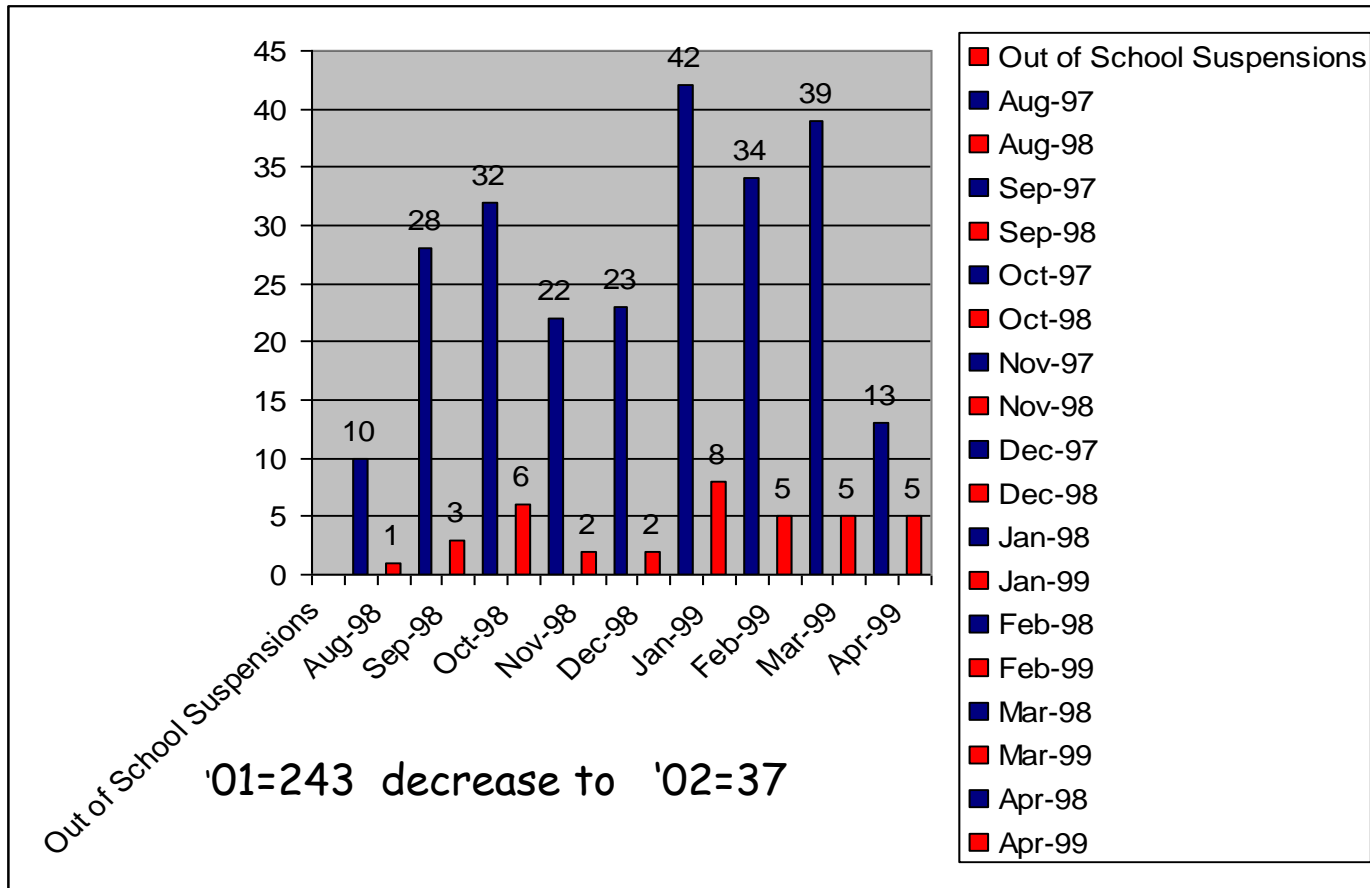




## Office Discipline Referrals per Day per 100 Students (Illinois)



# Example of Out of School Suspensions 2001-2003



## What does the data show?

- School Year 2001-2002 shows 243 referrals for Out of School Suspensions.

- School Year 2002-2003 shows 37 referrals for Out of School Suspensions.

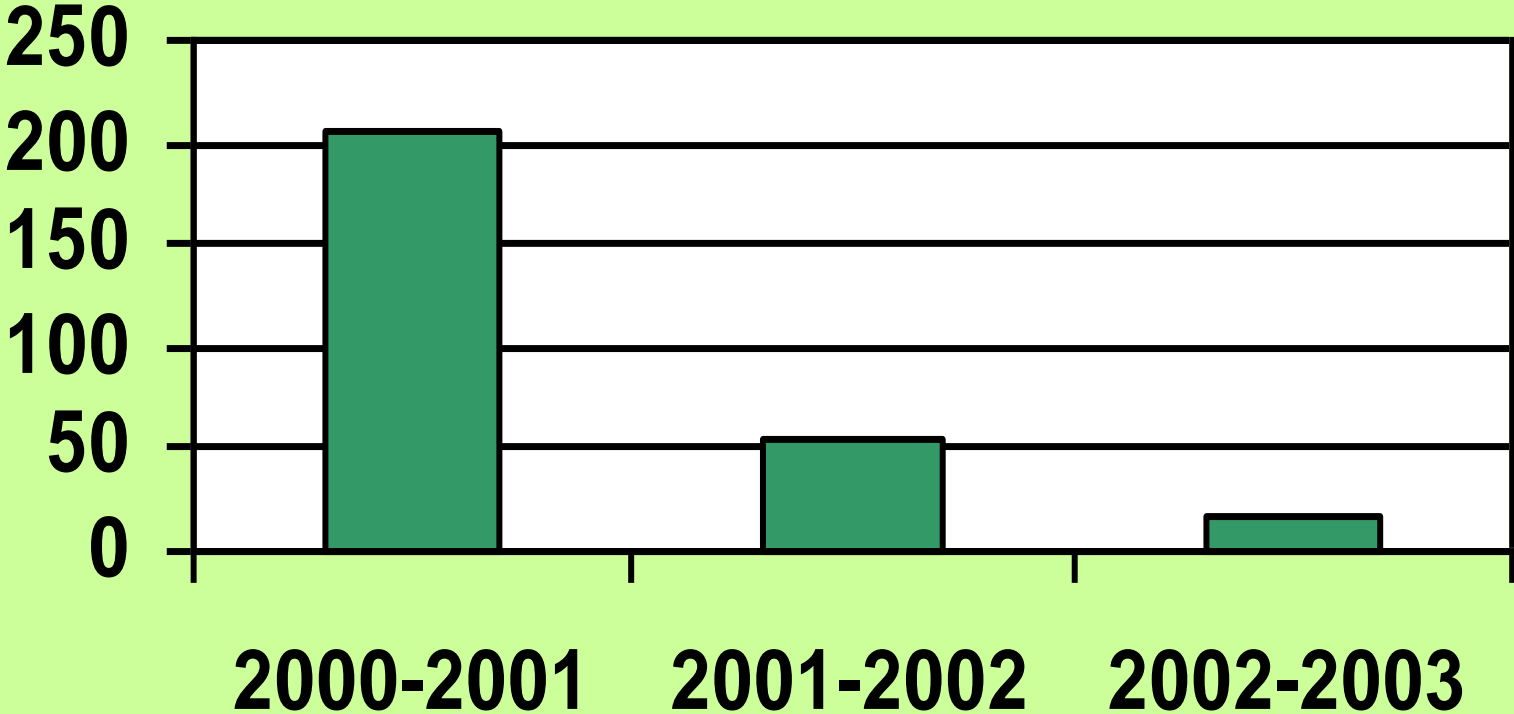
- **That is a drop of 206 ODR's, showing a 74% decrease in Out of School Suspensions.**

What else does the 74% decrease  
in referrals mean?

Administrators and Teachers  
have saved **9,270 minutes** of  
administrative and teaching time  
and **386.25 days** of  
**instructional time.**

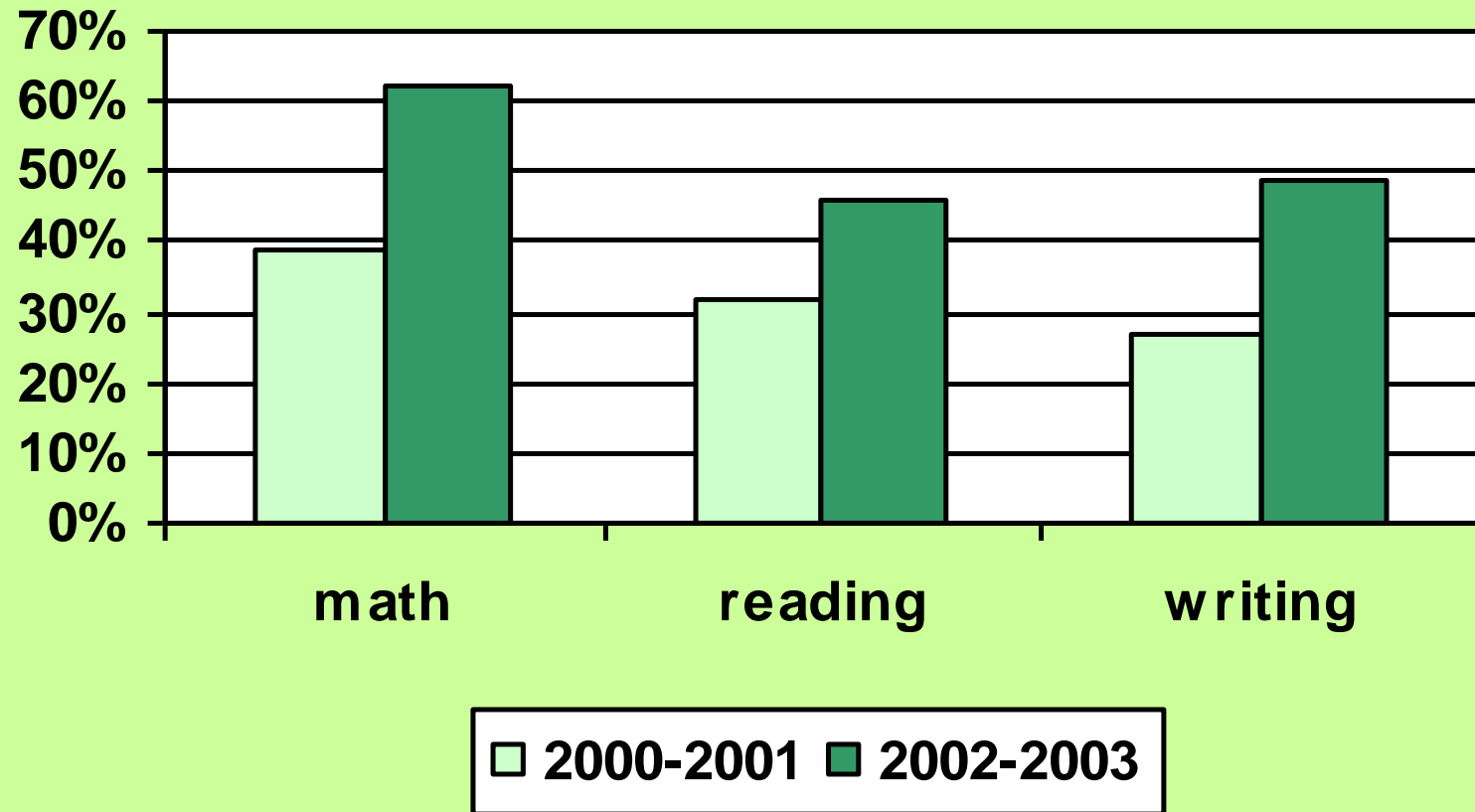
# Steuben School

## *Total OSS Per Year*



# Steuben School

## *Percent of Students Meeting or Exceeding Standards on ISAT Scores*



# Implementing School-wide Positive Behavior Support

1. Establish EBS leadership team
2. Secure commitments & resources
3. Self-assess and build action plan
  1. Tailor implementation to your school culture.
4. Arrange for high fidelity implementation
  1. Define, teach, monitor, and reward behavioral expectations.
  2. Build continuum of consequences for behavioral errors.
  3. Establish high-intensity interventions for students with chronic problem behavior.
5. Collect and use data for on-going decision-making.

# Practices and Systems for School-wide Positive Behavior Support

## • Practices

- Define expectations
- Teach expectations
- Monitor expected behavior
- Acknowledge expected behavior
- Correct behavioral errors (continuum of consequences)
- Use information for decision-making

## • Systems

- Admin Leadership
- Team-based implementation
- Defined commitment
- Allocation of FTE
- Budgeted support
- Development of decision-driven information system
- Formal policies



## Commitments

- ✓ Two-three year focus to get sustainable change
- ✓ Active administrative support and participation
- ✓ Administrative leadership for PBIS teams
- ✓ Commitment from staff (80%)
- ✓ Ongoing communication and support with staff
- ✓ Completion and use of data collection (discipline and academic data, survey, checklists)
- ✓ Staff participation in ongoing training

# PBIS helps schools to

Focus on the entire school population

- All students
- All staff
- All settings

# PBIS helps schools to

## Lead with a “Team”

- Everyone has a voice
- Invested stakeholders
- Shared vision
- Data-based planning
- Capacity building

# PBIS helps schools to

Emphasize data-based evaluation

- Self-assessment and action planning
- Continuous self-improvement
- Strengths and needs

# PBIS helps schools to

Give priority to prevention

- Decrease development of new problem behaviors
- Prevent worsening of existing problem behaviors
- Eliminate triggers of problem behaviors
- Teach, monitor, and acknowledge pro-social behavior

# PBIS also helps schools to

- develop less-restrictive, but effective interventions (IDEA)
- achieve improved student outcomes, through partnerships with community-based service providers
- engage families in powerful partnerships
- gain time for instruction, improve student learning
- fulfill legal mandates for disabled students

# PBIS

- Supports all other school-based efforts
  - to raise standards of achievement
  - engage families
  - provide effective early identification and intervention
  - support data-based decision-making
  - provide **meaningful** accountability relative to student progress toward improved social/emotional development

[www.pbis.org](http://www.pbis.org)

[www.tapartnership.org](http://www.tapartnership.org)

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