

# Positive Behavioral Interventions & Supports (PBIS)



## Definition:

**Positive Behavioral Interventions and Supports (PBIS) is a three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day.**

## Guiding Question

**In the ideal “dream” school culture, what role does the schoolwide discipline plan play?**



- ▶ **Tier 1:** *Establishes* a foundation of regular, proactive support while preventing unwanted behaviors. These universal supports are provided to all students schoolwide.
- ▶ **Tier 2:** *Supports* some students at risk for developing more serious behavioral problems before they start. Helps students develop the skills needed to benefit from core school programs.
- ▶ **Tier 3:** *Provides* more intensive, individualized support to a few students to improve their behavioral and academic outcomes. Schools rely on formal assessments to determine a student’s needs.

## Implementing PBIS in the Classroom

The quality of a school’s environment impacts student success and research shows PBIS promotes a safer and more positive school climate with stronger student-teacher relationships. This multi-tiered framework teaches positive social and cognitive behaviors and provides strategies to engage students.

### Use tiered systems.

Successful classroom management can help teach students and a tiered system is effective when implemented for different age groups.

### Practice early intervention.

PBIS helps prevent future incidents from arising by providing support for students who are struggling and treating the root cause of misbehavior.

### Monitor progress.

Determine if students are improving or need intervention. This can help individualize the PBIS process for students.

### Collect data.

Be sure to measure effective intervention methods and progress assessments. This is a good way to track behavioral skill retention across grade levels. By observing student behaviors, your school can identify which behaviors need greater attention in the classroom.

# PBIS Tier Framework and *Key Practices*

## Tier 1: Universal Interventions

- Teach appropriate behavior to all children.
- Use evidence-based intervention strategies early before unwanted behaviors escalate.
- Monitor student progress.
- Use data to make decisions.

## Tier 2: Targeted Group Interventions

- Establish systems and practices for students requiring Tier 2 support.
- Enlist behavioral experts prior to choosing an intervention.
- Create a clearly defined, methodical process for considering which students need additional support.
- Collect and monitor data about student performance.

## Tier 3: Individualized Intensive Interventions

- Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.
- Understand that Tier 1 and Tier 2 supports will not connect with about 1-5% of students.
- Form a multi-disciplinary team (include an administrator, coach/behavior expert, problem solver) to provide Tier 3 support.
- Offer more intensive, individualized support to improve their behavioral and academic outcomes.

## Tier 1: *Key Practices*

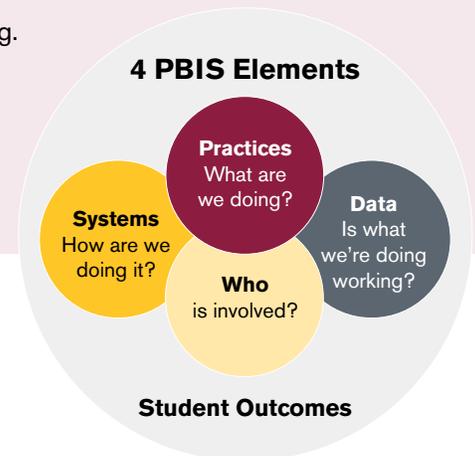
- Define and teach schoolwide behaviors and positive expectations.
- Establish procedures and classroom routines consistent with schoolwide expectations.
- Encourage expected behavior and discourage problem behavior.
- Communicate procedures for encouraging school-family partnerships.

## Tier 2: *Key Practices*

- Include additional instruction and practice with self-regulation and social skills.
- Increase active adult supervision.
- Provide positive reinforcement often.
- Anticipate when a student is likely to act out by using pre-corrections.
- Increase focus on possible function of problem behavior.
- Offer additional academic support.

## Tier 3: *Key Practices*

- Ensure a student's plan centers on why a student behaves the way they do with a formal function-based assessment process.
- Implement Wraparound support.
- Build support using Person-Centered Planning.
- Consider cultural and contextual fit.



## PBIS in Action

### Face-to-face

- Strategically set up and assign seats
- Make the room look and smell good
- Honor different cultures
- Have snacks in your class
- Have a break or cool down space
- Have classroom jobs (elementary)
- Have a classroom pet (elementary)
- Have a teacher mailbox
- Post student work

### Questions to Ask

**Data:** Is what we're doing working?

**Systems:** How are we doing it? Revise?

**Practices:** What are we doing and who is involved?

### Virtual Environment

- Rewards system
- Use video conferences
- Engage parents
- Provide students with feedback
- Establish virtual classroom expectations
- Make use of student data
- Connect with other teachers
- Track behaviors

### Additional Resources

- [Elearning with PBIS Rewards](#)
- [Classroom PBIS for Online Learning](#)
- [Supporting Families with PBIS at Home](#)
- [Creating a PBIS Behavior Teaching Matrix for Remote Teaching](#)