

# Intro to Positive Behavior Interventions & Supports (PBiS)

# What is PBiS?

- A school-wide approach to creating a positive and safe climate in which students can learn and grow.



# Who participates?

## Where does it happen?

- PBiS is used with all students and across all school environments, including the lunchroom and playground.



# Why PBiS?

- When schools take a positive approach toward addressing discipline, school climate improves.



# Why PBiS?

- Students spend more time in their classrooms rather than in the principal's office, and teachers spend more time on instruction rather than on discipline.





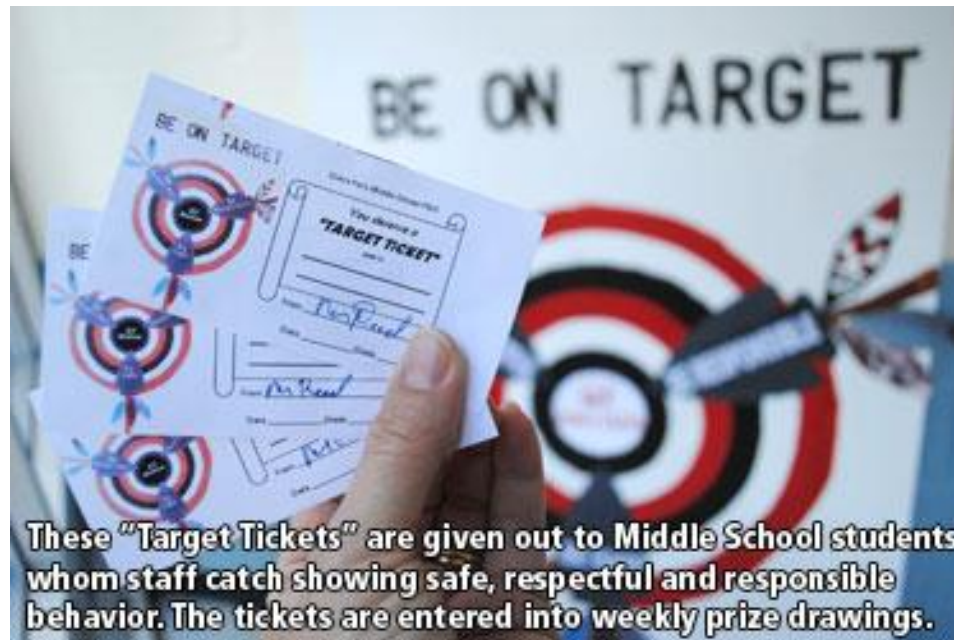
# About PBiS schools...

- At a PBiS school, teachers, administrators, counselors, and family members work together to teach and support behavior expectations at school.



# About PBiS schools...

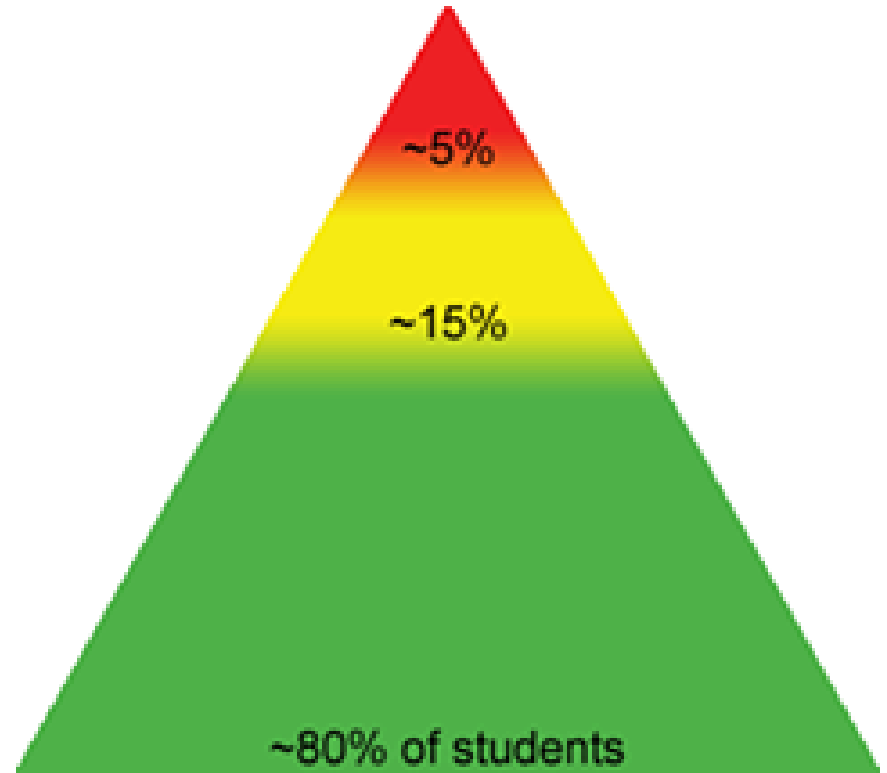
- All school personnel are responsible for knowing the behavior expectations and providing consistent positive feedback to students.



These "Target Tickets" are given out to Middle School students whom staff catch showing safe, respectful and responsible behavior. The tickets are entered into weekly prize drawings.

# PBiS: Three Tiers of Intervention

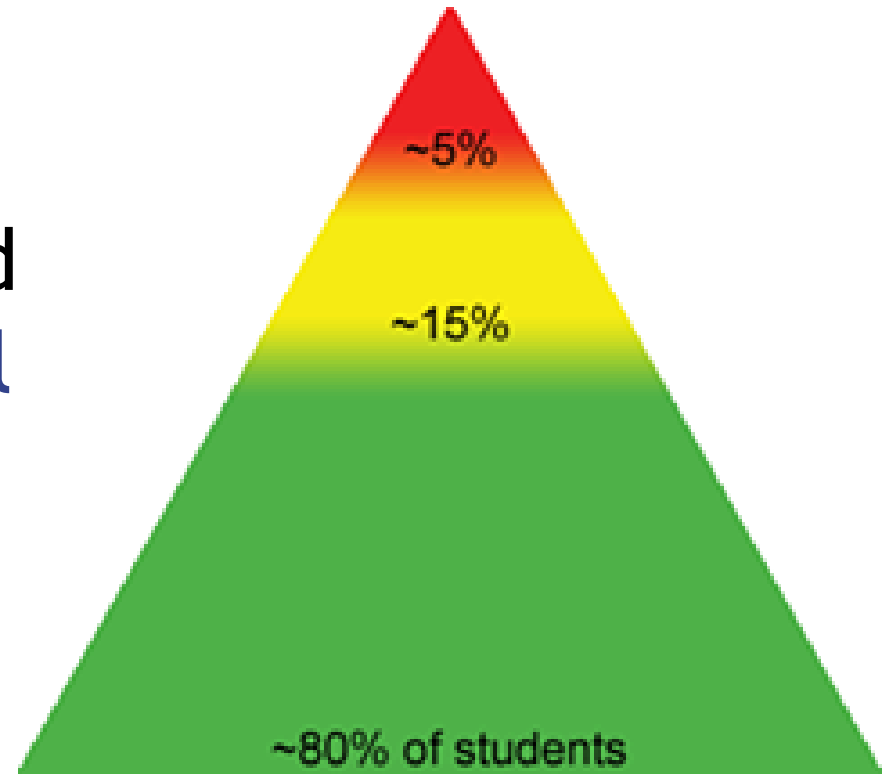
- Tier One: The “Universal” level, which is designed to support all students.





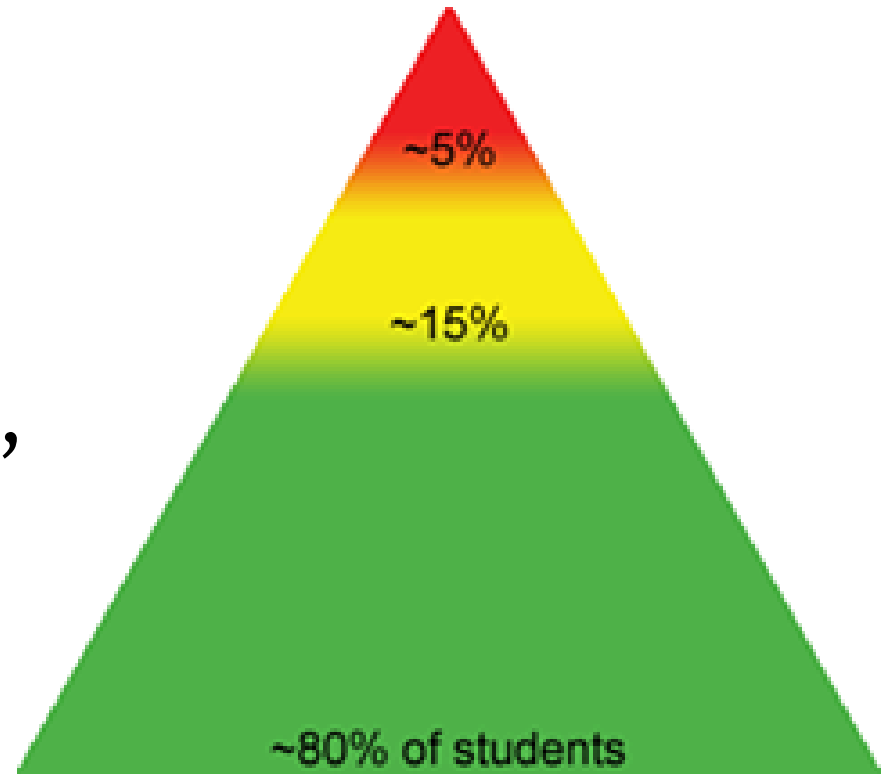
# Tier Two

- Tier Two: About 15% of students will need the “**Targeted**” level of support through small-group interventions



# Tier Three

- Tier Three: About 5% of students may require support at the “Intensive” level, which involves individualized and specialized interventions.



# PBiS is Effective & Evidence-based

- PBiS requires schools to identify and use practices that have proven to be **effective or evidence-based** in each of the three tiers of support for students.



# PBiS is Effective & Evidence-based

- The use of evidence-based practices eliminates “hit or miss” in addressing behavior problems.



# How does PBiS improve school climate?

- Research shows that PBiS reduces suspensions, expulsions, and dropout rates



# How does PBiS improve school climate?

- PBiS schools in Vermont are showing positive results. The Vermont Department of Education reports a significant decline in office discipline referrals in schools fully implementing PBiS.





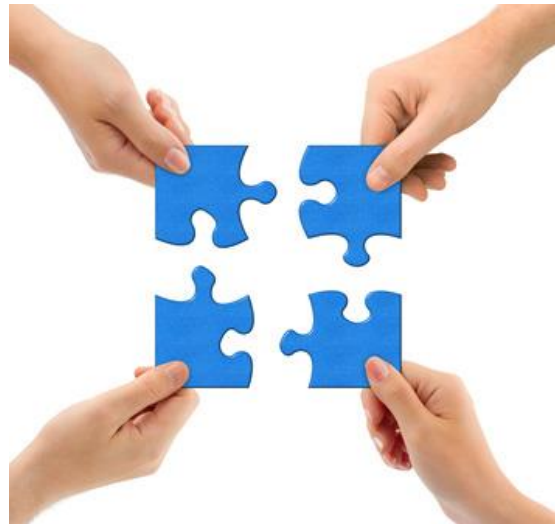
# Families Play an Important Role

- By giving input and participating in the development and implementation of the school-wide or Universal level.



# Families Play an Important Role

- For students needing additional support at the **Targeted** or **Intensive** levels of PBiS, families provide information to the team about their son or daughter, to help develop education and behavior plans.



# Who is responsible for PBiS in the schools?

- A PBiS team made up of school staff (ex: principal, general educators, special educators, cafeteria workers, etc.) are responsible for developing and carrying out the school-wide PBiS system.



# Who is responsible for PBiS in the schools?

- Schools also appoint an in-school PBiS coordinator and a district-level PBiS coach



# Parents?

- Parents may also be members of the school-wide team.
- At regular meetings, the PBiS team reviews school-wide student data and looks at how the system is working overall.



# PBiS Focuses on Three Elements

- Data
- Evidence-based practices
- Creating systems that can stand the test of time





# How long does it take?

- It takes from **three to five years** to fully implement a school-wide system using a three-tiered approach.
- Uses a **PBiS Action Plan** that is created and consistently monitored by a PBiS School Leadership Team



# How does PBiS work?

- Universal Level of Supports
- Agree on and implement a common approach to discipline
- Identify and teach a small number of expectations for student behavior

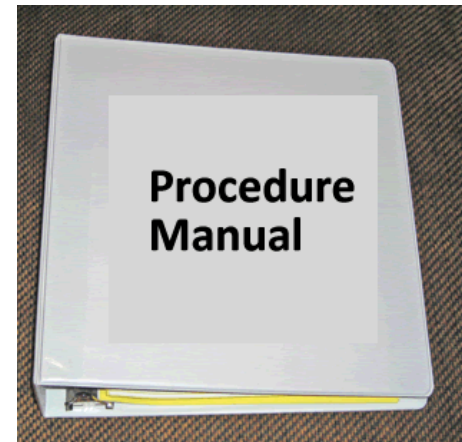
## Hallway Expectations

- ▶ Walk on the blue center line
- ▶ Walk with a tiger hug and a bubble



# Universal level con

- Reinforce students for appropriate behavior using various positive acknowledgments
- Have procedures in place for discouraging inappropriate behavior



# Universal level continued...

- Monitor and evaluate the effectiveness of the discipline system on a regular basis.



# Targeted Level of Supports

- Screen students who are at risk for behavior problems
- Monitor student progress
- Provide the student with more structure, predictability, and feedback



# Targeted level continued...

- Increase home to school communication
- Gather and use data to make decisions.





# Targeted level continued...

- Based on the data collected, the teacher will identify students who need extra help.



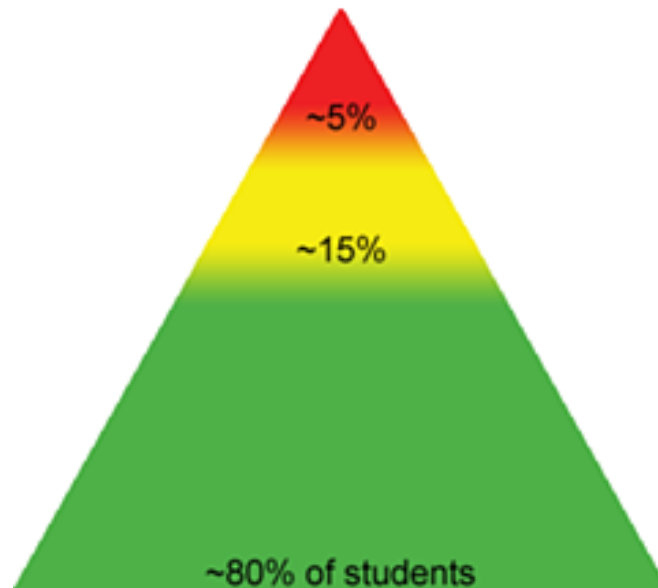
# Targeted level continued...

- These students may receive small group instruction in social skills, be assigned an adult mentor, or learn self-management skills.



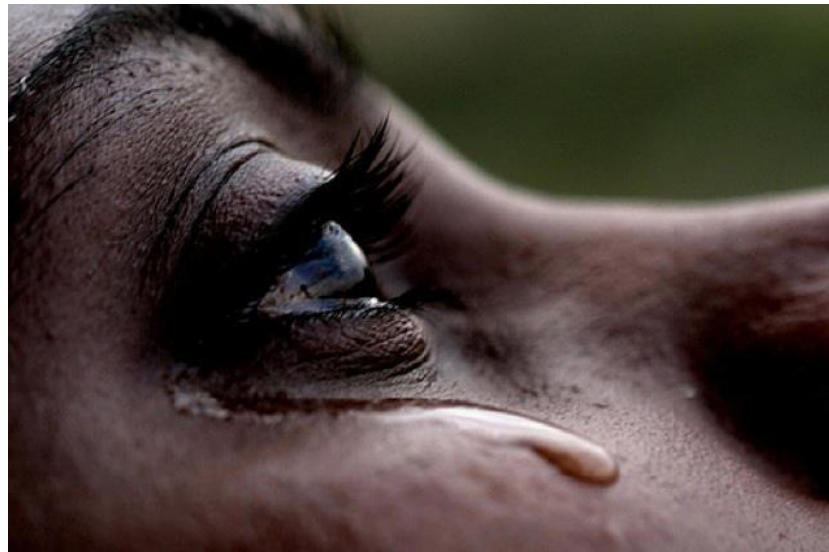
# Intensive Level of Supports

- Approximately 5% of students
- Universal and Targeted interventions have not worked.



# Intensive Level of Supports

- Students may have a mental health issue and/or significant behavior challenges that require a high degree of individualized attention and support.



# Intensive level continued...

- At this level, interventions often include:
  - A Functional Behavioral Assessment (FBA) of the student
  - A Behavior Support Plan (BSP)
  - And possibly a comprehensive education evaluation to determine whether he or she is eligible for special education.



# Functional Behavior Assessments

- A Functional Behavior Assessment (FBA) is a multi-step process that enables the school team and your family to address problem behaviors that you want to change.





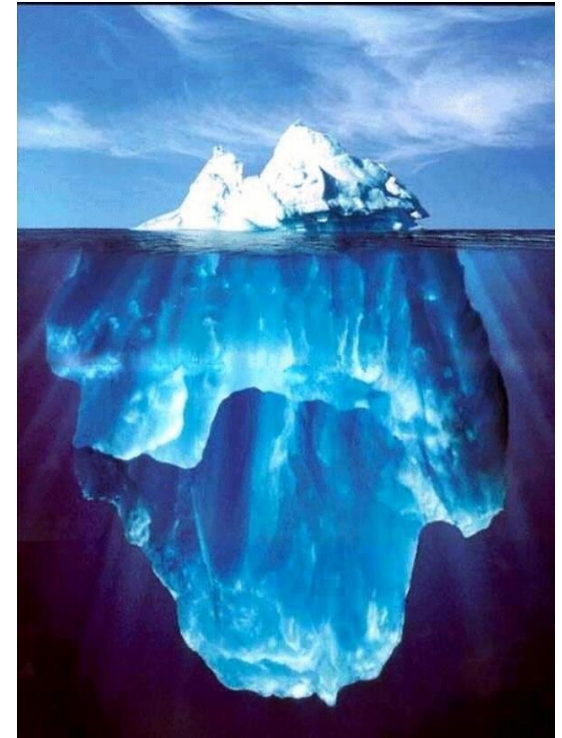
# Steps in an FBA include ...

- Identifying the problem behaviors that need to be changed



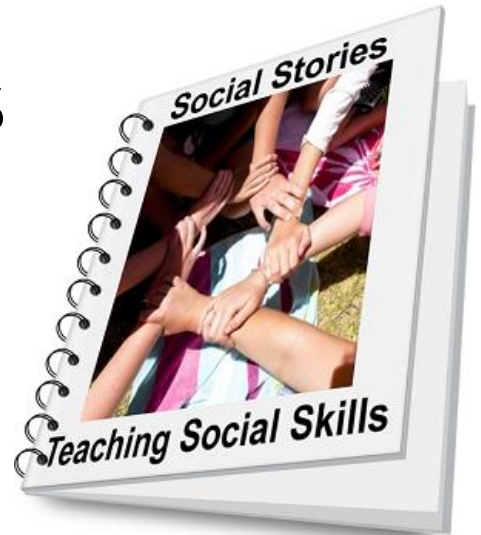
# Steps in an FBA include ...

- Gathering information from a variety of sources (including families) about why, when and where the behavior occurs, using methods such as observations, interviews, education records



# Steps in an FBA include ...

- Developing a hypothesis about why problem behaviors are happening.
- Identifying appropriate behaviors to teach the child that will replace inappropriate behaviors



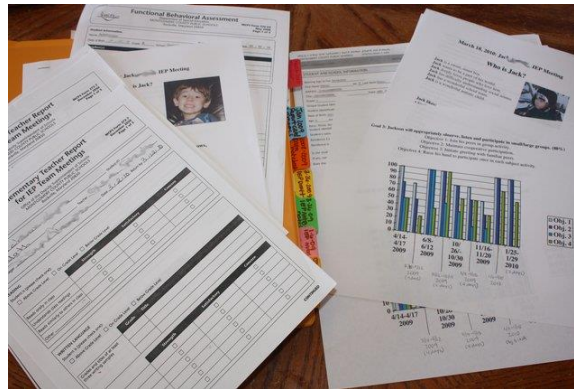
# Steps in an FBA include ...

- Developing and implementing a Behavior Support Plan (BSP) that includes positive steps for changing problem behaviors



# Functional Behavioral Assessments

- Monitoring and evaluating the BSP.
- If your child receives special education or Section 504 services, positive behavior interventions may be written into the IEP or 504 Plan.



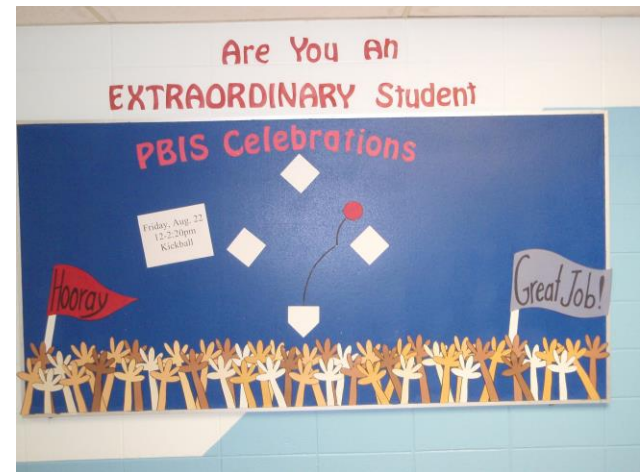
# What can I do to get involved in PBiS?

- Learn about PBiS at your child's school and provide feedback about the process.
- Ask to participate on the state, district, or school PBiS Leadership team.



# What can I do to get involved in PBiS?

- Help your school design parent involvement activities in PBiS.
- Participate on Targeted or Intensive level teams as they relate to your child.





# Here are some questions to ask...

- What is in place at the Universal level of PBiS in the classroom and school-wide?
- What are the school-wide and classroom behavior expectations?



# Here are some questions to ask...

- How will the school communicate with me if my child needs extra help with behavior?
- If my child is having behavior problems, what evidence-based interventions will be used to help my child?



# More questions...

- What assessments will be used to develop a behavior plan for my child?
- How will the school inform me about the results of collecting information on my child?
- How will I be notified and involved if my child needs Targeted or Intensive supports?



# More questions...

- What resources are available in the school and community to help with improving my child's behavior
- How can I work with the school to promote PBiS at home?



# How can I be involved if my child needs Intensive level supports?

- You will be involved with your child's evaluation, education, and behavior plan.
- The knowledge you bring to the table about your child's development, medical history, strengths, interests, and needs is an important resource to the team in creating an effective Behavior Support Plan (BSP)



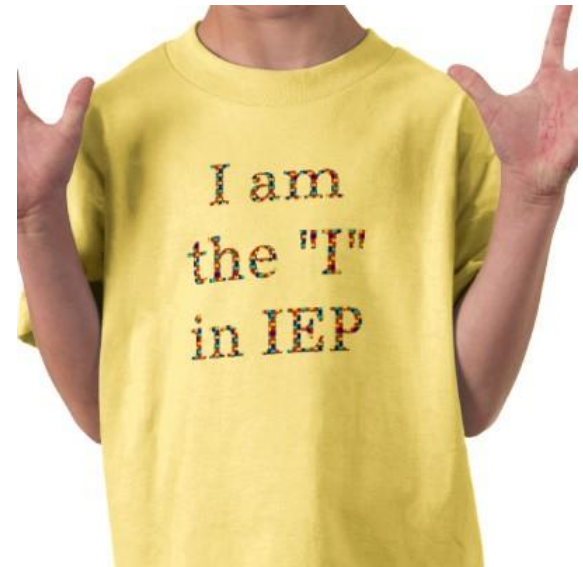
# How can I be involved if my child needs Intensive level supports?

- A strong partnership between your family and the school helps to create consistency across home and school settings and to improve results for your child.
- If your child is not on an IEP or 504 plan, you or the school may make a referral for a special education or Section 504 evaluation.



# How can I be involved if my child needs Intensive level supports?

- If your child is already receiving special education or Section 504 supports, the information you share with the team will be used to develop individualized academic and behavior support through an IEP or 504 plan.





# How can I be involved if my child needs Intensive level supports?

- Local community mental health agencies often provide services that schools cannot offer, such as mental health counseling, intensive family-based services, or wraparound services.



# How can I be involved if my child needs Intensive level supports?

- When your child needs services from multiple agencies, he or she may benefit from a Coordinated Services Plan.



# Coordinated Services Plan



- You or the school may request a Coordinated Service Plan Team meeting to discuss your child's needs and how to coordinate services between agencies, such as education, mental health, and family services.
- The plan, while not an actual entitlement to services, describes how services and supports will be delivered and who will deliver them.

# Resources

- **National Center on Positive Behavior Interventions and Supports**  
<http://www.pbis.org/>  
*The Center assists states in implementing school-wide Positive Behavior Supports to improve problem behavior and enhance learning environments.*
- **Vermont Department of Education**  
[http://education.vermont.gov/new/html/pgm\\_ess/pbs.html](http://education.vermont.gov/new/html/pgm_ess/pbs.html)  
*The Department of Education provides training on VTPBiS and technical assistance to Vermont schools implementing VTPBiS.*
- **Vermont Department of Education VTPBiS Leadership Team**  
<http://www.PBiSvermont.org>, 1-800-828-0183  
*Look here for more information about PBiS in VT schools including steps to getting started and upcoming trainings.*



# Resources

- **Association for Positive Behavioral Support**  
<http://www.aPBiS.org/>  
*The Association for Positive Behavior Support is an international organization dedicated to the advancement of positive behavior support.*
- **Bazelon Center for Mental Health**  
<http://www.bazelon.org>  
*The Bazelon Center is dedicated to advancing the rights of children and adults with mental illness. To find articles about PBiS, use the site's search function. Also search on "Way to Go: School Success for Children with Mental Health Needs."*
- **Functional Behavioral Assessment and Positive Interventions: What Parents Need to Know; PACER Center (2006)**  
[www.pacer.org](http://www.pacer.org)

# Resources

- **Vermont Family Network (VFN) 1-800-800-4005**

<http://www.vermontfamilynetwork.org>

*VFN is a family support and advocacy organization. Staff can answer questions about your child's behavior, PBiS, and parent involvement in the PBiS process. For "Positive Behavior Supports: A Guide for Parents" select "VFN Publications" and scroll to the bottom of the page.*

- **Vermont Federation of Families for Children's Mental Health (VFFCMH) 1-800-639-6071** <http://www.vffcmh.org>

*VFFCMH exists to support families and children where a child or youth, age 0-22, is experiencing or at risk to experience emotional, behavioral, or mental health challenges.*

