What Families Need to Know About Positive Behavioral Interventions and Supports

VTPBiS State Leadership Team
Overview

- What is PBIS?
  - Description
  - Vermont PBIS
  - Rationale
  - Who is involved?
  - Tiers of intervention
  - Evidence-based practices
- Role of the family
- Resources
What is PBIS?

- School-wide approach to creating a positive and safe climate in which students can learn and grow
- Used with all students and across all school environments
Vermont PBIS

• VT schools began implementing PBIS in 2007
• Currently, 48% (143) of VT schools are implementing PBIS in 91% (52) of Supervisory Unions/Supervisory Districts
Does My Child’s School Use PBIS?

• Your child’s school may be a PBIS school, even if you’ve never heard that acronym!
  – Do they have clear school-wide expectations that are visible (e.g. “At Dothan Brook School, we are caring, safe, and responsible”)?
  – Do they have a system for acknowledging positive behavior (e.g. bucks, paws, tokens, gems, buzzies, etc.)?
You can check to see if your child’s school is a PBIS school by searching the directory at:
http://www.pbisvermont.org/schools/contact-info
Why PBIS?

• When schools take a positive approach toward addressing discipline:
  – School climate improves
  – Suspensions, expulsions, and dropouts decrease
  – Time in class, on task increases
Why PBIS?

When a student...

• Doesn’t know how to read – what do we do?  
  **WE TEACH.**

• Doesn’t know how to add – what do we do?  
  **WE TEACH.**

• Doesn’t know how to swim – what do we do?  
  **WE TEACH.**

• Doesn’t know how to drive – what do we do?  
  **WE TEACH.**

When a student doesn’t know how to behave – what do we do?  

What can we do?
Who is responsible for PBIS?

• PBIS team made up of school staff who develop and carry out school-wide PBIS
  – (ex: principal, general educators, special educators, school counselors, cafeteria workers, etc.)
• Schools appoint in-school and district-level PBIS coordinators
• Parents may also be members of school-wide team
What does the team do?

• At regular meetings, the PBIS Leadership Team:
  – Reviews school-wide student data
  – Uses data to make decisions about:
    • Interventions
    • Practices
    • Systems
Tiers of Implementation

1-5% of Students may need Intensive Supports

10-15% of Students may need Targeted Supports

Universal practices in place for 100% of students

80% of students should be successful when accessing Universal Supports
Universal

• Schools define positively-stated universal behavioral expectations (in all settings)
  – (e.g. “Be Caring, Safe, & Responsible”)
• Students are:
  – Explicitly taught behavioral expectations
  – Positively reinforced for exhibiting expected behaviors
  – Re-taught expectations based on data
PBIS Big Ideas

• PBIS is about changing adult behavior
• We are trying to achieve a ratio of 5-6 positives to 1 negative adult-to-student interactions
Targeted

- Provide the student with more structure, predictability, and feedback
- Interventions:
  - Small group social skills instruction
  - Mentoring
  - Check-In/Check-Out
  - Increased home-to-school communication
- Monitor student progress, gather and use data to make decisions
Intensive

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

• Interventions:
  – A Functional Behavioral Assessment (FBA)
  – A Behavior Support Plan (BSP)
Define behavior in observable and measurable terms

Ask about behavior by interviewing staff and student; specify routines where & when behavior occurs; summarize where, when, and why behavior occurs

See the behavior; observe the behavior during routines specified to verify summary from interviews

Hypothesize; a final summary of where, when, and why behaviors occur
Behavior Support Plan

- Two Goals:
  1) Reduce problem behavior
  2) Teach alternative desired behavior
- Schools collect and analyze data from behavior support plans so that the plan can be modified accordingly
Evidence-Based Practices

- 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.
- Eliminates “hit or miss” in addressing behavior problems.
Role of the Family

- Learn about PBIS at your child’s school
- Provide feedback
- Ask to participate on state, district, or school PBIS Leadership team
- Offer your skills/services
  - (e.g. if you work in PR, help design PBIS brochure; if you have a skill, offer to teach it as part of a school-wide reward (e.g. screen printing))
- Help your school design PBIS parent involvement activities
Questions For All Families to Ask at School

• What is in place at the Universal level of PBIS school-wide and in the classroom?
• What are the school-wide and classroom behavioral expectations?
• How will the school communicate with me if my child needs extra support for their behavior?
• How can I work with the school to promote PBIS at home?
## PBIS At Home

### PBIS Home Matrix

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<tr>
<th>Time</th>
<th>Getting up in the morning</th>
<th>Getting to school</th>
<th>Clean-up time</th>
<th>Time to relax</th>
<th>Homework time</th>
<th>Mealtime</th>
<th>Getting ready for bed</th>
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Questions to Ask at School If Your Child is Struggling

- What evidence-based interventions will help my child?
- 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?
- What resources are available in the school and community to help with improving my child’s behavior?
Parent Involvement in Targeted/Intensive Supports

- You should 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).
- Strong partnership between family and school helps create consistency across settings = improved results for child.
Community Resources

- Local community mental health agencies often provide services, such as:
  - Mental health counseling
  - Intensive family-based services
  - Wraparound
- If your child needs services from multiple agencies, he or she may benefit from a Coordinated Services Plan
How Can My Child’s School Become a PBIS School?

What it takes:
• Staff buy-in
• Leadership support
• Commitment
• Training

For more information, visit:
http://www.pbisvermont.org/vtpbis-info/get-started
• Technical Assistance Center on Positive Behavioral Interventions and Supports: http://www.pbis.org: The Center assists states in implementing schoolwide PBIS to improve problem behavior and enhance learning environments

• VTPBiS: http://www.PBiSVermont.org: 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.APBS.org: The Association for Positive Behavior Support is an international organization dedicated to the advancement of positive behavior support.

- 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.
• 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