

PBIS

Positive Behavioral
Interventions and Supports

Agenda

- PBIS by definition
- Why PBIS
- Brief Overview of PBIS
- What does PBIS look like in a school building?

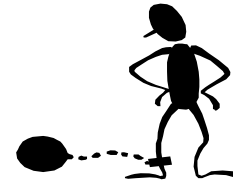
PBIS by definition:

Positive Behavioral Interventions and Supports (PBIS) is a

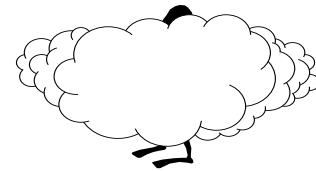
- proactive school-wide approach to address challenging behaviors and improve the school climate
- where socially-accepted behavioral guidelines are identified, taught, regularly practiced and positively reinforced in a consistent manner throughout classroom and non-classroom settings.

The discipline strategies used most often are the least effective:

- **punishment**



- **exclusion**



- **counseling**



Negative Reinforcement Paradigm

- Students' disruptive behavior is *negatively reinforced* by removal of the academic task (or removal of student).
- Teachers are *negatively reinforced* by removal of the disruptive behaviors (changing task or removing student).

Four Challenges Facing Schools Today

1. Doing more with less
2. Educating increasing numbers of students who are more different from each other than similar to each other
3. Educating students with severe problem behavior
4. Creating “host environments” or systems that enable adoption and sustained use of effective practices

Context of the Problem

- High rates of problem behavior in schools
- Inconsistent approach to problem solving
- Data is seldom used when making decisions
- Lack of positive support for students, staff and parents
- Failure to adopt, adapt, & sustain research validated practices
- Failure to include entire school community (families, students, staff/faculty) in planning and implementation

Proactive Responses

Effective approaches include:

- ❖ Pro-social skills training
- ❖ Academic/curricular restructuring
- ❖ Positive behavioral interventions
 - create expectations
 - define
 - instruct
 - practice
 - reinforce, reinforce, reinforce

(Gottfredson, 1997; Lipsey, 1991; 1992; Lipsey & Wilson, 1993; Tolan & Guerra, 1994)

What does this mean?

Putting **systems** in place that are:

1. Proactive vs. Reactive
2. Based on Prevention not Intervention
3. Positive not Punitive
4. Effective not just Preferred
5. Efficient not Complicated

Positive Behavioral Interventions and 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 and sustain the use of effective instructional practices

(Lewis & Sugai, 1999; Sugai et al., 1999; Sugai & Horner, 1994, 1999;)

School-wide Positive Behavior Support: Current Implementation

- School-wide Positive Behavior Support
- 7500 schools in 44 states
 - Team
 - Coach
 - Curriculum emphasizing prevention: Define and teach appropriate social behavior to all students
 - Formal system for rewarding appropriate behavior
 - Intensive, individual interventions based on behavioral function
 - On-going data collection and use of data for active decision-making

PBIS is...

- It's a data-based systems-approach to preventing problem behavior... **Not** specific practice or curriculum.
- It's for all students... **Not** limited to any particular group of students.
- It's based on long history of behavioral practices, effective instructional design and strategies...**Not** new.
- It's individualized to the unique features of the school; culturally relevant**Not** prescriptive.

Summary of PBIS "BIG IDEAS"

1. Systems (How things are done)

- Team based problem solving
- Data-based decision making
- Long term sustainability

2. Data (How decisions are made)

- On going data collection & use
- ODR's (# per day per month, location, behavior, student)
- Suspension/expulsion, attendance, tardies

3. Practices (How staff interact with students)

- Direct teaching of behavioral expectations
- On-going reinforcement of expected behaviors
- Functional behavioral assessment

What does PBIS look like in a school building?

- Expectations directly taught to students, practiced and reinforced
- Shared decision making, open communication w/ staff, students, families and community agencies
- Consistency in student - adult interactions
- School-wide focus on prevention
- Efficient and effective responses to problem behaviors
- School-wide data collection, analysis and use

Keys to Successful PBIS Implementation

- Active Administrative Support
- 80% Staff Buy-in
- Data-driven Decisions
- Staff Input
- Feedback to Staff
- Family and Community Involvement

School teams and key players

- 1st year- establish a universal team
- 2nd year-establish a targeted team (some schools use CST/IST)
- 3rd year-establish an intensive team involving collaboration with community agencies

- Each team needs two family representatives

- Administrative involvement and leadership is essential

- Internal PBIS Coach (at least one per school)
- External PBIS Coach (BOCES)

Behavior links to academic performance

Decreased classroom problem behaviors

Increased time on task

Improved academic performance

Time Lost to Discipline

(Barrett and Swindell-2002)

	Teacher	Student	Administrator
Referrals	5 minutes	20 minutes	10 minutes
In-School Suspension	5 minutes	6 hours	20 minutes
Out of School Suspension	5 minutes	6 hours	45 minutes

Time Gained Back Actual School Example

Reduced ODRs by 719, ISSs by 47, OSSs by 27*

	ODRs	ISSs	OSSs	Total Time Gained Back
Admin	7190 mins. 119.8 hrs.	940 mins. 15.7 hrs.	1215 mins. 20.3 hrs.	9345 mins. 155.8 hrs. 25.9 days
Student	14380 mins. 239.7 hrs.	16920 mins. 282 hrs.	9720 mins. 162 hrs.	41020 mins. 683.7 hrs. 144 days
Staff	3595 mins. 59.9 hrs.	235 mins. 3.9 hrs.	135 mins. 2.3 hrs.	3965 mins. 66.1 hrs. 11 days

*Gained at least 27 days of state aid

Dropout Rate

High School Level

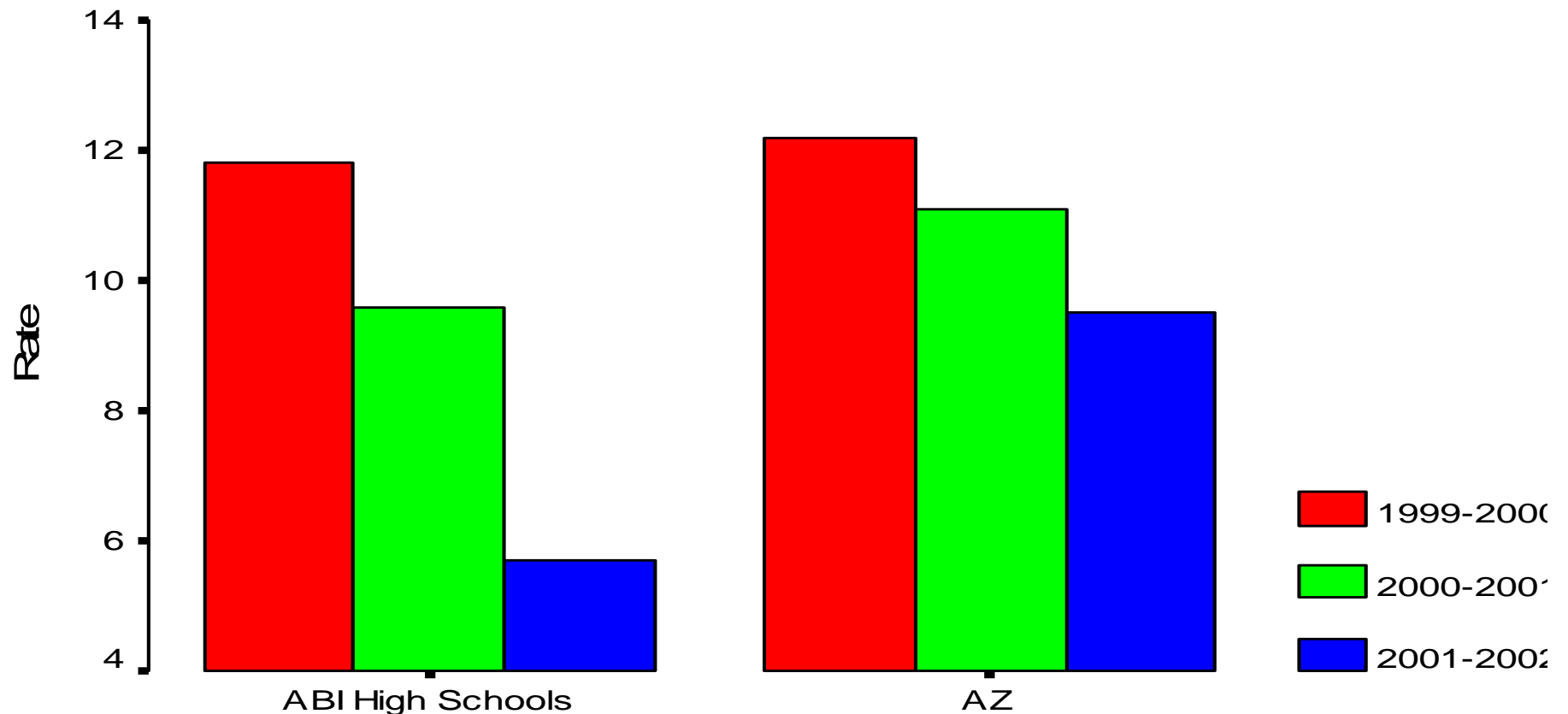
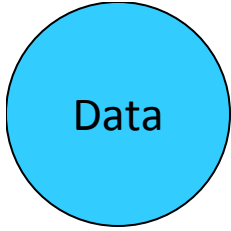


Figure 5. Dropout rate comparing the ABI High Schools with the average Arizona dropout rate.

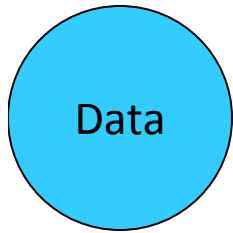
Dropout Rate. ABI high schools reported 11.8 percent compared to 12.2 percent during 1999-2000. During 2000-2001, the same schools reported a rate of 9.6 compared to the state average of 11.1 percent. ABI high schools had an average dropout rate of 5.7 percent compared to the State of Arizona's 9.5 percent during 2001-2002.



Steps of Data Collection, Analysis, and Use

1. Identify sources of information and data

- Office discipline referrals
- Attendance, tardies
- Detentions, in-school-suspensions, out-of-school suspensions, expulsions
- Academic performance (classwork, homework, grades, classroom tests)
- EBS/PBIS survey
- TIC Team Implementation Checklist
- SET Systems-wide Evaluation Tool



Steps of Data Collection, Analysis, and Use

2. Summarize/Organize Data

The Big 5 Graphs to be collected and reviewed monthly
at the Universal Team Meeting:

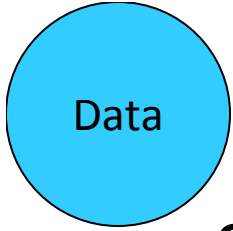
Average # of referrals per day by month

Referrals by Problem behavior

Referrals by Location

Referrals by Time of day

Referrals by Individual student



Steps of Data Collection, Analysis, and Use

3. Continual Data Analysis

4. Build action plan based on data trends

PBIS

Commitment Agreement

- PBIS 1 of top 3 school improvement goals
- Active administrative leadership
- Representative PBIS team
- Team meets 1-3 times per month
- PBIS Team Coach
- Team attends all trainings
- Team uses and submits TIC and other tools/data to consultant
- Team collects and uses building data for decision making

Long Term Goals of PBIS

Increase academic achievement

Increase high school completion rates

Decrease classification rates for special education

Decrease out of school and out of district placements

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Online Resources

- www.pbis.org
- www.partnershipschools.org
- www.swis.org
- www.pbisillinois.org
- www.beachcenter.org
- www.pbismaryland.org
- www.interventioncentral.org
- www.behavioradvisor.com
- www.ed.gov