WHAT is PBIS?
Snapshot

Schoolwide PBIS is...

a multi-tiered framework for establishing the social culture and behavioral supports needed for a school to achieve important behavioral and academic outcomes for all students.

Evidence-based Features

- ▲ Prevention
- ▲ Define and teach positive social expectations
- ▲ Acknowledge positive behavior
- ▲ Arrange consistent consequences for problem behavior
- ▲ On-going collection and use of data for decision-making
- ▲ Continuum of intensive, individual intervention supports
- ▲ Implementation of the systems supporting effective practices

Talking Points – Dr. George Sugai

- ▲ The social culture of a school matters.
- ▲ A continuum of supports begins with the whole school and extends to intensive, wraparound support for individual students and their families.
- ▲ Effective practices with the systems needed for high fidelity and sustainability.
- ▲ Multiple tiers of intensity are necessary.

Establishing a Social Culture

Common Language

MEMBERSHIP

Common Experience

Common Vision/ Values
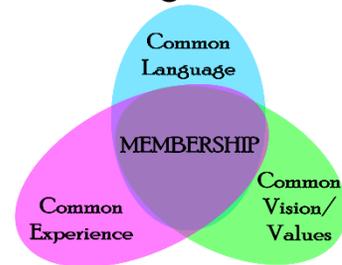
Multi-tiered Systems of Supports

SW-PBIS is part of an integrative and comprehensive **Multi-Tiered System of Support (MTSS)** model developing academic, behavior and social emotional competence for all students. MTSS is not a strategy, intervention or curriculum; it is …

a whole school or organization,

defined by a data driven prevention-based FRAMEWORK

focused on improving learning outcomes for ALL students

through a layered continuum of evidence-based practices and systems.

FEW
SOME
ALL

TIER I
PRIMARY PREVENTION

All students receive academic, behavior and emotional interventions intended to ensure student success. Data-based decision-making systems are employed by school, mental health, family and/or community teams to provide ongoing prevention, progress monitoring and early identification/intervention. Cross-System teams use Universal Screeners for any academic, behavior and/or emotional difficulties a student may experience. Teacher training supports teachers in prevention strategies promoting academic, behavior and socio-emotional growth.

- ➢ Teach & Encourage Positive SW Expectations
- ➢ Proactive SW Discipline
- ➢ Classroom Foundation, Prevention and Response Practices

TIER II
SECONDARY PREVENTION

Intended to support the early identification and support of students who have learning, behavior, social and/or life histories putting them at risk of engaging in more serious problem behavior is available by October and uses efficient progress monitoring tools to ensure successful outcomes. Teacher training and support is provided to pro-actively address the needs of this at-risk population.

- ➢ Check in/out (CICO)
- ➢ CICO with Adaptations
- ➢ Social Emotional Skill Instruction

TIER III
TERTIARY PREVENTION

Individualized and intensive PBIS plans designed for a smaller number of students who need more support than interventions implemented at primary and secondary prevention levels. Interdisciplinary teams designed around the identified student provide student and family support monitoring.

- ➢ Simple Function-based Behavior Support Plans
- ➢ Complex Function-based Behavior Support Plans
- ➢ Wraparound & Integrated Mental Health Systems
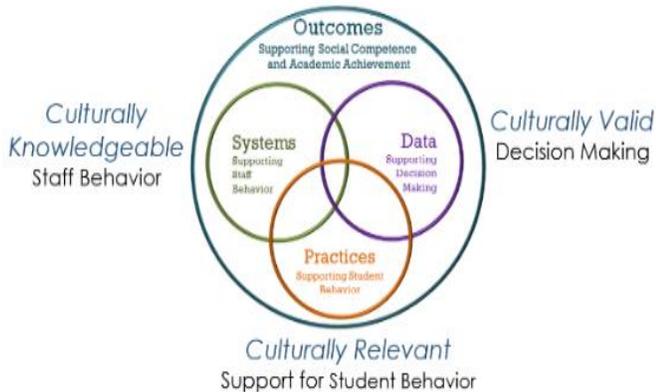
	OUTCOMES Supporting Social Competence and Academic Achievement SYSTEMS Provide procedures and Infrastructure Supporting Staff PRACTICES Evidence-based Interventions Supporting Student Behavior DATA Real Time Data for Decision Making Valued

OUTCOMES are ...

- ▲ valued, specified, endorsed, emphasized and monitored frequently and regularly because of their social and educational significance.
- ▲ references to what we want students to learn and do well.
- ▲ derived from data.
- ▲ Used to guide decisions about what Tier II practices to select and what Tier II systems might be needed to support achievement of the Tier II outcomes.

Cultural Equity

- ➢ *Assess contextual and cultural appropriateness (terminology, language, meaning) of individualized and small-group behavioral expectations and objectives*
- ➢ *Examine consistency and congruence of terminology, language, meaning of school, family and community definition of norm-following and norm-violating behaviors and expectations*
- ➢ *Involve individual students, family and faculty members in the identification, selection, analysis, and modification of norm-following and norm-violating behaviors and expectations*

SYSTEMS are ...

- ▲ leadership teams with active administrator participation.
- ▲ efficient routines, schedules, and structures for conducting efficient team meetings.
- ▲ a commitment statement for establishing a positive school-wide social culture.
- ▲ procedures for selection, training and coaching of new personnel.

Cultural Knowledge and Self-Awareness

- ➢ *Include and involve family and community members who can analyze, interpret and make suggestions about the communications, behavior of individual students, family and faculty members from a contextual and culturally relevant perspective*

PRACTICES are ...

- ▲ a set of school-wide positive expectations and behaviors defined, taught, modeled and monitored.
- ▲ procedures for establishing classroom expectations and routines consistent with school-wide expectations.
- ▲ a continuum of procedures for encouraging expected behavior.
- ▲ a continuum of procedures for discouraging problem behavior.
- ▲ procedures for encouraging school-family partnerships.

Cultural Validation and Relevance

- ➢ *Use practices capable of adaptation to the contextual and cultural learning histories of individual students, family and faculty members*

DATA is used ...

- ▲ to select, monitor, and evaluate outcomes, practices, and systems.
- ▲ for evaluation and selection of personnel related to PBIS implementation.

Cultural Validity

- ➢ Use individual student data to guide selection, adaptation, implementation, and evaluation of evidence-based practices

A Contextual Consideration of Culture & SWPBIS
Sugai, O'Keeffe, & Fallon,
Journal of Positive Behavior Interventions, Oct. 2012, Pg. 197.

Step 1: Number off by 1's and 2's with pairs to read & discuss Myth/Fact #1 & #2
Step 2: 1's move to left in circle, find a new partner and read & discuss Myth/Fact #3 & 4
Step 3: Repeat until all myths are read & discussed

#	MYTHS (What it isn't)	FACTS (What it is)
1	SWPBIS is just another behavior program we will have for a few years until we decide to adopt a different program.	SWPBIS is best described as a framework rather than a program. SWPBIS schools adopt a set of philosophical beliefs and processes to guide the building of sophisticated behavior supports, which are routinely evaluated for effectiveness. While behavioral programs will continue to come, and go based on the needs of students, SWPBIS processes will become a part of the school culture.
2	Staff will not be allowed to punish students who misbehave.	Staff at SWPBIS schools do not ignore student misbehavior. On the contrary, all staff are expected to consistently correct student misbehavior in all settings. Staff are trained and empowered to administer a variety of consequences which "fit the level" of the misbehavior and have a high likelihood of decreasing the chance of the misbehavior reoccurring.
3	The "positive" in SWPBIS means we pass out rewards every time kid's behave.	The word "positive" refers to the intentional building of a safe and welcoming school climate where all adults and students feel respected. SWPBIS schools proactively provide structure and organize all settings for behavioral success with a goal to create a high number of positive staff/student interactions.
4	"Universal" or Tier 1 means we implement SWPBIS exactly like all other schools.	Implementation of SWPBIS happens when key implementation components of SWPBIS are put into place reflecting the unique context of the local community and addressing any contextual needs and/or challenges.
5	Once we have posters hanging on our walls and are handing out tickets, we are implementing SWPBIS.	SWPBIS is a process for creating predictable and effective school environments for achieving important academic and social goals for ALL students. It is more than having posters on the wall and handing out tickets.
6	Rewards/acknowledgements are just another form of bribery.	As far as the bribery issue goes, we agree teachers should not use bribery with any student. However, appropriately administered positive reinforcement is not a bribe. We define bribery as any inducement for an illegal or unethical act. Behaving well in a classroom and performing well academically are not illegal or illicit. However, there is a form of extraordinary bribery in which a student will misbehave on purpose if he does not receive a reward. In this situation, a student should never receive a reward. If he is given a reward in this case, he has just been reinforced for making a threat. Bribery is to get a student to do something they have not yet done, where a reward/acknowledgment is given after a student has completed a task or demonstrated a desired social skill.

This document was adapted from School-wide Positive Behavioral Interventions and Supports Myth vs. Facts (April 2017)
Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

History, Defining Features & Misconceptions

Processing Activity: Jigsaw
Foursquare Guide Page: 11

➢ Tables are given an assigned color for **PBIS Topic** and **Misconception**.
➢ Together, table teams silently read assigned section from the ***History, Defining Featured and Misconceptions*** document (George Sugai and Brandi Simonsen, Center for PBIS & Center for Positive Behavioral Interventions and Supports, University of Connecticut, June 19, 2012)
➢ Facilitator guides discussion highlights.
➢ Recorder writes responses on puzzle piece and reporter shares out to the group.

PBIS Topic	Misconceptions
Historical Development of PBIS	**#1:** "PBIS is something new that was designed for students with disabilities."
What is PBIS?	**#2:** "PBIS is an intervention or practice."
Characteristics of PBIS	**#3:** "PBIS emphasizes the use of tangible rewards which can negatively affect the development of intrinsic motivation."
Impact and Evidence-base for PBIS	**#4:** "PBIS is for behavior, and RtI is for academics."

Historical Development of PBIS

1980s. During the 1980's, a need was identified for improved selection, implementation, and documentation of effective behavioral interventions for students with behavior disorders (BD). In response, researchers at the University of Oregon began a series of applied demonstrations, research studies, and evaluation projects. These efforts indicated that greater attention should be directed toward prevention, research-based practices, data- based decision-making, school-wide systems, explicit social skills instruction, team-based implementation and professional development, and student outcomes.
1990s. In the reauthorization of the Individuals with Disabilities Act of 1997, a grant to establish a national Center on Positive Behavioral Interventions and Supports was legislated to disseminate and provide technical assistance to schools on evidence based practices for improving supports for students with BD. Given the results of their work in the 1980s, researchers at the University of Oregon successfully competed for the opportunity to develop the PBIS Center. A defining feature of the original center was the establishment of a partnership comprising researchers and implementers from the Universities of Oregon, Kansas, Kentucky, Missouri, and South Florida, and from prominent providers of specialized supports.
2000s. The National Technical Assistance (TA) Center on PBIS is currently in Year 14 (third 5-year grant cycle), and has assisted in shaping the PBIS framework (also referenced as "school-wide positive behavior supports") and providing direct professional development and technical assistance to more than 16,000 schools. Other Center activities include (a) web-based collection and dissemination of evidence-based behavior practices and systems (www.pbis.org), (b) two national leadership and dissemination conferences (October Leadership Forum, and March partnership with the Association for Positive Behavior Supports), (c) three best-practices and systems "blueprints" (Implementation, Evaluation, and Professional Development), (d) numerous publications and professional presentations, and (e) school, district, and state implementation demonstrations.

Misconception #1: "PBIS is something new that was designed for students with disabilities"

The phrase "Positive Behavioral Interventions and Supports" was first coined in the reauthorization of IDEA; however, the practices, principles, and systems that characterize PBIS have been described, studied and implemented since the early1960s and 1970s. PBIS is a marriage of behavioral theory, behavior analysis, positive behavior supports, and prevention and implementation science that has been developed to improve how schools select, organize, implement, and evaluate behavioral practices in meeting the needs of all students.

What is PBIS?

Although initially established to disseminate evidence-based behavior interventions for students with Behavior Disorder, the National TA Center on PBIS shifted focus to the school-wide behavior support of all students, and an emphasis on implementation practices and systems. As a result, PBIS is defined as a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students.

As a "framework," the emphasis is on a process or approach, rather than a curriculum, intervention, or practice. The "continuum" notion emphasizes how evidence or research-based behavioral practices are organized within a multi-tiered system of support, also called "response-to-intervention". Within this definition, the mutually beneficial relationship between academic and social behavior student success is established.   Finally, the important supportive relationship between positive school-wide and classroom-wide culture and individual student success is emphasized.

Misconception #2: "PBIS is an intervention or practice."

Although PBIS is comprised of research-based behavioral practices and interventions shown to improve social behavior and academic achievement, PBIS is more accurately described as a "framework" or "approach" that provides the means of selecting, organizing and implementing these evidence-based practices by giving equal attention to (a) clearly defined and meaningful student outcomes, (b) data-driven decision making and problem-solving processes, and (c) systems preparing and supporting implementers to use these practices with high fidelity and durability.

Characteristics of PBIS?

The PBIS framework has a several defining characteristics. First and foremost, student outcomes serve as the basis for practice selection, data collection, and intervention evaluations. These outcomes are (a) academic and social, (b) individual and small group, and (c) judged on their educational and social value and importance.

Second, rather than focusing on specific packaged or manualized interventions, the PBIS framework highlights specification and adoption of evidence and research-based practices that characterize packaged programs. These practices are organized to support students across (a) school-wide (e.g., teaching and acknowledging a small number of positively stated behavioral expectations, clear and distinctive definitions for rule violations, and data-decision rules), (b) non-classroom (e.g., active supervision, reminders, teaching setting-specific routines), (c) classroom (e.g., effective academic instruction, active supervision, high praise rates), and (d) individual student (e.g., function-based behavior intervention supports, explicit social skills instruction, wraparound processes) routines.

Third, consistent with the response-to-intervention approach, PBIS is characterized by the establishment of a continuum of behavior support practices and systems. These practices are unified with procedures for universal screening, continuous progress monitoring, team-based decision-making rules and procedures, explicit monitoring of implementation fidelity and local content expertise and fluency. In addition, the PBIS framework stresses the importance of embedded and continuous professional development, monitoring based on phase of implementation, and systems-based competence and supports (e.g., policy, leadership, funding).

Finally, the effective, efficient, and relevant use of data or information to guide decision-making links the above characteristics. The collection, analysis, and use of data are considered essential for a number of PBIS purposes: (a) need clarification and priority, (b) matching of need and intervention or practice, (c) evaluation of research-base for practice selection, (d) student responsiveness and outcome impact, (e) intervention or practice fidelity, (f) social and ecological validity, and (g) implementation adjust for efficiency, effectiveness, and relevance.

Misconception #3: "PBIS emphasizes the use of tangible rewards which can negatively affect the development of intrinsic motivation

The PBIS framework includes practices providing students with feedback on the accuracy and use of their social skills and behaviors in the same manner feedback is provided for successful and accurate academic performance. When new and/or difficult social skills are being acquired, more teacher and external feedback systems might be used to give student information about their social behavior. However, as students become more fluent in their use of social skills, external feedback systems are reduced and replaced by more natural environmental reinforcers and/or become self-managed. Although intrinsic motivation is difficult to conceptualize and measure from a behavior analytic perspective, little evidence suggests the use of positive reinforcement, rewards, acknowledgements, and/or recognition has negative effects on academic achievement and the development of positive social behavior.

Impact and Evidence-base for PBIS

Included in the 16,000 school teams that have been trained on the PBIS implementation framework (especially, tier 1 or primary prevention), are 3 states with more than 60% of schools involved in PBIS implementation, 9 states with more than 40%, and 16 states with more than 30%. This impact reflects efforts by state and district leadership teams to build capacity for sustaining and scaling up their implementation of PBIS. Schools that are effective in their implementation have (a) more than 80% of their students and staff who can indicate the desired positive behavioral expectations for a given school setting, (b) high rates of positive acknowledgements for contributing to a positive and safe school climate, (c) have more than 70-80% of their students who have not experienced an office discipline referral for a disciplinary rule infraction, (d) a good idea about which students require more intensive behavior supports, and (e) systems for regular review of school-wide behavior data to guide their PBIS action planning and implementation decision making.

In addition, since the 1980s, several experimental studies have documented the effectiveness of the PBIS framework at the school-wide level. This body of research supports improvements in problem disciplinary behavior, school climate, organizational health, student bullying behavior and peer victimization, and academic achievement.

Misconception #4: "PBIS is for behavior, and RtI is for academics."

RtI is best conceptualized as a framework for developing and implementing multi-tiered systems of academic and behavior support, and is comprised of (a) universal screening, (b) continuous progress monitoring, (c) continuum of evidence-based practices, (d) team-driven data-based decision making, and (e) implementation fidelity. The PBIS framework is the application of RtI principles to the improvement of social behavior outcomes for all students. PBIS is often described as the "behavior side" of the RtI multi-tiered continuum; however, this description misrepresents the actual integrated implementation of behavior and academic support.

1. Existing PRACTICES Supporting Student Success

➢ Brainstorm existing evidence-based academic, behavior and socio-emotional practices supporting student success

TERTIARY PREVENTION
Specialized Individualized Practices for Students with High-Risk Behavior

SECONDARY PREVENTION
Specialized Group Practices for Students with At-Risk Behavior

PRIMARY PREVENTION
School/Classroom Practices for ALL Students, Staff & Settings

2. Resource Map Worksheet

➢ List all the responses from the previous page for each tier in the "Practice" section.
➢ Cross out any **systems.**
➢ Cross out any **practices** which are **not research-validated.**
➢ Check off features which describe the **research-validated practices** left on the list.

	Practices	Academic	Behavior	Social Emotional	Research Validated	Progress Monitor	Rapid Access
Tier I							
Tier II							
Tier III							

3. How does each remaining practice add value to the other?

Integrating Initiatives

#4

Processing Activity: Working Smarter Not Harder

Step 1: Identify Current Initiatives/Committees (discipline, instruction, climate, school improvement, parent support etc.)

Step 2: Complete the Working Smarter document.

Initiative / Committee	Outcome Linked to Local Control Accountability Plan (LCAP) Simple Plan for Student Achievement (SPSA)	Who do we serve? (students/ staff/both?) How do folks get access to support?	Names of staff on team	Non-negotiable district mandate?	How do we measure impact? (student outcomes & fidelity measures)	Overlap? Modify?

Step 3: Based on your results, what committees can you:

(a) eliminate? (no measurable outcomes)

(b) combine? (same people and/or same outcomes)

(c) provide more support?

(d) how can we infuse PBIS into our existing initiatives/committees?

**Step 4:** How does each initiative/committee enhance the outcomes of the other?

MTSS Critical Elements

Processing Activity: Say Something
Foursquare Guide Page: 14

Step 1: Teams read a critical element and one person begins the conversation by "saying something".
Step 2: Each team member responds to what was just said in the conversation starter.
Step 3: Repeat for each critical element.

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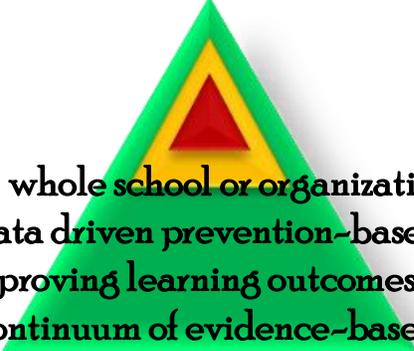
whole school or organization,
defined by a data driven prevention-based FRAMEWORK
focused on improving learning outcomes for ALL students
through a layered continuum of evidence-based practices and systems.

And dependent upon…

CRITICAL ELEMENTS

Structures and procedures are in place to assess, ensure, and coordinate appropriate, accurate adoption of sustained PBIS implementation using **evidence-based practices, systems and assessment data** regarding student responsiveness and implementation fidelity.

Universal and comprehensive screening is reviewed on a regular schedule (e.g., quarterly, annually) and in a systematic manner to comprehensively assess current level, progress, fidelity of support implementation, effectiveness of support and need to change support**.**

Implementation of evidence-based practices, systems and data-based decision making are **adapted to the context of the local culture** such that characteristics of the learning histories of all stakeholders are embedded in a comprehensive and authentic manner.

Implementation of evidence-based practices and systems are guided, coordinated, and administered by a local team comprised of representation from leadership, stakeholders, implementers, consumers, and content experts. This **leadership team ensures high implementation fidelity, management of resources, and data-based decision making**.

A continuum of evidence-based interventions is integrated with a sequenced organization of practices from core curriculum provided for all students to modifications of this core for students whose performance is non-responsive to specialized intensive curriculum developed for those non-responsive to the modifications. Elements of this continuum must have evidence of effectiveness, relevance and durability.

Local personnel have **high levels of content knowledge, fluency, and experience** to support **culturally relevant** and high-fidelity implementation of evidence-based practices and systems within the context of the local culture.