Positive Behavior Intervention & Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a framework for enhancing adoption and implementation of a continuum of evidenced-based interventions to achieve academically and behaviorally important outcomes for all students.

Tiered Approach to Address Behavior

Improving student behavior outcomes is about ensuring all students have access to the most effective and accurately implemented behavior systems and interventions possible. Positive Behavior Supports (PBIS) provides an operational framework for achieving these outcomes. PBIS assists in the selection, integration, and implementation of evidence- based behavioral practices for the purpose of equipping students for behavioral and social success. In general, PBIS emphasizes four integrated elements:

1. Data-based decision making,
2. Measurable outcomes supported and evaluated by data,
3. Practices with evidence these outcomes are achievable
4. Systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

- Develop a continuum of scientifically based behavior interventions and supports,
- Use data to make decisions and solve problems,
- Arrange the environment to prevent the development and occurrence of problem behavior,
- Teach and encourage pro-social skills and behaviors,
- Implement evidence-based behavioral practices with fidelity and accountability,
- Universal screen and monitor student performance & progress continuously.

Schools that establish systems with the capacity to implement PBIS with integrity and durability have teaching and learning environments that are:

- Less reactive, aversive, dangerous, and exclusionary,
- More engaging, responsive, preventive, and productive,
- Proactive in addressing classroom management and disciplinary issues including
- attendance, tardies, and antisocial behavior

PBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three- tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).

The Alameda Unified School District Progressive Discipline Matrix is a support guide to assist site personnel in district-wide implementation of evidence-based behavior practices and interventions. The document is also intended as a resource to administrators who are responsible for:

1. ensuring student's due process rights are provided,
2. delivering fair and consistent consequences, and
3. communicating disciplinary actions and recommendations to the central office staff.
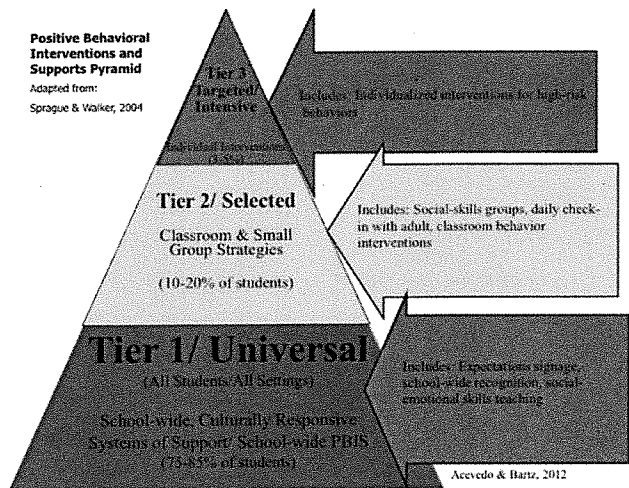
Tier 1 – Positive Behavior Interventions and Supports

PBIS is an evidence based structure that focuses on system wide prevention of student misconduct. Evidence has shown the following needs to be considered for developing and implementing a sustainable PBIS system within a school site and district:

Administrator's Leadership

- A PBIS Team that represents all populations, including parent and community
- Defined Expectations by context of the school
- Expectation taught and reviewed on a regular bases
- Acknowledgement System that is well defined and easy to use to honor students who demonstrate the expectation
- Correction System to support students with meeting the expectation
- Data System to capture and produce useful behavior reports

District-wide PBIS

Evidence-based approach for establishing a positive social culture in a district that involves systemic support of sites in the implementation of school-wide PBIS.

The framework includes many evidence-based features:

- School climate is a goal of the district
- District PBIS Leadership Team
- Allocation of monetary and human resources
- On-going professional development

School-wide PBIS/Focus Areas – Tier I

Evidence-based approach for establishing a positive social culture in schools that involves systemic and individualized behavior support strategies for achieving social and learning outcomes while preventing problem behavior in all students.

The 4 major tenets are as follows:

- Defining School-Wide Expectations
- Teaching Those Expectations Explicitly
- Acknowledgement
- Administrative Structures

The framework includes many evidence-based features:

- Prevention focus
- Define and teach positive social expectations
- Acknowledge positive behavior
- Develop consistent consequences for problem behavior
- On-going collection and use of data for decision making
- Continuum of intensive, individual interventions
- Administrative leadership - team-based implementation

Defining Expectations

Each site shall develop school-wide expectations for behavior, defined by common area locations on campus.

Teaching Expectations

Behavior core instruction is provided by classroom teachers at a regularly scheduled, neutral time. The teaching of expectations and social skills continues throughout the entire school year.

Behavior expectations and the social skills curriculum should be taught in the same manner which academic skills are taught. Introduce the skill by name at a scheduled (neutral) time. Provide a rationale as to why

appropriate use of the skill is important along with examples of how to use the skill in different settings. Discussion, modeling, and practice should be included within the lesson. Explicit behavior instruction should take no more than 5-10 minutes.

In addition to teaching behavioral expectations, sites may want to teach social skill development and social emotional learning (SEL) skills. Incorporating SEL into the teaching schedule can provide additional depth to your universal interventions.

Acknowledge and Correct Behavior

Once expectations and social skills have been taught at a neutral time, acknowledgement and correction (enforcement) should continue throughout the remainder of the day, week, and year by all staff. Depending on the setting (common area, classroom, office, etc.) and level of need, acknowledgement and correction will sound somewhat different.