

Positive Behavior Interventions & Supports (PBIS)

Family Network Night

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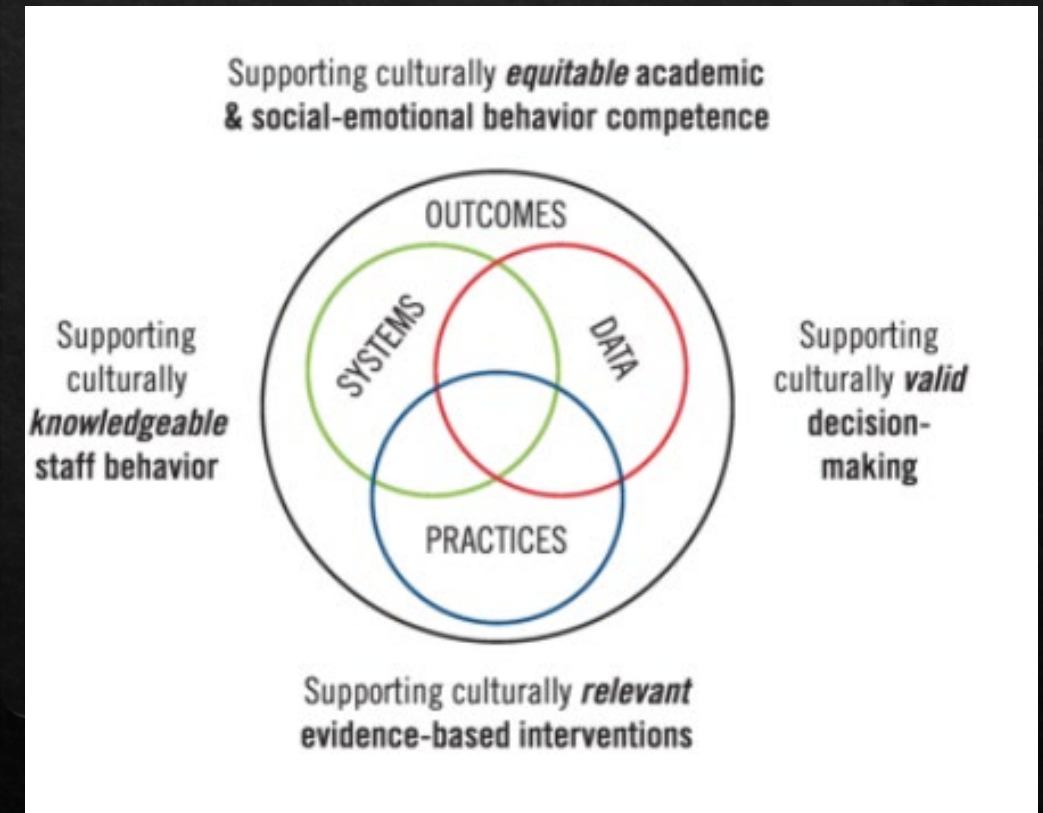
Defining PBIS

Positive Behavioral Interventions and Support grew out of the science of Positive Behavior Supports (PBS). As a field, PBS defines itself as:

- ◆ *an approach to behavior support that includes an ongoing process of research-based assessment,*
- ◆ *intervention and data-based decision making focused on building social and other functional competencies, creating supportive contexts,*
- ◆ *preventing the occurrence of problem behaviors.*

PBS relies on strategies that are respectful of a person's dignity and overall well-being and that are drawn primarily from behavioral, educational, and social sciences, although other evidence-based procedures may be incorporated. PBS may be applied within a multi-tiered framework at the level of the individual and at the level of larger systems (e.g., families, classrooms, schools, social service programs, and facilities).

–Kincaid, Dunlap, Kern, Lane, Bambara, Brown, Fox and Knoster, 2016



IDEA advances PBIS

In 1997, the amendments to the Individuals with Disabilities Act (IDEA), introduced the term PBIS as it would be used in schools, and while early applications of PBIS focused on the behavior of an individual, PBIS has since developed into a multi-tiered framework of effective interventions for entire schools, classrooms, and individuals. – Peshak George, 2018

Both PBS and PBIS are grounded in the notion of creating a life of quality and purpose, made possible by a supportive environment.

No one assessment, intervention or problem-solving approach is a “PBS approach.” Rather, PBS and PBIS are inclusive of multiple evidence-based strategies that respect the dignity of the individual with behavioral needs as well as the systems and participants that support the individual. – Kincaid et al., 2016



PBIS Tier 1

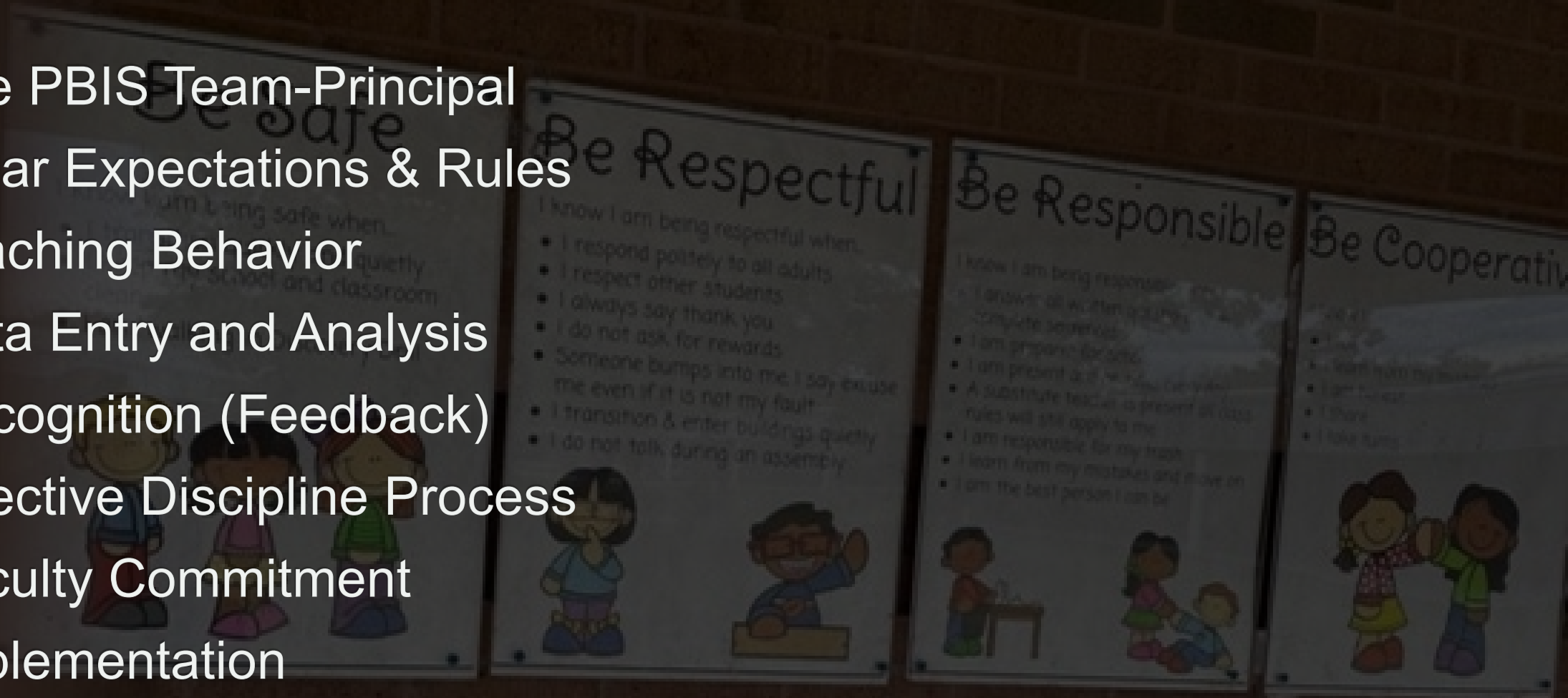
Tier 1 is the foundation for all activities in the school that involve student and adult behavior.

The school-wide expectations are the core curriculum for the behavioral and social/emotional supports used in all settings and for all tiers of instruction. They provide the **common language** and **consistency** that lead to:

- ◊ Positive school climate,
- ◊ Improved attendance,
- ◊ Increases in student achievement,
- ◊ Decreases in staff turnover, and
- ◊ A reduced need for more intensive supports.

The 10 Critical Elements of School-Wide PBIS

1. The PBIS Team-Principal
2. Clear Expectations & Rules
3. Teaching Behavior
4. Data Entry and Analysis
5. Recognition (Feedback)
6. Effective Discipline Process
7. Faculty Commitment
8. Implementation
9. Classroom
10. Evaluation



For Faculty & Staff



Providing time, materials, guidelines and accountability for **delivering** lesson plans and student recognition

Providing **praise** and other forms of **recognition** when faculty & staff implement Tier 1 with fidelity

Involving faculty, staff, families and students in the development of behavior definitions and possible consequences

Using **data and stakeholder perspectives** to prepare relevant lesson plans and recognition strategies; and
Providing **regular professional development** on the school's Tier 1 system so that staff are aware of school-wide patterns and preferred responses

For Students



Teaching behaviors in the setting they will be used

Providing **praise** and other forms of **recognition** when students demonstrate school-wide expectations

Being **consistent** when addressing challenging behavior, while taking developmental norms and behavioral function into account

Providing **refresher lessons and targeted recognition** throughout the school year so skills are ready and likely to be used when students need them

PBIS Tier 2

Tier 2 supports **build on** the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the core curriculum. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- ◆ There is a clear connection between the skills taught in the interventions and the school-wide expectations. This helps students **and staff** apply those lessons in non-intervention settings.
- ◆ Tier 2 interventions require little time of classroom teachers and are easy to sustain.
- ◆ Variations **within** each intervention are limited.
- ◆ The interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student's need).

Tier 2 must...



- ◆ Be PROACTIVE
- ◆ Use DATA
 - ◆ Matching the support to the student need
- ◆ Be EFFECTIVE for most of the students receiving Tier 2 Supports
 - ◆ If a small number of students aren't improving, interventions should be tweaked so that more individualized supports are available, or teams may consider an **alternate intervention**.

Grouping Students

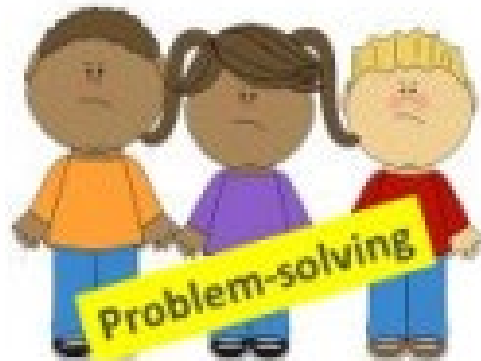
Academic-behaviors



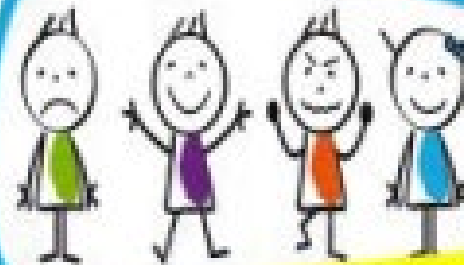
Social skills



Problem-solving



Multiple Needs:
Math & Coping skills

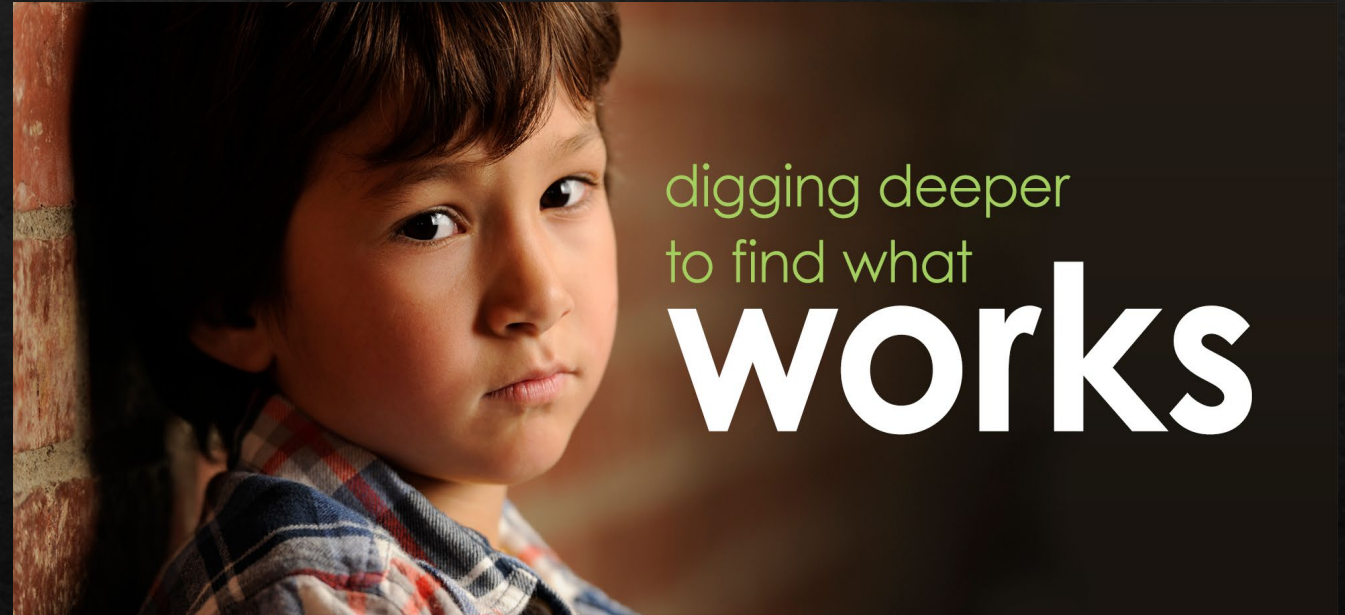


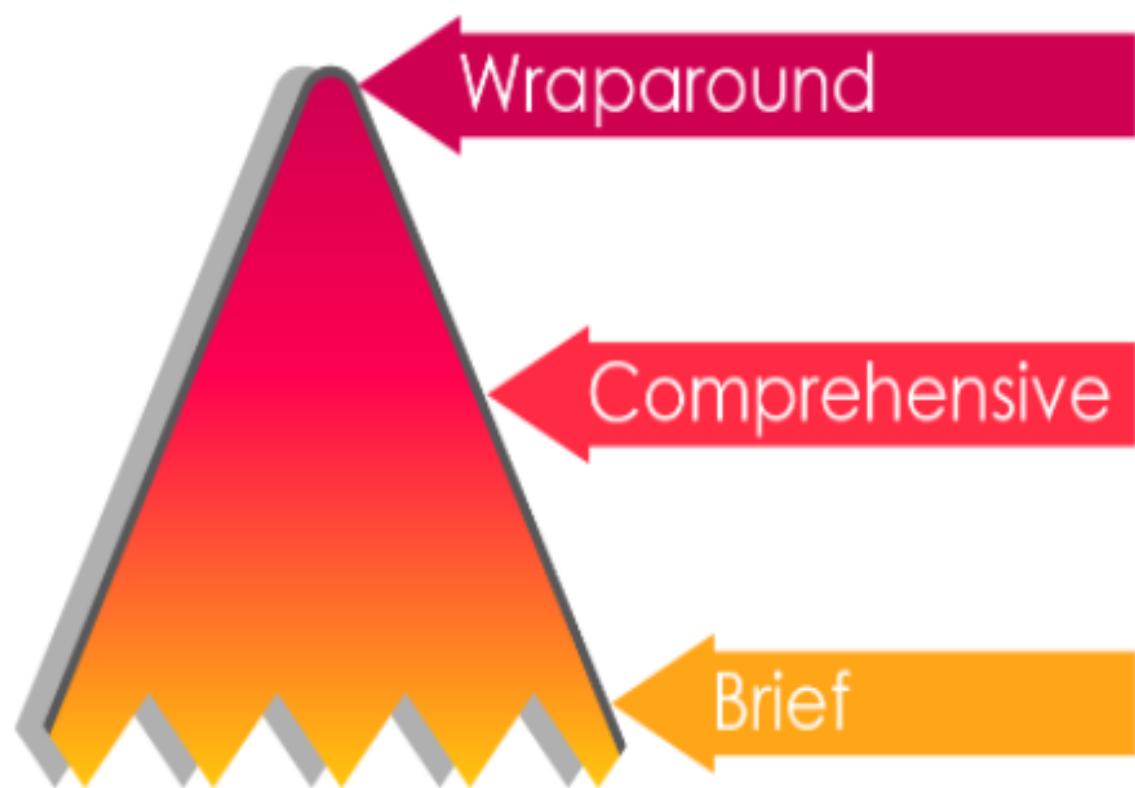
PBIS Tier 3

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualized and more intensive **until teams can identify what is needed for a student to be successful.**

Tier 3 supports are based on the underlying reasons for a student's behavior (their FBA) and should include strategies to:

- **Prevent** Problem Behavior
- **Teach** the student acceptable replacement behavior
- **Reward** the student's use of the replacement behavior
- **Minimize** the payoff for problem behavior



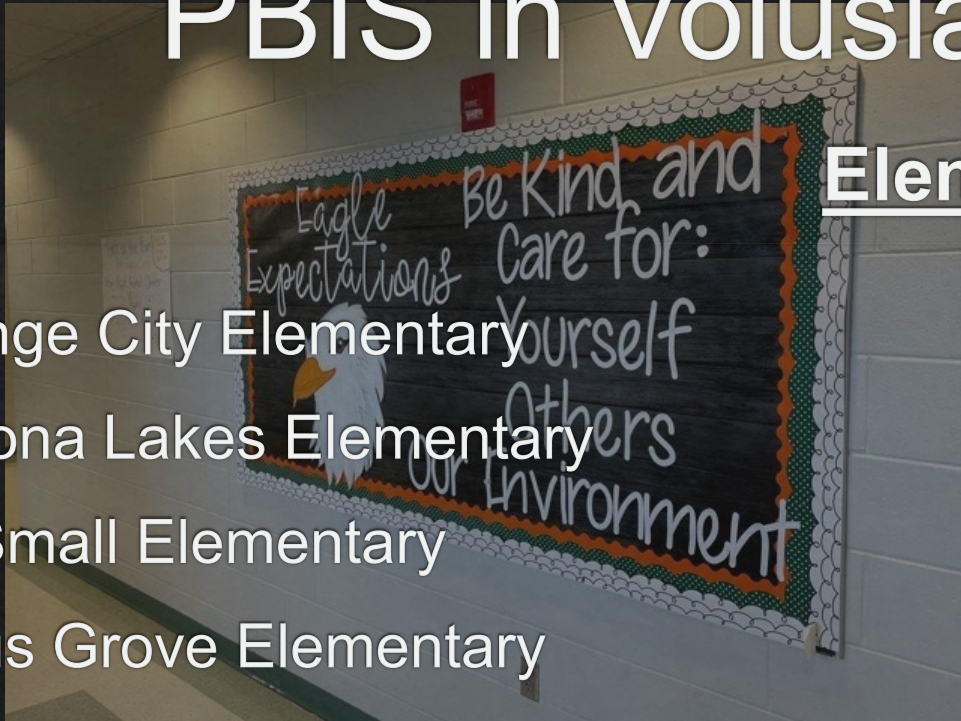


The intensity of Tier 3 supports should match the student's level of need

Tier 3 supports exist along a **continuum**. Many students can benefit from a simple (or **brief**) FBA that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more **comprehensive** FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an **intensive FBA and wraparound** plan that includes personnel from outside agencies and rigorous problem solving procedures.

PBIS in Volusia County Schools

Elementary



Orange City Elementary
Deltona Lakes Elementary
TT Small Elementary
Citrus Grove Elementary
Chisholm Elementary
South Daytona Elementary
Spruce Creek Elementary
Tomoka Elementary

Woodward Elementary
Timbercrest Elementary
Westside Elementary
Discovery Elementary
Beachside Elementary
Starke Elementary
Palm Terrace Elementary
Forest Lake Elementary

Cafeteria

Dismissal

1. Clean Up
2. Stand Up
3. Pick Up
4. Turn

*Resume Dragon Walk at the door!

PBIS in Volusia County Schools

Middle Schools

Holly Hill k-8

Galaxy MS

New Smyrna Beach MS

Campbell MS

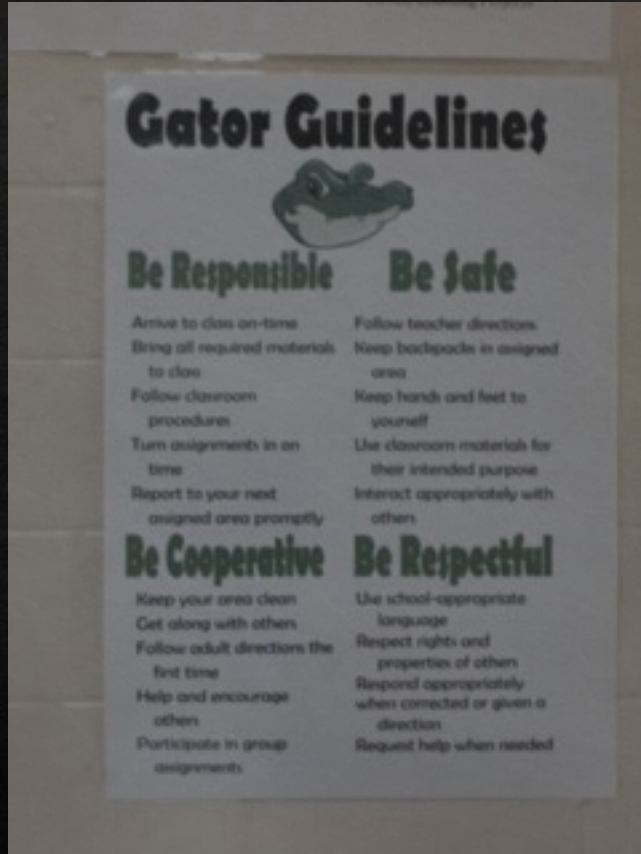
River Springs MS

Legacy Scholars

Deland MS

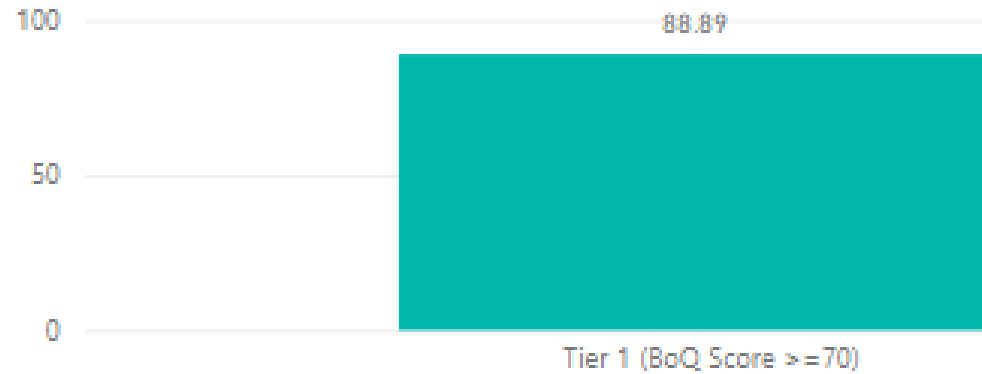
Southwestern MS

Heritage MS

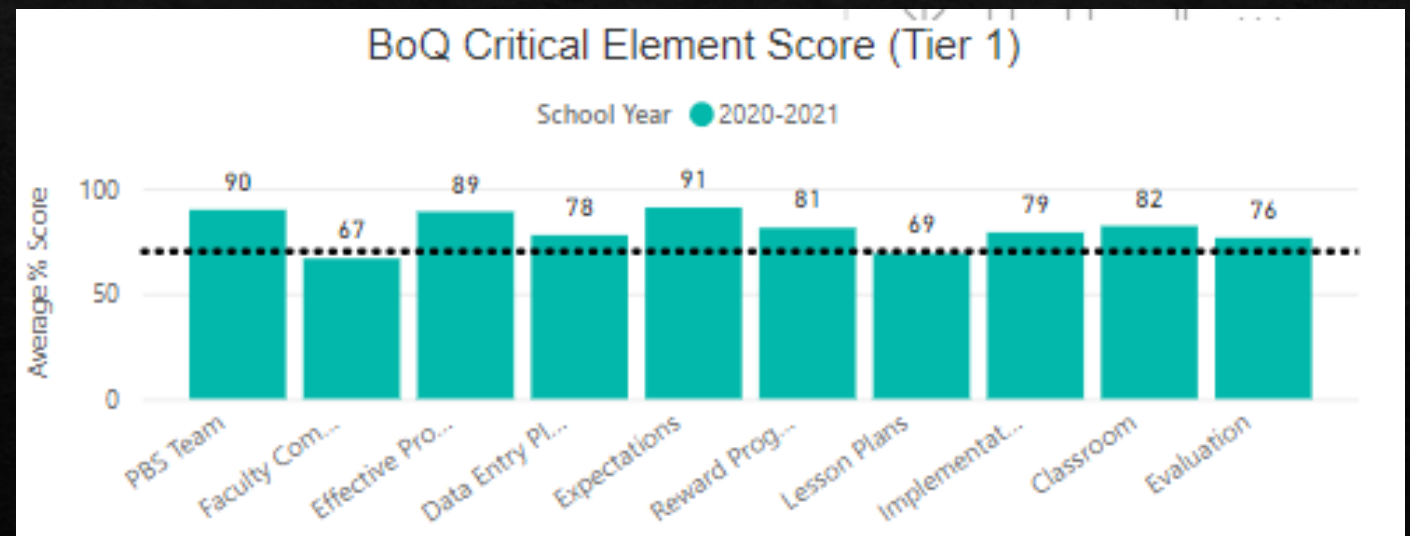


2020-21 Volusia Implementation Scores

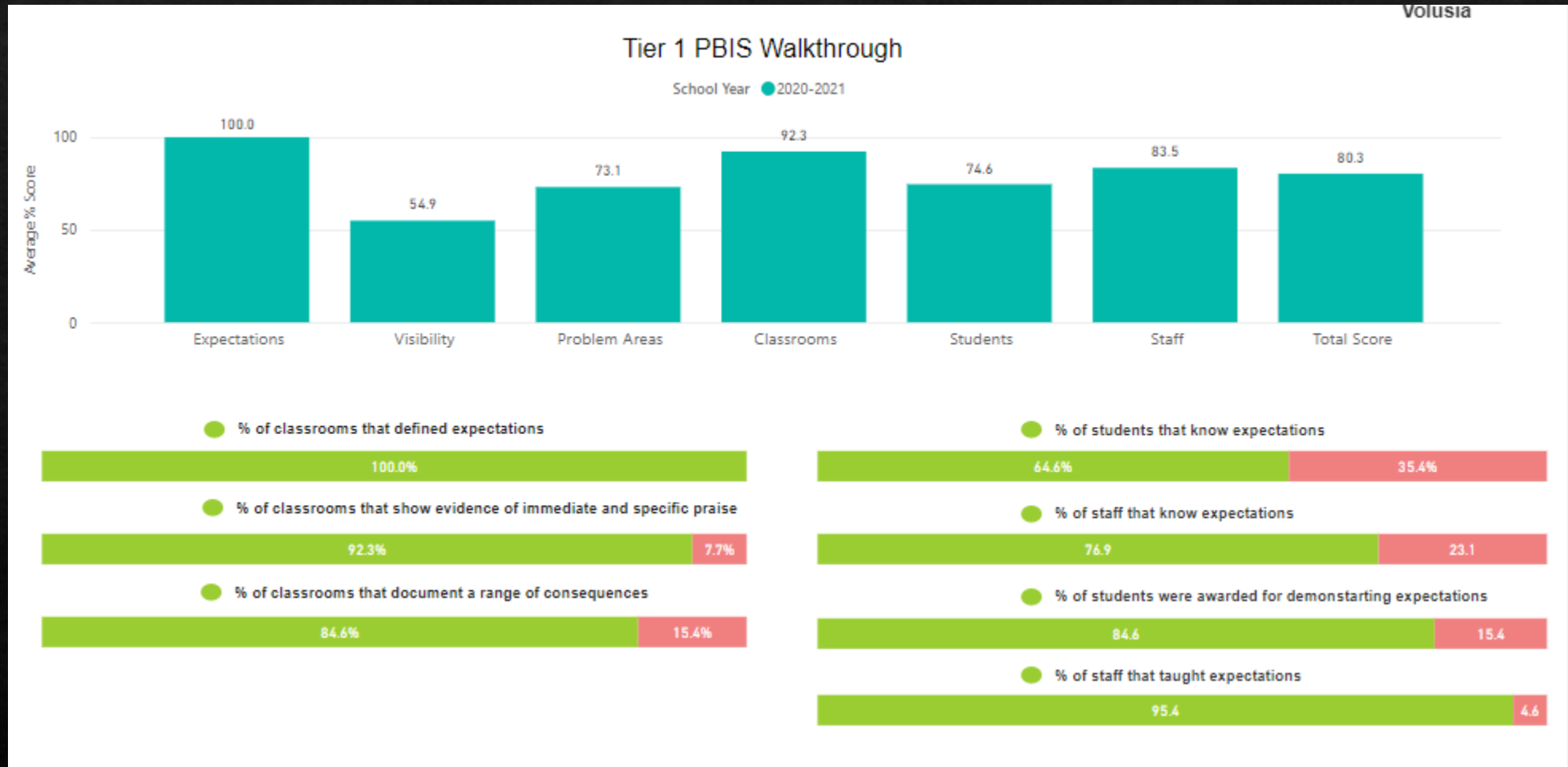
10 Critical Elements



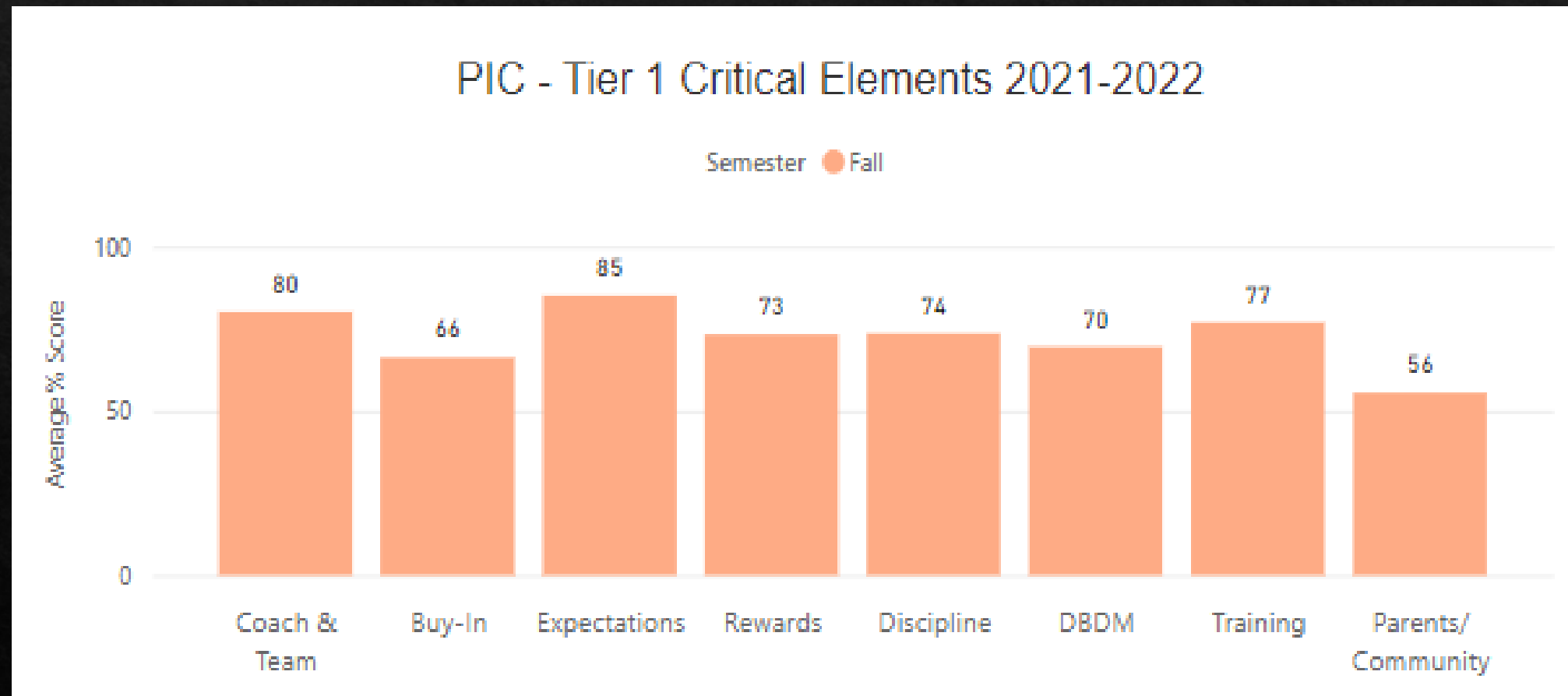
BoQ Score Across School Years (Tier 1)



2020-21 PBIS Walkthrough Scores



2021-22 Volusia Implementation (so far)



Questions?

