

Wilson School District's PBIS Framework



2023-2024

What is PBIS?

PBIS stands for Positive Behavior Intervention and Supports. PBIS is not a program, rather it is a “systems approach” for establishing the social culture and individualized behavior support needed for schools to achieve both social and academic success for ALL students. Evidence based features include:

- Defining expectations and explicit instructions of those behavior/social expectations
- Acknowledgement of positive behavior instead of relying on punishments
- Ongoing collection and use of data for decision making
- Administrative Leadership/Structures (coordination of services and alignment of systems)

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.

We believe that all students can learn and that all educators want to make a difference. In addition, Wilson believes that most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of pro-social skills (i.e., being safe, responsible, and respectful) are acknowledged. School sites will work to implement PBIS evidence-based tenets, and strive to create more restorative spaces on campus when possible, within a preventative and proactive framework for student support structures.

PBIS as a Component of Wilson’s Multi-Tiered System of Support (MTSS)

PBIS is the behavioral component of Wilson’s MTSS system. MTSS is an acronym for Multi-Tiered System of Supports. MTSS is defined as a whole-school, data driven, prevention- based framework for improving learning and/or behavioral outcomes for EVERY student. MTSS systems are characterized by these shared tenets:

- Shared leadership is best.
- Continual progress monitoring and universal screening must take place.
- Decision making should be based on data.
- A layered continuum of supports must be available.
- The use of evidence based instruction, Intervention, and assessment practices only.
- Family, school, and community partnership/engagement are key.

PBIS assists in the selection, integration, and implementation of evidence- based behavioral practices and interventions for the purpose of equipping students for behavioral and social success. Positive Behavior Intervention and Supports (PBIS) provides an operational framework for achieving these outcomes.

Behavioral interventions are specific actions taken for the purpose of changing the behavior of either an individual or a group of people. Several examples include:

- Increasing the explicitness and/or frequency of Instruction - The more behaviorally at-risk a person, group, or school is, the more explicit the instruction.
- Acknowledge and correct behaviors.
- Modify the Environment
 - Examples of environmental modifications include:
 - changing school-wide policies/practices
 - implementing new procedures
 - changing schedules
 - creating formal traffic patterns
 - changing interactional patterns
 - adopting new instructional practices
- Address the Function – Problem behaviors may be addressed by identifying and addressing the purpose or function of the behavior. This requires understanding what students can gain or avoid by using the misbehavior.

Description of Wilson's PBIS Continuum of Support

A. PBIS Tier I (Universal) Primary Prevention

Tier I supports are intended for all students in the school. The core components of prevention include setting clear behavioral expectations, creating an acknowledgement system to reinforce desired behaviors, developing a system for addressing misbehavior, and ensuring all students are working at their academic potential. Wilson's PBIS schools have PBIS Teams that guide the school in implementing PBIS to fidelity. In addition, a companion support program known as The Pax Good Behavior Game will be used district wide.

B. Tier II (Secondary) Interventions and Supports

Tier II Intervention and Supports are those designed for 10-15% of the students who are not responding effectively to the Universal Supports of the school. These students need more intensive interventions to reduce behavior and academic problems. These interventions are designed to be quickly accessed, highly efficient, flexible, and to bring about rapid movement. This year, WSD will use Rethink Ed resources and lessons to provide these supports. The primary campus will be using a check-in / check-out system as well.

C. Tier III (Tertiary) Interventions and Supports

Tier III focuses on the individual behavior of the remaining 5-10% of students who are not responding to the Universal and Tier II Systems of Support. These students are experiencing a life crisis or have developed chronic behavior, academic, and/or attendance problems. Tier III behavioral interventions include Student Support Team planning which may include counselors, teachers, parents/guardians, and outside agencies.

TABLE One: Three-Tiered Model for School-Wide Behavioral Support

Tier I	Tier II	Tier III
PBIS action plans developed and put into place by PBIS SiteTeams	Concentrated social skills, teaching/interventions, and supports using Rethink Ed	Functional behavioral assessment
Pax Good Behavior Game	Continued use of Pax Good Behavior Game	Increased progress monitoring
Expectations posted, taught, acknowledged	Self-management programs,	Functional behavioral assessment
Active supervision and monitoring	Mentors checking in/out (school-based)	Individual behavior management plans
Positive reinforcement for ALL students	Small group intervention model	Individual counseling plans
Firm, fair, restorative, and corrective discipline	Parent training and collaboration	Alternatives to suspension
Data based decision making	Continue data based decision making	Multi-agency collaboration

District Level Supports for PBIS

The district will support the implementation of PBIS at both school sites in the following ways:

- Making a positive school climate a goal of the district
- Participating in the state MTBS trainings throughout the year
- Training all staff in the Pax Good Behavior Game on August 2, 2023
- Purchasing Rethink Ed for the 23/24 school year
- Facilitating district PBIS Leadership Team meetings
- Providing regular updates during cabinet meetings
- Allocation of monetary and human resources (e.g., MTSS Facilitators, counselors, etc.)

The role of the MTSS Facilitators to work with administrators, teachers, students, parents, and support staff to identify and address all facets of PBIS/MTSS implementation. MTSS Facilitators support our schools by:

- Providing on-site coaching and problem solving to school climate teams to build and sustain primarily Tier 1 and Tier 2 structures
- Assisting sites in data collection and analysis, action planning and problem solving.
- Facilitating professional development and providing guidance on restorative practices, evidence-based classroom management strategies, mindfulness, implicit bias, and other related areas to staff, parents, and others.
- Assisting with restorative conferences if needed.
- Building commitment with staff, teachers, and parents around PBIS implementation.

The district will ensure each school develops and monitors school-wide expectations for behavior. These expectations shall be rooted in the vision and mission of the district and consist of 3-5 positively worded statements (see individual school plans for details). Once expectations have been taught, 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.

TABLE Two: Example Levels of Acknowledgement by Tier

	Behavior	Example
Tier I All Students	Recognize the successful demonstration of an expectation/skill/ procedure.	“Nice job BEGINNING THE TASK.”
Tier II At-risk classes or groups of students who require targeted skill development.	Recognize the successful demonstration of an expectation/skill/ procedure and provide a behaviorally specific description of how the behavior met the expectation.	“Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away.”
Tier III Individual students who require intensive intervention	Recognize the successful demonstration of an expectation/skill/procedure, provide a behaviorally specific description, and prompt the student to chart their progress	“Nice job BEGINNING THE TASK. You looked at the board, got out the necessary materials, and began working right away. Mark your daily card for completing all the steps of BEGINNING THE TASK.”

TABLE Three: Example Levels of Correction by Tier

	Behavior	Example
Tier I All Students	Reframe the misbehavior as an expectation, skill, or procedure.	“Right now you should be beginning the task.”
Tier II At-risk classes or groups of students who require targeted skill development.	Identify which expectation, skill, or procedure was not successfully demonstrated, review the steps, and provide an opportunity to correct the misbehavior.	“Right now when I asked you to begin the task, you looked at the board, and opened your book, but then you started talking to your seatmate. Remember the next step is to start working right away. Please demonstrate how to start working right away.”
Tier III Individual students who require intensive intervention	Identify which expectation, skill, or procedure was not successfully demonstrated, review the steps, provide an opportunity to correct the misbehavior, and prompt the student to chart progress.	“Right now when I asked you to begin the task, you looked at the board, and opened your book, but then you started talking with your seatmate. Mark your card for the first two steps. Remember the next step is to start the assignment right away. The more quickly you begin the assignment the more quickly you will be able to finish. Please show me what it looks like to start the assignment right away.”

Accessing Tier Two Interventions

It is important to note that students should not receive Tier II services unless Tier I systems are established with fidelity within the environment in which a student is exhibiting behavior. Students access Tier II interventions as a result of:

1. Office Discipline Referrals,
2. Staff Requests, or
3. Universal Screening Tools (e.g., SRSS-IE Behavior, etc.)

Discipline Referrals are a general indicator of externalized behavior. School sites should establish decision-making criteria for the number of referrals a student must receive within a given time period before consideration for Tier II. Also, consideration for the time of events, location, and level of the behavior event (major/minor) should be a part of the criteria.

In the event tier II interventions are needed, the tier two intervention team should collaborate to create a plan. This team should consist of two or more of the following:

- School Administrator
- School Psychologist
- Interventionist
- School Counselor
- MTSS Coordinator
- Teacher/Other

Tier II interventions are chosen by the Tier II team after conducting a needs assessment that includes a review of existing data and the potential gathering of new data through the Tier II team. Once the need of the student is determined, a Tier II intervention is selected to match student need. Each intervention included the following critical characteristics:

- Additional instruction or time for student skill development
- Additional structure or predictability to the environment
- Increased opportunities for feedback

In addition to the above critical features, each Tier II intervention contain one or more of these basic characteristics:

- Explicit teaching of skills
- Structured prompts
- Opportunities or practice of skills or replacement behaviors
- Frequent feedback and reinforcement
- A plan to generalize skills taught within a small group setting to the natural environment
- A system for communication with the home
- Focus on building and maintaining genuine relationships

Tier II interventions are reviewed at regular intervals, both in terms of fidelity of implementation and in terms of student progress. Students receiving Tier II interventions maintain full access to Tier I structures and supports.

Accessing Tier Three Interventions

Tier III is part of a continuum of interventions that progressively increase in intensity and length, as well as guide implementation to ensure practices are supported at all three tiers of MTSS/PBIS. Interventions are not only tailored to the individual student, but also layered depending on the need. The focus of Tier III is to:

- teach lacking skills (ex: Teaching Skills)
- enhance developmental assets
- support behavioral needs. (ex: behavioral assessments).

When students do not respond well to Tier II interventions or a clear need is identified, the Tier II team, counselor, teacher, and parent/guardian may make a referral for Tier III services. The counselor will gather information through a functional behavior assessment and/or other assessment form. The MTSS Coordinator will ensure that all forms are filled out and previous interventions have been documented. Services are modified as needed and when the student has made acceptable progress toward goals, they are transitioned back to Tier II and finally to Tier I.

The primary function of the Tier III team is a problem-solving team. The team evaluates personal, home, academic, and community factors and resources that impact the student's functioning at school. In addition to this, the team looks for patterns, prior interventions, student strengths, and outside agency collaboration. This information is called a needs assessment. The team uses this needs assessment to develop, with the student and family, a multi-element Tier III support plan (TSP).

The TSP should include the following components:

- Assessment data that includes academic, behavioral, medical, and mental health strengths and needs (as relevant)
- Quality of Life needs/goals and strengths
- Hypothesis statement that includes an operational definition of the problem behavior, identification of antecedents and description of the function of the behavior
- Prevention of the problem behavior through environmental adaptations
- Teaching plan to help student acquire missing skills
- Consequence-oriented interventions that remove the reinforcement of the problem behavior and provide reinforcement of desired behavior and/or skill acquisition
- Plan to address safety (if appropriate)
- Process to address progress monitoring and fidelity of implementation
- Goals related to acquisition of skills/desired behavior
- Linkage with outside agencies (as needed and available)
- Inclusion of Tier I and II interventions as appropriate
- Case management process to monitor student progress over time and adjust plan as needed – documented in the Infinite Campus Response to Intervention Module

This plan is created based on the individual needs of the student and addresses severity, complexity, and environment. The plan will focus on increasing quality of life and decreasing the effectiveness, efficiency, and relevance of problem behavior. Because of the individualized nature of the plan, the elements of the process, data, and goals, progress monitoring and outcomes will vary by student need. A crucial element of this plan will be focused on fading the support and transitioning the student to a lower support tier level.

The primary plan implementers are support staff (e.g., school psychologists, school counselors, licensed mental health providers) who provide direct therapeutic treatment, often to restructure how students think and regulate or manage their feelings in response to emotion-provoking situations. Mental health staff often play the primary role in treatment, yet the TSP specifies how instructional staff should manage the emotionally driven behavior during the treatment period as well. Progress monitoring data will be gathered to examine gradual change in behavior over time.