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**Curriculum & Instruction**

# **PBIS Positive Behavior Interventions & Support**

- What
- Why
- How



# PBIS Positive Behavior Interventions & Support

- **What**

- Why

- How

# PBIS Positive Behavior Interventions & Support

# PBIS

An evidenced based three tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes everyday. PBIS creates schools where all students succeed.

[www.pbis.org](http://www.pbis.org)

- Quality of Life for all Students, Staff, and Families
- Grounded in strong research-base
- 3 Tiered response to behavior interventions
- Systems, Data, and Practices

# Positive

- Proactive
- Collaborative
- Supportive Environment

# Behavior

- Model
- Teach
- Acknowledge

# Interventions & Support

- Focused
- Helpful
- Person-Centered

# Expected Outcomes of PBIS

- Behavioral, social, emotional, and academic growth
- Positive School Climate
- Fewer Discipline Referrals
- Common language and understood expectations



- What
- **Why**
- How

# PBIS Positive Behavior Interventions & Support

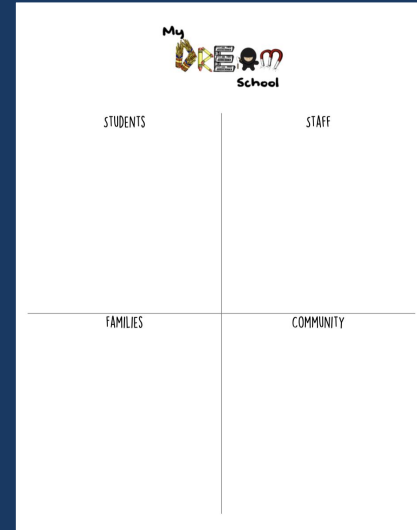
# Why begin the PBIS journey?

- Desire of better environment
- Data - Qualitative and Quantitative
- Unique to each school
- All staff
- All children



- Discipline Referrals
- Visits to Nurse's Office
- Grades
- Attendance
- Family Engagement
- Adverse Childhood Experiences (ACES)
- Teacher Referral

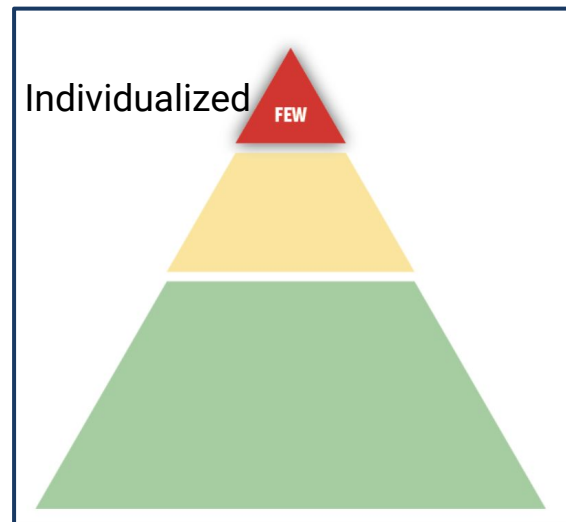
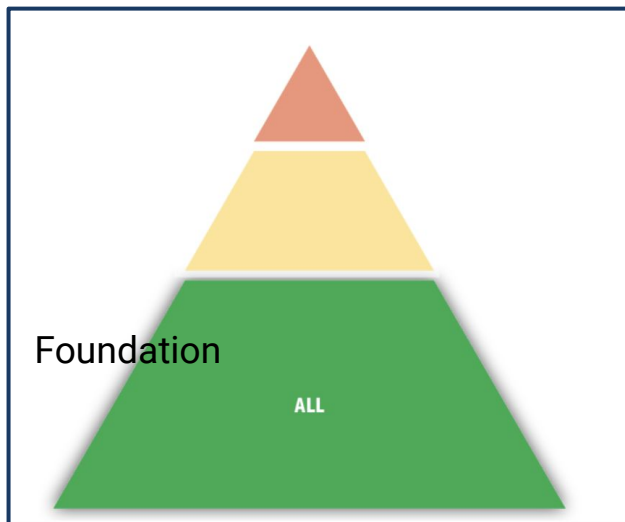
# A redesign of the environment, not a redesign of the individual



- Why
- What
- How

Teach the behavior  
Offer a replacement  
behavior  
A redirecting choice

# Be Safe...Be Respectful... Be Responsible



# Support is layered and determined by data driven decisions



Positive recognition of behaviors.  
Behavior expectations taught and modeled.  
Check-in/Check out  
Wrap Around  
Peer/Buddy Support  
Restorative Circle  
Counselor  
Outside Agency Support  
Family Meeting

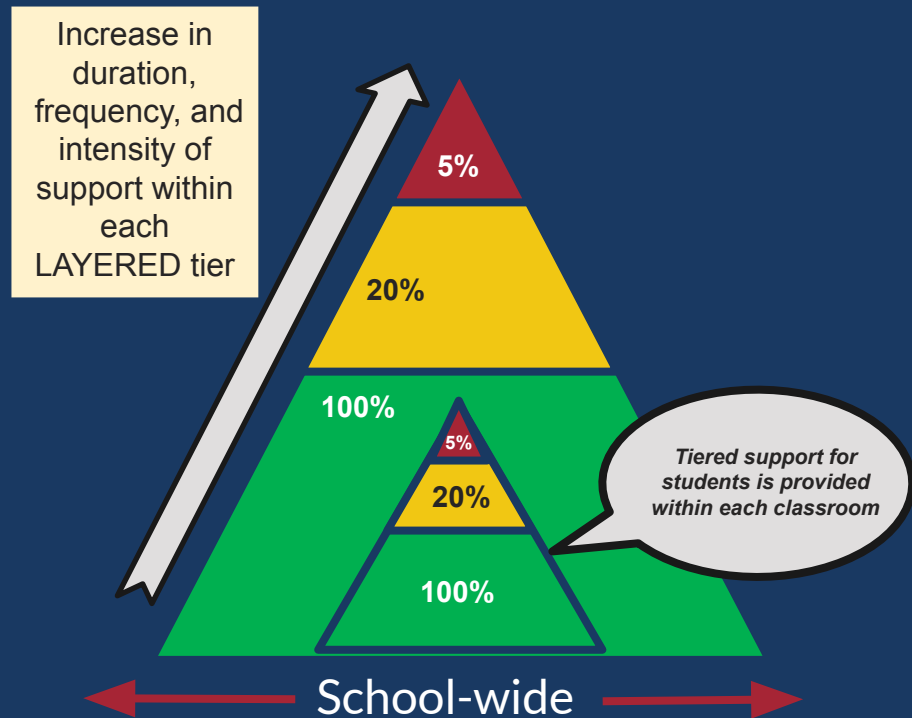


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Positive recognition of behaviors. Behavior expectations taught and modeled.

# Tiered Frameworks are Implemented Schoolwide and within each Classroom



- What
- Why
- **How**

# PBIS Positive Behavior Interventions & Support



# Designing PBIS for a site or district...

## Step 1

## Establish PBIS Team



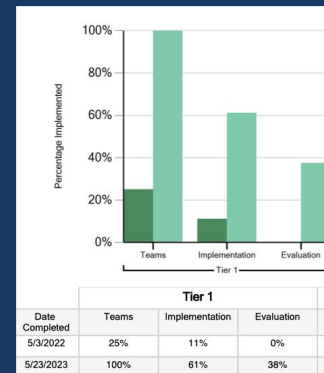
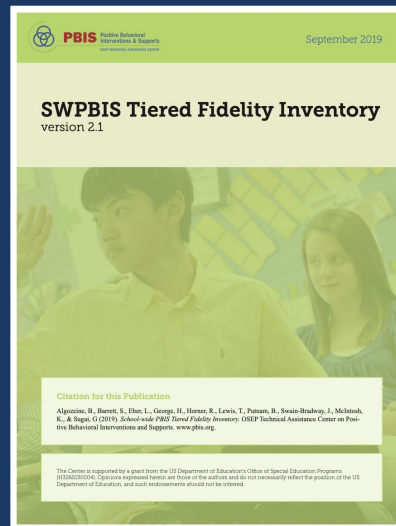
- Administrator
- Counselor
- Psychologist
- Teacher Representatives
- Playground Supervisor
- Librarian
- Parent Committee Member
- Community Liaison
- Paraprofessional

*may include*

# Designing PBIS for a site or district...

## Step 2

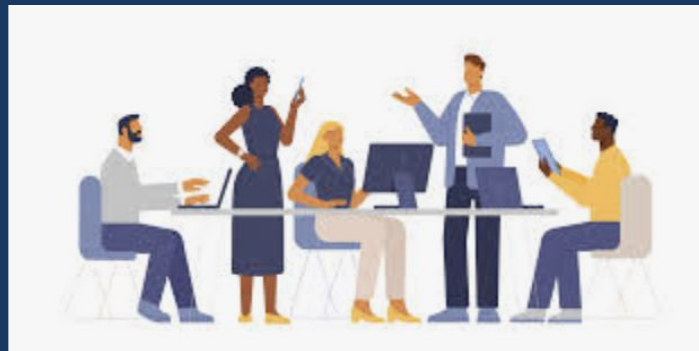
# Complete Tiered Fidelity Inventory (TFI)



# Designing PBIS for a site or district...

## Step 3

## Begin Professional Development



### Introductions & Reflections

- Quality of Life
- Foundations of PBIS
- Draft Your “PBIS Purpose Statement”

### Lunch




### Establish Priority of PBIS Tier 1

- Assessment & Value of Progress Monitoring
- Behavior Expectations
- TFI Reflection, Next Steps

### Conversation

### Adjourn

# Support is layered - Our Professional Development Plan

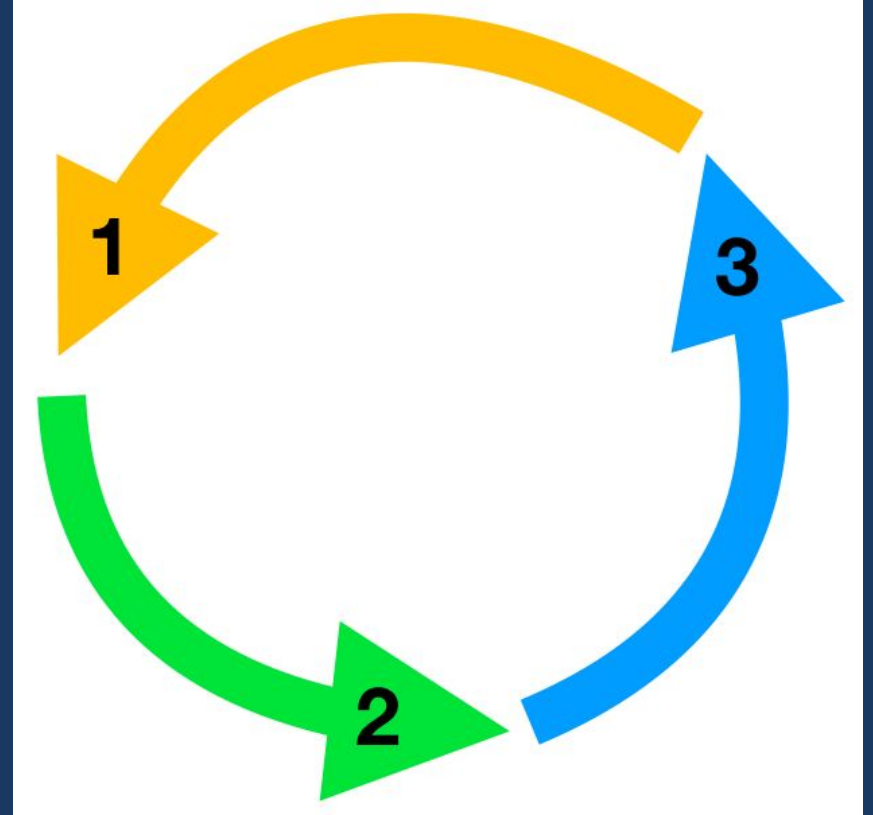
<p><b>2021 – 2022 – Tier 1 INSTALLATION</b></p> 	<p><i><b>Tier I</b> emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.</i></p> <p><b>Tier I:</b></p> <ul style="list-style-type: none"> <li>• <b>4 days</b> of Tier I PBIS professional development from PBIS Consultant</li> <li>• Coaching support, twice per month per site, from SBCEO</li> <li>• On-going site-based leadership development and implementation assistance</li> </ul> <p><b>September 11, January 26, March 19, May 1</b></p>
<p><b>2022 – 2023 – Tier 2 IMPLEMENTATION</b></p> 	<p><i><b>Tier II</b> practices and systems provide additional targeted support for students who are not sufficiently served by Tier I supports alone. Essentially, the support at this level is more focused than Tier I and less intensive than Tier III.</i></p> <p><b>Tier II:</b></p> <ul style="list-style-type: none"> <li>• <b>3 days</b> of Tier II professional development from PBIS consultant</li> <li>• Coaching support, 4-5 times per year per site, from SBCEO</li> <li>• On-going site-based leadership development and implementation assistance</li> </ul> <p><b>September 13, March 20, May 2</b></p>
<p><b>2023 – 2024 – Tier 3 IMPLEMENTATION</b></p> 	<p><i><b>Tier III</b> provides more intensive, individualized support for the 1-5% of students for whom Tier I and Tier II are insufficient.</i></p> <p><b>Tier III:</b></p> <ul style="list-style-type: none"> <li>• <b>3 days</b> of Tier III professional development from PBIS consultant</li> <li>• Coaching support, 4-5 days per year per site, from SBCEO</li> <li>• On-going site-based leadership development and implementation assistance</li> </ul> <p><b>September 15, March 21, May 3</b></p>

building district capacity

implementing effective practices

making sound data decisions

# The Journey Continues



What have we learned?

# The Journey Continues

The BIG QUESTION - Could this intervention be part of the solution to the challenges witnessed by student behavior?

The value of immediate feedback from all adults on campus

Providing support for all adults on campus to model the expected behaviors

The use of data for informed decision making

The importance of the allocated time provided by the site/district

## Next Steps

# The Journey Continues

Improve Efficiency

Improve Effectiveness

Classroom & Site Models

Sharing the data

Questions ?

Comments



Thoughts



A child whose  
behavior pushes you  
away is a child who  
needs connection  
before anything else.

-Kelly Bartlett  
*Encouraging Words For Kids*