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
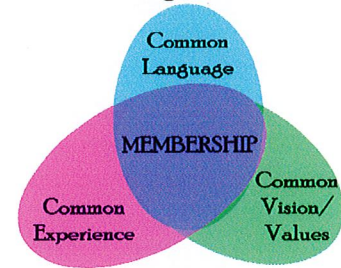
Multi-tiered Systems of Supports

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
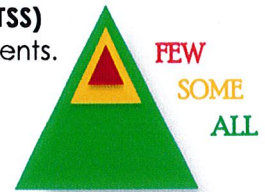
TIER I
PRIMARY PREVENTION

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

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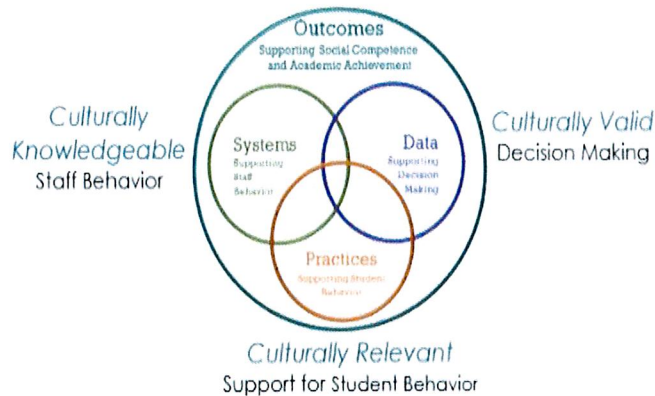
OUTCOMES
Supporting Social Competence and Academic Achievement

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.