

# Positive Behavioral Interventions and Supports (PBIS)

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***Building positive school cultures in Georgia.***

# Learning Objectives

- Define key features of PBIS
- Understand why schools should implement the PBIS framework



PBIS is an **evidence-based**, data-driven **framework** proven to reduce disciplinary incidents, increase a school's sense of safety, improve school climate, and support improved academic outcomes for all students.

[http://www.youtube.com/watch?v=I5\\_ttGPa4nk](http://www.youtube.com/watch?v=I5_ttGPa4nk)

# Traditional Discipline versus PBIS

## Traditional Discipline

- Goal is to stop undesirable behavior through the use of punishment
- Focuses on the student's problem behavior

## PBIS

- Goal is to stop undesirable behavior by:
  - Replacing with a new behavior or skill
  - Altering environments
  - Teaching appropriate skills
  - Acknowledge appropriate behavior more frequently

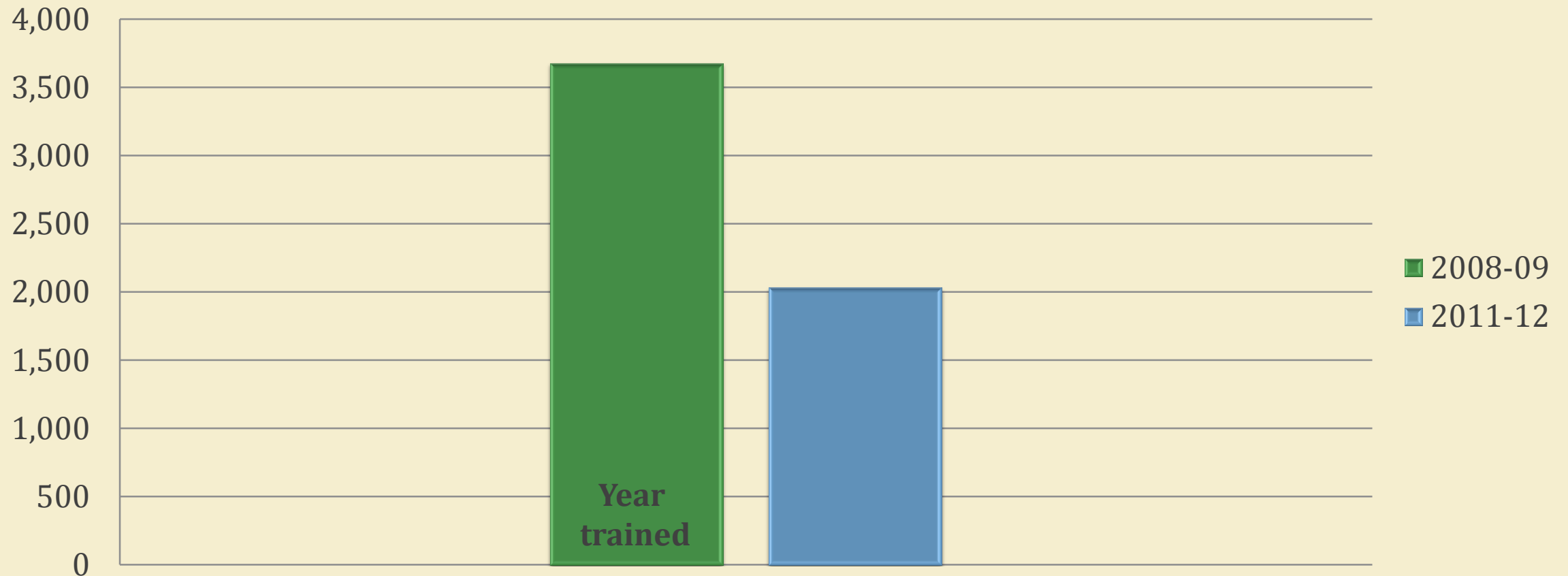
# Schools that implement with fidelity demonstrate

- Up to 50% reduction in office discipline referrals
- Reductions to suspension rates
- Improved attendance
- Improved academic achievement
- Improved staff morale



# Murray County: *Discipline events have reduced by 45%.*

Office Discipline Referrals



# **Griffin-Spalding County**

## *Discipline Summary 2009-2012*

- All Discipline Incidents Reduced by 38%
- ISS Days Reduced by 45%
- OSS Days Reduced by 30%
- Bus Referrals Reduced by 53%
- **Graduation Rate Increased 10%**

\*2009-10 Year 1 of School-wide PBIS Implementation



# The Critical Elements of School-Wide PBIS

1. The PBIS Team-Administrative Support
2. Clear Expectations & Rules
3. Lesson Plans for Teaching Behavior
4. Data Entry & Analysis
5. Reward/Recognition Program (Feedback)
6. Effective Discipline Process
7. Faculty Commitment, Participation
8. Implementation Planning
9. Classroom PBIS Systems
10. Evaluation

*(Kincaid, Childs & George, 2005)*



## Why SWPBIS?

- **The fundamental purpose of SWPBIS is to make schools more effective learning environments.**



**Predictable**

**Consistent**

**Positive**

**Safe**

# What is the Context of the Problem?

*Youth misbehavior in our schools impacts safety, instructional opportunities, the dropout rate, our employable workforce and tragically our prison population.*

# How Do School Systems Respond to Problem Behavior?

- Expansive Zero Tolerance Umbrella
- ***Revisions to Code of Conduct policies to include stricter responses***
- Funding for more School Safety Officers
- Installation of more security cameras
- Self-Defense training for educators



# How Do Schools Typically Respond to Problem Behavior?

- Reactive/Consequence Strategies
  - Office referral, detention, suspensions, etc.
  - Consequences will not teach the “right way”
  - Consequences may actually reinforce the behavior of concern
- Restrictive and segregated settings
- Individual counseling and therapy
- Implement packaged programs
- ***These responses are not providing the outcomes that help kids***



# What does the research/science tell us about behavior?

- Behavior is learned and can be taught
- Behavior is predictable
- Behavior is maintained by the consequences
- Punishment does not teach appropriate behavior



# What Does Research Say About Prevention?

- Positive, predictable **school-wide climate**
  - High rates of **academic** & social success
  - Formal **social skills** instruction
  - Positive **active supervision & reinforcement**
  - Positive **adult role models**
  - **Multi-component, multi-year** school-family-community effort
- Surgeon General's Report on Youth Violence (2001)
  - Coordinated Social Emotional & Learning (Greenberg et al., 2003)
  - Center for Study & Prevention of Violence (2006)
  - White House Conference on School Violence (2006)

Rationale: **6,551 tardies** are impacting instruction. Many or few? **Many**

Expectation to be addressed: **Be Prepared**

Rule not followed by many: **Students must be in seat before tardy bell.**

Lesson: AP will have someone film him crawling from one class to another with a backpack, stopping at his locker and still making it to his seat under 5 minutes. Film will be shown in homerooms and reinforced with group acknowledgement.

**Teaching video on YouTube** - <http://www.youtube.com/watch?v=Dwj4hhfRpro>

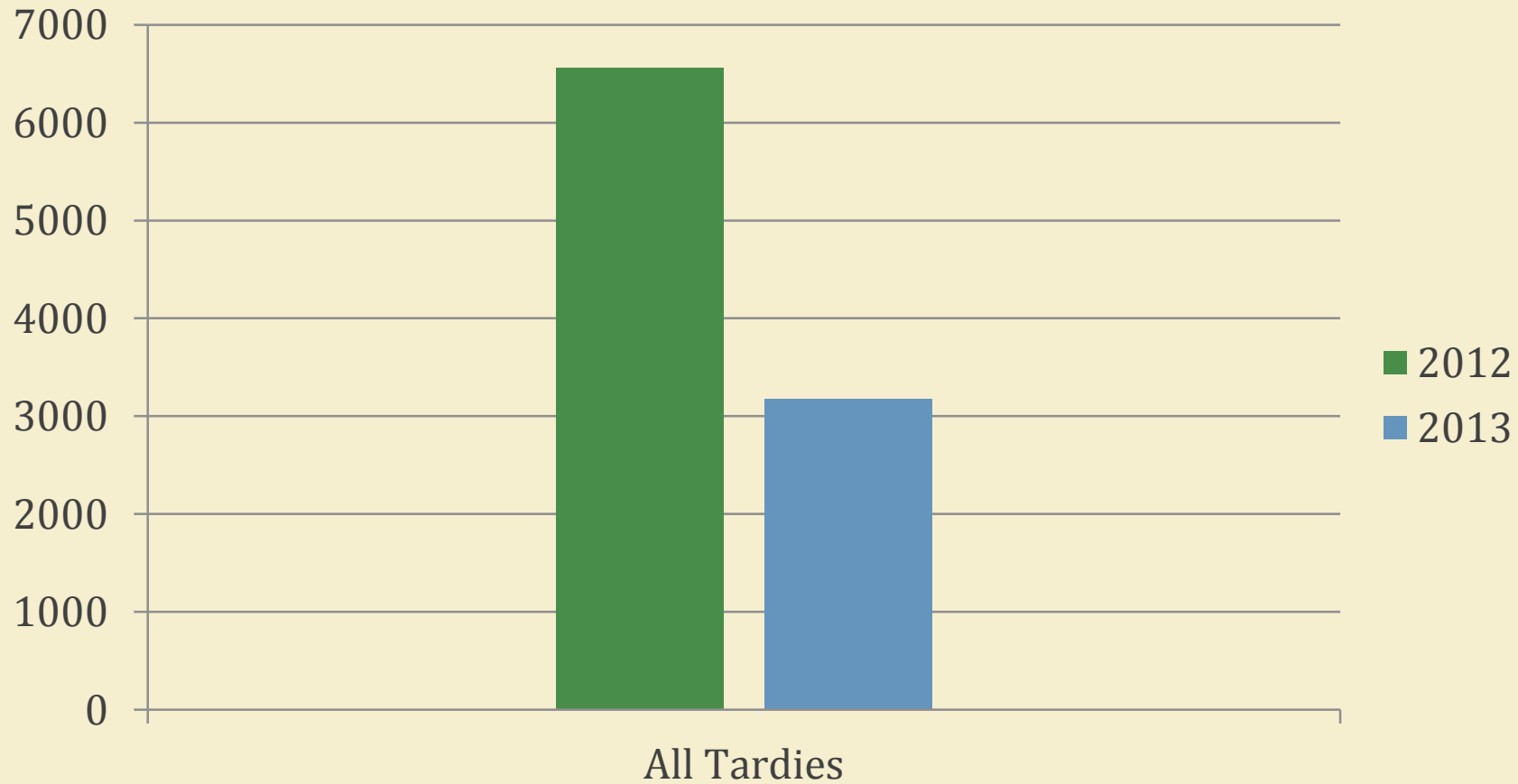
**NOT A MILE**



**5 minutes to  
get to class**

**\*\*Many of the high schools we train report over 10,000 documented tardies.**

# Mary Persons High School-Monroe County





# Using Data to Make Decisions

## Step 1: Problem Identification

**What's the problem?**

## Step 4: Response to Intervention

**Is it working?**



## Step 2: Problem Analysis

**Why is it occurring?**

## Step 3: Intervention Design

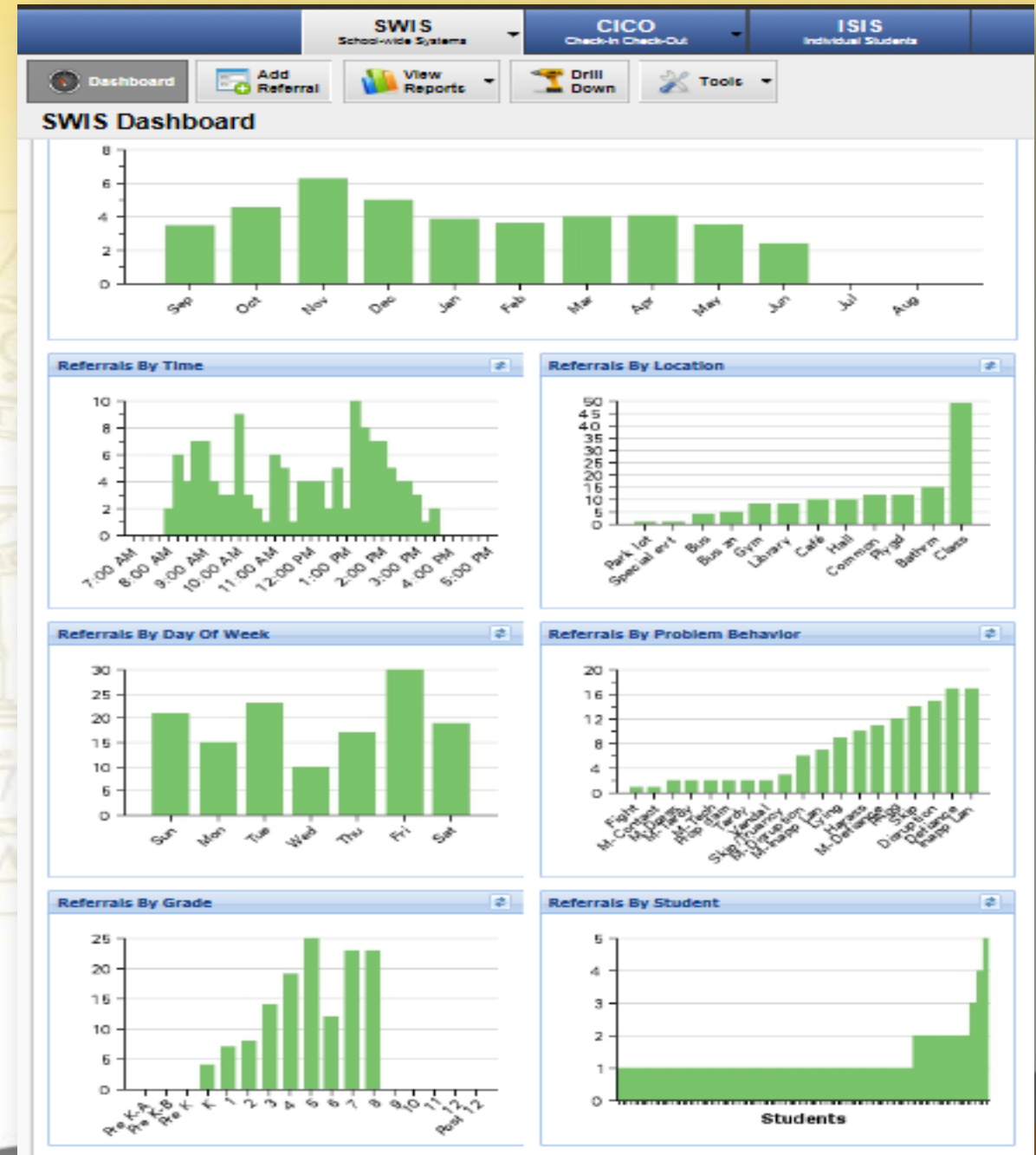
**What are we going to do about it?**

School teams rarely have access to the data they need to determine their monthly discipline trends.

# Big 7 Data Collection & Analysis

## How many referrals are there:

1. Per day each month?
2. Based on location?
3. Based on the type of behavior?
4. By grade level?
5. By days of the week?
6. By student?
7. By time of day?



# Self-Assessment Survey (SAS)

- **WHO:** Completed by all teachers, staff and administrators in your school building
- **WHAT:** Examines the status and need for improvement of four behavior support systems (school-wide, classroom, non classroom, individual students)
- **WHERE:** At your school
- **WHEN:** Annually, usually at the beginning or towards the end of each school year
- **HOW:** All school staff take the survey online at PBIS Assessment:  
[www.pbisassessment.org](http://www.pbisassessment.org)

# Online View of Self-Assessment Survey (SAS)

## PBIS Self Assessment Survey



Please indicate your role at the school:

- ☐ Administrator
- ☐ General Educator
- ☐ Educational/Teacher Assistant
- ☐ Special Educator
- ☐ Counselor
- ☐ School Psychologist
- ☐ Community Member
- ☐ Parent/Family Member
- ☐ Other



# Online View of Self-Assessment Survey (SAS)

**School-wide Systems - School-wide is defined as involving all students, all staff, & all settings.**

For each of the statements below, click on the appropriate button:

- a. "What is the current status of this feature (i.e. *in place, partially in place, not in place*)?"
- b. For each feature rated **Partially In Place** or **Not In Place**, "What is the priority for improvement for this feature (i.e., *high, medium, low*)?" For each feature rated **In Place**, leave the Priority for Improvement blank.

[illegible]

# SAS Individual Items Report

School Year			Number of Responses	Date Completed		
2008-09			32	05/17/2009		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: schoolwide	High	Medium	Low
94 %	6 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	0 %	10 %	90 %
97 %	3 %	0 %	2. Expected student behaviors are taught directly.	25 %	8 %	67 %
97 %	3 %	0 %	3. Expected student behaviors are rewarded regularly.	18 %	0 %	82 %
91 %	9 %	0 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	17 %	25 %	58 %
81 %	19 %	0 %	5. Consequences for problem behaviors are defined clearly.	29 %	29 %	43 %
94 %	6 %	0 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	18 %	18 %	64 %
84 %	16 %	0 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	27 %	27 %	45 %
100 %	0 %	0 %	8. Procedures are in place to address emergency/dangerous situations.	22 %	11 %	67 %
100 %	0 %	0 %	9. A team exists for behavior support planning & problem solving.	33 %	0 %	67 %
91 %	9 %	0 %	10. School administrator is an active participant on the behavior support team.	20 %	20 %	60 %
97 %	3 %	0 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	11 %	11 %	78 %
100 %	0 %	0 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	13 %	13 %	75 %
100 %	0 %	0 %	13. School has formal strategies for informing families about expected student behaviors at school.	25 %	25 %	50 %



SWPBIS  
for Beginners

pbis.org



**PBIS Newsletter**  
Influence of Socioeconomic Status and Racial Diversity  
 [read more](#)



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**Top 5 Current Topics**

**Measuring SWPBIS: A New Evaluation Brief**

**Evaluation Brief: What Does it Cost to Implement School-wide PBIS?**

**Bully Prevention in SWPBS (Now In Spanish)**

**PBIS Tools: Tools to Evaluate Status and Impact of SWPBS at Multiple Tiers**

**USDE Discourages Seclusion and Restraint: U.S. Department of Education Issues Resource Document that Discourages Restraint and Seclusion**

**OSEP Center on Positive Behavioral Interventions & Supports**  
Effective Schoolwide Interventions

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

**What is School-Wide Positive Behavioral Interventions & Supports?** Please click here for a quick summary of PBIS: 1) What is School-wide PBIS? 2) What does PBIS emphasize? and 3) What Outcomes Are Associated with Implementation of SW PBIS?

**Newly Added !**

**Positive Behavioral Interventions and Supports: History, Defining Features, and Misconceptions** Please click here to review historical development, characteristics, impact, and misconceptions of PBIS

**Getting PBIS in My School**

**PBIS State Coordinator Network:** Contact your regional or state PBIS coordinators for technical support or questions concerning the implementation of PBIS

[view details](#)

**PBIS Blueprints**

**2010 SWPBS Implementer's Blueprint and Self-Assessment**  
 [view details](#)

**Evaluation Blueprint for SWPBS**  
 [view details](#)

**Blueprint for SWPBS Training**





Accountability

Assessment Research,  
Development and  
Administration

Career, Technical and  
Agricultural Education

Curriculum and Instruction

School Psychological Services

**Special Education Services  
and Supports**

Student Support Teams

State Schools

## Positive Behavioral Interventions and Support

PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 16,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

### Georgia PBIS

Since 2008, Georgia has been recognized as a PBIS implementing state. The goal of the PBIS Unit at the Georgia Department of Education (GaDOE) is to support high fidelity implementation of positive behavioral interventions and supports across the state for all students. The PBIS unit supports building regional capacity throughout the state by providing technical assistance, training, and coaching to implementing districts. Over the last four years, the GaDOE PBIS unit has trained over 350 school teams representing nearly every region of the state.

### Contact Information

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### Recorded PBIS Webinars for District Coordinators/Coaches

[September 20, 2012](#)

[August 16, 2012](#)

### Related Links

[District Coordinators](#)

[Coaches](#)

[Interested in SW PBIS](#)

[2012-2013 PBIS Calendar](#)

### Partners

[PBIS Technical Center Website](#)



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