

Inclusionary Practices and Systems:

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

WHAT ARE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS?

Positive Behavior Intervention and Supports (PBIS) refers to an evidence-based, three-tiered framework implemented in school settings that uses data and appropriate systems and practices to increase positive outcomes for students.

Tier 1 (all students) supports provide a foundation for behavior and academic supports. These supports are provided universally to all students in a school setting. Tier 2 (some students) supports provide instruction on specific skill areas that are identified as challenging for students. This tier of supports often uses targeted group instruction, providing students with multiple opportunities to learn and practice specific skills. Tier 3 (few students) supports are intensive, individualized supports developed to meet the unique needs of each student with intensive support needs. This tier relies on formal assessment to develop goals and recommend intervention.

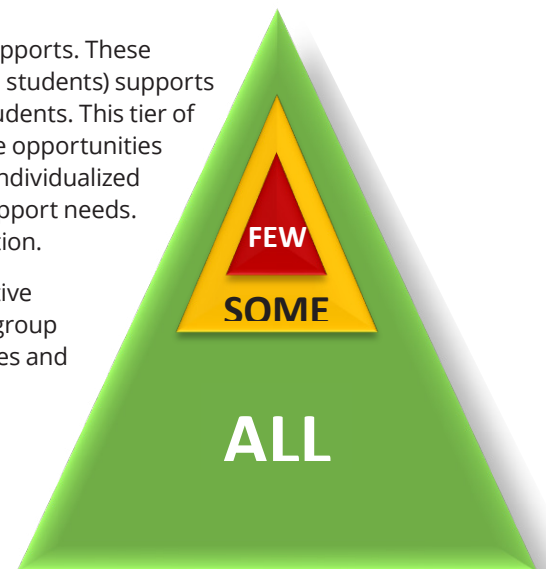
This tiered approach to intervention provides a foundation of consistent preventive supports for all students while also meeting the needs of students who require group and individualized instruction. PBIS works to provide all students with the services and supports they need.

WHY IS PBIS IMPORTANT? WHAT ARE THE OUTCOMES?

- Increased social and emotional learning
- Increased academic outcomes
- Decreased challenging behavior
- Decreased office referrals
- Decreased instances of bullying

IMPORTANT THINGS TO REMEMBER:

- Practices included in PBIS are based on evidence and shown to be effective in research.
- Data should be collected to monitor progress and ensure that supports implemented are effective.
- Students who receive higher-level tiered supports also receive lower-level tiered supports.



CASE STUDY: PBIS MEADOW RIDGE ELEMENTARY

With new site based leadership, Meadow Ridge was in a position to look at what was working well and what they wanted to change as a school. The new principal did not come in with an agenda of what needed to be done. His philosophy was to empower teacher leaders. Therefore, he asked the team and let the team input the next steps. To identify school priorities, the principal started by surveying teachers and staff. From that feedback, PBIS, Tier 1 interventions and consistent communication were identified as the greatest area of need in his first year at the school. Thus, PBIS would be the first major step in the change process at Meadow Ridge.

To move the priorities into action, the principal identified a teacher leader/facilitator to help guide each PBIS team meeting. Again, empowering teacher leadership. During the first year a representational PBIS team was established for the purpose of learning about effective PBIS practices. By establishing a team, the goal was to create ownership not recruit for buy-in. The team included representation from every grade level, specialist and paraeducators. The team spent the early part of the school year focusing on establishing Tier 1. It proved essential to focusing the work on school-wide tier 1 supports to create a strong base of support for all students. Their school motto "You Matter, You Belong, We are Meadow Ridge" reflected the school culture and centered their work. The team took teacher and student needs into consideration.

The team then designed a comprehensive program, with a clear rollout plan for the school. The team provided school-wide PBIS training for all staff. The first phase of the system was to clearly establish the school-wide expectations and then explicitly teach these expectations to all students. Each teacher was given a folder with all lessons needed. Lessons outlined video resources, books and optional lesson plans.

In tandem with rolling out their comprehensive program, the team created a PBIS data system in order to make adjustments to the program based on data. The next phase required extensive planning by the PBIS team throughout the fall. Then, in January, the team launched a fully-developed system, with three layers of reinforcement - individual, randomized, and whole-school. There were weekly drawings, daily recognition and school-wide incentives.

Being the Meadow Ridge Jaguars, it was fitting the reinforcers for school wide expectations were dubbed "Paws Tickets". All staff were provided with Paws tickets to give out to students. When students received a paws ticket, those tickets were put into a jar for a weekly drawing as well as a larger jar for the school-wide incentives. Some weekly incentives included hot cocoa day, running with the jaguars and art projects. School-wide incentives included board games, special assembly guests and movies. From the student perspective, they knew about the paws tickets and all were motivated. However, behind the scenes, giving out paws tickets was not randomized. Teachers and staff kept track of each classroom to ensure all students were included and contacting reinforcement. The PBIS team continued to modify based on feedback and problem solving as a school. School-wide PBIS had a successful first year. Teachers and staff had ownership, the system was a true school system and not individual classroom management systems and most importantly students were engaged and having positive experiences. The data also supported the success. From year one to year two, fewer students were accessing Tier 2 and 3 intervention as a result of a solid Tier 1. Meadow Ridge had experienced great success with their TIER 1 school-wide PBIS system. But they were not going to stop there. Now, with Tier I PBIS system in place, the team began researching and learning about Tier 2 and Tier 3 interventions moving forward on their path to continuous growth and development.

RESOURCES

1. **Center on PBIS:** Positive Behavior Interventions & Supports. <https://www.pbis.org/>
2. **Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J.** (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31(1), 1-26.
3. **Horner, R. H., & Sugai, G.** (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. *Behavior Analysis in Practice*, 8(1), 80-85.
4. **Bradshaw, C. P., Pas, E. T., Debnam, K. J., & Lindstrom Johnson, S.** (2015). A focus on implementation of Positive Behavioral Interventions and Supports (PBIS) in high schools: Associations with bullying and other indicators of school disorder. *School Psychology Review*, 44(4), 480-498.
5. **Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T.** (2005). School-wide positive behavior support. *Individualized supports for students with problem behaviors: Designing positive behavior plans*, 359, 390.