

# Positive Behavioral Interventions and Supports (PBIS)

What It *Is*,  
What It *Is Not*,  
*and*  
*How to Incorporate*  
*Into Your Work with*  
*Schools*



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# Today's Presenters

- Emily Jordan-

[Emily.jordan@education.ohio.gov](mailto:Emily.jordan@education.ohio.gov)

- Deborah Turner

[Deborah.turner@education.ohio.gov](mailto:Deborah.turner@education.ohio.gov)

[pbisohio@education.ohio.gov](mailto:pbisohio@education.ohio.gov)

# Polling Questions



# Today's Discussion

Core Components of PBIS

Common Myths of PBIS

Federal and State Guidance and Requirements

# PBIS Helps ALL Students Succeed!



# Core Components of PBIS



# Positive Behavioral Interventions and Supports (PBIS)

An implementation **framework** for maximizing the selection and use of **evidence-based prevention** and **intervention practices** along a **multi-tiered continuum** that supports the academic, social emotional and behavioral competence of all students.

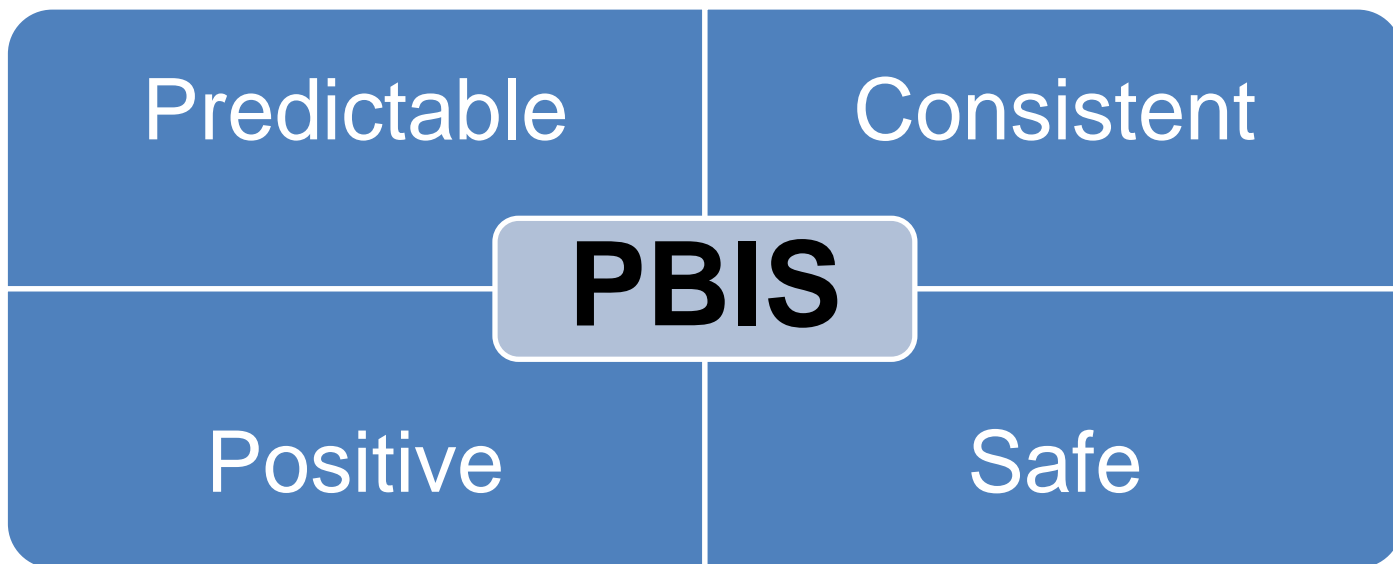
PBIS.org, National Technical Assistance Center on PBIS, June, 2018

# PBIS is a Process





# Fundamental Purpose of PBIS: Make Schools Safe and Effective Learning Environments



# PBIS is a Paradigm Shift



Reacting to  
Problem Behavior

Teaching and  
Recognizing  
Positive Behaviors

# Is this how you would teach it?

## **Academic Skill:** **Addition**

- $2+2$  is not 1
- $2+2$  is not 2
- $2+2$  is not 3
- $2+2$  is not 5
- $2+2$  is not 6
- $2+2$  is not 7
- Etc. . .

## **Behavior:** **Peer Relations**

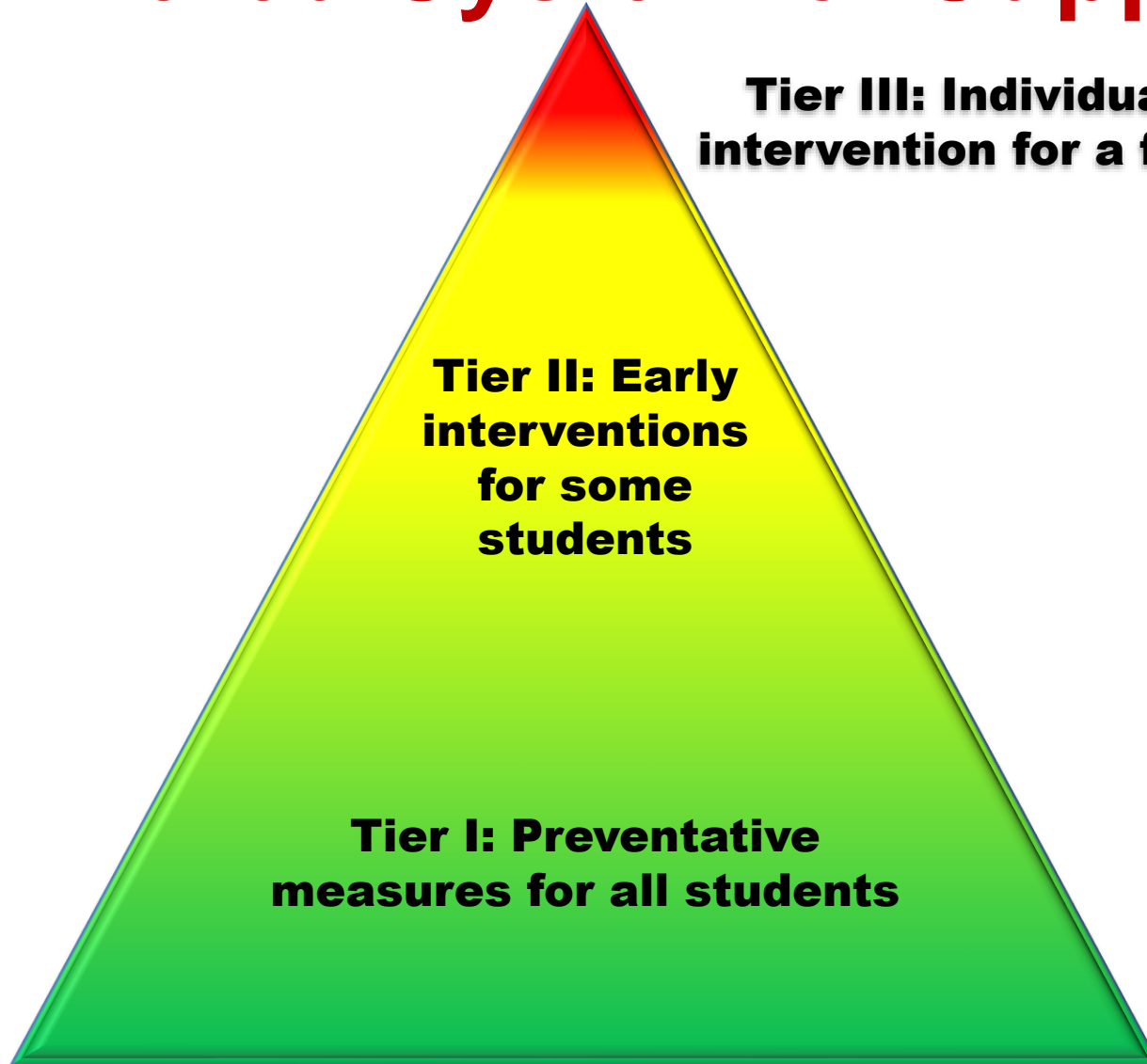
- No elbowing others
- No kicking
- No hitting
- No pinching
- No biting
- No scratching
- Etc. . .

# PBIS is about Adult Behavior

Adults create the environments that help students succeed.

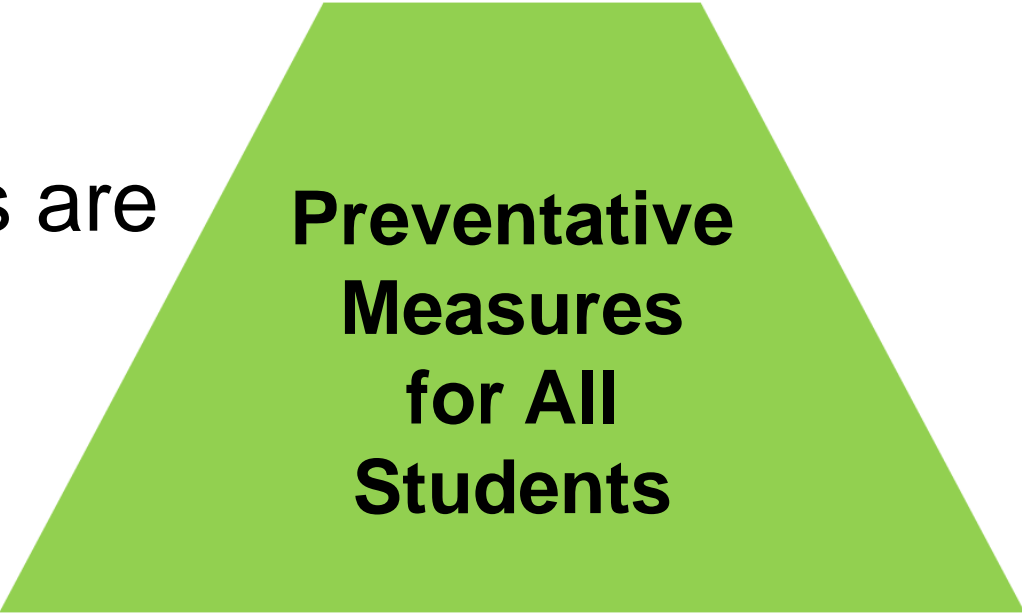


# Multi-tiered System of Supports



# Tier I Supports

- Three to five schoolwide expectations
- Expectations taught and practiced across all settings
- Expected behaviors are reinforced



**Preventative  
Measures  
for All  
Students**

# Schoolwide Expectations



# Schoolwide Expectations

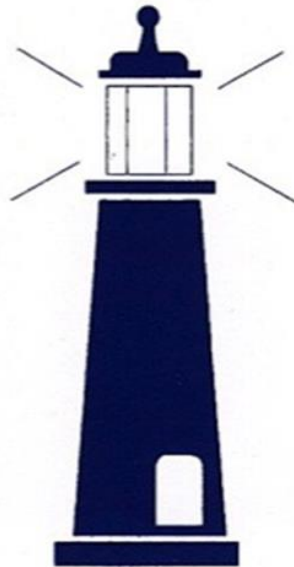




**Ludington Area Schools**

809 E. Tinkham Ave.  
Ludington, Michigan 49431

**Pere Marquette Elementary School**



**L**ive Responsibly  
**a**  
**K**eep Positive  
**e**  
**R**espect self and others  
**S**afety at all Times

# Teach Behavior Expectations Across All Settings





Trustworthy - Stay in designated area  
Respectful - Keep hands & feet to yourself  
Responsible - Use equipment properly  
Fair - Use good sportmanship  
Caring - Include others  
Good Citizens - Line up quietly and quickly

Trustworthy-Use equipment properly  
Respectful - Use quiet voices  
Responsible - Wash hands  
Fair - Take your turn  
Caring - Respect Privacy  
Good Citizens - Clean up after yourself

# Recognize and Reinforce Expected Behavior

- Higher rate of positive to negative feedback
- Timely, specific feedback increases learning
- Link feedback to behaviors and expectations
- Verbal praise/feedback
- “Caught being good” tickets
- Privileges or tangible reinforcers

# Secondary Supports (Tier II)

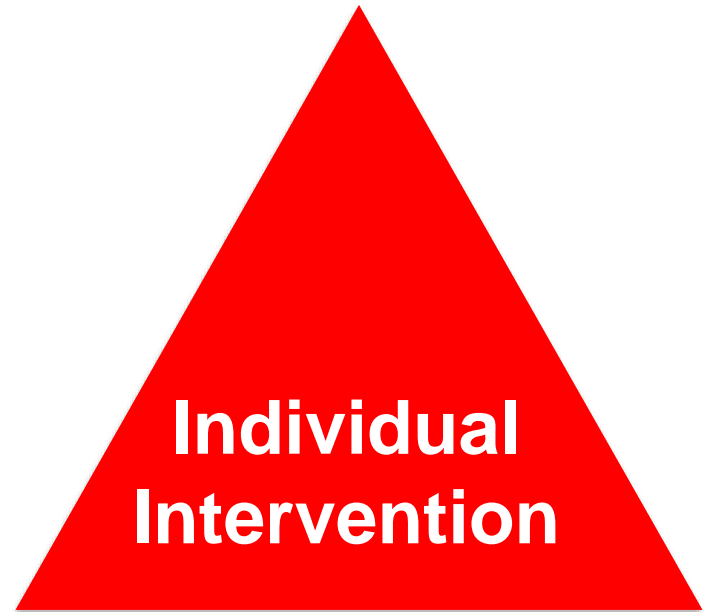
- Check In-Check Out
- Mentoring
- Skill Development Groups



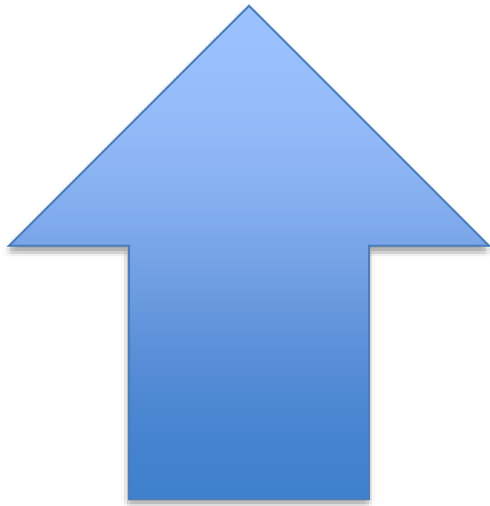
**Early  
Intervention  
for Some  
Students**

# Tertiary Supports (Tier III)

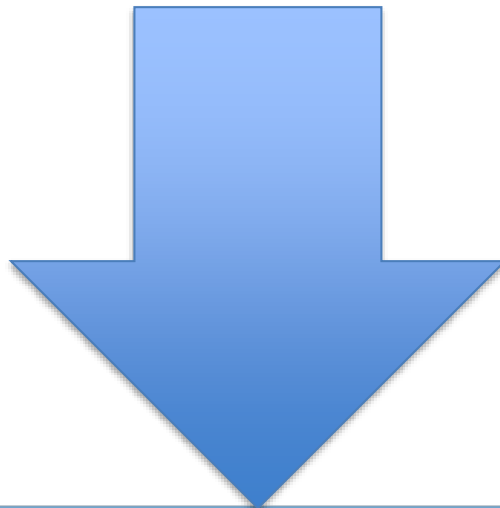
- Individualized Plan
- Support Team
- Linked with Community Agencies



# Outcomes Associated with PBIS



- Prosocial behavior
- Perception of safety
- Attendance
- Achievement
- Teacher self-efficacy
- Staff affiliations



- Discipline referrals
- Problem behaviors
- Suspensions
- Bullying
- Administrator time spent on discipline



# PBIS Rules and Guidance

<b>Federal</b>		
<b>Every Student Succeeds Act (ESSA)</b>	<b>Policy Statement on Expulsion and Suspension in EC Settings</b>	<b>OSEP Dear Colleague Letter (OSEP)</b>
<b>STATE OF OHIO</b>		
<b>Rule and Policy on PBIS and Restraint &amp; Seclusion</b>	<b>State Board Resolution: Student Suspension</b>	<b>House Bill 318 (SAFE Act)</b>

# Common Myths and Misconceptions

# PBIS is NOT

Packaged Curriculum



Posters and Stickers

Limited to specific groups of students

Against Consequences

# Aligning and Integrating with PBIS

# Partnership



To effectively address the holistic needs of a student, we need a holistic team.

# Connect with PBIS Teams

- Connect with PBIS District or School Team
- Help PBIS Teams Understand Your Work and How They Can Reinforce Your Efforts
- Ask PBIS Teams How You Can Reinforce PBIS in Your Lessons



# Aligning and Integrating with PBIS

- Audit of practices
- Crosswalk system, core features, activities
- Use common language across programs

## Respectful

- Look at the other person when speaking.
- Wait until the person finishes speaking before saying something.

## Responsible

- Not sharing what someone tells me with other people.

## Engaged

- Focus and listen to the person speaking.

# www.education.ohio.gov

## Keyword search: PBIS

### Ohio Positive Behavioral Interventions & Supports

#### What is Positive Behavioral Interventions and Supports (PBIS)?

PBIS is a framework that guides school teams in the selection, integration and implementation of evidence-based practices for improving academic, social and behavior outcomes for all students. The PBIS process emphasizes four integrated elements: **data** for decision making, evidence based **interventions and practices** that support varying student needs (multi-tiered), **systems** that efficiently and effectively support implementation of these practices, and continual progress monitoring to ensure **outcomes** are met.

PBIS is not a curriculum or a one-day training. PBIS is a systems change process that requires on-going commitment in order to create effective systems for teaching and addressing behavior and social-emotional skills.



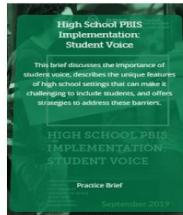


# PBIS.org

## Two New Self-Assessments for District and State Leadership Teams

[Learn More](#)

### FEATURED RESOURCES



### WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

#### TIER 1

Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.

[Learn More](#)

#### TIER 2

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

[Learn More](#)

#### TIER 3

At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

[Learn More](#)

### WHO ARE WE?



Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

# Questions?

