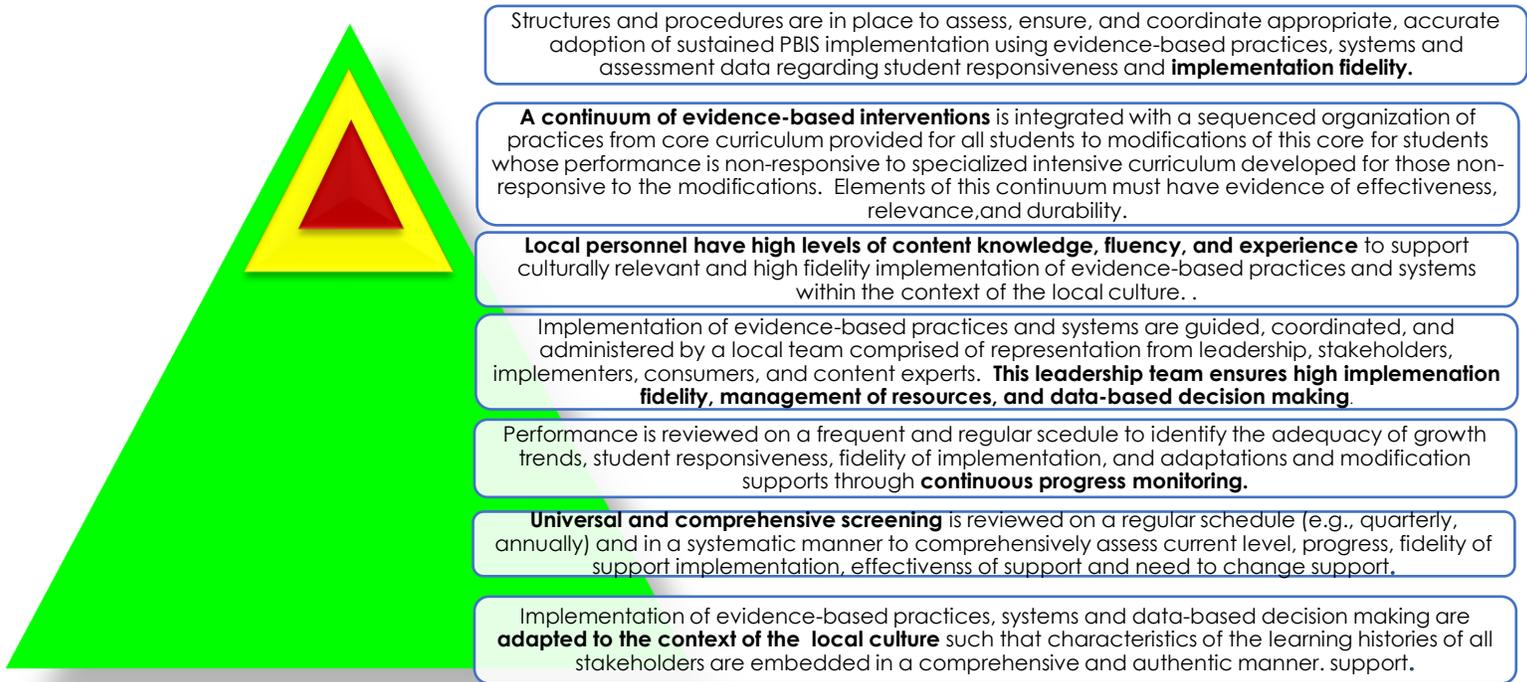


# School-wide PBIS

## School-wide Positive Behavioral Interventions and Supports (SW-PBIS)

is a multi-tiered prevention framework guiding the implementation and sustainability of evidence-based interventions to meet the academic, behavior and socio-emotional needs of all students. Schools implementing PBIS Tier I supports for all students prevent the development and/or exacerbation of behavior challenges, increase the occurrence of pro-social skills and enhance the overall school culture. The use of school-wide, targeted group and individual student outcome and fidelity data is used for decision-making and action planning.



### Tiered-Prevention Logic Guiding Principles:

- 🌟 All members of an organization across all settings (especially the classroom) experience an effective and relevant **foundation of social, behavior and academic support (Tier I)** that emphasizes high quality environments by directly and explicitly teaching social and academic skills, monitoring their use, providing opportunities to practice in applied settings, giving specific and contingent encouragement and recognition (feedback) and constructive re-teaching when social, behavior or academic errors occur. **Invest in prevention first.**
- 🌟 **A whole-school approach to enhance the social culture** of a classroom or school requires all students and staff members to participate in the implementation process. The PBIS framework is implemented by and within classrooms and across all non-classroom settings.
- 🌟 **A continuum of behavior and academic support** is characterized by a range of evidence-based practices aligned with the intensity and severity of need. A continuum of support is not characterized by placement of students within tiers, service delivery programs, or personnel roles, but by an array of evidence-based practices.
- 🌟 After a need has been justified and described in observable terms **select and use evidence-based practices aligned with and addressing the need or problem**. To the greatest extent possible, evidence should be supported by controlled experimental research trials documenting meaningful change in student outcomes in similar applied settings. **Decide with data:** precise problem statements, match intervention, fidelity of implementation, student outcomes, what adjustments needed to enhance student outcomes.
- 🌟 **Build local capacity with high fidelity technical assistance and support.** Initial practice acquisition may be externally derived, sustained and accurate use of an evidence-based practice requires establishment of on-site personnel who are fluent in its use and who can make adjustments based on responsiveness to implementation.

## Integrated Elements for Culturally Equitable Academic and Social Competence

Effective implementation processes are iterative, informing, continuous, and team-based. Four essential interactive elements serve as the core of the implementation process.

### **OUTCOMES are academic and behavior targets.**

Valued outcomes are specified, endorsed, emphasized and monitored frequently and regularly because of their social and educational significance.

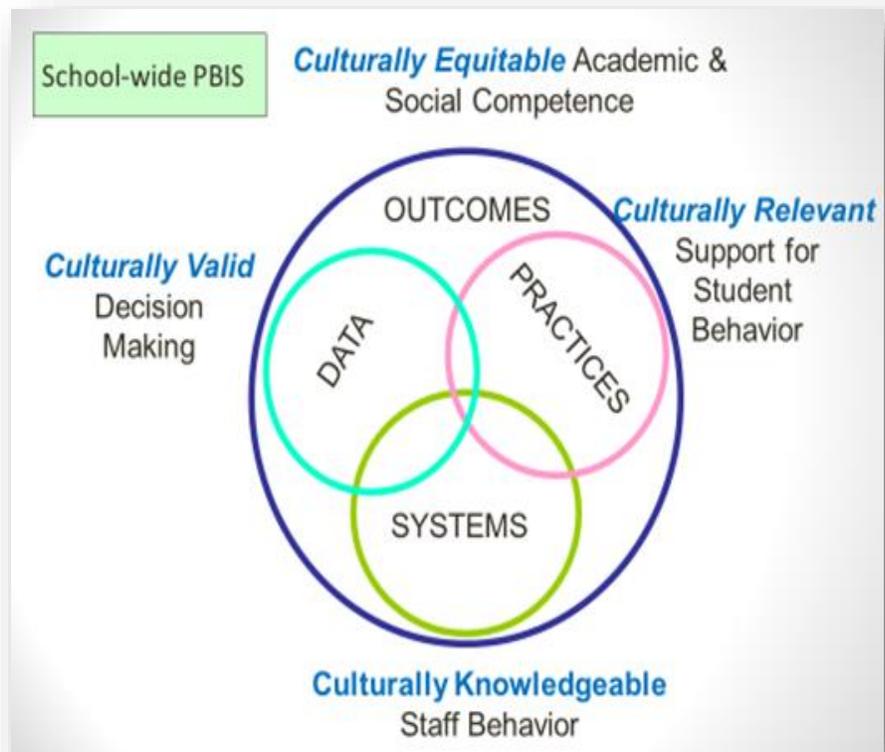
### **DATA to support decision making.**

Data are used to develop plans and actions that respond to what is really occurring in the school rather than reaching at straws and making assumptions. Data that are kept current provide a real-time look at your school climate. Data is used to select, monitor, and evaluate outcomes, practices and systems.

**PRACTICES to support student behavior.** Practices are the interventions and strategies that are evidence-based in achieving the valued or expected outcomes. Prevention practices include defining, teaching, modeling, monitoring and acknowledging expected behaviors as well as practices for responding to students' disruptive behaviors in class and non-classroom settings.

### **SYSTEMS to support staff behavior.**

Systems support the accurate and durable implementation of practices by staff, the efficient use of data for decision-making, and achievement of outcomes. Staff are trained to prevent many student behavior problems as well as to deal with disruptive behaviors in a proactive and positive manner. Systems provide the procedures and infrastructure to support and maintain new evidence-based practices.



## PBIS Organizations

Classrooms, schools, and local and state education agencies are organizations that must operate effectively, efficiently and relevantly to benefit each member of the organization. Skinner, (1953) described organizations as “groups of individuals whose collective behaviors are directed toward a common goal and maintained by a common outcome.” Adding to this description, effective organizations have four defining features (Gilbert, 1978, Horner, 2003; Sugai, 2014).



Feature	Description
<b>Common Vision/Values</b>	A mission, purpose, or goal embraced by the majority of members in the organization, reflects shared needs, and serves as the basis for decision-making and action planning.
<b>Common Language</b>	The terminology, phrases, and concepts that describe the organization's vision, actions, and operations so that communications are understood, informative, efficient, effective and relevant to members of the organization.
<b>Common Experience</b>	A set of actions, routines, procedures, or operations that are practiced and experienced by all members of the organization and include data feedback systems or loops to assess the quality of implementation and link activities to outcomes.
<b>Quality Leadership</b>	Personnel, policies, structures, and processes that are organized and distributed to achieve and sustain the organization's vision, language, and experience.

## PBIS Tiered Framework Core Practices and Systems

Intensive or Tertiary Tailored for individual student	
<p style="text-align: center; margin: 0;">Systems</p> <ul style="list-style-type: none"> <li>All Tier I and II Systems below</li> <li>Multi-disciplinary team with coordinator based on individual student need</li> <li>Behavior support expertise</li> <li>Formal data collection plans related to implementation fidelity of individualized behavior interventions plans</li> <li>Formal collection and use of data related to the impact of the support plan on student outcomes</li> </ul>	<p style="text-align: center; margin: 0;">Practices</p> <ul style="list-style-type: none"> <li>All Tier I and II practices below</li> <li>Comprehensive function-based assessment, including FBA</li> <li>Individualized plan of support: prevention, teaching, positive reinforcement, controlled reduction of natural rewards for problem behavior, safety</li> <li>Wraparound supports and culturally responsive person centered planning actively involving family and community supports and resources</li> </ul>

Targeted or Secondary Supplemental small group	
<p style="text-align: center; margin: 0;">Systems</p> <ul style="list-style-type: none"> <li>All Tier I systems below</li> <li>Intervention team w/coordinator</li> <li>Behavioral expertise</li> <li>Increased precision in data collection related to implementation fidelity and progress monitoring</li> <li>Formal process for screening and identifying students in need of more than Tier I support</li> </ul>	<p style="text-align: center; margin: 0;">Practices</p> <ul style="list-style-type: none"> <li>All Tier I practices below</li> <li>Increased instruction and practice with self-regulation and social skills</li> <li>Increased adult supervision</li> <li>Increased opportunity for positive reinforcement</li> <li>Increased antecedent manipulation</li> <li>Increased precision to minimize rewards for problem behavior</li> <li>Increased access to academic supports</li> </ul>

Universal or Primary All students, all staff all settings	
<p style="text-align: center; margin: 0;">Systems</p> <ul style="list-style-type: none"> <li>Leadership team with active administrator participation</li> <li>Efficient routine, schedule, and structure for conducting efficient team meetings</li> <li>Commitment statement for establishing a positive school-wide social culture</li> <li>Procedures for on-going data-based monitoring, evaluation, and dissemination</li> <li>Procedures for selection, training and coaching of new personnel</li> <li>Procedures for evaluation of personnel related to PBIS implementation</li> </ul>	<p style="text-align: center; margin: 0;">Practices</p> <ul style="list-style-type: none"> <li>Set of school-wide positive expectations and behaviors are defined and taught</li> <li>Procedures for establishing classroom expectations and routines consistent with school-wide expectations</li> <li>Continuum of procedures for encouraging expected behavior</li> <li>Continuum of procedures for discouraging problem behavior</li> <li>Procedures for encouraging school-family partnerships</li> </ul>

## **PBIS: HISTORY, DEFINING FEATURES, AND MISCONCEPTIONS**

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### **What is PBIS?**

Although initially established to disseminate evidence-based behavior interventions for students with Behavior Disorder, the National TA Center on PBIS shifted focus to the school-wide behavior support of all students, and an emphasis on implementation practices and systems. As a result, PBIS is defined as a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students.

As a "framework," the emphasis is on a process or approach, rather than a curriculum, intervention, or practice. The "continuum" notion emphasizes how evidence- or research-based behavioral practices are organized within a multi-tiered system of support, also called "response-to-intervention" Within this definition, the mutually beneficial relationship between academic and social behavior student success is. Finally, the important supportive relationship between positive school- and classroom- wide culture and individual student success is emphasized.

### **Historical Development of PBIS**

1980s. During the 1980's, a need was identified for improved selection, implementation, and documentation of effective behavioral interventions for students with behavior disorders (BD). In response, researchers at the University of Oregon began a series of applied demonstrations, research studies, and evaluation projects. These efforts indicated that greater attention should be directed toward prevention, research-based practices, data- based decision-making, school-wide systems, explicit social skills instruction, team-based implementation and professional development, and student outcomes.

1990s. In the reauthorization of the Individuals with Disabilities Act of 1997, a grant to establish a national Center on Positive Behavioral Interventions and Supports was legislated to disseminate and provide technical assistance to schools on evidence based practices for improving supports for students with BD. Given the results of their work in the 1980s, researchers at the University of Oregon successfully competed for the opportunity to develop the PBIS Center. A defining feature of the original center was the establishment of a partnership comprising researchers and implementers from the Universities of Oregon, Kansas, Kentucky, Missouri, and South Florida, and from prominent providers of specialized supports.

2000s. The National Technical Assistance (TA) Center on PBIS is currently in Year 14 (third 5-year grant cycle), and has assisted in shaping the PBIS framework (also referenced as "school-wide positive behavior supports"), and providing direct professional development and technical assistance to more than 16,000 schools. Other Center activities include (a) web-based collection and dissemination of evidence-based behavior practices and systems ([www.pbis.org](http://www.pbis.org)), (b) two national leadership and dissemination conferences (October Leadership Forum, and March partnership with the Association for Positive Behavior Supports), (c) three best-practices and systems "blueprints" (Implementation, Evaluation, and Professional Development), (d) numerous publications and professional presentations, and (e) school, district, and state implementation demonstrations.

### **Characteristics of PBIS**

The PBIS framework has a number of defining characteristics. First and foremost, student outcomes serve as the basis for practice selection, data collection, and intervention evaluations. These outcomes are (a) academic and social, (b) individual and small group, and (c) judged on their educational and social value and importance.

Second, rather than focusing on specific packaged or manualized interventions, the PBIS framework highlights specification and adoption of evidence- and research- based practices that characterize packaged programs. These practices are organized to support students across (a) school-wide (e.g., teaching and acknowledging a small number of positively stated behavioral expectations, clear and distinctive definitions for rule violations, and data-decision rules), (b) non-classroom (e.g., active supervision, reminders, teaching setting-specific routines), (c) classroom (e.g., effective academic instruction, active supervision, high praise rates), and (d) individual student (e.g., function-based behavior intervention supports, explicit social skills instruction, wraparound processes) routines. Third, consistent with the response-to-intervention approach, PBIS is characterized by the establishment of a continuum of behavior support practices and systems. These practices are unified with procedures for universal screening, continuous progress monitoring, team-based decision making rules and procedures, explicit monitoring of implementation fidelity, and local content expertise and fluency. In addition, the PBIS framework stresses the importance of embedded and continuous professional development, monitoring based on phase of implementation, and systems-based competence and supports (e.g., policy, leadership, funding). Finally, the effective, efficient, and relevant use of data or information to guide decision-making links the above characteristics. The collection, analysis, and use of data are considered essential for a number of PBIS purposes: (a) need clarification and priority, (b) matching of need and intervention or practice, (c) evaluation of research-base for practice selection, (d) student responsiveness and outcome impact, (e) intervention or practice fidelity, (f) social and ecological validity, and (g) implementation adjust for efficiency, effectiveness, and relevance.

### **Impact and Evidence Base for PBIS**

Included in the 16,000 school teams that have been trained on the PBIS implementation framework (especially, tier 1 or primary prevention), are 3 states with more than 60% of schools involved in PBIS implementation, 9 states with more than 40%, and 16 states with more than 30%. This impact reflects efforts by state and district leadership teams to build capacity for sustaining and scaling up their implementation of PBIS. Schools that are effective in their implementation have (a) more than 80% of their students and staff who can indicate the desired positive behavioral expectations for a given school setting, (b) high rates of positive acknowledgements for contributing to a positive and safe school climate, (c) have more than 70-80% of their students who have not experienced an office discipline referral for a disciplinary rule infraction, (d) a good idea about which students require more intensive behavior supports, and (e) systems for regular review of their school-wide behavior data to guide their PBIS action planning and implementation decision making.

In addition, since the 1980s, a number of experimental studies have documented the effectiveness of the PBIS framework at the school-wide level. This body of research supports improvements in problem disciplinary behavior, school climate, organizational health, student bullying behavior and peer victimization, and academic achievement.

### **Common Misconceptions about PBIS**

#### **Misconception #1:** "PBIS is an intervention or practice."

Although PBIS is comprised of research-based behavioral practices and interventions that have been shown to improve social behavior and academic achievement, PBIS is more accurately described as a "framework" or "approach" that provides the means of selecting, organizing and implementing these evidence-practices by giving equal attention to (a) clearly defined and meaningful student outcomes, (b) data-driven decision making and problem solving processes, and (c) systems that prepare and support implementers to use these practices with high fidelity and durability.

#### **Misconception #2:** "PBIS emphasizes the use of tangible rewards which can negatively affect the development of intrinsic motivation."

The PBIS framework includes practices that provide students with feedback on the accuracy and use of their social skills and behaviors, in the same manner that feedback is provided for successful and accurate academic performance. When new and/or difficult social skills are being acquired, more teacher and external feedback systems might be used to give students information about their social behavior. However, as students become more fluent in their use of social skills, external feedback systems are reduced and replaced by more natural environmental and/or self-managed. Although intrinsic motivation is difficult to conceptualize and measure from a behavior analytic perspective, little evidence exists to suggest that the use of positive reinforcement, rewards, acknowledgements, and recognition has negative effects on academic and social behavior achievement.

**Misconception #3:** “PBIS is something new that was designed for students with disabilities.”

The phrase “Positive Behavioral Interventions and Supports” was first coined in the reauthorization of the IDEA; however, the practices, principles, and systems that characterize PBIS have been described, studied and implemented since the early 1960s and 1970s). PBIS is a marriage of behavioral theory, behavior analysis, positive behavior supports, and prevention and implementation science that has been developed to improve how schools select, organize, implement, and evaluate behavioral practices in meeting the needs of all students.

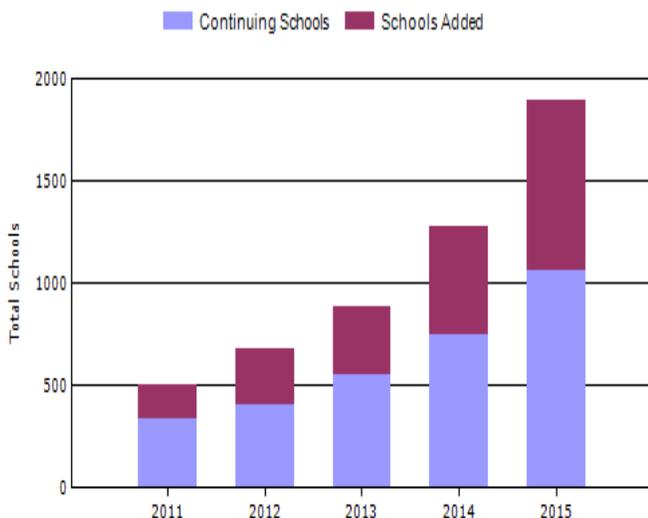
**Misconception #4:** “PBIS is for behavior, and RtI is for academics.”

RtI is best conceptualized as a framework for developing and implementing multi-tiered systems of academic and behavior support, and is comprised of (a) universal screening, (b) continuous progress monitoring, (c) continuum of evidence-based practices, (d) team-driven data-based decision making, and (e) implementation fidelity. The PBIS framework is the application of RtI principles to the improvement of social behavior outcomes for all students. PBIS is often described as the “behavior side” of the RtI multi-tiered continuum; however, this description misrepresents the actual integrated implementation of behavior and academic support.

### PBIS Implementation in California

PBIS schools implementing PBIS with fidelity to the National Model are measured regularly for fidelity of implementation and student outcomes. Below is a summary of schools implementing PBIS who use PBIS Assessment tools to guide and measure implementation and various measures for student outcome data.

**California - Summary of Schools Adopting SWPBIS 2011-12 thru 2015-16**



**California - Summary of SWPBIS Schools by Grade-level 2011-12-2015-16**

