



Positive Behavioral
Interventions & Supports
For the K-5 School

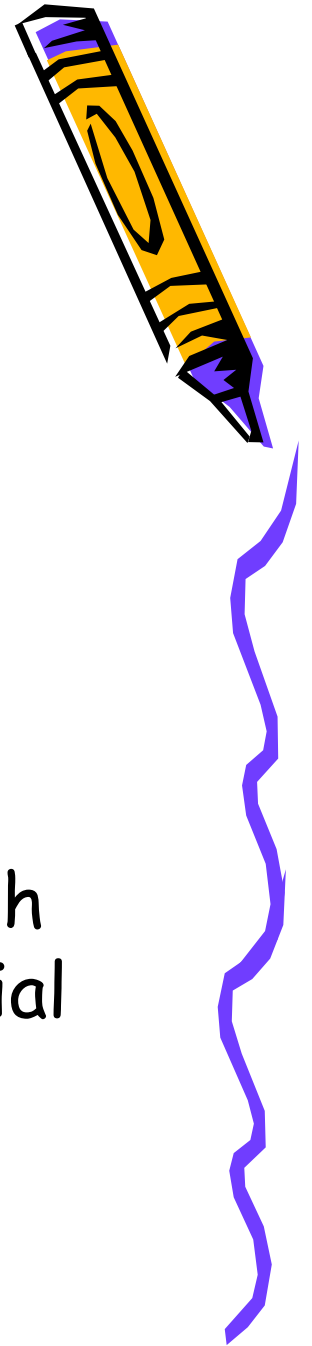
By: Ashley Liedel



PBIS

What is it?

- PBIS stands for Positive Behavioral Interventions and Supports.
- PBIS is a school-wide approach that adopts evidence-based behavioral interventions to improve academic and social behaviors for all students through positive consequences and *teaching* social skills and more acceptable behaviors.



PBIS vs. Traditional Management

What are the differences?

PBIS

- Teaches behavior expectations just as you would a core curriculum subject.
- Centers on prevention of behaviors, teaching behavior expectations and social skills through continuous modeling and practice, and positively reinforcing acceptable behaviors.
- Determines the function of a student's behavior and analyzes the antecedents, behavior, and consequences surrounding the behavior.
- Involves all staff (administrators, teachers, custodians, etc.) and parents in the community.



Traditional Management

- Believes the focus should be on teaching curriculum and not behavior management.
- Posts classroom rules while assuming students will follow them without explicitly teaching the expectations.
- Focuses on the antecedent consequences of behaviors (often negative consequences). Promotes reaction to the behavior not prevention.
- Looks to stop problematic behaviors without figuring out why they are occurring (student's goal to meet needs).
- Does not always involve consistency throughout the school environment.
- Teacher is authoritative and holds all power.



Importance of PBIS

Why should our school implement PBIS?

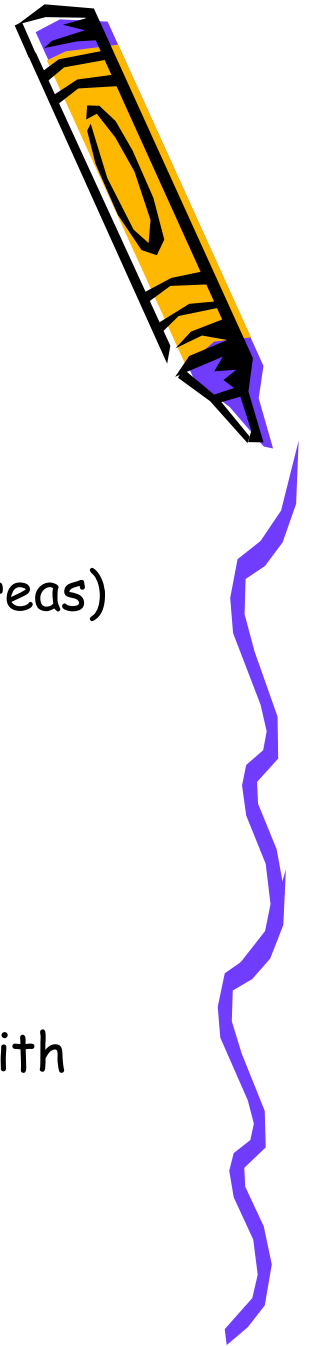
- Teaches students self-control and to self-regulate their own behavior.
- Creates a positive school environment where prevention and positive consequences are essential and school-wide expectations are clear and consistent.
- Teachers focus more on positive reinforcement of behaviors and preventing and preparing for behavior issues.



Key Ideas of PBIS

What are the key principals?

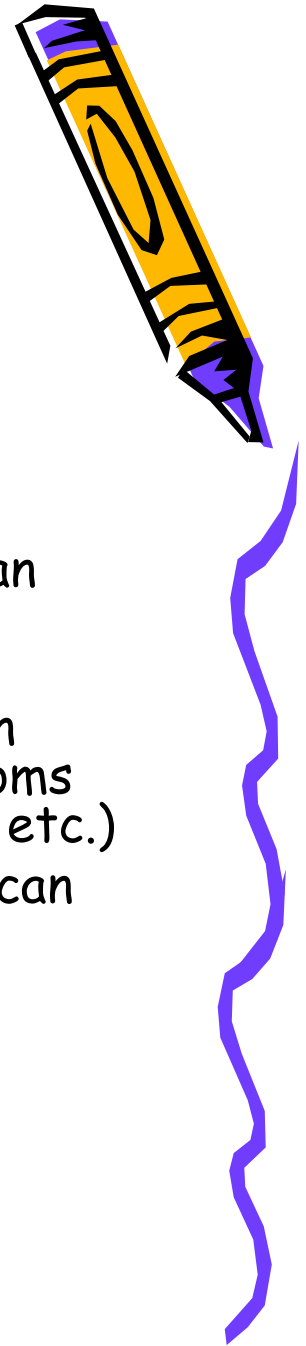
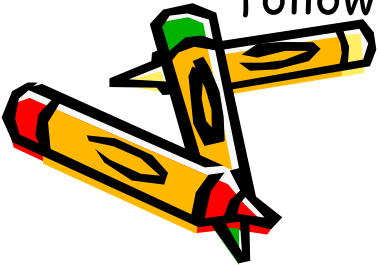
- Teaches the behavior expectations (What does the expectation look, sound, and feel like?).
- Teaches, models, and practices social skills.
- Extends outside of the classroom (to all common use areas) and involves all staff so expectations are clear and consistent.
- Prevents behavior through...
 - Teacher organization
 - Involving student interests
 - Effective room arrangement
 - Carefully planned procedures in place
- Recognizes good behavior choices and rewards them with praise and positive consequences.



Specific Strategies for Implementation

How do we implement PBIS school wide?

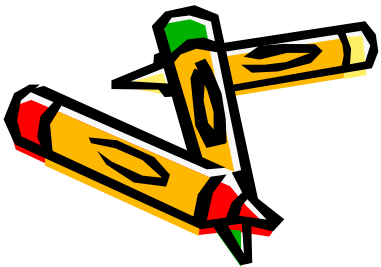
- Involve administrators, staff, and parents in the implementation process.
- Determine three to five positively-stated school wide expectations that the majority (ideally all) of the staff can agree upon. These may include expectations such as "Be respectful".
- Create a Behavior Matrix which lists the what the common behavior expectations look, sound, and feel like in classrooms and all common areas in the school (cafeteria, playground, etc.)
- Create a system of positive recognition and rewards that can be sustained school-wide.
- Develop school wide procedures and plans to teach these procedures.
- Develop a plan of action to follow when a student does not follow the expectations.



Specific Strategies for Implementation

How do we implement PBIS in the classroom?

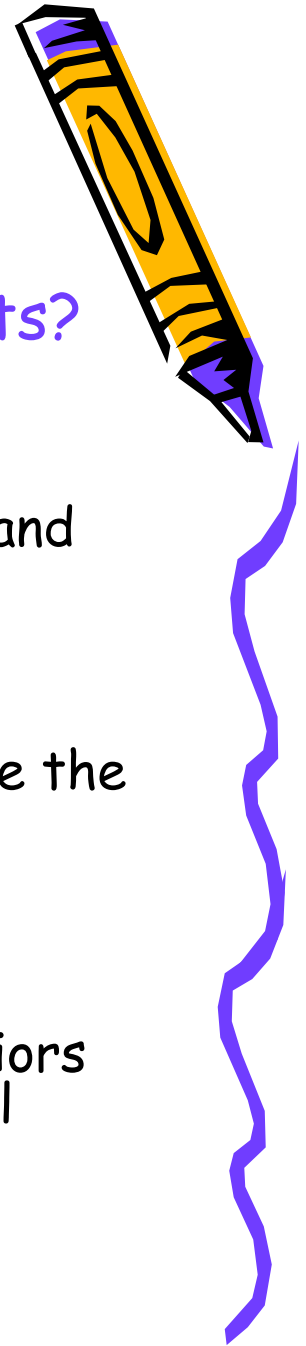
- Decide on about five rules as a class that are observable and measureable (not values) and teach, model, and practice what the rules look, feel, and sound like.
- Utilize preventive management strategies and surface management techniques (planned ignoring, signal interference, proximity control, interest boosting, humor, and hurdle help).
- Plan ahead and know how you will react when moderate or severe behavior occurs.



Specific Strategies for Implementation

How do we implement PBIS with individual students?

- Complete a Functional Behavior Assessment (FBA):
 - Analyzes a student's behavior and documents what happens before and after specific behaviors occur and why they are occurring.
 - What need is the student trying to meet?
 - What does the student want to obtain or avoid?
 - Helps to determine positive interventions to improve the behavior; these must be assessed for their effectiveness
 - Determines if a Behavior Intervention Plan (BIP) is necessary.
- Teach students who are displaying inappropriate behaviors the replacement behaviors that are acceptable and still meet their needs.



Evaluation

How do we know if PBIS is effective?

- Collect administrative data on the number, location, and severity of student behavior problems after the implementation of SWPBIS and compare it to previous student behavior data.
- Perform staff, parent, and student surveys
 - Is everyone (staff, parents, and students) knowledgeable of the behavior expectations?
 - Are they being shared with parents?
 - Are the expectations consistently upheld by all staff members?
 - Are the expectations being taught, modeled, practiced, and reinforced continuously?
 - Are students being adequately recognized for their good choices?
- Review FBA data and the effectiveness of the implemented strategies.

