Positive Behavioral Interventions and Support, PBIS, an Overview

Northwest PBIS Network
www.pbisnetwork.org
Jessica.swainbradway@pbisnetwork.org
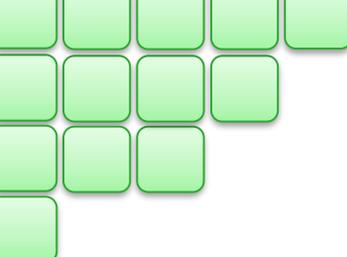
Topics of Conversation

1. PBIS: What it is and What it's Not

2. Why do we do it: The evidence behind PBIS

3. Mental Health Integration

4. Implications for Staffing
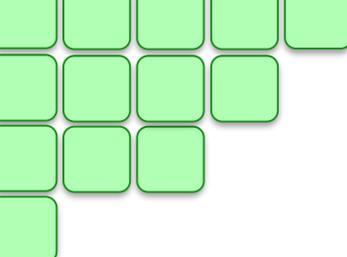
PBIS, IS AND NOT

Multi-Tiered Systems of Support for Behavior (MTSS-B)
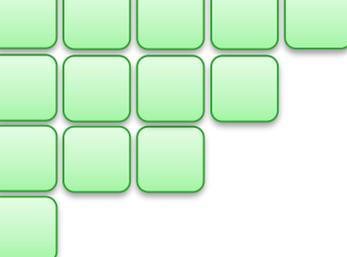
PBIS is NOT

- PBIS is NOT an intervention or practice.
  - PBIS IS an implementation framework for selection and use of proven practices.
- PBIS is NOT just for special education students.
  - PBIS support the academic, social, emotional, and behavioral success of ALL students.
- PBIS is NOT a fad.
  - PBIS Center has been in place for 20 years and the PBIS framework is visible in all 50 states.
  - The practices within PBIS have been used successfully in schools and documented in research literature since the 1980s.
- PBIS is NOT implementable in one professional development day.
  - PBIS develops local organizational structures (e.g., leadership teams) and implementation capacity (e.g., coaching and data-based decision making) that enables continuous and local professional development and technical assistance.
- www.pbis.org
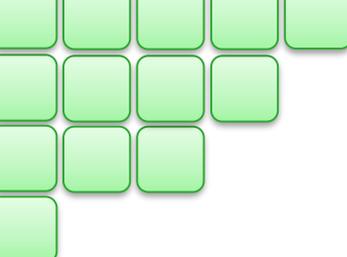
PBIS is NOT

- PBIS is NOT focused only on promoting positive behaviors.

  PBIS develops preventive supports to enhance and align with the procedures outline in discipline handbooks and codes of conduct.

- PBIS is NOT implemented independently of academic instruction.

  PBIS practices and systems are aligned with and integrated into academic instruction, professional development, school improvement goals, etc.

- PBIS is NOT a replacement for other effective social, emotional, and behavioral curricula and practices.

  PBIS establishes a continuum framework that guides alignment and integration of practices aligned with prioritized student outcomes.

  PBIS provides the systems and organizational structure that align with social emotional learning, restorative practices, the Good Behavior Game, and other proven practices.

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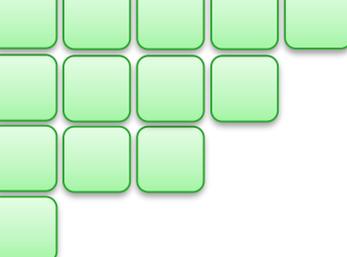
What is Positive Behavioral Interventions and Supports (PBIS)?

- PBIS is an implementation **framework** for

- Maximizing the selection and use of **evidence-based prevention and interventions** practices

- Along a **multi-tiered continuum** that supports the academic, social, emotional, and behavioral supports of all students


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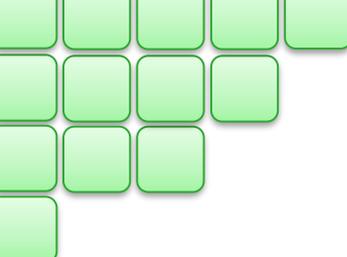
What is Positive Behavioral Interventions and Supports (PBIS)?

- The interplay of 4 **implementation elements** is considered in all decisions
    - **Data** – What information is needed to improve decision making
    - **Outcomes** – What students need to do for academic and behavior success
    - **Practices** – What students experience to support the learning and improvement of their academic and behavior success, e.g., teaching, prompting, and recognizing expected social behaviors
    - **Systems** – What do educators experience to support their use of evidence-based academic and behavior practices, e.g., school leadership teams, data-based decision making, continuous professional development and coaching
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Social Competence &
Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting
Staff Behavior
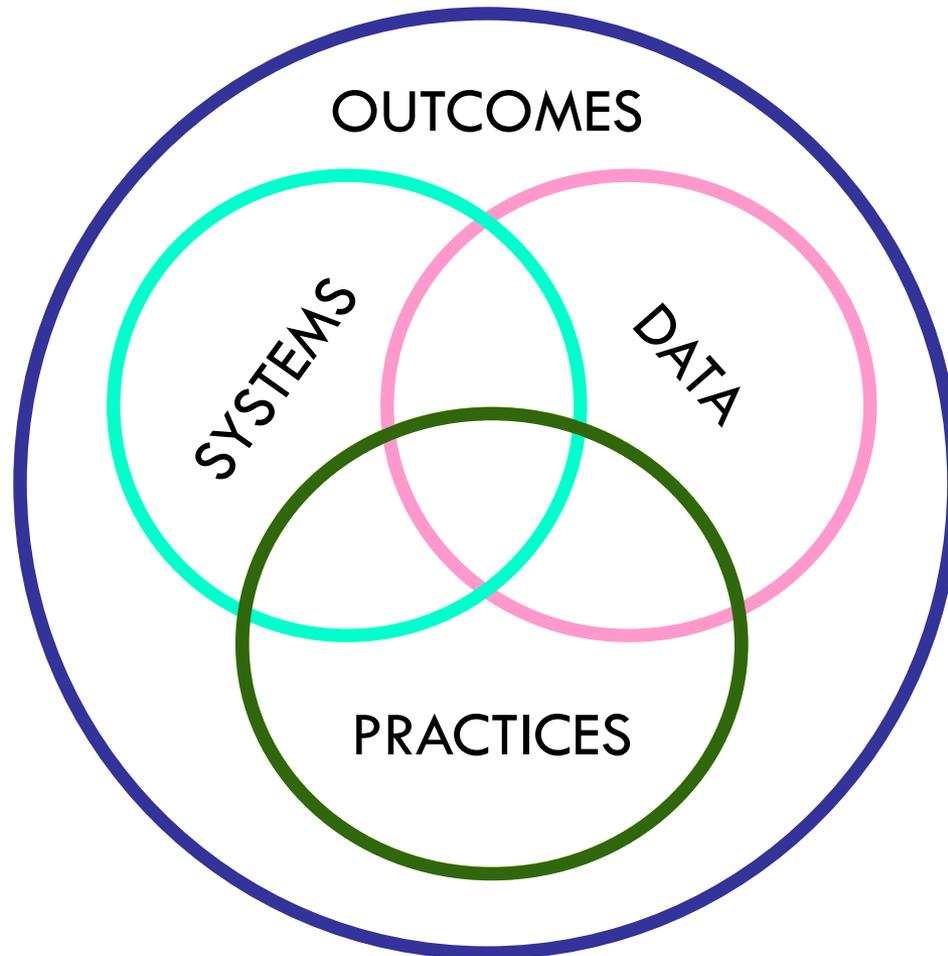
Supporting
Decision
Making

Supporting
Student Behavior

Adapted from "What is a systems
Approach in school-wide PBS?"OSEP
Technical Assistance on Positive
Behavioral Interventions and Supports.
Accessed at
http://www.Pbis.org/schoolwide.htm

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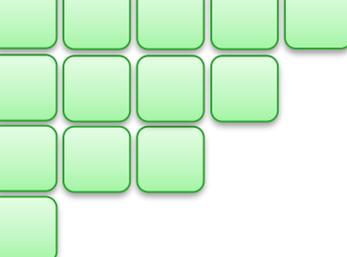
What is Positive Behavioral Interventions and Supports (PBIS)?

- The multi-tiered "**continuum**" is comprised of carefully selected, evidence-based practices at three different levels of support intensity. Specific practices are matched both to the level of support need, and the local cultural context

- **Tier 1**: Universal practices are experienced by all students and educators across all settings to establish a predictable, consistent, positive and safe climate

- **Tier 2**: Targeted practices are designed for groups of students who need more structure, feedback, instruction and support than Tier 1 alone

- **Tier 3**: Indicated practices are more intense and individualized to meet the challenges of students who need more than Tiers 1 and 2 alone

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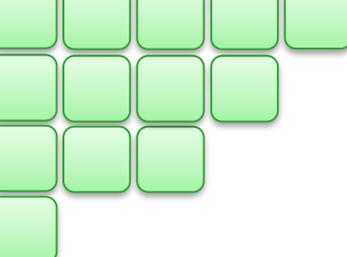
CREATING THE CONDITIONS FOR SUCCESS
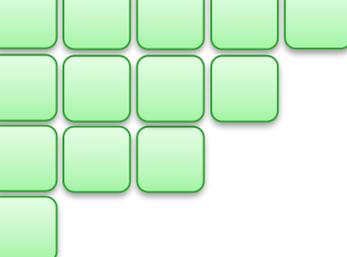
In other words…

- PBIS creates the school conditions that allow teachers to use best practices, at the appropriate "dosage" and increases the likelihood that students will be successful

- Exercise analogy: you can call walking from the kitchen to the living room exercise, but is it the appropriate dosage to access the benefits of exercise?
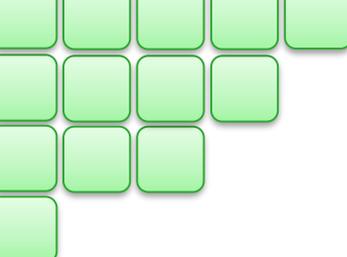
# What is an Effective Teacher?
Terry Scott, 2017

- Anyone can tell students something or tell students what to do

- A teacher creates a set of circumstances that increase the probability of the student being successful now and in the future

We have strong empirical evidence that these general teacher behaviors are associated with student success

Instruction	Environment	Relationships
• Teacher facilitated • Direct and explicit • Authentic examples • Multiple opportunities • Engages students	• Arranges physical space • Develops routines • Develops Procedures • Consistent across time and students	• Communicates often • Conveys genuine interest in students • Maintains role of encouraging teacher

Considering the Logic of Probability for Instruction and Management
Terry Scott, 2017

A — Students **+** **B** Teacher Behaviors **=** ***p*** **C** Outcomes
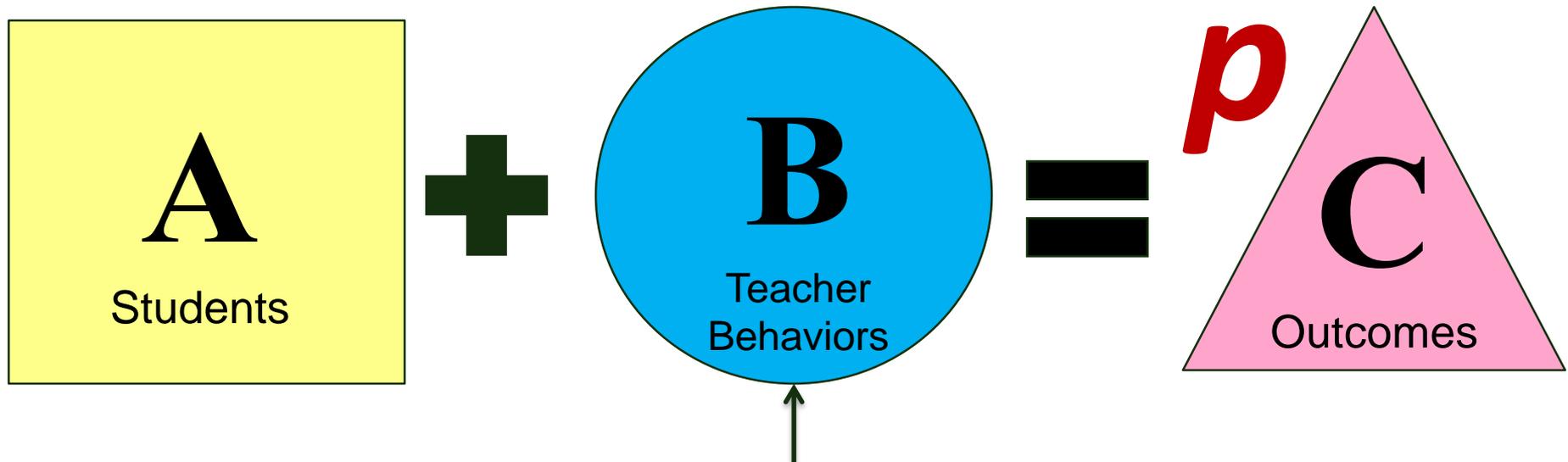
Provide the Highest Probability of Positive Outcomes
• Explicit curriculum • Modeling • Engagement • Goals
Consistent routines • Guided practice • Proximity
Spaced authentic practice • Formative assessment
High rates of positive to negative feedback

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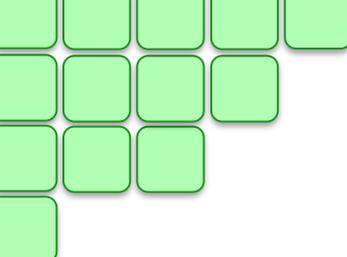
THE EVIDENCE:
# STUDENTS, TEACHERS, COST EFFECTIVENESS, & EQUITY
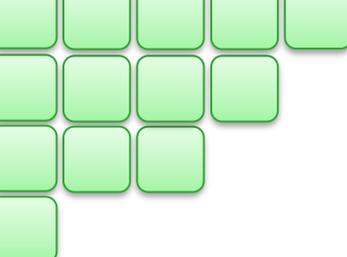
What do Students Gain?

- All **students** enhance their social, emotional, and behavioral competence by
  - Regularly reviewing their school's agreed upon school-wide social values.
  - Frequently experiencing specific recognition when they engage in expected behavior
  - Extending expected behaviors to all parts of the school, especially in classrooms to enhance their academic engagement and success
  - Experiencing predictable instructional consequences (reteaching) for problem behavior without inadvertent rewarding of problem behavior
  - Using a common language for communication, collaboration, play, problem solving, conflict resolution, and securing assistance
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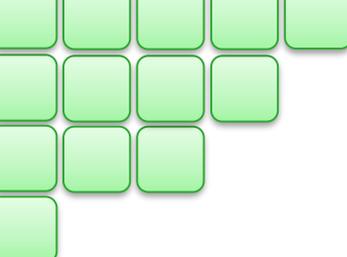
What do Staff Gain?

- All **educators** develop positive, predictable, and safe environments that promote strong interpersonal relationships with their students by
  - Prompting, modeling, teaching, and acknowledging expected student behavior
  - Actively supervising all their students across all settings
  - Maximizing academic instruction to enhance student achievement and support social, emotional, and behavioral development
  - Providing clear and predictable consequences for problem behavior and following up with constructive support to reduce probability of future problem behavior
  - Intensifying their PBIS supports (T2/3) if students are unresponsive to universal practices (T1)
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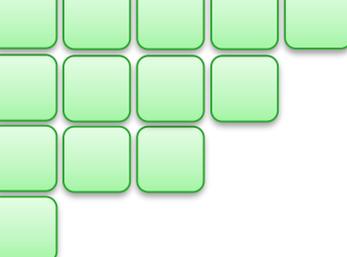
What do students and educators experience when PBIS implemented with fidelity?

- Reductions in major disciplinary infractions, antisocial behavior, and substance abuse.
- Reductions in aggressive behavior and improvements in emotional regulation.
- Improvements in academic engagement and achievement.
- Improvements in perceptions of organizational health and school safety.
- Reductions in teacher and student reported bullying behavior and victimization.
- Improvements in perceptions of school climate.
- Reductions in teacher turnover.
- www.pbis.org
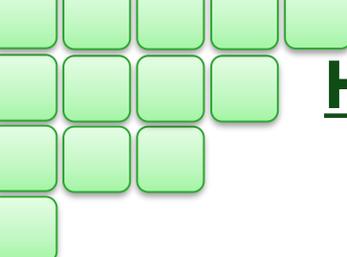
How does PBIS contribute to the development of positive school climate, school safety, and student-educator relationships?

- PBIS implementation involves explicitly prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals.

- When students are taught to effectively use relevant expected social skills for themselves and with others, school climates are described as more positive, learning environments are designated as safer, and student-educator relationships are referred to as more trusting and respectful.

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PBIS and Equity
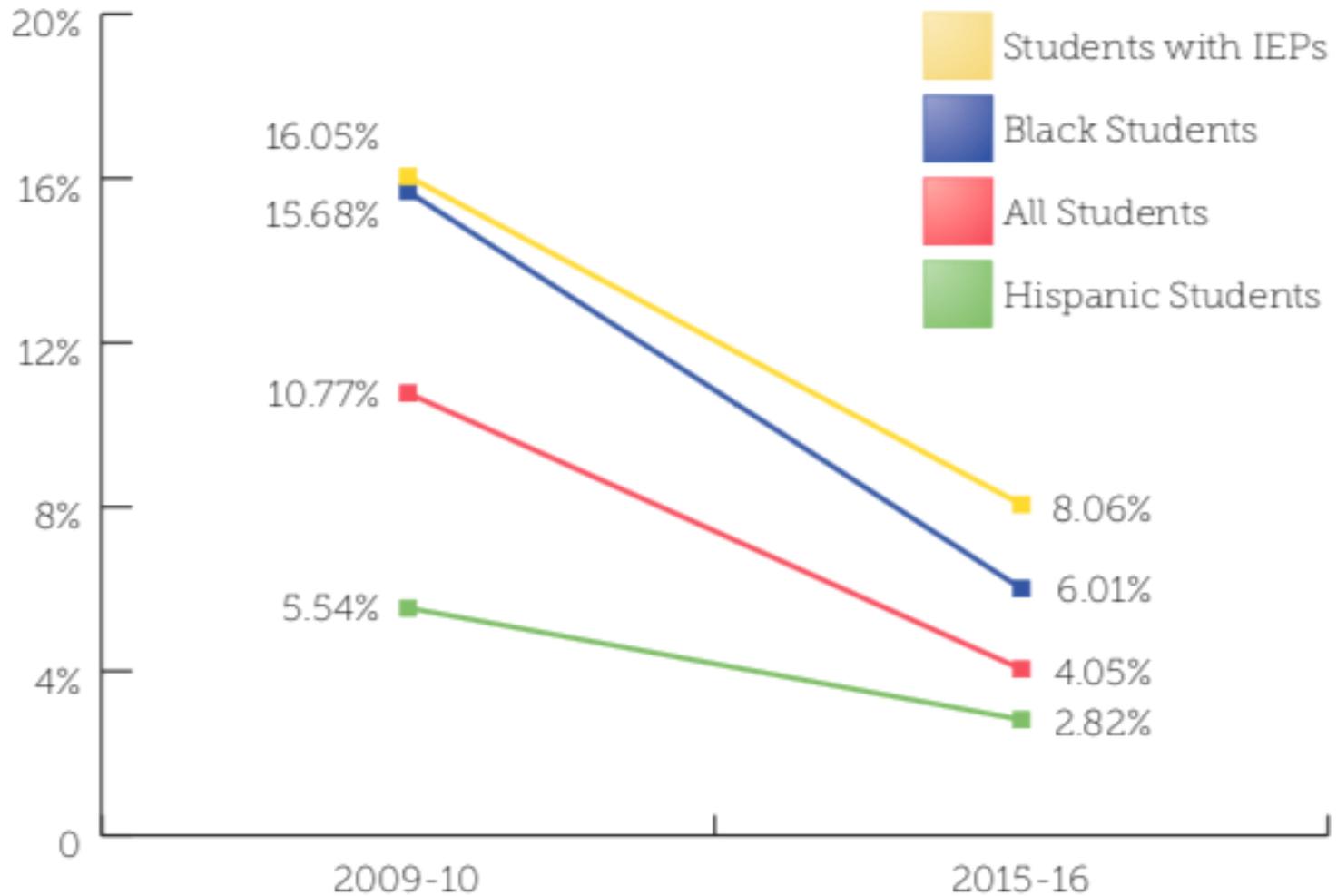
Swain-Bradway, Gulbrandson, Galston, McIntosh, 2019
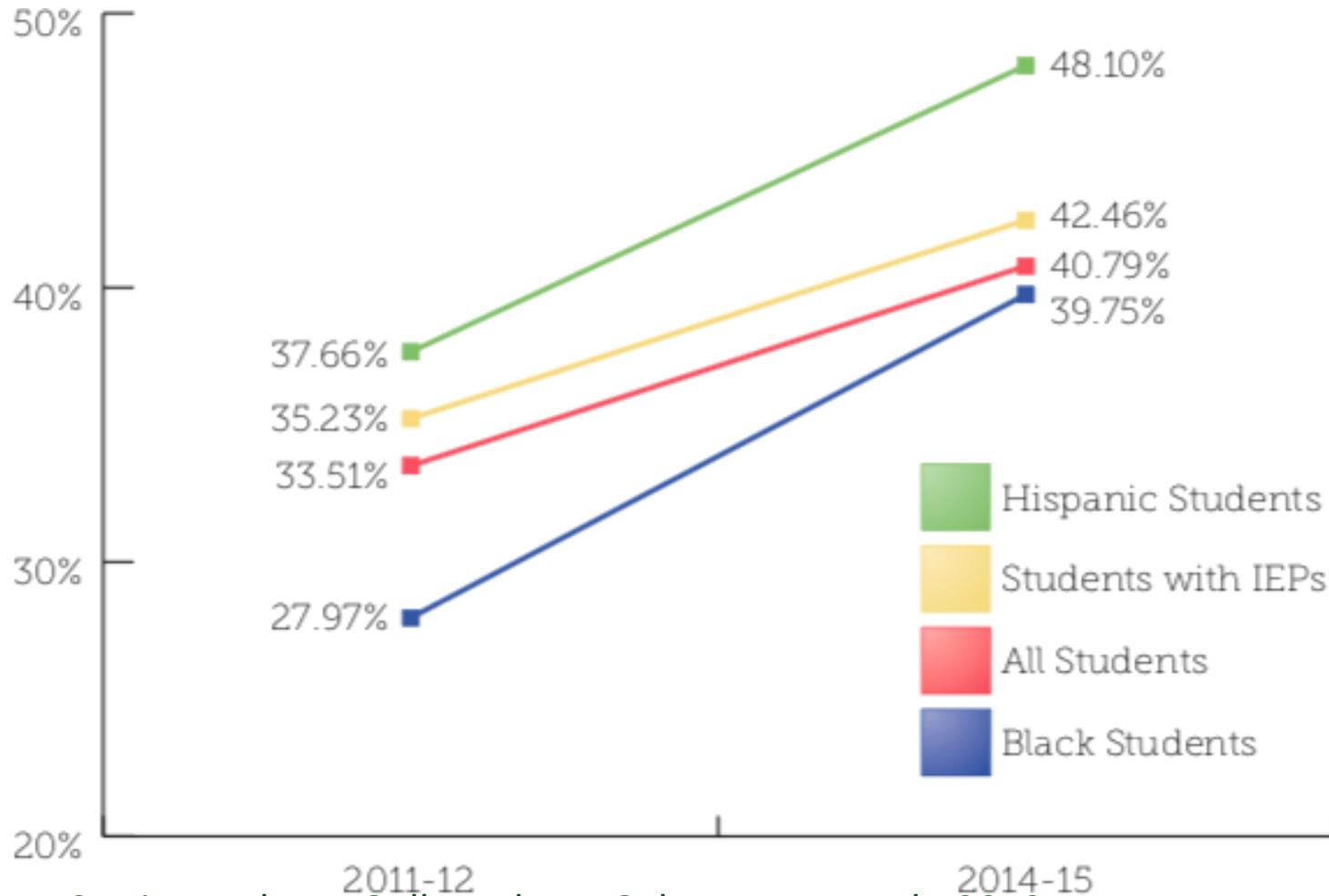
PBIS and Equity

Swain-Bradway, Gulbrandson, Galston, McIntosh, 2019

PBIS and Equity

Gains in Administrative and Instructional Time

Saved **601** days of administrative time from 2009-10 to 2015-16

if each suspension requires an average process time of 45 minutes

**10,525** cumulative school days gained for students from 2009-10 to 2015-16

Swain-Bradway, Gulbrandson, Galston, McIntosh, 2019

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Cost Effectiveness

- ▪ Reallocation of resources, with great benefits

Figure 1
Fiscal Costs and Savings of Implementing SWPBIS
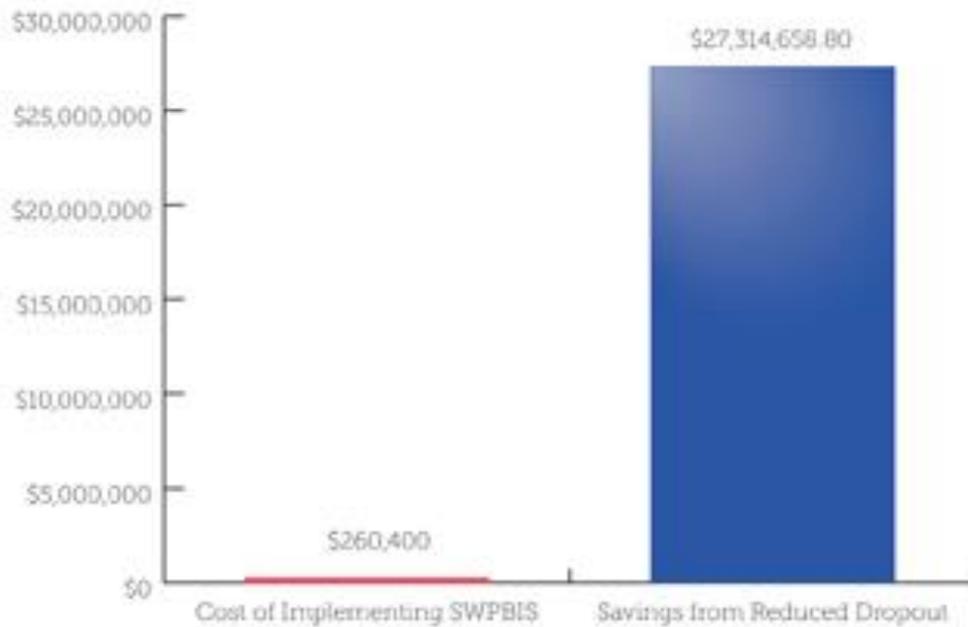
Every $1 invested in SWPBIS resulted in a fiscal savings of $104.90, solely from reducing dropout by way of reducing suspensions.

Swain-Bradway, Lindstrom Johnson, Bradshaw, McIntosh, 2018
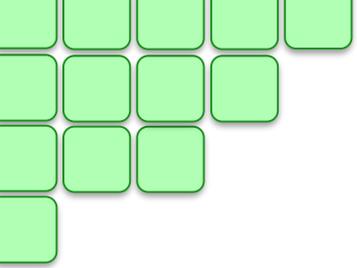
MENTAL HEALTH INTEGRATION
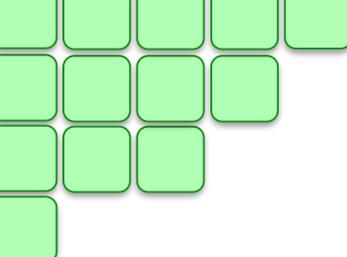
Mental Health: Promotion and Response

- Social-Emotional Learning needs to be deliberate and explicit in teaching prosocial behavior, coping strategies, emotional regulation, and problem solving skills

- Universal SEL, at fidelity, allows us to identify students who need more.

- School as de facto mental health provider

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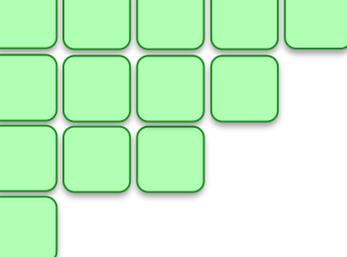
Mental Health: Promotion and Response

- The goal is to blend resources, training, systems, data, and practices in order to improve outcomes for all children and youth.

- Emphasis on prevention, early identification, and intervention of the social, emotional, and behavior needs of students.

- Family and community partner involvement is critical to this framework.

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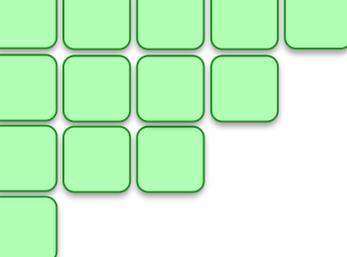
Mental Health: Promotion and Response, Publications

- [Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavioral Support](#) (Barrett, Eber, Weist, 2013)

- [Improving Multitiered Systems of Support for Students with "Internalizing" Emotional/Behavioral Problems, Journal of Positive Behavior Interventions](#) (Mark D. Weist, Lucille Eber, Robert Horner, Joni Splett, Robert Putnam, Susan Barrett, Kelly Perales, Amanda J. Fairchild, & Sharon Hoover.)

- [PBIS Forum in Brief: Aligning and Integrating Mental Health and PBIS to Build Priority for Wellness](#) (Kelly Perales, Katie Pohlman, and Lucille Eber, Midwest PBIS Network; Susan Barrett, Mid-Atlantic PBIS Network - PBIS Leadership Forum 2017 Roundtable Dialogue)

- [Best Practices for Teaming and Collaboration in the Interconnected Systems Framework](#), *Journal of Applied School Psychology* June 2017 (Joni W. Splett, Kelly Perales, Colleen A. Halliday-Boykins, Callie E. Gilchrest, Nicole Gibson & Mark D. Weist)

- [Community & Family Engagement: Principals Share what Works](#) (Amy C. Berg, Atelia Melaville, & Martin J. Blank; Coalition for Community Schools with Generous Support from the MetLife Foundation)

- [Embedding Mental Health into School-wide Systems of PBIS](#) (Shannon Barry, May Institute; Susan Barrett, Mid-Atlantic PBIS Network; Kelly Perales, MW PBIS Network - PBIS Leadership Forum 2016 Roundtable Dialogue)

- [Got Data?](#) (AWARE, Advancing Wellness and Resiliency in Education, FL)

- [Readiness for Positive Behavioral Interventions and Supports and School Mental Health Interconnection: Preliminary Development of a Stakeholder Survey](#) (Anello, Weist, Eber, Barrett, Cashman, Rosser, Bazyk)
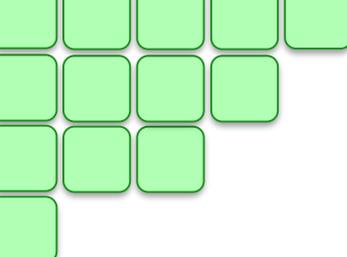
IMPLICATIONS FOR STAFFING
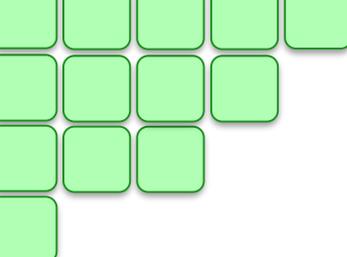
What is needed to put PBIS in place?

CLASSROOM

- Integration with school-wide expectations and classroom practices
- Teacher participation in non-classroom settings
- Effective instructional practices
- Daily use of effective classroom management practices
- Peer collaborations and support
- **Coaching**
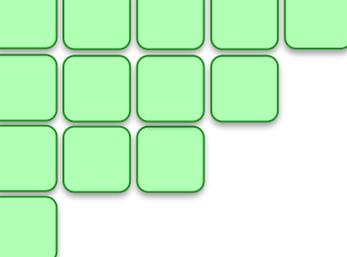
What is needed to put PBIS in place?

SCHOOL

- School Principal participation and modeling
- School leadership team
- Data-driven decision making
- 3-5 year implementation investment
- Integrated initiative priority
- Data-based decision making and problem solving
- Implementation practice and systems capacity
- Multi-tiered systems approach and expertise
- **Continuous and embedded professional development opportunities**
- Participation by all staff members across all settings
- **Coaching**
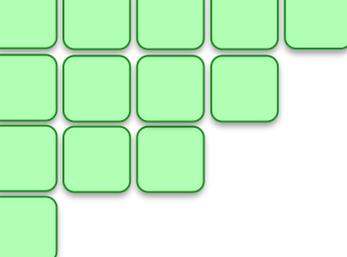
What is needed to put PBIS in place?

DISTRICT

- Superintendent and school board endorsement
- Data-based decision making and problem solving
- Implementation leadership team
- Integrated initiative priority
- Implementation capacity
- Multi-tiered systems approach and expertise
- Policy supporting efficient and long term behavior support priority
- **Continuous and embedded professional development opportunities**
- **Coaching**

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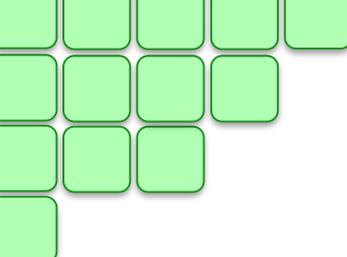
What is needed to put PBIS in place?

STATE

- Internal capacity: training and **coaching** at state level (State employees, ESDs, Districts)

- Alignment: have aligned similar work efforts within the state departments to avoid duplication and create exponential impact (SPED, MTSS, Teacher Certification, Etc.)

- Accountability: data driven accountability for fidelity and outcomes, *Progress not Perfection*
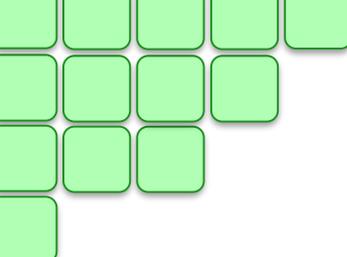
Staffing for PBIS Implementation and Valued Outcomes

- COACHES:
    - State, District, School
- Flexible FTE Employees
    - Clinicians, Social Workers, School Psychologists, TOSAS, Instructional Assistants
- Nurses

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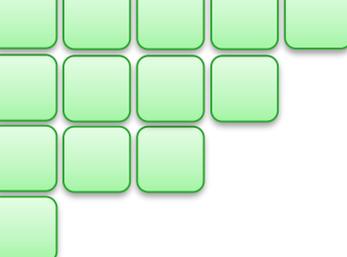
Resources

Thank you to the National PBIS TA Center, www.pbis.org

- ***Brief Introduction and Frequently Asked Questions about PBIS,** OSEP National Technical Assistance Center on PBIS, 29 June 2018.*
  - *Presented by Dr. George Sugai to the 2018 Federal Commission on School Safety, U.S. Department of Education. www.pbis.org*
- *Northwest PBIS Network, www.pbisnetwork.org*
- *Midwest PBIS Network, www.Midwestpbis.org*

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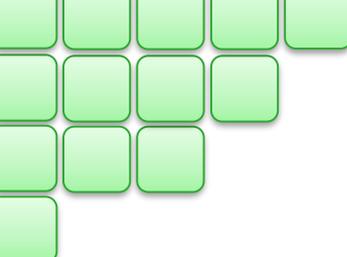
Resources

- Wisconsin State PBIS Center, Annual Reports/ Research:

  https://www.wisconsinrticenter.org/research/

- Wisconsin State PBIS Center, Evaluation Brief on Equity in HS:

  https://www.wisconsinrticenter.org/wp-content/uploads/2019/04/High-school-evaluation-brief-Spring-2019-web.pdf

- National PBIS TA Center, Equity Page:

  https://www.pbis.org/school/equity-pbis

- Midwest PBIS Network, Coaching Resources and Staffing:

  http://www.midwestpbis.org/coaches

- Midwest PBIS Network, Coaching and Staffing Tier 3:

  http://www.midwestpbis.org/coaches/starting-pbis-at-each-tier/starting-pbis-tier-iii
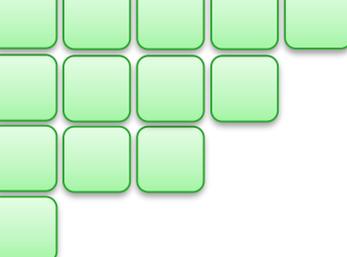
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