**Positive Behavioral Interventions and Supports**

**WHAT is it?** Positive Behavioral Interventions and Supports (PBIS) is a PREVENTION-based framework that assists schools in adopting, organizing, and implementing evidence-based behavioral supports and interventions in order to enhance academic, social-emotional, and behavioral outcomes for EACH student. The TSD PBIS mission is to establish and maintain effective school environments that maximize academic achievement and social competence for all learners.

**WHY PBIS: WHAT DOES THE RESEARCH TELL US?**
When tiered PBIS supports are offered to students in high-risk schools, results reveal significant reductions in the number of ODRs and suspensions per student, a decrease in problem behaviors, a decrease in negative student outcomes, and students’ academic performance in math and reading on standardized tests are IMPROVED. Therefore, PBIS is an effective framework for high-need schools in improving school climate, reducing discipline, and improving academics. (Lassen, Steele, & Sailor, 2006; McCurdy, Mannella, & Eldridge, 2003)

Research from multiple universities, including multiple randomized controlled trials show REDUCED DISRUPTIVE BEHAVIOR, REDUCED BULLYING, INCREASED ACADEMIC ACHIEVEMENT, increased SCHOOL SAFETY, IMPROVED TEACHER CLIMATE and perceived self-efficacy, INCREASED SOCIAL COMPETENCE, and INCREASED EMOTIONAL REGULATION. (McIntosh and Goodman, 2016)

School-wide behavior supports decrease problem behavior, **INCREASE TIME SPENT IN ACADEMIC INSTRUCTION**, and are associated with **IMPROVED ACADEMIC OUTCOMES**. thus, school-wide positive behavior support interventions **IMPROVE STANDARDIZED TEST RESULTS**! (Putnam, Horner, Algozzine)

The “HOW” of PBIS: Set the conditions for behavior and learning...Be: EXPLICIT, CONSISTENT, and PREVENTATIVE!
- **Establish Administrative Leadership:** Must have active building leadership support and coordinate with the facilitation and implementation guidance from the district and state
- **Develop Team-Based Implementation:** Teams’ purposes are clear. High fidelity from all staff and continued training and support (e.g., universal, targeted, and intensive supports) will be provided by the school’s leadership team(s), with clear, ongoing strategies for improving PBIS.
- **Define Behavioral Expectations:** Establish the concrete, positively-stated behaviors that every student can remember; have only 3-5 (which assists managing, monitoring, and memorizing).
- **Teach Behavioral Expectations:** Explain, model, practice, and use consistently within processes.
- **Acknowledge Expected Behavior:** Students and adults! Regularly reinforce positive behaviors!
- **Monitor and Correct Behavioral Errors:** Create a system of consistent consequences across a continuum of behaviors that are classroom- and office- managed. Employ restorative practices.
- **Use Information for Decision Making:** Who, what, when, where and how often? Use data to inform and intervene. Data must be analyzed on a regular basis, using a problem solving approach that is culturally- and contextually- restorative and responsive.
- **Increase FSCP:** Active collaboration of all stakeholders is expected and respected. Family, School, and Community Partnering (FSCP) is visible daily and embedded throughout the year.

Restorative Practices, Social-Emotional Learning (SEL), and PBIS all emphasize social, emotional, and behavioral development, academic achievement, and life success. They are based in prevention science, encourage responsibility, and are responsive - informed by data. They foster the acquisition of prosocial skills (including both self- and socially- aware SEL Competencies, as defined by CASEL). They do not rely on punishment – but instead seek repair and methods of “taking responsibility”. **Focus on connections because relationships cannot be outsourced!**