

Maximizing Positive Behavior Interventions & Supports (PBIS)

NDE Standard 4: Culture for Learning & NDE Standard 7: Developing Relationships



LEAD Academy
Leadership in Education Administration Academy

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LITERATURE REVIEW

Academic, behavioral, and motivational concerns for students plague our schools today. Educators are looking for ways to increase academic accountability, decrease behavioral concerns, and increase student motivation. Contextual factors, such as the overall climate of the school, influence how teachers respond to behavioral concerns. If the school climate is reactive and punitive, teachers are more likely to engage in punishment; however, if the school climate is proactive and based on a continuum of support, teachers are more likely to engage in teaching and proactive methods to address behavior (Pas, Bradshaw, Hershfeldt & Leaf, 2010). Considering the fact that research shows frequent suspensions and expulsions are associated with decreased student achievement and higher rates of student drop out (Skiba & Raasch, 2006), the need for positive behavior interventions is imperative.

Positive Behavior Interventions and Supports (PBIS) is an organizational framework used to establish a positive school culture by targeting school-wide and individualized interventions/supports to achieve academic and social success for all students (Sugai, Horner, & Lewis, 2009). The goal of establishing a PBIS system is to enhance the capacity of schools, families, and communities to create and maintain positive school environments so all students can achieve socially and academically (OSEP, 2011). PBIS emphasizes the following: use of consistent procedures, such as clearly defined behavioral expectations; lesson plans ensuring active instruction; include positive reinforcement and feedback; a continuum of consequences designed to decrease problem behaviors; and on-going data analysis for decision making (Horner, Sugai, & Anderson, 2010).

PBIS is a multi-tiered system of evidence-based practices for all students, supported by all staff, and sustained in classroom and non-classroom settings (such as hallways, buses, and restrooms). A behavioral approach to school-wide discipline creates an environment where staff are an integral part in helping students achieve outcomes by choosing more effective, efficient, and desirable behaviors (OSEP, 2011). The basis of PBIS is that continual teaching of behaviors, combined with acknowledgement and feedback about positive student behaviors, will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning.

Critical Elements



Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.

Practices: Curricula, instruction, interventions, and strategies that are evidence-based.

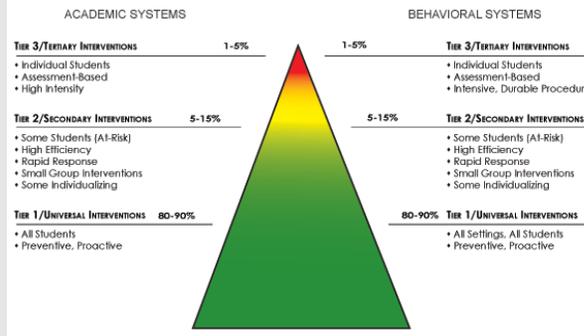
Data: information that is used to identify status, need for change, and effects of interventions.

Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBS.

Project Overview and Purpose

Positive Behavior Intervention and Supports (PBIS) is a continuum of evidence based practices for improving the overall school climate, increasing proactive management, maximizing academic achievement for all students, integrating academic and behavioral initiatives, and addressing the specific needs of students with severe emotional and behavioral concerns (OSEP: Center on Positive Behavioral Interventions and Supports, 2011).

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



REFERENCES

Horner, R., Sugai, G., & Anderson, C. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptional Children*, 42(8), 1-14. Retrieved from Academic Search Premier database.

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RESOURCE MATERIALS AND METHODS

- Develop leadership team who is willing to participate in on-going training.
 - Utilize existing structures, systems and teams.
 - Budget formulation and funding considerations.
 - Grants
 - Leadership Team (LT) attends ongoing training.
 - LT creates an action plan incorporating PBIS and instructional strategies.
 - LT meets on a regular basis to review data and progress toward goals.
 - LT members replicate training for building staff Develop a system for coaching staff.
- When teachers are given only a **description of the new instructional skills, 10% changed their practice** in the classroom, but when **modeling, practice, and feedback** were added to the training, teachers' implementation of these **teaching practices increased by 2 to 3% each time. When coaching was added** to the staff development, **approximately 95% of the teachers implemented the new teaching practice** in their classroom (Bush, in Knight 2009).
- Websites:
 PBIS website: <http://www.pbis.org>
 Nebraska PBIS website: <http://www.npbis.org/>
 Lincoln Public Schools: <http://wp.lps.org/pbis/>

ACTION PLAN



- District/School/Building Assessment
- Assemble PBIS team
- Assign a team leader
- Team Training
- Define Expectations
- Create Behavior Matrices
- Develop Behavior Lesson Plans
- Develop Acknowledgement System
- Develop Consequence System
- Develop Data System
- Replicate Training for Building Staff
- Targeted Interventions
 - Tier 2 Focus
- Continuation Of Tier 1 Practices
 - Revise Behavior Matrices
- Continual Building Assessment
- Functional Behavior Assessment
 - Objectively Define Behaviors
- Focus on Sustainability
 - Continuation of multi tiered supports
 - Re-evaluate focus areas
- Re-evaluate focus areas
- Institutionalize your school's process
 - Focus on Sustainability
 - Continuation of multi tiered supports
 - Re-evaluate focus areas
 - Track and Record Longitudinal Data