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Positive Behavior Support

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What is PBS

- A process to understand and resolve problem behaviors

- It is based on evidence-based practices

- The aim is to prevent behaviors

- It is focused on understanding the function of the behavior and teaching new adaptive skills

- The goal is to create a school where all students are successful

- Relies on reinforcement

Multi-Tiered Framework

- Tier 3 (few) – individualized and intensive support

- Tier 2 (some) – group intervention with similar target skills

- Tier 1 (all) – school-wide intervention
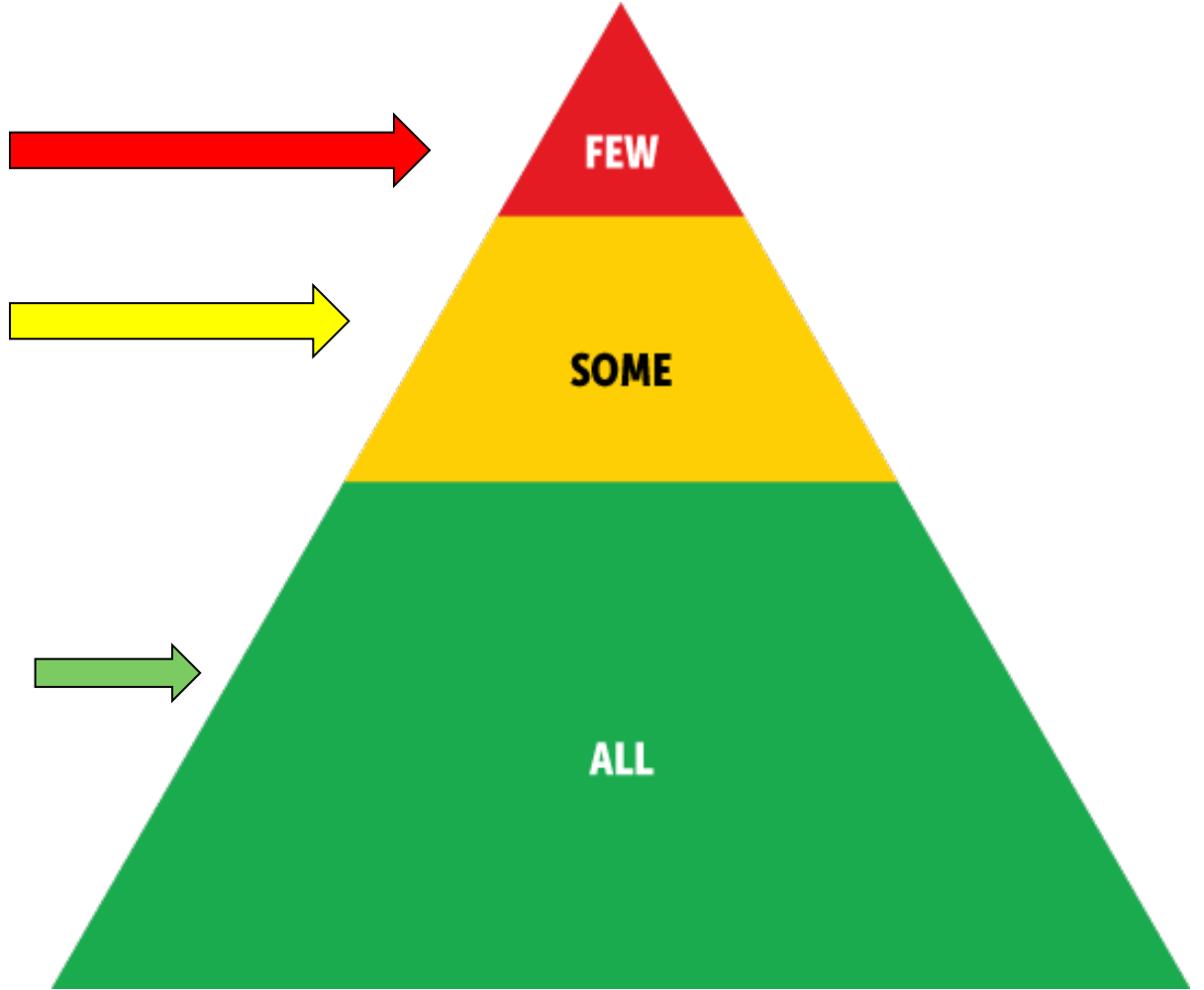
Tier 1 – Primary prevention

- Inclusive of entire student population – can be schoolwide or classroomwide

- Targets all children, involves all adults, applies to all settings, and covers all school day.

- Focuses on foundational and core skills

- Teaching behavior expectations

- The goal is to reduce the number of new cases of problem behavior

- About 80% of students will respond to Tier 1 interventions

ALL
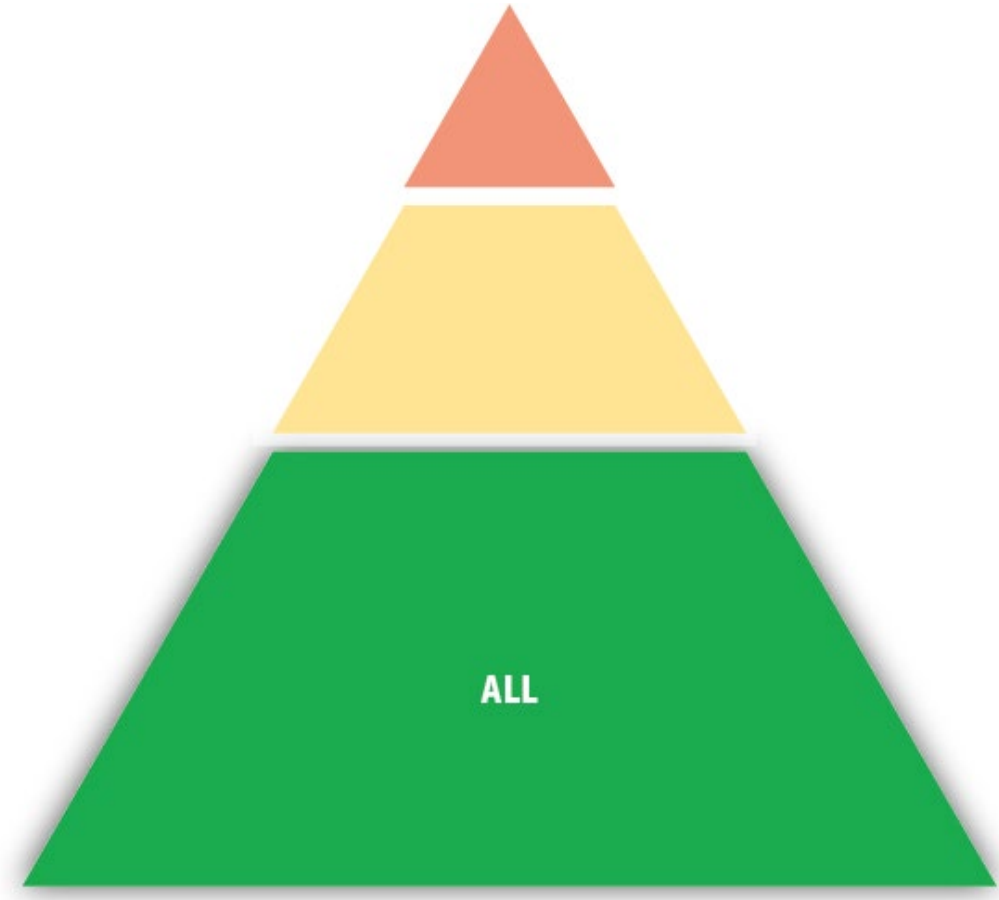
Tier 2 – Secondary prevention

- Includes about 15% of students

- Specialized, group systems for students with at-risk behaviors

- Focuses on children who are at risk, but for whom intensive and individualized therapy is not necessary

- Provides support for groups of children with similar goals or behaviors

- Helps students develop necessary skills

- Reduces the number of current cases of problem behavior

SOME
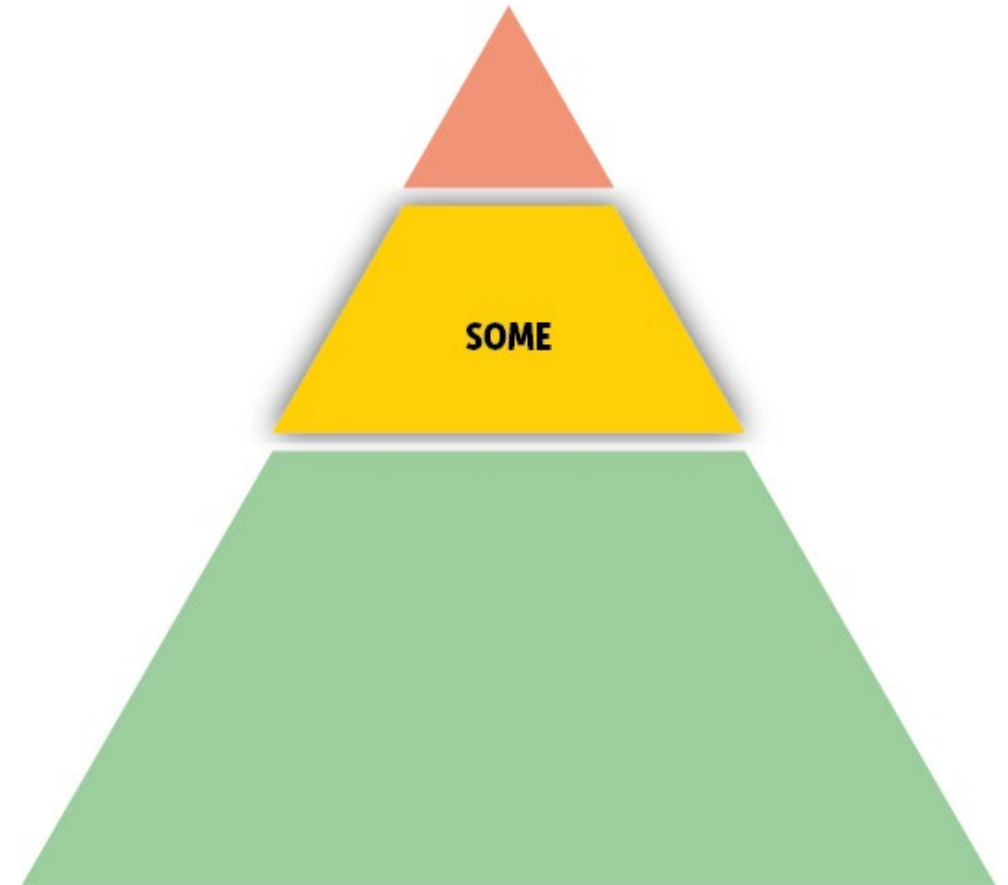
Tier 3 – Tertiary Prevention

- Up to 5% of students may require Tier 3 interventions
- Specialized, individualized systems for children with high-risk behavior
- Most intensive support with individualized approach
- Relies on formal assessments to determine a student's need and to develop a support plan
- Plans often include both academic and behavioral goals
- Reduces intensity and complexity of current cases

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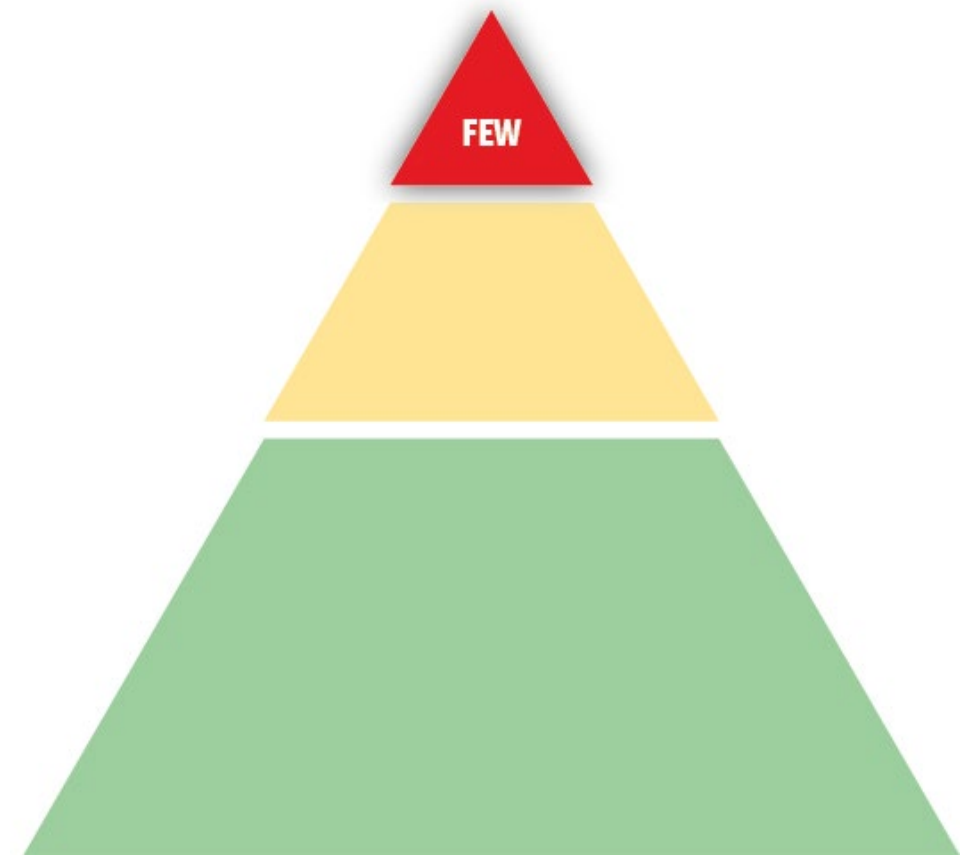
Features of PBS

- Practices
- Systems
- Data
- Outcomes
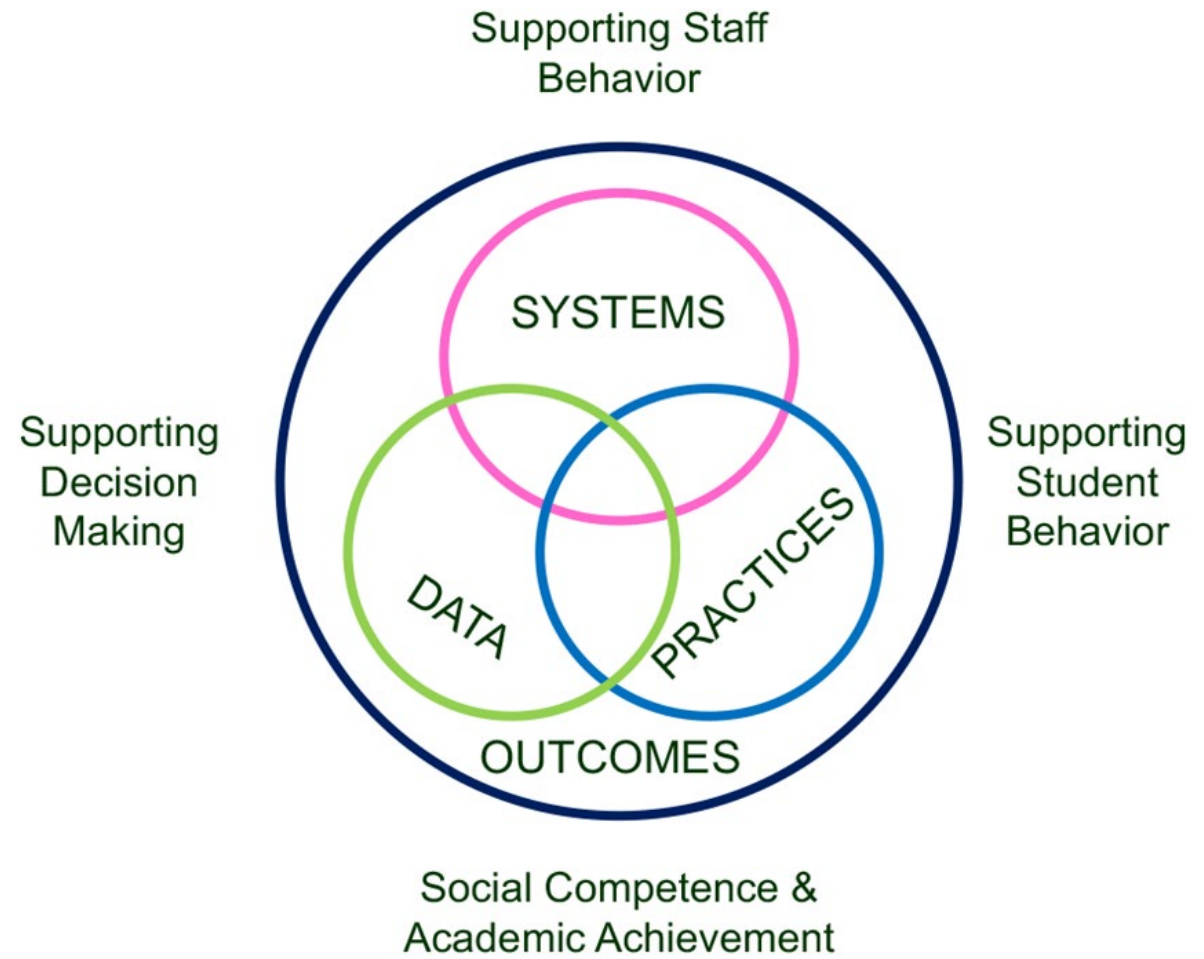
Practices

- These are research-validated practices

- Evidence-based interventions and strategies to support students at every level

- Instructional procedures, rewards, contingencies used on a daily basis

- How the goals will be reached?

Systems

- Systems are needed to sustain effective practices

- They support accurate, durable implementation of practices and effective use of data

- Policies, staff training, budgets, team structures, leadership

- What can be done to have long-term sustainability?

Data use

- Active collection and reporting of information about valued outcomes

- Data on academic performance, social competence, and safety of children

- Should be taken continuously and be available for stakeholders

- Should be used to take decisions

- What information do we need to make effective decisions?

Outcomes

- The outcomes are what schools achieve through data, systems, and practices

- Student outcomes include academic performance, social-emotional competence, reduced problem behaviors, etc.

- Another important outcome could be reduced exclusionary discipline, reduced suspensions, restraints, and seclusion

- Teacher outcomes include teachers' efficacy, perception of school safety, school organizational health and school climate

Interactive break

Posters in school highlighting safety measures. Would it be in:

a) Tier 1

b) Tier 2

c) Tier 3

Tier 1 support

- Effectively teach appropriate behavior to all children

- Intervene early before unwanted behaviors escalate

- Use research-based, scientifically validated interventions whenever possible

- Monitor student progress

- Use data to make decisions

Tier 1 systems

- An established leadership team
- Regular meetings
- A commitment statement for establishing a positive school-wide social culture
- On-going use of data for decision making
- Professional development plans
- Personnel evaluation plan

Tier 1 practices

- Define expectations (example: be kind, be respectful, be responsible)

- Teach expectations

- Monitor and encourage expected behaviors

- Prevent and discourage problem behaviors

- Collect and use data for decision-making

- Examples of Tier 1 practices: group contingencies, specified praise, positive feedback, error corrections

Tier 1 practices - example

	Classroom	Gym	Hallway	Playground	Bus area
Be safe	Follow directions	Follow directions	Walk Open doors slowly	Go up ladders and down slides	Wait behind the red line
Be respectful	Raise hand to talk Hands and feet to self	Follow rules of the game Return equipment at the end	Hands and feet to self	One-minute rule for sharing equipment Wait for your turn	Hands and feet to self
Be responsible	Bring necessary staff for lessons Do homework	Participate Wear appropriate shoes	Keep books, belongings, and litter off floor	Stay within the recess area	Keep your books and belongings with you

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Tier 2 systems

- An intervention team with a coordinator

- Behavioral expertise

- Fidelity and outcome data are collected

- A screening process to identify students needing Tier 2 support

- Access to training and technical assistance

Tier 2 practices

- Increased instruction and practice with self-regulation and social skills

- Increased adult supervision

- Increased opportunities for positive reinforcement

- Increased preventative strategies

- Increased focus on possible function of problem behaviors

- Increased access to academic supports

Tier 3 systems

- A multi-disciplinary team

- Behavior support expertise

- Formal fidelity and outcome data are collected

Tier 3 practices

- Function-based assessments

- All rounded support

- Cultural and contextual fit

Considerations when implementing PBS

- Regularly check the effectiveness of practices
- Pull from a continuum of evidence-based interventions to support student needs
- Develop content expertise through coaching and on-going professional development
- Rely on intervention teams to guide implementation
- Use data to monitor student progress
- Implement universal screening practices
- Include community members and families to create culturally-relevant practices

Positive effects of schoolwide PBS

- Increase academic performance

- Decrease in negative behaviors (bullying etc)

- Increase in social skills.

- Improve perception on school safety and school climate.

Questions?

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References

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Thank you!