POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS: QUESTIONS AND ANSWERS	**PBIS** Positive Behavioral Interventions & Supports OSEP TECHNICAL ASSISTANCE CENTER www.pbis.org IDEAs that Work · TA&D	George Sugai National Center on PBIS Neag School of Education University of Connecticut May 29, 2018

1. What is Positive Behavioral Interventions and Supports (PBIS)?

Implementation **framework** for maximizing the selection and use of **evidence-based prevention** and intervention practices along a continuum that supports the **academic, social, emotional, and behavioral competence** of **all** students.

2. What is the PBIS Center?

Established by OSERS, USDoE in 1997 to deliver high quality, direct and indirect technical assistance and implementation support to local and state education agencies across the United States and territories.

3. What do students and staff members gain in PBIS schools?

- All students develop, learn, and enhance their social, emotional, and behavioral competence to support their academic engagement.
- All educators develop positive, predictable, and safe environments that promote strong interpersonal relationships with students through teaching, modeling, and encouragement.

4. What do students and educators experience when PBIS is implemented with fidelity?

- Reductions in major disciplinary infractions and antisocial behavior.
- Improvements in aggressive behavior, concentration, prosocial behavior, and emotional regulation
- Improvements in academic engagement and achievement
- Enhancements in perceptions of organizational health and safety
- Reductions in teacher and student reported bullying behavior, peer rejection, and substance abuse
- Improvements in school climate

5. How does PBIS contribute to the development of positive school climate, school safety, and student-educator relationships?

By establishing positive, safe, caring, and interactive learning environments, educators develop trusting relationships with their students who in turn experience schools as safe and responsive environments where their diverse needs, strengths, and learning are supported.

KEY QUESTIONS AND DETAILED ANSWERS ABOUT PBIS
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1. **What is Positive Behavioral Interventions and Supports (PBIS)?**
   a. Implementation **framework** for maximizing the selection and use of **evidence-based prevention** and interventions practices along a continuum that supports the **academic, social, emotional, and behavioral supports** of **all** students.
   b. The **interplay** of 4 **implementation elements** is considered in all decisions
      i. **DATA** – What information is needed to improve decision making
      ii. **OUTCOMES** – What students need to do for academic and behavior success
      iii. **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
      iv. **SYSTEMS** – What 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
   c. The "**Continuum**" is comprised of a 3-tiered sequence of carefully selected, evidence-based practices.
      i. **Tier 1**: Universal practices experienced by all students and educators across all settings
      ii. **Tier 2**: Targeted practices that are designed for groups of students who need more support than Tier 1 alone.
      iii. **Tier 3**: Intensive practices that are designed specifically for individual students who need more than Tiers 1 and 2 alone.
2. **What is the PBIS Center?**
   a. Brief History
      i. Initiated in 1997 and supported for the past **20 years** by the Office of Special Education Programs, US. Department of Education.
      ii. Co-directed by Universities of OR, CT, and MO and comprised of a working group of 25 technical assistance providers
      iii. Began providing in 2013 TA support to 70 LEA and 20 SEA School Climate Transformation Grantees (OESE funding)
      iv. Currently (August 2017), the PBIS Center and its national network support **25,911 schools, representing 13,832,582 students**
         1. Of 14,324 reporting T1 fidelity, 9564 (65%) report high fidelity implementation
         2. Of 9407 reporting T2/3 fidelity, 3114 (33%) and 1837 (19%) report high fidelity, respectfully

    b. Technical assistance (TA)

        i. Direct on-site TA to district and state leadership teams to enhance their capacity to establish and maintain a full continuum of implementation capacity for schools.

        ii. Indirect TA to school, district, and state leadership teams through websites, on-line webinars, regional and national conferences and forums, research and practitioner briefs, national database, and collaborations with other TA Centers and national organizations

        iii. Facilitation of a national TA network of implementers comprised of (a) designated state contact person for each state, (b) assignment of PBIS Center partner to each state, and (c) regional coordination networks

        iv. Collection and development of published evaluation and research articles that support implementation practices and systems.

3. What do students and staff members gain in PBIS schools?

    a. All students enhance their social, emotional, and behavioral competence by

        i. Reciting their schools agreed upon school-wide values and displaying behaviors that reflect those values in school and classroom settings.

        ii. Experiencing regular and specific recognition for displays of expected behavior.

        iii. Displaying expected behaviors in classrooms to enhance their academic engagement and success

        iv. Recognizing when an adult or peer acknowledges or reinforces their successful use of expected behaviors

        v. Using a common language for communication, collaboration, play, problem solving, conflict resolution, and securing assistance.

    b. All educators develop positive, predictable, and safe environments that promote strong interpersonal relationships with their students by

        i. Prompting, modeling, teaching, and acknowledging expected student behavior

        ii. Actively supervising all their students across all settings

        iii. Maximizing academic instruction to enhance student social, emotional, and behavioral competence

        iv. Intensifying their PBIS supports (T2/3) if students are unresponsive to universal practices (T1)

4. What do students and educators experience when PBIS is implemented with fidelity over time?

    a. Reductions in major disciplinary infractions and antisocial behavior.

    b. Improvements in aggressive behavior, concentration, prosocial behavior, and emotional regulation

    c. Improvements in academic engagement and achievement

    d. Enhancements in perceptions of organizational health and safety

    e. Reductions in teacher and student reported bullying behavior, peer rejection, and substance abuse

    f. Improvements in school climate

5. How does PBIS contribute to the development of positive school climate, school safety, and student-educator relationships?

a. In the context of school and community violence, a majority of kids consider schools a safe place.

b. Perceptions of safety are greater, when students have an adult they can talk with, go to, receive support, etc.

c. Adult-student trusting relationships are the result of positive school and classroom climate, experiences of academic and social success, predictable school routines and supports, positive adult modeling.

d. PBIS/MTSS framework provides a continuum of supports that enables educators to address the full range of student needs and experiences.

6. What is needed to put PBIS in place?

a. At district

    i. Superintendent and school board endorsement, implementation leadership team, integrated initiative priority, implementation capacity, PBIS and tiered systems expertise, professional development opportunities

b. At school

    i. School Principal participation, school leadership team, data-driven decision making, 3-5 year investment, integrated initiative priority, implementation capacity, PBIS and tiered systems expertise, professional development opportunities, participation by all staff members across all settings.

c. At classroom

    i. Integration with school-wide expectations and classroom practices, teacher participation in non-classroom settings, effective instructional practices

7. What is NOT PBIS?

a. PBIS is NOT an intervention or practice.

    i. PBIS is an implementation framework for selection and use of evidence-based practices

b. PBIS is NOT just for special education students.

    i. PBIS support the academic, social, emotional, and behavioral success of ALL students.

c. PBIS is NOT a fad.

    i. PBIS Center has been in place for 20 years and is visible in all 50 states.

d. PBIS is NOT implementable in one professional development day.

    i. PBIS develops local organizational structures and implementation capacity that enable continuous professional development, coaching, and technical assistance.

e. PBIS is NOT focused only on promoting positive behaviors.

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

f. PBIS is NOT implemented independently of academic instruction.

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

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

       i. PBIS establishes a continuum framework that guides alignment and integration of indicated practices.

Key Supporting Descriptors

1. **Prevention**
   a. Decreasing development of problem behaviors
   b. Reducing occurrences of existing problem behaviors, and
   c. Promoting development and use of social, emotional, and behavioral skills.
2. **Continuum**
   a. Carefully aligned, integrated sequential organization of evidence-based practices based on a public health prevention logic
3. **Practices**
   a. Interventions, curricula, strategies, techniques experienced by students and delivered by educators to maximize academic, social, emotional, and behavioral competence
4. **Data**
   a. Information that is specifically collected to address priority decisions and questions regarding student behavior and educator implementation
5. **Systems**
   a. Professional development and leadership supports experienced by educators to maximize their implementation of effective practices
6. **Technical Assistance**
   a. Professional development and organizational supports provided to educators, districts, and states by the PBIS Center and network to explore, initiate, implement, sustain, and scale up PBIS practices and systems
7. **Social, Emotional, and Behavioral Competence**
   a. Personal and interpersonal skill set required by students and educators to enhance academic achievement, enable teaching, promote self-regulation and self-management, and facilitate interpersonal experiences and interactions
8. **School Climate**
   a. Stakeholder (student, family and staff members) perceptions of their observations, experiences, and interactions in classroom and non-classroom environments.
9. **Positive Behavioral Interventions and Supports**
   a. Implementation framework for maximizing the selection and use of evidence-based prevention and interventions practices along a continuum that supports the academic, social, emotional, and behavioral supports of all students.