

Building Systems for Effective & Sustainable Tertiary Interventions: Intensive Positive Behavior Support

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School-Wide Positive Behavior Support

Universal Interventions
School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

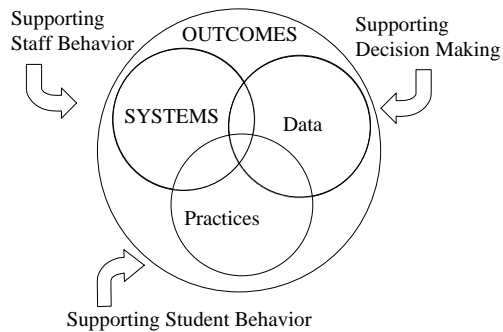
~5%

Intensive Interventions
Specialized Individualized Systems for Students with High-Risk Behavior

Targeted Interventions
Specialized Group Systems for Students with At-Risk Behavior


~15%

Interventions are Not Enough



IPBS in a School

■ Practices

- Multiple ways to identify students needing supports
 - Request for assistance
 - Office referral patterns
 - Formative evaluation
- Continuum of function-based interventions 
- Link behavioral and academic supports

IPBS in a School

- Practices
 - Multiple ways to identify a student
 - Continuum of interventions
 - Link between academics and social behavior support
 - Monitor outcomes
- Systems
 - Efficient, effective team meetings
 - Tools for targeted interventions, FBA, BSP
 - Defined role for specialists in school (e.g., SPSY, counselors)
- Data
 - Measure outcomes
 - Measure Process

IPBS System in a School District

- Practices
 - Technical assistance
 - Capacity building
 - Efficient school systems and practices
- Systems
 - District-level coordinators
 - Ongoing training
- Data
 - Process
 - Across and within schools
 - Outcomes
 - Across and within schools

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