

## Positive Behavioral Interventions and Supports (PBIS)

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### Why PBIS?

- **Effective Approaches to Violence Prevention**

- Positive, predictable school-wide climate
- High rates of academic & social success
- Formal social skills instruction
- Positive active supervision & reinforcement
- Positive adult role models
- Multi-component, multi-year school-family-community effort  
(Surgeon General's Report on Youth Violence, 2001; Coordinated Social Emotional & Learning, Greenberg et al., 2003; Center for Study & Prevention of Violence, 2006; White House Conference on School Violence, 2006)

- **School-Wide (SW) PBIS Logic**

*Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable.* (Zins & Ponti, 1990)

- **Research Says**

- Implementing SWPBIS is associated with the following **positive outcomes**:
  - Increases in prosocial behavior, organizational health/climate, and potentially academic outcomes (e.g., state-wide test scores)
  - Decreases in office discipline referrals, suspensions, and reported bullying (e.g., Bradshaw, Koth, Thornton, & Leaf, 2009; Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008; Bradshaw, Mitchell, & Leaf, 2010; Bradshaw, Waasdorp, & Leaf, 2012; Horner et al., 2009; Waasdorp, Bradshaw, & Leaf, 2012 )
- Among schools implementing SWPBIS, those that implement with **fidelity** experience greater:
  - Decreases in office discipline referrals and suspensions, and
  - Increases in state-wide test scores in math over time (e.g., Simonsen, Eber, Sugai, Black, Lewandowski, Simms, & Myers, 2012)
- In addition, empirical case studies illustrate that implementation of PBIS may result in **decreased use of crisis procedures**, such as restraint and seclusion, in alternative education settings (Miller, George, & Fogg, 2005; Simonsen, Britton, & Young, 2010).

- **Bottom Line**

- Implementing SWPBS with fidelity is associated with desired outcomes for students and staff.
- More than 20,000 schools are implementing PBIS ([www.pbis.org](http://www.pbis.org)).

### What is SWPBS?

- **SWPBS is an organizational approach for...**

- Improving classroom and school climate and decreasing reactive management
- Maximizing academic achievement and integrating academic and behavior initiatives
- Improving support for *all* students, including students with emotional and behavioral disorders

## Critical Features of PBIS

Supporting *Culturally Equitable*  
Social Competence & Academic Achievement

Supporting  
*Culturally*  
Knowledgeable  
Staff Behavior



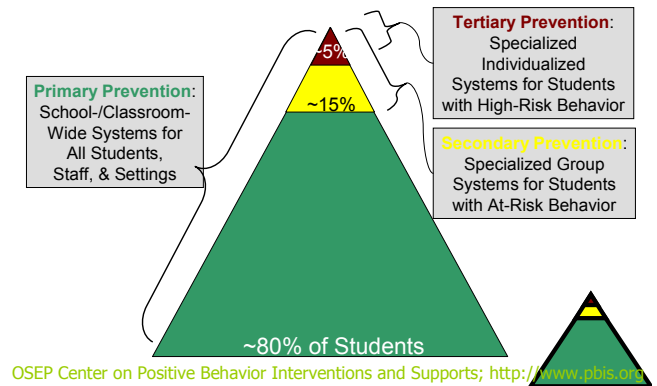
Supporting  
*Culturally Valid*  
Decision  
Making

Supporting *Culturally Relevant*  
Evidence-based Interventions

(Vincent,  
Randal,  
Cartledge,  
Tobin, &  
Swain-  
Bradway,  
2011;  
Sugai,  
O'Keefe, &  
Fallon  
2012 ab)

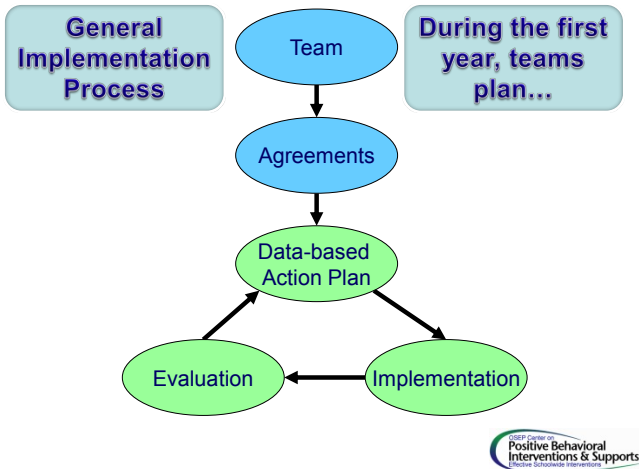
(Vincent, Randal, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O'Keefe, & Fallon 2012 ab)

## Continuum of School-Wide Instructional and Positive Behavior Support



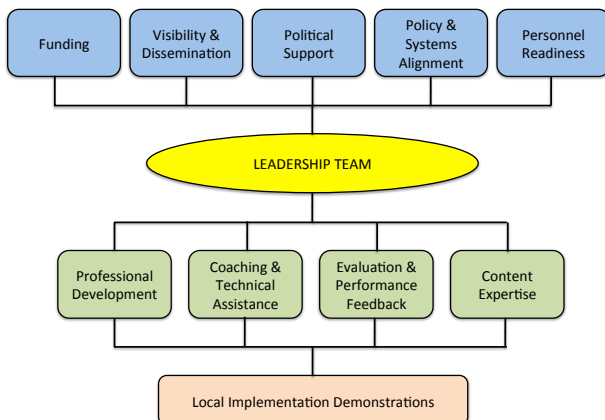
(www.pbis.org)

## What is the SWPBS Team Implementation Process?

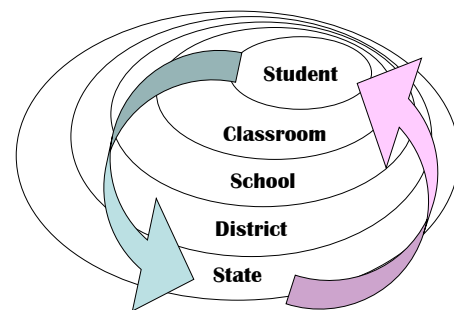


### Getting Started with SWPBS

- *Establish* Team
- *Develop* Statement of Behavioral Purpose or Vision
- *Establish* Behavioral Expectations/Rules
- *Teach* Rules in the Context of School Settings
- *Teach* Rules in the Context of Class Routines
- *Establish* Procedures for Encouraging Rule Following
- *Establish* Procedures for Responding to Rule Violations
- *Develop* data-based procedures for monitoring



## In other words...



## Implementation Levels

OSEP Center on  
Positive Behavioral  
Interventions & Supports

## What evidence-based practices are included in SWPBIS?

### • School-wide Systems

- Establish behavioral expectations/rules
- Teach rules in the context of routines
- Prompt or remind students of expected behavior
- Monitor behavior in the natural context
- Establish a continuum of procedures for encouraging rule following
- Establish a continuum of procedures to respond to rule violating
- Evaluate the effectiveness of instruction

### • Classroom Setting Systems

- Maximize structure in your classroom.
- Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
- Actively engage students in observable ways.
- Establish a continuum of strategies to acknowledge appropriate behavior.
- Establish a continuum of strategies to respond to inappropriate behavior.

### • Non-classroom Setting Systems

- Positive expectations & routines taught & encouraged
- Active supervision (i.e., scan, move, and interact) by all staff
- Pre-corrections & reminders
- Positive reinforcement

### • Individual Student Systems

- Behavioral competence at school & district levels
- Team- & data-based decision making
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations
- Function-based behavior support planning
- Comprehensive person-centered planning & wraparound processes

### • Family Systems

- Continuum of positive behavior support for all families
- Frequent, regular, and positive contacts, communications, and acknowledgements
- Formal and active participation and involvement as equal partners
- Access to system of integrated school and community resources

