

School-wide Positive Interventions and Supports (SWPBIS):

What is School-wide PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

Positive Behavioral Interventions & Supports (PBIS) is a framework that can be used by any school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction. It helps create a healthy host environment for academics.

PBIS would be considered a *universal support* for learning. Universal supports are the core programs and strategies provided to all students within the school building in order to promote successful student outcomes and prevent school failure. An integrated model not only views behavior and academics as components of the same support system, but these components also influence one another. Unless discipline issues are at a minimum, instruction will be interrupted and teaching time will be lost. Additionally, poor academic performance may lead to students engaging in problem behavior that results in escaping academic tasks. Effective universal supports alone should be sufficient to meet the needs of most students to be successful in academics and social behavior. By meeting the needs of most students through effective instruction and behavior support, fewer students then require more intensified supports. This results in a more valid, manageable, and cost effective system of supports at the secondary and tertiary level

What does PBIS accomplish?

- Addresses the behavioral needs of all students with proven, easy to implement strategies.
- Allows the school to create the “right fit” for them, so that practices are appropriate to the context and sustainable over time.
- Is doable and does not have to overwhelm staff given the limited time and resources that schools generally experience.
- Is affordable.
- Helps to create a positive school climate.
- Results in increased time for instruction and fewer disciplinary incidents.

How is PBIS implemented?

A school creates a PBIS team to develop, implement, and support a PBIS process in conjunctions with other building staff, with students, and with parents. The process requires buildings to:

- Identify behavior expectations: 3 to 5 “Big Ideas” that generalize the overarching values of a school building. An example might be: Be Safe – Be Respectful – Be Responsible.
- Teach behavior expectations: The team creates a behavior matrix by defining the specific behaviors that apply to each of these “Big Ideas” in the various settings of the school. The team describes behaviors in observable terms that everyone understands and then takes the time to explicitly teach these behaviors to students in context. This is typically done at the beginning of the school year, at scheduled intervals over the school year, and when particular behaviors or locations become problematic.
- Monitor student behavior: Staff then consistently observes students school-wide, looking for behaviors consistent with the expectations and supportive of the school culture.
- Acknowledge appropriate behavior expectations: The staff dedicates a greater proportion of their interactions to acknowledging students exhibiting the desired behavior. Staff reinforces these behaviors explicitly and specifically when they are observed. This should be verbal, but can also be tangible in the form of a PBIS ticket. The benefits of the tangible reinforcement include the opportunity to teach and reflect on behavior, the ability to convey the positive interaction to parents, the capacity to quantify behavior, the opportunity develop reward systems school-wide.
- Correct misbehavior: The existence of a behavior matrix shared throughout the school allows for a consistent message shared by staff and then conveyed to students and families. It clarifies expectations for students and may be used as a tool to correct misbehavior and instruct for improvements.

A comprehensive SWPBIS system allows for the development of positive, safe, and efficient school buildings. It reduces the frequency of challenging behaviors, but also supports targeted behavioral interventions for students requiring it.

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