

Positive Behavioral Intervention and Support (PBIS)

- ★ Do you want to have a school climate/culture more conducive to learning and teaching?
- ★ Do you want to create seamless links between Response to Intervention for social behavior and for academics?
- ★ Are you interested in research-based strategies that are based on teaching and encouraging positive social behaviors?
- ★ Do you want to work with a team of people who are interested in Positive Behavior Interventions and Supports (PBIS)?
- ★ Would you like to work in an environment that supports consistent behavioral practices between teachers and administrators?
- ★ Do you want to significantly reduce your office referrals?
- ★ Do you think an ounce of prevention is truly worth a pound of cure?
- ★ Would you like to spend more time teaching and less time correcting misbehavior?
- ★ Would you like the work you do in addressing student behavior to be supported by ongoing national research and practice?
- ★ Do you think teachers should use positive behavioral practices that have proven to be effective in thousands of schools encompassing 44 states?

Schools, educators, and students across the country are experiencing impressive results by using **Positive Behavioral Intervention and Support (PBIS)**. PBIS is not a specific strategy or model. It is a comprehensive approach for building multi-tiered behavioral interventions and supports in school settings. This approach is being implemented extensively in over 9000 schools nationwide. Based on research documenting its effectiveness, forty-one states have created statewide systems to support local schools in implementing PBIS. Founded on a large and growing national body of research and practice and supported by the federally funded National Center for PBIS, PBIS is designed to create learning environments that support, teach, and reinforce behaviors known to be critical to academic growth and social development. Effective implementation of PBIS has been associated with many positive outcomes for students, including but not limited to reduced office referrals, decreased use of suspension, more efficient use of school resources, less time spent correcting student behavior, increased time focused on instruction, and improved school climate. In addition, PBIS also incorporates the critical core elements necessary to effectively implement Response to Intervention (RtI) in the area of social behavior. Research shows that when a school

environment is positive and predictable, students feel safer, have better academic performance, and make better behavior choices. Join with schools from across the country and your state in creating improved schools for our children and youth.

Specific topics addressed through this project will include:

- A research-based, three-tiered continuum of behavioral intervention and support (i.e., Schoolwide discipline planning, targeted or small group interventions, & intensive and individualized interventions);
- The critical role of prevention in addressing challenging behavior;
- Methods to create effective and efficient links between the level of behavioral support and intervention with students level of behavioral need;
- Implications for all teaching staff and administrators;
- Steps for getting started, including developing a PBIS leadership team;
- Strategies that focus on identifying, teaching and supporting effective social behaviors at all three tiers;
- Methods for monitoring the quality of program implementation as well as student outcomes;
- Making connections between PBIS and other initiatives, such as Response to Intervention (RtI), improving academic performance, and dropout prevention;
- Opportunities for participants to create their own action plans for developing and implementing PBIS in their own school settings;
- Follow-up support to facilitate implementation.