

Key Features of PBIS

Schools implementing the PBIS process assume that all students need to be taught school and classroom expectations. With PBIS, pro-social behaviors are taught in the same way that academic subjects are taught. Teachers directly teach, model, practice, and reinforce appropriate behavior, and data are used to monitor progress. Different and more intense instructional strategies are used for students who struggle behaviorally, just the same as for those students who struggle academically.

PBIS is based on years of research on effective school practices.



Guilford County Schools

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www.gcsnc.com/depts/pbis/index.htm

Guilford County Schools

PBIS

Positive Behavior
Interventions and
Support

Supporting Appropriate
Behavior in Our Schools

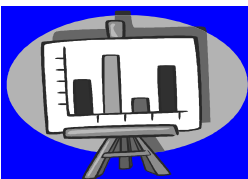


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What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a process of creating proactive, school-wide systems that focus on preventing inappropriate behaviors and recognizing appropriate behaviors.

Schools that participate in the PBIS process seek to create and sustain positive school climates by defining, teaching, and reinforcing a universal set of behavioral expectations. They do this through three basic steps: building effective systems, supporting those systems with evidence-based practices, and using data for monitoring and decision making.



Data collection is a key component of PBIS.

First, schools build effective systems for handling discipline. They create consistency by clarifying the expectations for both staff and students through a set of universal behavior expectations.

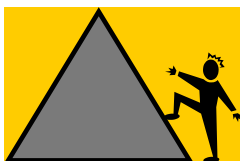
Second, PBIS schools use evidence-based practices. Staff members receive training in supervising effectively and fostering positive staff-to-student interactions.

Third, schools involved in PBIS continually monitor their progress. Data are regularly collected and used to evaluate the effectiveness and efficiency of behavior support systems so that instructional time can be increased and student achievement improved.

Levels of Implementation

When schools begin implementing the PBIS process, they start by implementing universal practices which affect all students. Universal practices provide enough support for many students who may have seemed to need individual supports. Therefore, schools use their resources most wisely by first focusing on solidly implementing universal practices, which provide proactive, primary intervention, and are effective for 80-95% of students.

Once schools have universal practices firmly in place with staff and students, they can begin to implement practices at the targeted level. These practices are interventions that are targeted at groups of students for whom the universal practices do not provide enough support (roughly 5-20% of students).



A three-tiered triangle is a symbol of the three levels of PBIS.

Many interventions can serve as interventions for targeted groups of students. The hallmark of a targeted intervention is that it focuses on a small group of students, is efficient, and is a system that is continuously available to students. Other hallmarks include voluntary participation by students, parent permission for participation, and data monitoring to track progress and aid in decision making. Students continue to benefit from universal practices while they receive targeted interventions.

The primary system that the Targeted Teams in Guilford County are currently using is called Check In/Check Out—a school-based system for providing daily support and monitoring for students. Other group interventions such as homework clubs, newcomer clubs, and social skills groups, to name a few, may be used as targeted interventions for students.

Research indicates that 75-80% of students who receive targeted levels of support are successful and need no other behavior support. Typically about 1-3% of students need more support than universal and targeted interventions provide. These students need intensive level interventions which are individualized interventions for students with high-risk behaviors.

Frequently Asked Questions



Why do schools need to do this?

Schools have historically tried to control students' behavior primarily through punishment procedures such as detention, loss of privileges, suspension, or expulsion. These strategies are reactive and do not work to prevent student misbehavior. Through PBIS, schools develop a clear set of positive expectations, and proactive strategies are used to teach and encourage students to meet these expectations and prevent misbehavior.

Is this a new program or just another fad?

PBIS is not new, and it is not a fad. It is a research-based process schools go through to address student behavior and discipline issues. It has been implemented in all 50 states, the district of Columbia, and in numerous other countries. Research continues to show how well it works.

Does PBIS mean that students will not be punished for misbehavior?

No. Schools will use procedures to encourage the behavior they want, and they will also use procedures to discourage the behavior they do not want. The consequences will match the behavior. Students will learn that by behaving appropriately, they will experience positive consequences. They will also learn that if they do not behave appropriately, they will receive negative consequences.

How will schools find time to teach behavior? Won't this hurt EOG and EOC scores?

Schools implementing PBIS spend less time punishing and correcting; therefore, they find they have more time to teach academics. Research shows that schools using PBIS actually have higher scores on tests like the EOG and EOC.