

## Positive Behavioral Intervention and Supports (PBIS) in Wisconsin Schools

Positive Behavioral Intervention and Supports (PBIS) is a systemic approach to proactive, school-wide discipline based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies. The PBIS model has been successfully implemented in thousands of schools in over 40 states, resulting in dramatic reductions in disciplinary interventions and increases in academic achievement. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.

PBIS serves as a structure and process that organizes, implements, and evaluates multiple initiatives related to social and behavioral improvement (e.g., character education, asset building, Tribes, Discipline with Love and Logic, social skills instruction, developmental guidance, building consultation teams, restorative justice practices, wrap-around services).

There are three levels of PBIS:

### Tier 1: Universal

Instruction, processes and procedures intended for all students and all staff, in all school settings. Effective instruction at this level results in at least 80% of students meeting social and behavioral expectations.

### Tier 2: Supplemental Support

Processes and procedures designed to address the behavioral challenges of groups of students with similar behavior problems or behaviors that occur for the same reasons, (i.e., attention-seeking, escape) and/or across similar settings. Approximately 10-15% of students can require support using these strategies to meet social and behavioral expectations.

### Tier 3: Intensive Intervention

Processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual high-need students. Up to 5% of students need these strategies to either meet social and behavioral expectations or to successfully cope with their challenges.

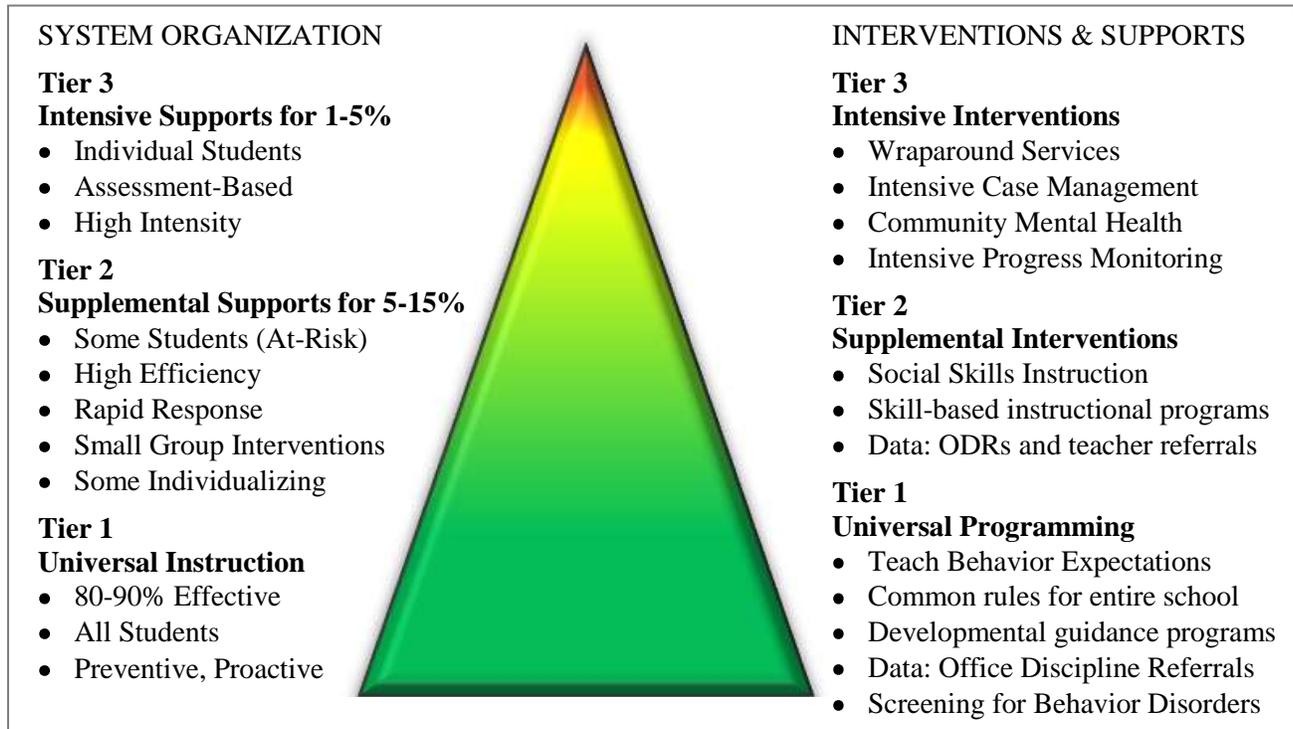
### Four Elements of PBIS

PBIS applies a team-based, problem-solving process that considers systems, data, practices, and outcomes.

- **Systems** include the policies, procedures, and decision-making processes that consider school-wide, classroom, and individual student systems. Systems support accurate and durable implementation of practices and use data-based decision-making.
- **Data** are used to guide decision-making processes and measure outcomes. Data support the selection and evaluation of practices and systems.
- **Practices** include the strategies and programs that are used to directly enhance student learning outcomes and teacher instructional approaches.
- **Outcomes** are academic and behavioral targets that are endorsed and emphasized by students, families and educators and are measured using the gathered data.



## School-Wide Systems for Student Success: A Response to Intervention (RtI) Model for Positive Behavior Interventions and Supports (PBIS)



### Features of Successful PBIS Implementation

Experience in many states has shown that PBIS initiatives are successful when the following elements are in place. A high-status, school-based leadership team, including an administrator, and a high level of priority in the school's improvement plan are critical. These teams are supported by an internal coach from the building and an external coach who supports numerous teams. PBIS uses a systems approach, emphasizing prevention and positive discipline. Implementation is also staged over the course of numerous years, requiring a long-term commitment and endorsement from staff. Finally, important decisions are based on data collected about student need and response to evidence-based practices, programs, and strategies.

#### **Building-level teams include:**

- An internal coach
- Building administrator
- General education teachers from each grade
- Special education teacher
- Pupil services staff
- Related arts teacher
- Paraprofessional
- Family Members

#### **Internal Coaches:**

- Are school staff members
- Attend and monitor training
- Ensure PBIS is implemented with integrity
- Coordinate with other school or district teams
- Understand applied behavior analysis, observation, and interviewing
- Staffed at one period per day or .15 FTE per building

#### **External Coaches:**

- Link internal coaches, the District, and the WI PBIS Network
- Support district PBIS Teams at all three tiers
- Coordinate school and district improvement efforts including RtI
- Staffed at about .2 FTE for 4 buildings

## Training

Establishment of all three tiers of Positive Behavioral Interventions and Supports (PBIS) in a school or district takes place over multiple years. School-based implementation data determine when schools are ready to participate in the next level of training. Training is provided at all three levels of supports and interventions. Training descriptions are provided below.

### **PBIS Overview Training**

Participants receive an overview of the PBIS process, including discussion on systems, data, and practices. All staff should participate. This training requires 1-2 hours. These questions are addressed:

- How do systems support staff in behavior management?
- How is data used to make proactive and positive decisions?
- How are students supported to develop social-emotional skills?

### **Tier 1 – Universal Training**

On **Day 1** participants will overview the systems, data and practices embedded in PBIS implementation. Staff evaluation of the discipline support processes are explored. The team drafts school-wide behavioral expectations, creates a behavioral matrix, and plans for team development.

On **Day 2** participants build on their work in Day 1 to develop an acknowledgement plan, develop a chart of office-managed vs. classroom-managed behaviors, establish procedures for a continuum of interventions, evaluate the efficiency of “working smarter” among school teams, and create a system for effective meetings. Days 1 and 2 are provided consecutively.

Teams return for **Day 3** to revisit essential school-wide systems (data, teaching, acknowledgement, and interventions) and use the Team Implementation Checklist to self-assess current implementation and action plan around identified needs. In addition, participants look at the Benchmarks of Quality to begin to understand the use of the tool in self-evaluation.

### **Tier 2 – Supplemental Training**

This training is provided only after data showing that Tier 1 is reliably established in the building.

On **Day 1** teams establish a seamless system of support from Tier 1/Universal to Tier 2/Supplemental Levels of Intervention. Each team learns how to use their Tier 1 data to target groups of students in need of Tier 2 interventions. A continuum of Tier 2 interventions to support the behavior of students who are not responding to Tier 1 strategies and who are at-risk for behavioral and academic failure, including those with disabilities, are covered.

On **Day 2** teams create a continuum of Simple Tier 2/Supplemental Interventions. Participants learn how to implement Check-In/Check-Out, Simple Instructional Small Groups, and Check-N-Connect.

**Day 3** provides an introduction to the concepts and systems of functional behavioral assessment and behavior intervention planning to support students’ behavior. This session focuses on simple functional assessment tools, brief intervention planning and progress-monitoring of plans. Days 1- 3 are provided consecutively.

Teams return for **Day 4** to review Tier 2/Supplemental level systems including tools, implementation of Check-In/Check-out, Simple Instructional Small Groups, Check-N-Connect and FBA/BIPS, and data-based decision-making. Teams refine their systems, troubleshoot areas of concern, and network with other schools to share ideas and practices.

### **Tier 3 – Intensive Training**

This training is provided only after data showing that Tier 2 is reliably established in the building.

On **Day 1** teams develop the capacity for effective and efficient Tier 3/Intensive supports for students with the greatest needs. Teams establish a seamless system of support from Tier 2/Supplemental to Tier

3/Intensive Levels of Intervention. Teams use their school-based, Tier 2 data to learn how to identify students in need of Tier 3/Intensive support.

On **Day 2** participants learn advanced application of individual student behavior support planning from Functional Behavioral Assessment (FBA) and Behavioral Intervention Planning (BIP) to the wraparound process. The primary goal is to assist teams to develop a better understanding and system for deciding when a more comprehensive team process, such as the wraparound process, is needed to support students with complex, multiple system challenges. Emphasis is given to the continuum of support from Tier 1/Universal through Tier 3/Intensive systems, highlighting data-based, decision-making tools and behavioral interventions for students.

**Day 3** provides an overview of the systems, data and practices of the wraparound process as a Tier 3/Intensive intervention. The primary focus is on increasing participants' knowledge of and fluency with the wraparound process, including development of plans that are strength-based and tailored to the comprehensive needs of each student/family. Emphasis is given to how to support and plan for the "whole child" and the "whole family."

### **Internal Coach Training**

**Day 1** covers job descriptions, roles, and goals for internal and external coaches. Rationales and features of School-Wide Positive Behavior Support (SW-PBS) are reviewed. Participants are prepared to deliver an overview of PBIS to building staff.

**Day 2** reviews coaching responsibilities necessary to carry out the role of coach in the PBIS implementation process. The influence and effect of data-drive decisions, action planning and resource determination is covered.

**Day 3** covers strategies to work with discipline data at the school level, including: collection, management, interpretation, timelines and strategies. The Illinois PBIS Evaluation Tools, Data Collection Schedule, and School Data Audit are utilized.

**Day 4** focuses on successes and challenges of the current year, interpretation of trend data, and creating a building plan for the next year. The School Profile is used to document interventions at all three tiers of support: Universal, Supplemental, and Intensive.

### **External Coach Training**

**Day 1** takes participants through the expectations and supports for capacity-building and sustainability, in order to guide school-based teams through the process of creating tiered behavioral and academic supports for all students. Topics covered include district readiness and commitment, building readiness, and a 3-5 year implementation plan for training and technical assistance.

**Day 2** reviews tools that are used to collect, aggregate and interpret process and outcome data from multiple sources as a means to monitor progress.

**Day 3** focuses on district-wide successes and challenges of the current school year, interpretation of trend data, and creating a district plan for the next school year. Phases of implementation and supportive data are covered in preparation for the school district summit. The application for team recognition is discussed.

*This summary was adapted from materials available publicly from the Illinois Positive Behavioral Interventions and Supports Network and the University of South Florida Positive Behavior Support Project.*

April 21, 2009