School-Wide Positive Behavioral Interventions and Supports (PBIS)

An Overview of PBIS and a Review of Key LCPS Outcomes
What is PBIS?

• A decision-making framework that guides the implementation of a continuum of evidence-based behavioral interventions for improving academic and behavioral outcomes for all students.

• The purpose of school-wide PBIS is to establish a school climate in which appropriate behavior is the norm.
Safe Schools

- Positive Behavioral Interventions & Supports
- Bullying Prevention
- Behavior Intervention Plans & Safe Use of Seclusion & Restraint
- Safe School Ambassadors
- PEER Helper
- Individual Health Care Plans
- Threat Assessment
- Food Allergy Awareness, Safety & Prevention
- Crisis Intervention
- Suicide Prevention

Suicide Prevention
Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS
- PBIS Team
- Faculty Commitment
- Implementation Plan

DATA
- Data Entry & Analysis
- Evaluation

PRACTICES
- Discipline Procedures
- Expectations Developed
- Lesson Plans
- Recognition Program
- Classroom Systems

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making
PBIS Systems

• Structures and supports that staff need to organize and implement effective practices
• PBIS School Team of about 8 school-based members and coaches
• Faculty commitment: ~80%
• Action Planning → School Improvement Plan
Continuum of PBIS Support

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%

~5%
Universal Interventions

• Identify and define 3 to 5 positively and clearly-worded behavioral expectations
PBIS Practices

• Teach, **model**, and practice behaviors and routines
• Reinforce and recognize appropriate behaviors consistent with expectations (behavior-specific praise)
• Procedures for handling discipline in the classroom or the office
• Continuum of consequences for discouraging inappropriate behavior
• Active supervision (move, interact, scan) in non-classroom settings
• Pre-correct, remind, prompt
<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/ Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time; attend regularly, follow class rules</td>
<td>Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass</td>
<td>Put trash in cans, push in your chair, be courteous to all staff and students</td>
<td>Keep area clean, put trash in cans, be mindful of others’ personal space, flush toilet</td>
</tr>
<tr>
<td>Achievement</td>
<td>Do your best on all assignments and assessments, take notes, ask questions</td>
<td>Keep track of your belongings, monitor time to get to class</td>
<td>Check space before you leave, keep track of personal belongings</td>
<td>Be a good example to other students, leave the room better than you found it</td>
</tr>
<tr>
<td>Honor</td>
<td>Do your own work; tell the truth</td>
<td>Be considerate of yours and others’ personal space</td>
<td>Keep your own place in line, maintain personal boundaries</td>
<td>Report any graffiti or vandalism</td>
</tr>
</tbody>
</table>
PBIS Practices

Targeted Interventions
- Check In Check Out
- Social skills training
- Group counseling
- Behavioral contracting
- Classroom behavior management systems

Individual Interventions
- Function-based interventions
- Self-management
- Individual counseling
PBIS Data

• Record and analyze behavioral data to make decisions.
• Use data to make decisions about office referrals: who, what, where, and when
• Define decision rules for identifying and responding to at risk students. For example,
  ➢ 0-1 ODRs
  ➢ 2-5 ODRs
  ➢ 6 or more ODRs
Outcomes

SWPBIS experimentally related to:

1. Reduction in **problem behavior**
2. Increased **academic performance**
3. Increased **attendance**
4. Improved perception of **safety**
5. Reduction in **bullying behaviors**
6. Improved **organizational efficiency**
7. Reduction in **staff turnover**
8. Increased perception of **teacher efficacy**
9. Improved **social emotional competence**
Rate of Office Referrals Based on Enrollment for PBIS Schools

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<thead>
<tr>
<th>Year</th>
<th>Rate of Office Referrals</th>
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<tbody>
<tr>
<td>2007-2008</td>
<td>29.1834</td>
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<tr>
<td>2008-2009</td>
<td>25.7533</td>
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<tr>
<td>2009-2010</td>
<td>19.7769</td>
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<tr>
<td>2010-2011</td>
<td>19.1134</td>
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<tr>
<td>2011-2012</td>
<td>21.7290733</td>
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Rate of Suspension for PBIS and Non-PBIS Schools

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<thead>
<tr>
<th>Year</th>
<th>PBIS</th>
<th>Non PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>1.67336</td>
<td>4.20417</td>
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<tr>
<td>2008-09</td>
<td>1.92749</td>
<td>4.20794</td>
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<tr>
<td>2009-10</td>
<td>2.13887</td>
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<td>2010-11</td>
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<td>2011-12</td>
<td>2.420124331</td>
<td>3.623947912</td>
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The Rate of In-School Restrictions for PBIS and Non-PBIS Schools

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</thead>
<tbody>
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<td>PBIS</td>
<td>1.974565</td>
<td>4.098532</td>
<td>5.002416</td>
<td>5.554338</td>
<td>4.423883186</td>
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