

# Positive Behavioral Interventions and Supports (PBIS)

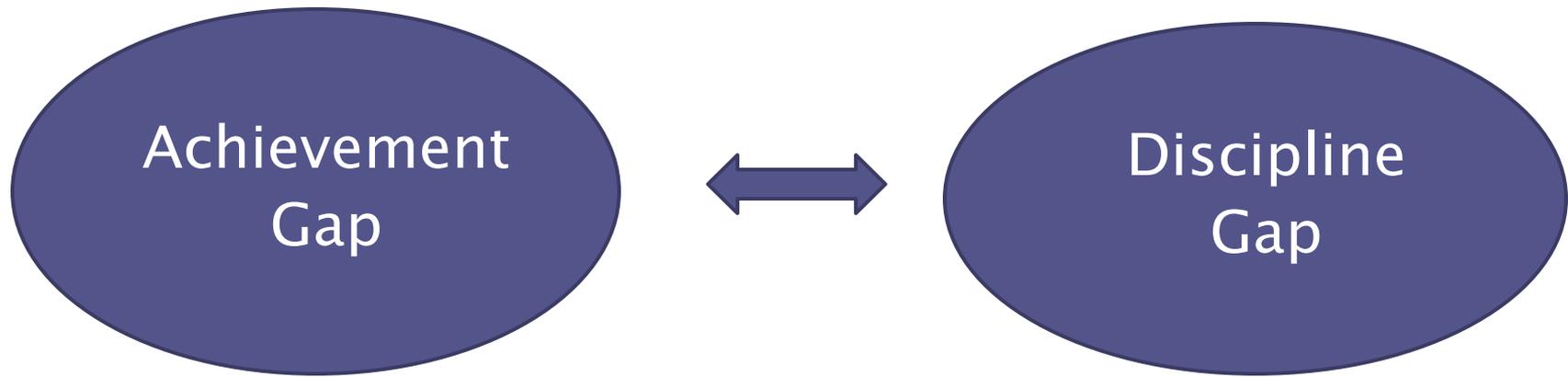
**Education Opportunity & Achievement Gap  
Oversight Committee**

**Wanda M. Billingsly. Ed. D  
Rep. WA State AA Commission**

# Why a new framework? Why now?

## Addressing the “Whole-Child”

Behavioral Outcomes are linked to Academic Outcomes



### ▪ **Nationally**

- **Federal Government: Guidelines for Disciplinary Practices (January, 2014)**
- **Title I Funds released to support discipline (social/emotional)**

### ▪ **Locally**

- **WA State Senate Bill 5946 (June, 2013) regarding expulsion and long term suspensions (limitations on duration).**
- **WA Appleseed and Team Child Report**
- **LAP Funds released to support discipline (social/emotional)**

# PBIS IS A Federally Supported Framework

- National PBIS center now funded for 20 years.
- In NCLB and IDEA
- Vocally supported by Sec. Duncan and President Obama.
- 41 States Now Have Some State Level Support
- In New Federal Discipline Handbook

# What is Positive Behavior Interventions & Supports?

An implementation framework that is designed to enhance academic and social behavior outcomes for all students by (a) emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices; and (b) organizing resources and systems to improve durable implementation fidelity.” (Sugai and Simonsen,2012). **The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.**

## What PBIS is...

- \*A *framework* to support positive behavior (academic and social behavior)
- \*Selecting, teaching and reinforcing 3-5 school-wide behavior expectations
- \*A system that includes **collecting and using data** to make informed decisions
  - including discipline referral system, discipline data, and progress monitoring interventions

## What PBIS is not...

- \*A program
- \*A curriculum
- \*To be implemented in isolation

# Schoolwide PBIS is



**Framework** for enhancing adoption & implementation of

**Continuum of evidence-based interventions** to achieve

**Academically & behaviorally** important outcomes for

**All** students

# Give Priority to Effective Practices

## Less Effective

Label Student

Exclude Student

Blame Family

Punish Student

Assign Restitution

Require Apology

## More Effective

Invest in School-Wide

Teach & Reinf Soc Sk

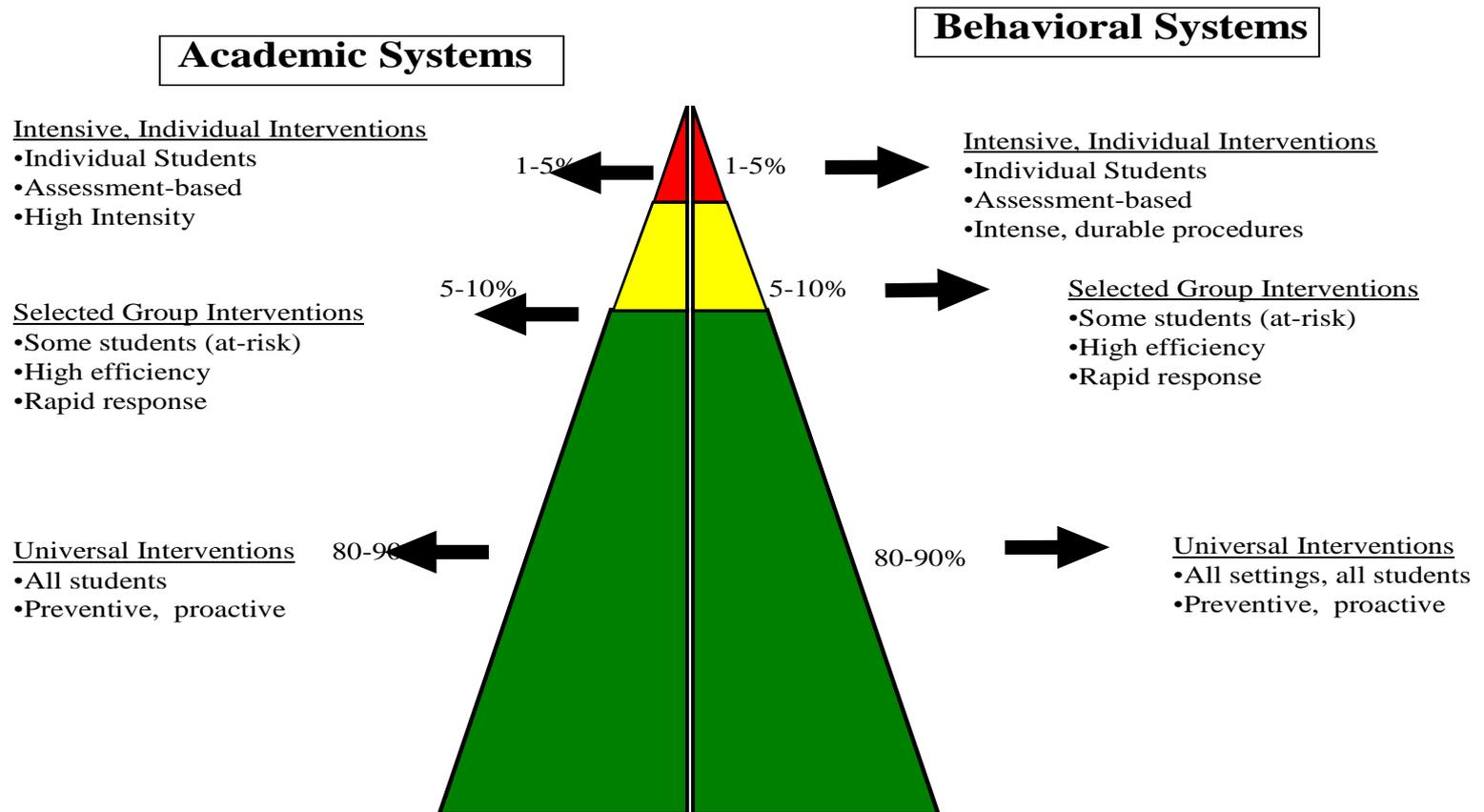
Actively Supervise & Prevent

Individualization based on  
Competence

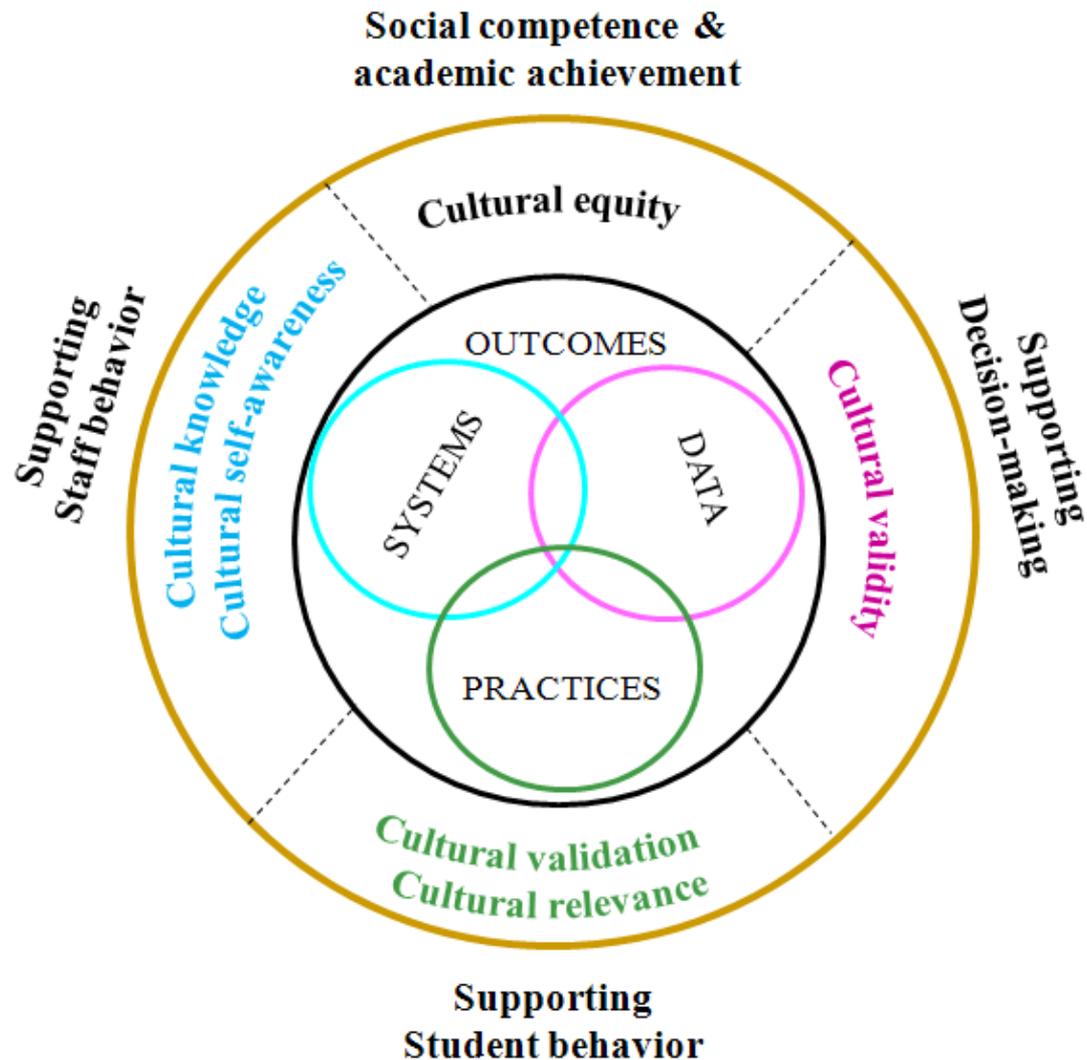
Consider Culture & Context

# Integrated Systems of Academic and Behavior Supports

## Designing School-Wide Systems for Student Success



# Culturally Responsive PBIS



# Problem-Solving Process

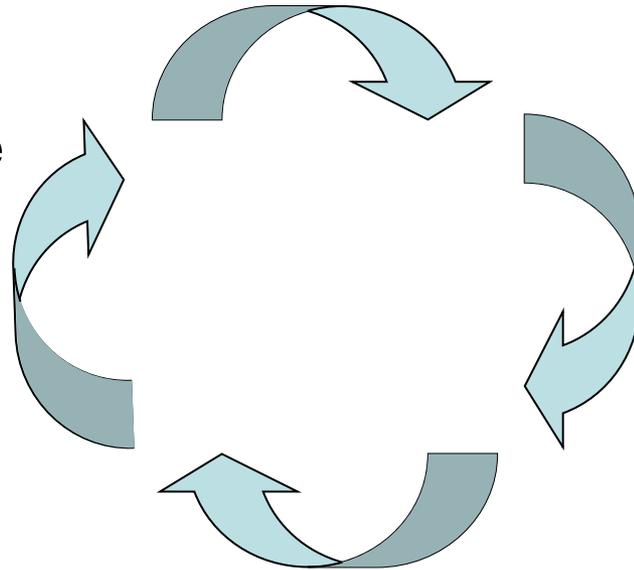
PBIS teams use data at each tier to determine problems to be addressed and to establish consistent procedures to analyze and develop solutions.

## **Problem Identification**

Using data to identify and define problem behaviors

## **Problem Analysis**

Using data to hypothesize why the problem behavior identified is occurring



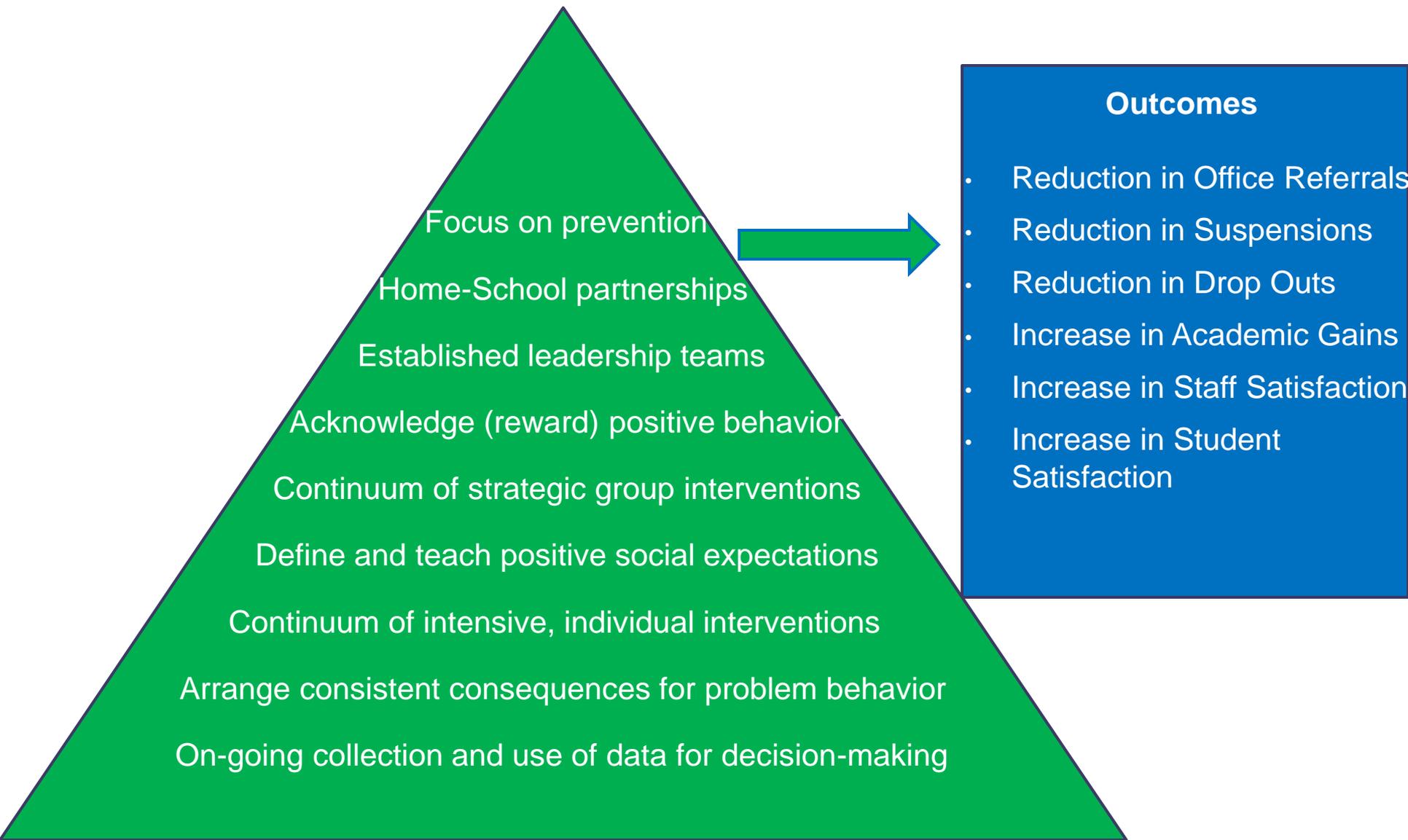
## **Evaluation**

Using data to determine the effectiveness of the supports and to decide next step

## **Implementation**

Developing and implementing evidence-based behavioral supports and interventions that match the hypothesis

# Evidence-Based Features of PBIS



# The Facts About Failing to Intervene

- Students who are poor readers early on are highly likely to continue to be poor readers into the secondary grades and beyond (Juel, 1988; Lyons, 2001)
- Students who engage in behavior problems early on are highly likely to continue to engage in behavior problems into the secondary grades and beyond (Moffitt, 1998; Walker, Ramsey, & Gresham, 2044)

# Systemic Needs:

- Better system for tracking Discipline data for data based decisions
- Defining behaviors universally and systemically to reduce bias and skewed data (i.e discretionary offenses)
- Staff need Training and collaboration/work days and more district offered trainings for high fidelity implementation
- Need district coordination from Pre-K to High School in order to implement effectively and align
- Alignment across the continuum- early childhood through high school

# Results from SWPBS

- Reduction in Office Referrals
- Reduction in Suspension
- Reduction in Drop Outs
- Increase in Academic Gains
- Increase in Staff Satisfaction
- Increase in Student Satisfaction
- \* Return on Investment is High

Thank You!

**Any Questions or Comments??**