



PBIS

A PEATC and
Formed Families Forward
Do You Know

Factsheet for Virginia's Parents

What should I see in a school where PBIS is working?

Parents and caregivers may see evidence of PBIS in many ways. Features you may see are clear statements of common behavioral expectations across the school, teaching of appropriate behavior, collection of data about disciplinary actions such as office referrals, collection of individual student data to know if progress is being made, differentiation of behavioral instruction and interventions for students with different levels of needs, and efforts by school staff to analyze when and where behavioral issues occur and respond to prevent future problems.

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Do You Know

Positive Behavioral Interventions and Supports: What do Parents and Caregivers Need to Know?

All students, their families and educators should have access to effective, proven positive behavioral interventions and supports. When schools use these practices, a student's behavior is less apt to interfere with his learning or the learning of his or her peers. These positive approaches are known by many names. Virginia schools use the terms "effective school wide discipline", "effective behavior approaches", and "positive behavioral approaches". The term positive behavior interventions and supports (PBIS) will be used here to encompass all such efforts.

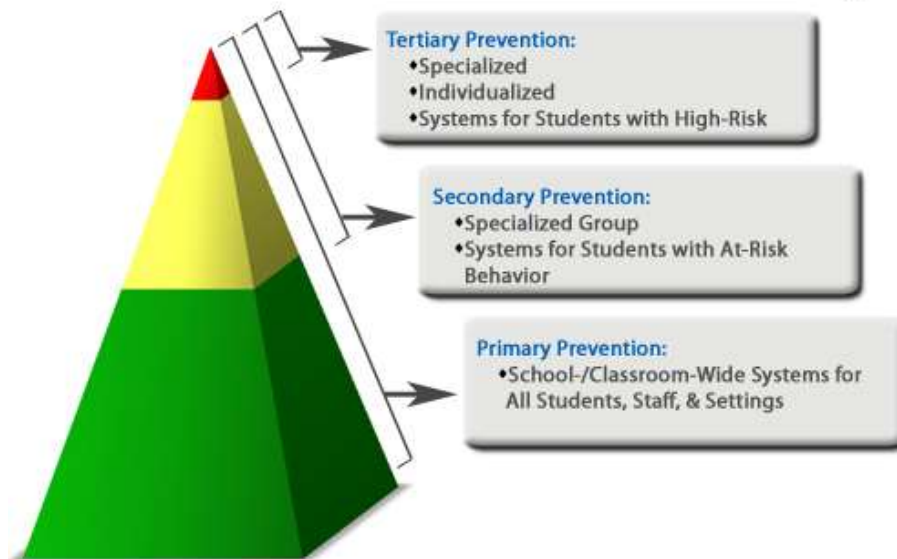
School wide PBIS provide an operational framework for achieving improved academic and behavioral outcomes. PBIS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students (PBIS, 2009). Answers to some questions that parents and caregivers may have are provided here.

Does PBIS look the same for all students?

No. PBIS uses a continuum framework to target practices and interventions based on the level of supports individual students need. Under a three-tiered model, all students receive *Primary* prevention or what is sometimes called universal supports. These are delivered at the school and classroom level, for all students, staff and settings. Some students who engage in at-risk behaviors require more intensive *Secondary* prevention services, usually provided to specialized groups. Students who have higher risk behavior receive specialized, intensive and individualized interventions at *Tertiary* tier.

It is important for parents and caregivers to understand the continuum and what primary, secondary and tertiary behavior supports are in place at their school and division. Parents and caregivers should know what level of services their children are receiving and understand the process for moving between levels of services. School personnel can tell families about the criteria for available group and individualized interventions and help families understand the data collected to guide how supports are chosen and delivered.

Continuum of School-Wide Instructional & Positive Behavior Support



What should be part of every school's Positive Behavioral Interventions and Supports approach?

While individual interventions and practices may vary by location or school, the framework of positive behavior supports includes four essential integrated elements: (a) **data** for decision making, (b) measurable **outcomes** supported and evaluated by data, (c) **practices** with evidence that these outcomes are achievable, and (d) **systems** that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

- Develop a continuum of proven behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen all students and continually monitor student performance & progress

It is important to know that PBIS is not a special education program. Effective PBIS approaches are implemented school- and division-wide, and are a collaboration of general and special education professionals, families and students.

Citation: PBIS (2009). What is School-Wide Positive Behavioral Interventions & Supports? factsheet. Available at http://pbis.org/school/what_is_swpbs.aspx.

Resources

<http://pbis.org/>

<http://ttac.odu.edu/pbisva/>

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