Positive Behavior Interventions and Supports (PBIS)

"Your system is perfectly designed to give you the results you're getting."
--W. Edwards Deming

INTRO

Is your school encouraging good behavior in a way that shows up in better grades, less disciplinary incidents, and more smiles? Can its implementation of Positive Behavior Interventions and Supports (PBIS) be improved so that it reaches more students and impacts not only their behavior, but their academic and personal growth. How about teachers? Can your teachers benefit from more support so that they can implement PBIS with more ease, confidence and results?

PBIS is a framework designed to help schools establish effective behavior systems at all levels: Tier 1 School-Wide, Tier 2 Targeted/At-Risk, and Tier 3 Individualized. The PBIS framework aligns with Response to Intervention (RtI) Behavior and Multi-Tiered System of Supports (MTSS). Check out the resources below to help you with some best practices, expert how-to's and valuable information.

WHAT THE EXPERTS ARE SAYING:
Videos, Websites, Reports, Resources

Check out some of the most recommended websites and established organizations in the field of PBIS!

[Cal Stat: PBIS Core Message Area](#)
In a nutshell: What you need to know about -- prepared for you by the California Services for Technical Assistance and Training ([CalSTAT](#)). This site provides common or core messages that articulate critical research findings and essential components of effective application. All core messages have been identified by experts in the field and have been approved by the CDE, Special Education Division.

[Florida's Positive Behavior Support Project; A Multi-Tiered Support System](#)
Good general resource for PBIS providing intervention ideas for all tiers.

[PBIS Champion Model System](#)
The PBIS Champion Model System is a framework for creating a comprehensive systems approach for the design and delivery of PBIS at a school. This action-oriented framework provides quality criteria and how to steps for developing, implementing, monitoring, and sustaining each level of the system (Tier 1, 2, 3). Find several resources, articles, assessments and even samples for each of the three tiers to help you better implement PBIS.

[PBIS World](#)
Incredibly user-friendly website. Begin your search by identifying a student's specific behavior then follow the links for tier-specific interventions and data tracking forms and strategies. Website also provides simple tools for school-wide setup, data tracking, parent app and rewards systems.

WHAT THE EXPERTS READ and WRITE:
Highly Recommended Books & Articles

Hannigan, Jessica, and John Hannigan. *Don't Suspend Me! An Alternative Discipline Toolkit* Thousand Oaks, CA: Corwin, 2017.
https://us.corwin.com/en-us/nam/dont-suspend-me/book252372

Aligned with educational law, Don't Suspend Me! is a user-friendly guide that gives educators the tools they need to apply alternative methods. This book offers a toolkit with alternative strategies to use for the most common behavior challenges; Case study examples and testimonials; Worksheets and exercises for the major discipline incidents that occur in schools; Answers to FAQs; A book written by practitioners for practitioners!

Responding to Problem Behavior in Schools, Second Edition: The Behavior Education Program (Guilford Practical Intervention in the Schools) 2nd (second) Edition by Crone Phd, Deanne A., Hawken Phd, Leanne S., Horner PhD, Rob (2010) Paperback – 1994
https://www.amazon.com/Responding-Problem-Behavior-Schools-Second/dp/B00BUW7YI8/ref=sr_1_fkmr0_3?s=books&ie=UTF8&qid=1494386635&sr=8-3-fkmr0&keywords=Rob+Horner+check+in

The Behavior Education Program: A Check-In, Check-Out Intervention for students at risk is outlined in this book. Steps for implementation and examples are provided.

Inequality in School Discipline: Research and Practice to Reduce Disparities
by Russell J. Skiba (Editor), Kavitha Mediratta (Editor), M. Karega Rausch (Editor)
http://www.barnesandnoble.com/w/inequality-in-school-discipline-russell-j-skiba/1123577770?ean=9781137512567&st=PLA&sid=BNB_DRS_BN+Bing+Books_00000000&2sid=Bing_e&sourceId=PLBiP74830

This edited volume fills a critical void by providing the most current and authoritative information on what is known about disciplinary disparities. School exclusion—out-of-school suspension and expulsion in particular—remains a substantial component of discipline in our nation's schools, and those consequences continue to fall disproportionally on certain groups of learners. The negative consequences of frequent and inequitable use of school exclusion are substantial, including higher rates of academic failure, dropout, and contact with the juvenile justice system. As educators, policymakers, community leaders, and other youth-serving organizations begin the difficult work of creating more equitable school disciplinary systems, the need for effective disparity-reducing alternatives could not be more important.

Hannigan, Jessica, and Linda Hauser. *The PBIS Tier One Handbook: A Practical Approach to Implementing the Champion Model*. Thousand Oaks, CA: Corwin, 2015.
https://us.corwin.com/en-us/nam/the-pbis-tier-one-handbook/book244494
A research-based, action-oriented framework written by leading experts in PBIS implementation that shows you how to create a school culture where all students achieve both social and academic success. This book offers: convincing case study; A step-by-step framework for implementing a comprehensive systems approach; Success stories; and Self-assessment exercises.

Building Positive Behavior Support Systems in Schools, Second Edition: Functional Behavioral Assessment 2nd Edition
by Deanne A. Crone Phd (Author), Leanne S. Hawken PhD (Author), Robert H. Horner PhD (Author)
https://www.amazon.com/Building-Positive-Behavior-Support-Systems/dp/1462519725/ref=pd_sbs_14_3?_encoding=UTF8&pd_rd_i=1462519725&pd_rd_r=B8GKXPKXDH0PFSHWB651&pd_rd_w=HQVBI&pd_rd_wg=XGfgC&psc=1&refRID=B8GKXPKXDH0PFSHWB651
A widely used practitioner guide and text, this book presents a blueprint for meeting the challenges of sever problem behavior in grades PreK-8. It shows how to provide effective behavior support for the 1-5% of students who require, intensive, individualized intervention.

PBISApps.org

Looking for a School Wide Information System (SWIS) to collect, summarize, and use student behavior data for decision making? PBISApps is a not-for-profit group, developed and operated by faculty and staff at Educational and Community Supports (ECS), a research unit within the College of Education at the University of Oregon. Check out their resource library for the latest publications, user guides and materials, presentations and upcoming training events.

https://us.corwin.com/en-us/nam/jessica-hannigan

Looking for PBIS training at your district or school, click on the link to check for availability through Corwin Press.

WHAT *PBIS* STANDARDS & EXPECTATIONS
DO I ALIGN TO?

Administrators (Educational Leaders)

Program Standard 4: Equity, Diversity and Access ensures, "the program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how leaders can address and monitor institutional-level inequity." It also ensures, "the program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students."

California Administrator Content Expectations (CACE)

CACE B. INSTRUCTIONAL LEADERSHIP

B-27. Understand how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning.

CACE C. MANAGEMENT AND LEARNING ENVIRONMENT

C-3. Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation

California Administrator *Performance Expectations* (CAPE)

CAPE 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION -- Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

1A: Developing a Student-Centered Vision of Teaching and Learning: New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, aspiring administrators learn how to:

5.   Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, <u>cultural, aesthetic, social-emotional, behavioral</u>, and physical development of each student.

CAPE 2: INSTRUCTIONAL LEADERSHIP -- Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

2B: Promoting Effective Curriculum, Instruction, and Assessment: New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, aspiring administrators learn how to:

<u>4.   Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.</u>

CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT -- Education leaders manage the organization to cultivate a safe and productive learning and working environment.

3B: Managing Organizational Systems and Human Resources: New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. During preliminary preparation, aspiring administrators learn how to:

3.   <u>Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well being for all students.</u>

California Professional Standards for Educational Leaders (CPSEL)

CPSEL 1A: Student–Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.

CPSEL 3C: Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

3C-2 <u>Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.</u>

3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

CPSEL 5A: Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning.

5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.

Teachers
Teaching Performance Expectations (TPEs)
TPE 2: Creating and Maintaining Effective Environments for Student Learning

<u>Elements</u>: Beginning teachers:

1. Promote students' <u>social-emotional growth</u>, development, and individual responsibility using <u>positive interventions and supports</u>, <u>restorative justice</u>, and <u>conflict resolution</u> practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

Narrative

<u>Beginning teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution</u>, and fostering students' independent and collaborative learning. Beginning teachers use a variety of strategies and approaches to create and maintain a supportive learning environment for all students. <u>They use principles of positive behavior intervention and support processes, restorative justice and conflict resolution practices, and they implement these practices as appropriate to the developmental levels of students to provide a safe and caring classroom climate.</u>

A CALL TO ACTION: Be more than a great teacher . . . . Be a champion for education!

Do you want to change the lives of even more students? Not just those in your course, classroom or school, you are more powerful than that! We're talking about improving educator credentialing processes so that those who follow in your footsteps will be equally equipped to join you in serving the next generation of students.

It's simple,

1. Encourage schools of education to adopt and incorporate signature practice themes found on this website throughout their credentialing programs;

2. Recommend other educators, coaches and mentors to visit and use this website, it's here to support faculty at schools of education, teachers, administrators and educational leaders like yourself.
3. If you have other exceptional resources that you would like to recommend, please let us know by contacting bstrong@childrennow.org.