



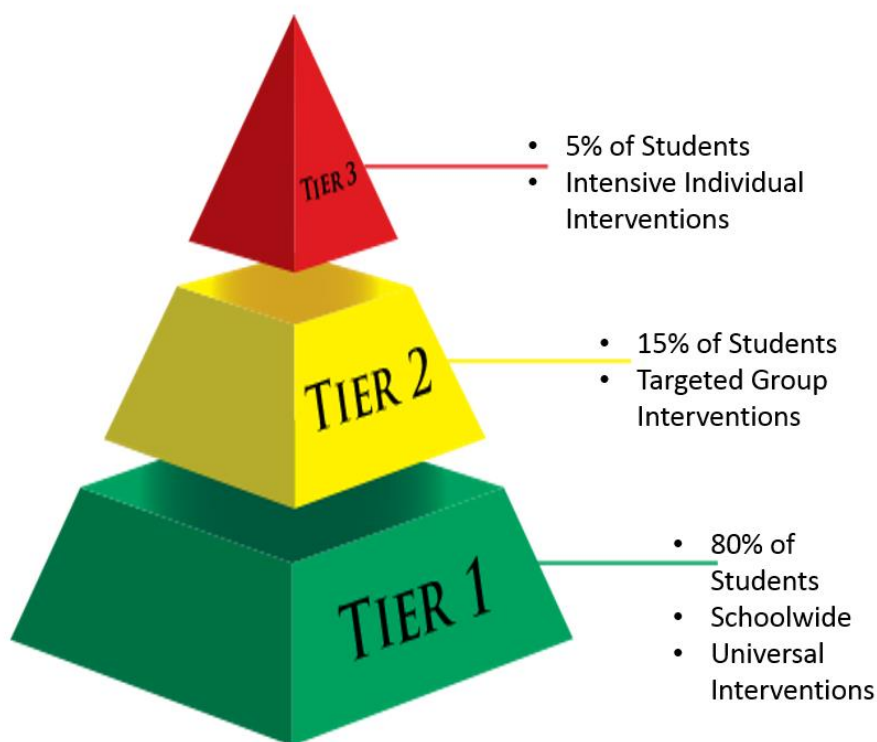
What is Schoolwide Positive Behavioral Interventions and Supports (SW-PBIS)?

Schoolwide Positive Behavioral Interventions and Supports is a framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research based practices, including developing clear behavioral expectations, teaching these expectations, acknowledging appropriate behavior, consistently correcting inappropriate behavior, and using behavioral data to systematically solve problems.

PBIS is built on a multi-tiered system of support model that provides additional behavioral supports to students who are not responding to universal or Tier 1 interventions.



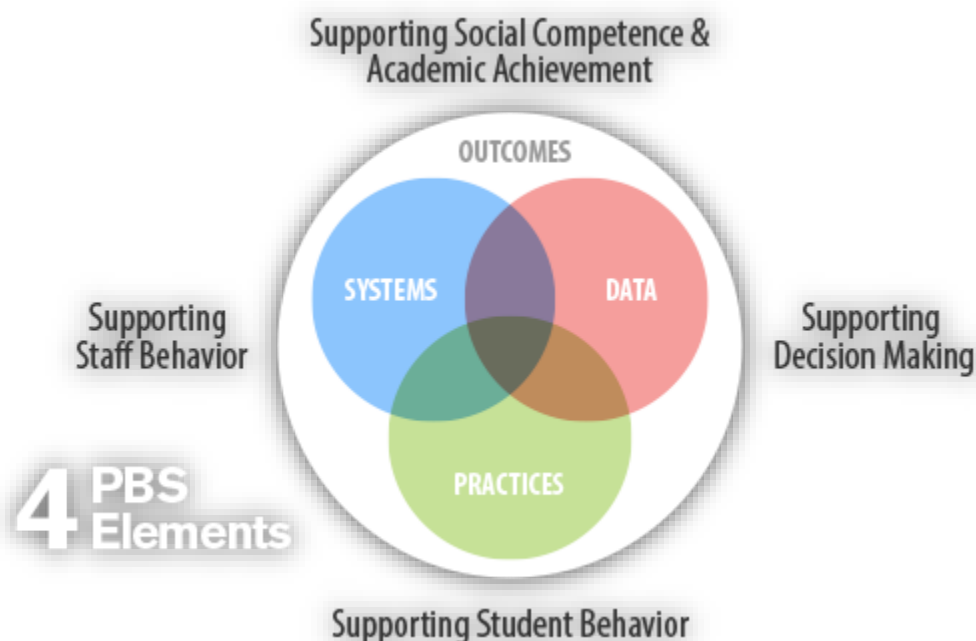
PBIS is a **three tiered model** designed to address the school as a whole as well as specific populations of students who may need greater support. Every public school in the USVI is now implementing PBIS.



PBIS is a framework or model rooted in evidence based practices to improve behavioral and academic outcomes by **improving school climate, preventing problem behavior, increasing learning time, promoting positive social skills, and delivering effective behavioral interventions** and supports.

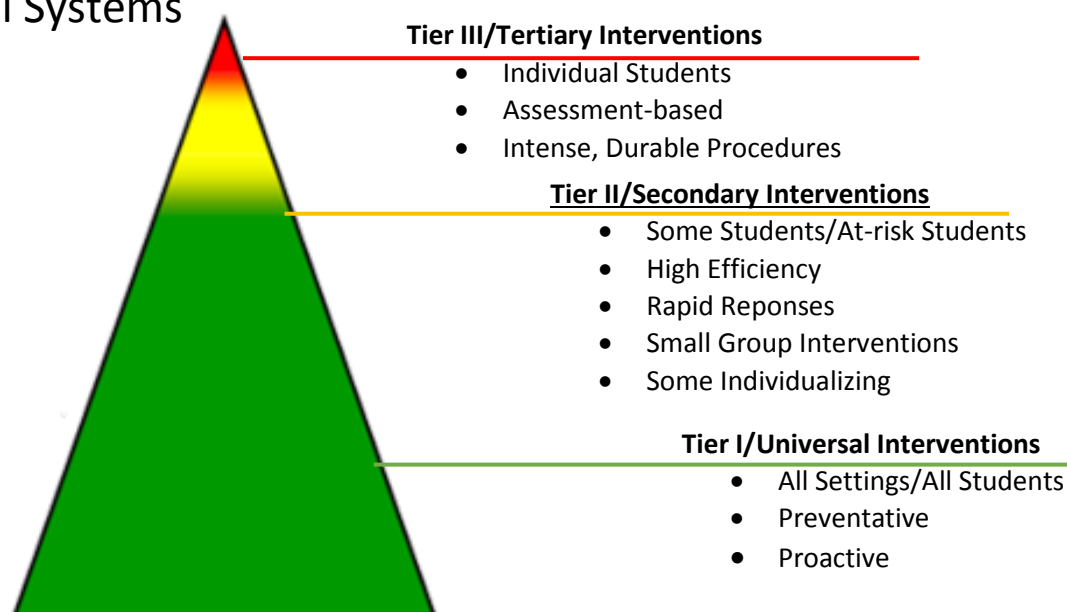
What is PBIS?

- Positive Behavioral Interventions and Supports (PBIS) is commonly referred to as an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices through a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.
- PBIS is a set of research-based pillars, that when applied to a school, help to manage behaviors, improve outcomes, and create a healthier school climate and culture. These pillars include: teaching expected behaviors, rewarding and encouraging expected behaviors, providing appropriate and consistent consequences and feedback, utilizing data to make decisions regarding student behaviors (academic and social-emotional), providing evidence-based interventions for students, and strong communication with stakeholders.
 - The interplay of **4 implementation elements** is considered in all decisions
 - **Data** – What information is needed to improve decision making
 - **Outcomes** – What students need to do for academic and behavior success
 - **Practices** – What students experience to support the learning and improvement of their academic and behavior success, e.g., teaching, prompting, and recognizing expected social behaviors
 - **Systems** – What do educators experience to support their use of evidence-based academic and behavior practices, e.g., school leadership teams, data-based decision making, continuous professional development and coaching



- The multi-tiered “continuum” is comprised of carefully selected, evidence-based practices at three different levels of support intensity. Specific practices are matched both to the level of support need, and the local cultural context
 - **Tier 1:** Universal practices are experienced by all students and educators across all settings to establish a predictable, consistent, positive and safe climate
 - **Tier 2:** Targeted practices are designed for groups of students who need more structure, feedback, instruction and support than Tier 1 alone
 - **Tier 3:** Indicated practices are more intense and individualized to meet the challenges of students who need more support than Tier I and II

Behavioral Systems



What do students and educators gain in PBIS schools?

- All students develop and learn social, emotional, and behavioral competence, supporting their academic engagement.
- All educators develop positive, predictable, and safe environments that promote strong interpersonal relationships with students through teaching, modeling, and encouragement.

How does PBIS contribute to the development of positive school climate, school safety, and student-educator relationships?

- PBIS implementation involves explicitly prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals. When students are taught to effectively use relevant expected social skills for themselves and with others, school climates

are described as more positive, learning environments are designated as safer, and student-educator relationships are referred to as more trusting and respectful.

Three Levels of Implementation

- PBIS is designed to meet the unique behavioral needs of each school and every student through three broad levels of implementation (Figure 2). These levels emphasize interventions that range from preventing the development of inappropriate behavior (universal) to reducing the impact or intensity (targeted or intensive) of problem behavior occurrences. This continuum of schoolwide, instructional and positive behavior supports is a defining feature of PBIS (Walker, et. al., 1996; Sugai & Horner, 1999; Sugai & Horner, 2006).

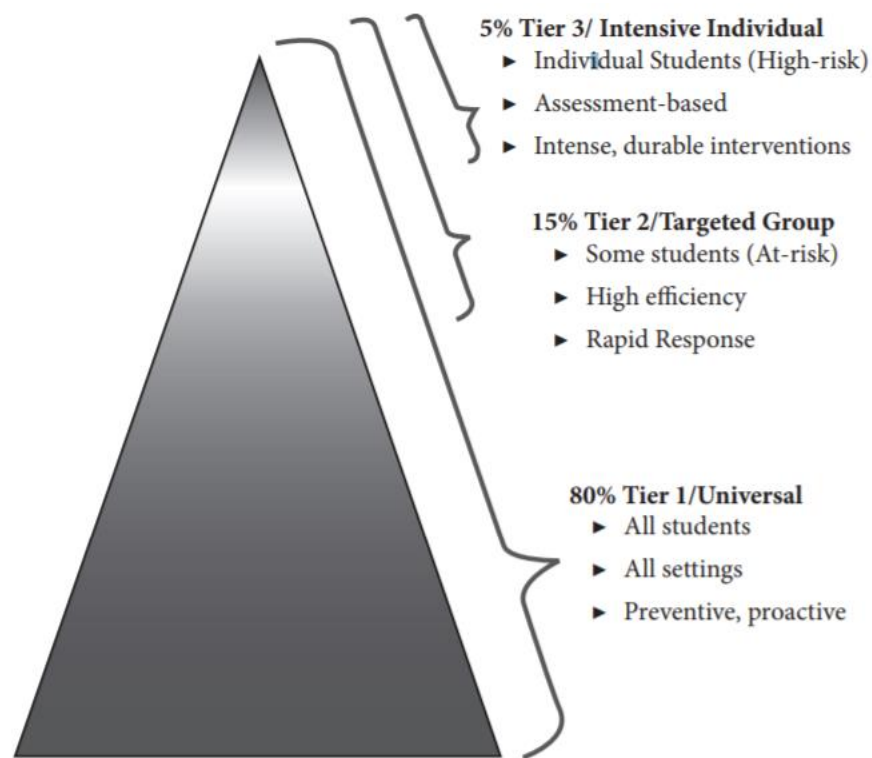


Figure 2

- **TIER 1.** First, school teams develop Tier 1-universal management strategies designed to meet the needs of all students and develop a common language and focus for all school staff, families, and community members. Universal or Tier 1 strategies are designed to be implemented consistently and efficiently across all school settings, classroom and non-classroom (e.g., cafeteria, hallways). This includes teaching specific behaviors or social skills that will lead to success in school, providing frequent positive reinforcement for expected behavior, consistently addressing social errors, and arranging teaching and learning environments to ensure success for all. This level should meet the needs of approximately 80 percent of a school's student body.

- **TIER 2.** Second, Tier 2 or targeted support is developed to provide more specialized and intensive supports for students who present risk factors (e.g., low academic achievement, poor peer skills, limited family or community supports) and who require repeated practice and environmental modifications to increase their likelihood of academic and social success. These strategies are matched to need or function-based and applied to the relatively small proportion of students who require more than universal prevention support for their social success in school. Although they are linked to the Tier 1 interventions, Tier 2 interventions are more intensive and typically require more adult attention and monitoring. The behavioral strategies of Tier 2 can be likened to the small group academic interventions for students requiring additional instruction or practice to keep up with the standard curriculum. Approximately 15 percent of students are at-risk and in need of secondary intervention.
- **TIER 3.** Third, Tier 3 or intensive systems of support are developed to provide highly specialized and individualized practices and systems of support for the relatively small number of students who engage in chronic challenging behavior that is unresponsive to universal, Tier 1 or targeted, Tier 2 interventions. At the intensive level, special educators, school psychologists, counselors, behavior interventionists, and family members develop individualized and comprehensive (i.e., wraparound, person-centered) behavior intervention plans. This is similar to the student who is unable to learn to read using the standard curriculum and requires a highly-prescribed reading intervention approach. Approximately 5 percent of the student body will require individualized interventions.

While some aspects of this continuum that are in place in schools, many schools implement such support strategies separately in an unconnected way. With the PBIS process, all targeted and individual interventions are connected to the schoolwide or universal system, using a common language, tying together systems and keeping all staff informed. When a true connected continuum of supports has a common base, schools are able to increase their effectiveness and efficiency in supporting students with challenging behavior.

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