

Positive Behavioral Support

PBS

What is PBS?

- empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills
- decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension)
- can lead to both systemic as well as individualized change

What is PBS?

- school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.
- a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and nonclassroom settings (such as hallways, restrooms).

What is PBS?

- behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

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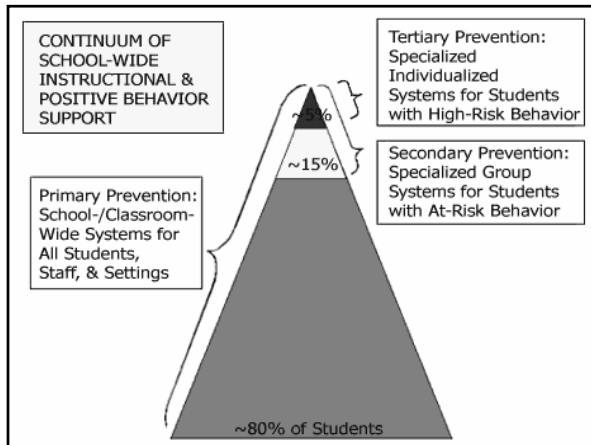
- Based on behavioral theory that problem behavior continues to occur because it is consistently followed by the child getting something positive or escaping something negative.
- By focusing on the *contexts* and *outcomes* of the behavior, it is possible to determine the *functions* of the behavior, make the problem behavior less effective and efficient, and make the *desired behavior* more functional.
- This often involves changing systems, altering environments and teaching new skills, as well as focusing on the problem behavior.

What is PBS?

- Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

What is PBS?

- can target an individual student or an entire school,
- does not focus exclusively on the student, but also includes changing environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement
- successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors



PBS Plans

- Crucial part of devising PBS plans is the *Functional Behavioral Assessment (FBA)*, which reveals information about the antecedents, consequences, and frequency of challenging behavior.
- FBAs also help to identify any co-occurring variables.
- Conducting FBAs doubles the success rate of an intervention.

PBS Plans

- *individualized* and *data-based* and include procedures for monitoring, evaluating and reassessing the process
- *collaborative* effort among parents, school psychologists, teachers, counselors and administrators; all partners should be committed to the plan and its implementation
- more effective when it includes the target individual as well as other significant individuals (i.e., peers, teachers, and parents).

Why is PBS Needed?

- Problem behavior is the single most common reason why students are removed from regular classrooms. Even though students with extreme problem behavior represent only 20% of school enrollment, they can account for more than 50% of behavioral incidents.
- Harsh punishment and zero tolerance policies have not been effective at either improving behavioral climate in schools, or preventing students with problem behaviors from entering the juvenile justice system.
- Three years after being excluded from school, almost 70% of these youth have been arrested.

PBS Focuses on Teaching Positive Social Behaviors

- School-wide discipline has typically focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions.
- Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

PBS Focuses on Teaching Positive Social Behaviors

- Introducing, modeling, and reinforcing positive social behavior is an important of a student's educational experience.
- Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.
- The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

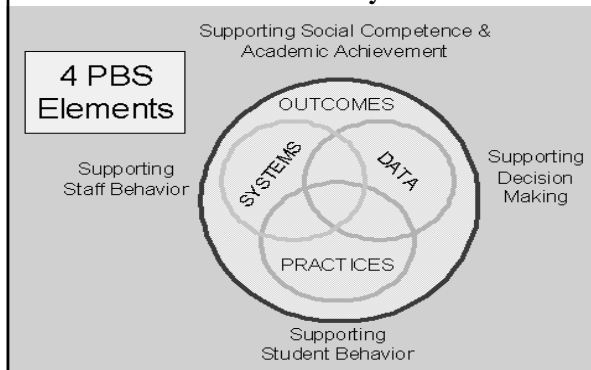
PBS Involves a “Systems Approach”

- An organization is a group of individuals who behave together to achieve a common goal.
- Systems are needed to support the collective use of best practices by individuals within the organization.
- The school-wide PBS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts.

PBS includes four key elements:

- 1. Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- 2. Practices: interventions and strategies that are evidence based.
- 3. Data: information that is used to identify status, need for change, and effects of interventions.
- 4. Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBS.

PBS includes four key elements:



Establishing PBS in a School

- Establish a school-wide leadership or behavior support team to guide and direct the process. This team should be made up of an administrator, grade level representatives, support staff, and parents.
- Secure administrator agreement of active support and participation.
- Secure a commitment and agreement from at least 80% of the staff for active support and participation.

Establishing PBS in a School

- Conduct a self assessment of the current school-wide discipline system.
- Create an implementation action plan that is based data based decision making.
- Establish a way to collect office referral and other data on a regular basis to evaluate the effectiveness of school-wide PBS efforts.

7 Components of School-Wide PBS

- 1. an agreed upon and common approach to discipline,
- 2. a positive statement of purpose,
- 3. a small number of positively stated expectations for all students and staff,
- 4. procedures for teaching these expectations to students,

7 Components of School-Wide PBS

- 5. a continuum of procedures for encouraging displays and maintenance of these expectations,
- 6. a continuum of procedures for discouraging displays of rule-violating behavior, and
- 7. procedures for monitoring and evaluation the effectiveness of the discipline system on a regular and frequent basis

Effectiveness Determined by Data

- Regular monitoring and evaluation are needed to
 - a) prevent ineffective practices from wasting time and resources,
 - b) improve the efficiency and effectiveness of current procedures,
 - c) eliminate elements of the system that are ineffective or inefficient, and
 - d) make modifications before problem behavior patterns become too durable and unmodifiable.

What the Data Says About Effectiveness

- All students, both disabled and non-disabled, can benefit from PBS
- Research conducted over the past 15 years has shown that PBS is effective in promoting positive behavior in students and schools. Use of PBS as a strategy to maintain appropriate social behavior will make schools safer. Safer schools are more effective learning environments.
- Schools that implement system-wide interventions also report increased time engaged in academic activities and improved academic performance.

What the Data Says About Effectiveness

- Schools that employ system-wide interventions for problem behavior prevention indicate reductions in office discipline referrals of 20-60%.
- Appropriately implemented PBS can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills, and problem behavior in individuals with disabilities.
- A review of research on PBS effectiveness showed that there was over a 90% reduction in problem behavior in over half of the studies; the problem behavior stopped completely in over 26% of the studies.

Maximizing the Effectiveness of PBS Involves:

- An *FBA*, conducted when the problem behavior is first observed or as a *proactive* activity
- Focus both on *prevention* of problem behaviors and *early access* to effective behavior support.
- *Culturally competent, family-friendly* behavior support
- Implementation with *sufficient intensity and precision* to produce behavioral gains that have a significant and durable impact on the academic, social and living options available to the student.
