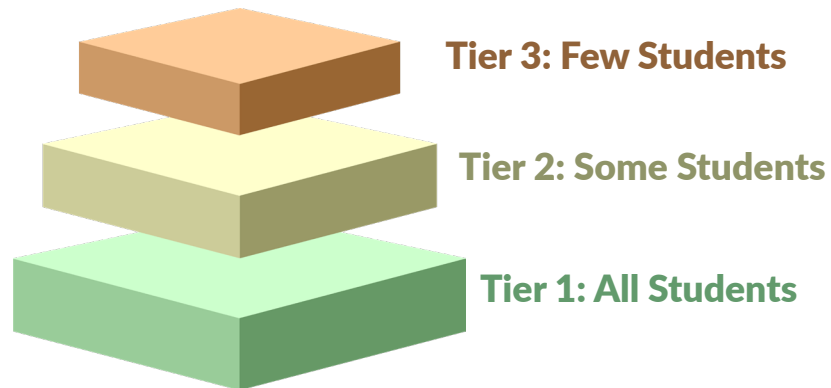# Positive Behavior Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework for supporting students' behavioral, academic, social, emotional, and mental health.[1] PBIS is proven to reduce disciplinary incidents, increase the sense of safety, and support improved academic outcomes in schools.[2]

A Multitiered Approach to Prevention

PBIS incorporates a three-tiered approach to develop schoolwide, targeted, and individualized interventions and supports to improve school climate.[3]

Tier 3: Few Students

Tier 2: Some Students

Tier 1: All Students

Tier 1: Universal, Primary Prevention

Establishes a foundation for delivering regular, proactive support and preventing behaviors.

What does Tier 1 look like?

- Well-defined school-wide expectations
- Explicit teaching of expectations and skills to set students up for success
- Response to unwanted behavior in a respectful, instructional manner

Tier 2: Targeted, Secondary Prevention

Supports students who are at risk of developing more serious problem behaviors before those behaviors start.

What does Tier 2 look like?

- Additional instruction and practice for behavioral, social, emotional, and academic skills
- Increased use or prompts or reminders
- Additional opportunities for positive reinforcement

Tier 3: Intensive and Individualized, Tertiary Prevention

Delivers more intensive, individualized support to students that did not experience success with Tier 1 and Tier 2 supports.

What does Tier 3 look like?

- Engaging in functional behavioral assessments and intervention planning
- Coordinated support through wraparound and person-centered planning
- Individualized, comprehensive, and function-based supports

PBIS is not a curriculum, nor is is something that can be learned during a one-day professional development seminar. It is an ongoing commitment to supporting students, educators, and families.

Why implement PBIS?

Research shows that when PBIS is implemented as designed, there are improved outcomes:

Students

- Improved academic performance[4]
- Higher social-emotional competence[5]
- Reduced bullying behaviors[6]
- Decreased rates of student-reported drug/alcohol abuse[7,8]

Discipline

- Fewer office discipline referrals[9,10,11]
- Fewer suspensions[12]
- Lower rate of restraint and seclusion[13]

Teachers

- Improved perception of teachers[14]
- Better school organizational health and school climate[15,16]
- Higher perception of school safety[17]

Recommendations on How to Implement PBIS

Teachers and Students:[18]

- Arrange the classroom in such a way that facilitates the most typical instructional activities (e.g., tables for centers, separate spaces for individual work, circle area for group instruction)

- Maintain regular two-way communication with families to ensure families have the opportunity to share information and feedback

- Explicitly teach and visibly post steps for specific routines to promote independence

- Adopt 3-5 schoolwide expectations as classroom expectations

- Differentiate instruction to provide equitable benefits to students

- Incorporate students' preferences into learning opportunities to increase connections during instruction

Teachers and Administration:[19]

- Collaborate and develop a shared vision and approach to support and respond to student behavior

- Establish 3-5 positively-stated school-wide expectations

- Explicitly teach school-wide expectations and other key social, emotional, and behavior skills to set students up for success

- Establish a continuum of recognition strategies to provide specific feedback and encourage appropriate behavior

- Establish a continuum of response strategies to provide specific feedback, re-teach appropriate behavior, and discourage inappropriate behavior

> **The number of PBIS-trained schools in Georgia has increased by 331% (from 392 to 1,688) since 2013.[20]**

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