Positive Behavior Supports

Margaret K. Lewis
School
in Millville

Positive Behavior Supports (PBS)

- Is a national, collaborative, assessment-based approach to developing effective interventions for problem behavior
- Emphasizes the use of proactive, educative and reinforcement-based strategies to achieve meaningful and durable behavior and life-style outcomes
- Aims to build effective environments in which positive behavior is more effective than problem behavior

Traditional Discipline vs. PBS

Traditional	PBS
• <u>Focus</u>: Student's problem behavior • <u>Goal</u>: Stop undesirable behavior • <u>Method</u>: Primarily uses punishment (reactive)	• <u>Focus</u>: Systems perspective to address identified needs • <u>Goal</u>: Academic and social success (replacement skills) • <u>Method</u>: Alters environments, utilizes teaching and instruction, employs reinforcement procedures (proactive), data management tracking system

School-wide Positive Behavior Support

- The application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures.
- SWPBS is intended for *all* students and staff in *all* settings across

Class-wide Positive Behavior Support

- Is intended for students from a similar class who need more support in addition to school-wide positive behavior program
- Includes school-wide expectations for student behavior coupled with pre-planned strategies for classrooms setting

Target Group Positive Behavior Support

- Intended for groups of students who need more support in addition to school-wide positive behavior program
- Addresses behavioral issues of groups of students with similar problem behavior or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)

Individual Positive Behavior Support

- Intended for students who need intensive individualized intervention
- School-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students

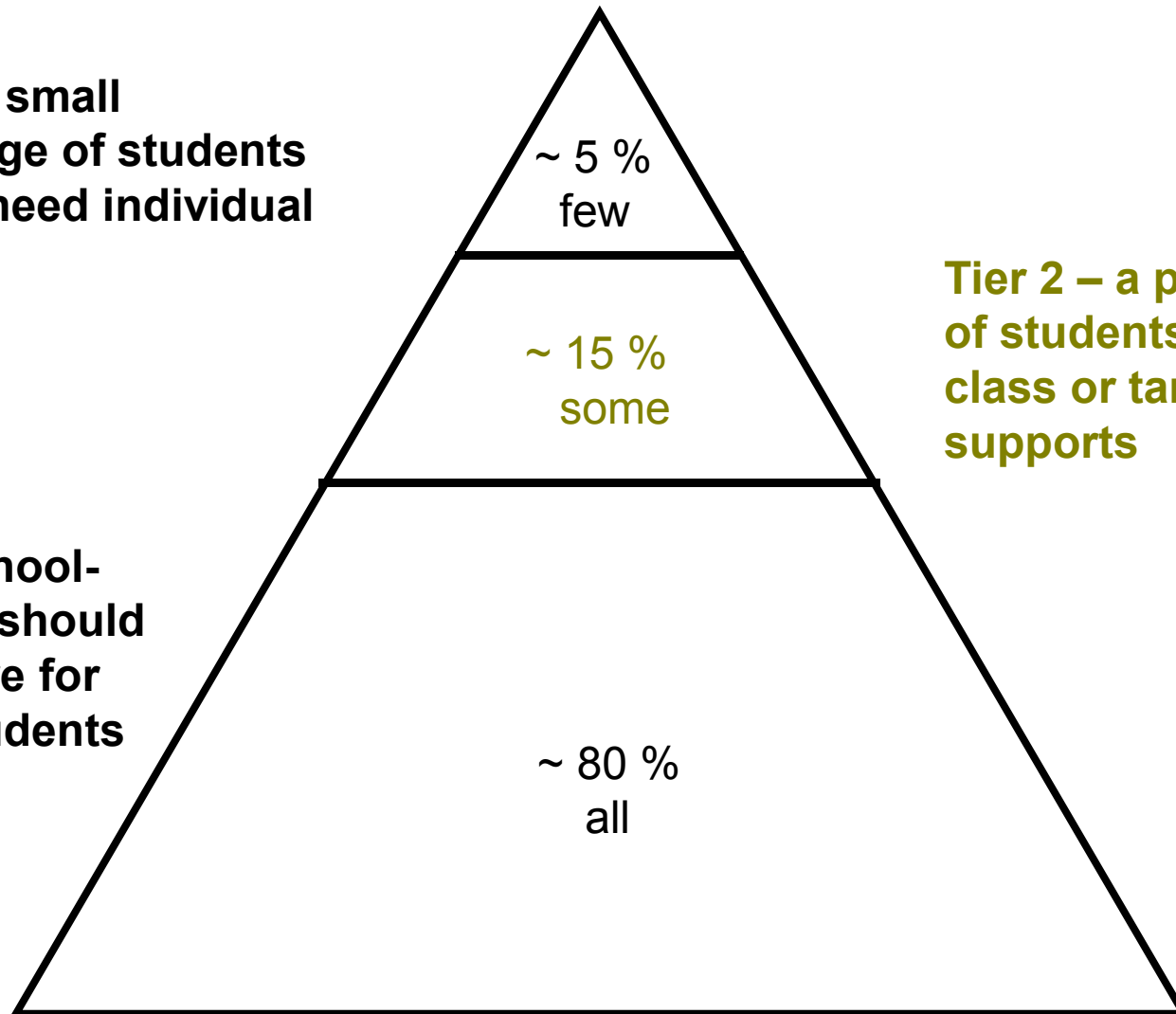**Tier 3 - a small percentage of students will still need individual supports**

Tier 2 – a percentage of students will need class or target group supports

Tier 1 - school-wide PBS should be effective for 80% of students

~ 5 %
few

~ 15 %
some

~ 80 %
all

What does PBS look like in our school?

- Data is used to help track progress and identify areas to target for intervention (Loss of Instructional Time)

- Discipline processes and procedures are consistent throughout the school (Best Practices Behavior Manual)

- The school has developed and uses school-wide expectations and rules in settings across campus to teach students appropriate behavior (SOAR and rules)

- A reward system is used to encourage and model appropriate behavior and effective consequences are developed and used to discourage inappropriate
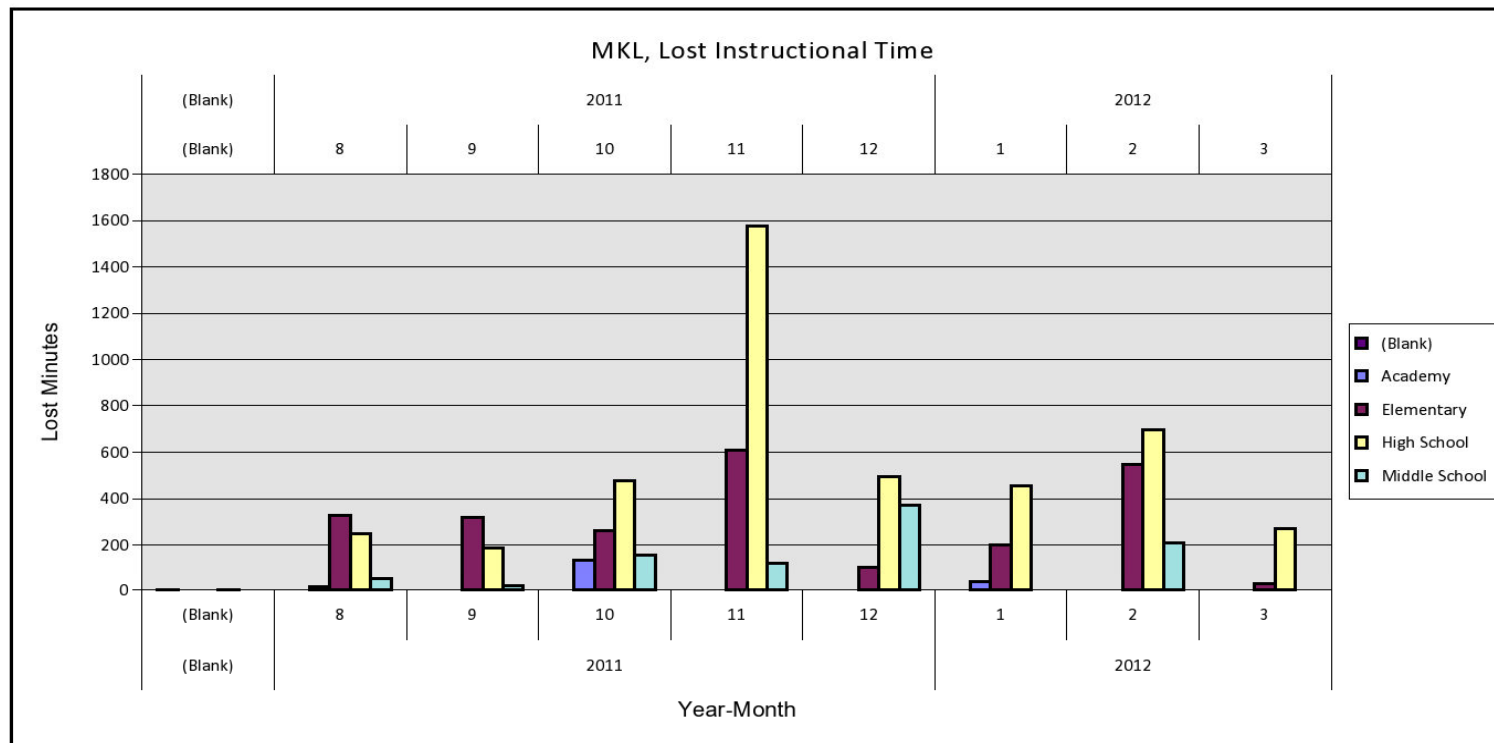
Loss of Instructional Time Data Reports

- Student's Incidence Data
- Teacher Incident Data
- Department Summary with Student Details
- Department Summary without Student Details
- Summary by Department, Grouped by Month
- Summary by Month, Grouped by Department

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2011-2012

Loss of Instructional Time

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"Best Practices"

Behavior Manual

Revised 2011

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"If a child doesn't know how to read,

we teach."

"If a child doesn't know how to swim,

we teach."

"If a child doesn't know how to multiply,

we teach."

"If a child doesn't know how to drive,

we teach."

"If a child doesn't know how to behave,

we...   ...teach?   ...punish?"

"Why can't we finish the last sentence as

automatically as we do the others?"

(Herner, 1998)