

EC School-Wide Positive Behavioral Interventions and Supports Course Guide



Purpose

School-Wide Positive Behavioral Interventions and Supports – or PBIS – is a framework of research-validated strategies designed to create school environments that promote and support appropriate behavior of all students. People working in schools where PBIS thrives share common behavioral expectations that are valued by the entire school community and apply to all students. Students in PBIS schools are taught the required skills to behave appropriately and are consistently praised for behaving well. This course will help school staff members contribute to the creation of effective schools through PBIS by exploring changing school culture, the basics of PBIS and strategies for effectively implementing PBIS.

Summary

Changing School Culture

School culture can go off track for a variety of reasons, and when it does, there's likely no single cause or party to pin the blame on. Teachers, administrators, support staff and parents must work together to build a positive atmosphere and see to it that their school actually becomes the kind of place those posters describe.

School administrators and teachers pursue careers in education in order to lead young people and to instill in them a love of learning, the importance of respect and the need for strong values and morals. It's the actions of the people in the school community that determine whether students respect teachers.

By following the principles of the PBIS framework, your school can be the best it can be. And all members of the school community have an important role to play in making a PBIS program successful.

The Basics of School Wide PBIS

We've learned a lot about human behavior in recent decades, and the fact is, we can't force students to learn or to behave. The truth is that old-fashioned behavior-management methods have proven not only ineffective but harmful.

In both special education and general education, evidence should guide our instructional strategies. PBIS covers a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. PBIS isn't a specific practice or curriculum. Instead, think

of PBIS as a framework. To be successful with a PBIS program, schools must:

- Define expected behaviors, or rules, for all school settings
- Create procedures for teaching and practicing expected behaviors
- Craft processes for discouraging problem behaviors
- Construct methods for data-based decision making
- Encourage family awareness and involvement

Effectively Implementing PBIS

How does a school effectively implement PBIS? There are four key principles:

1. Teams of educators work together within the school
2. Decisions are made based on data
3. Instructional focus must build on a simple strategy of teach and practice
4. Students must master social skills, including positive feedback

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Next Steps

Understand Key Terms

School Wide Positive Behavioral Interventions and Supports (SW-PBIS or PBIS) – a broad set of research-validated strategies designed to create school environments that promote and support appropriate behavior of all students. Students in PBIS schools are taught the required skills to behave appropriately and are consistently praised for behaving well. School staff and students have a shared understanding of PBIS strategies and how those strategies are applied across school settings and in different situations.

“Teach and Practice” – a method of teaching all students the behaviors that are expected of them and modeling that behavior. It’s easy to make the mistake of forgetting to teach expected behaviors. Many students, especially those with problem behaviors, have acquired those behaviors through a variety of factors and influences over the years.

Negative Behavior Management – Negative discipline is ineffective for most students, and especially for those with emotional behavioral disabilities. Studies have shown that punishing students for problem behaviors without having a proactive support system in place is associated with increases in aggression, vandalism, truancy and dropping out of school.

Explore Resources

Positive Behavioral Interventions & Supports (OSEP Technical Assistance Center):
<http://www.pbis.org/>

Take Related Courses

Learn more with other Exceptional Child courses, including:

- Self-Regulation Skills for Elementary Students
- Restraint and Seclusion: Alternatives
- Inclusion Services
- ADHD Overview

About the Author

“With the tremendous positive impact of PBIS, you can be the educator you were meant to be, and have the students you were meant to have.”



Dr. Tim Lewis: Dr. Lewis has been involved in special education for 30 years and has taught students with emotional and behavioral disorders in high school, elementary and self-contained psychiatric settings. The professor of special education at the University of Missouri directs the University of Missouri Center for School-wide Positive Behavior Support. He is also co-director of the national OSEP Center for Positive Behavioral Interventions and Supports and the IES Center for Adolescent Research in Schools. Dr. Lewis serves as the associate editor of the Journal of Positive Behavior Interventions and is a member of 13 other editorial boards.

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Questions or Concerns?

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