

INTRO TO POSITIVE BEHAVIOUR INTERVENTIONS & SUPPORTS (PBIS)

Teslin School

November 20th, 2017

What is PBIS?

- A school-wide approach to creating and maintaining a positive and safe climate in which students can learn and grow.

Who participates? Where does it happen?

- PBIS is used with all students and across all school environments, including classrooms, hallways and on school field trips
- “All students, All settings, All the time”

Why PBIS?

- When schools take a positive approach toward addressing behaviour & discipline, school climate improves.
- Students spend more time in their classrooms rather than in the principal's office, and teachers spend more time on instruction rather than on discipline.

About PBIS schools...

- At a PBIS school, teachers, administrators, counselors, and family members work together to teach and support behavior expectations at school
- All school personnel are responsible for knowing the behavior expectations and providing consistent positive feedback to students

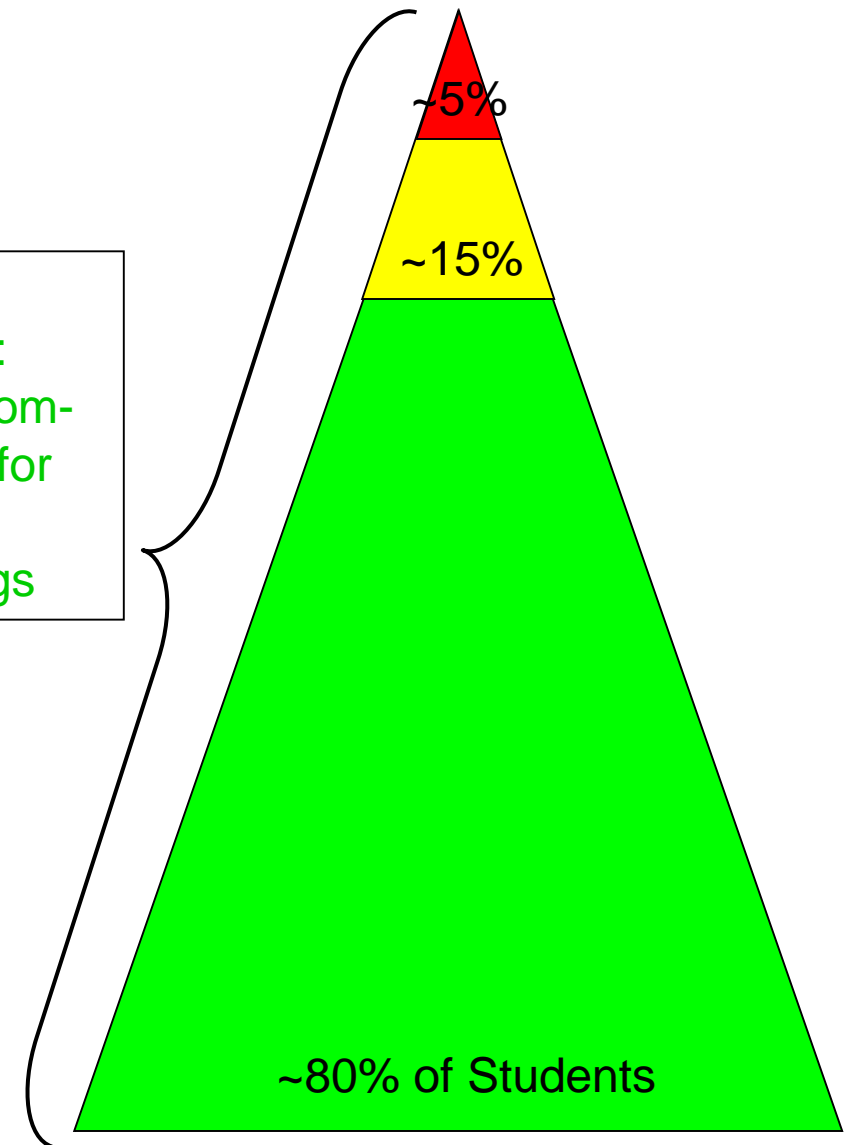
PBIS is about...

- Setting up the **learning environment** for students to be successful socially and academically
 - positive, predictable and consistent
- Strengthening **relationships/connections** between all members of the school community
 - acknowledging, encouraging, supporting each other
- Teaching the **value** of being a positive, contributing citizen of their community

PBIS: Three Tiers of Intervention

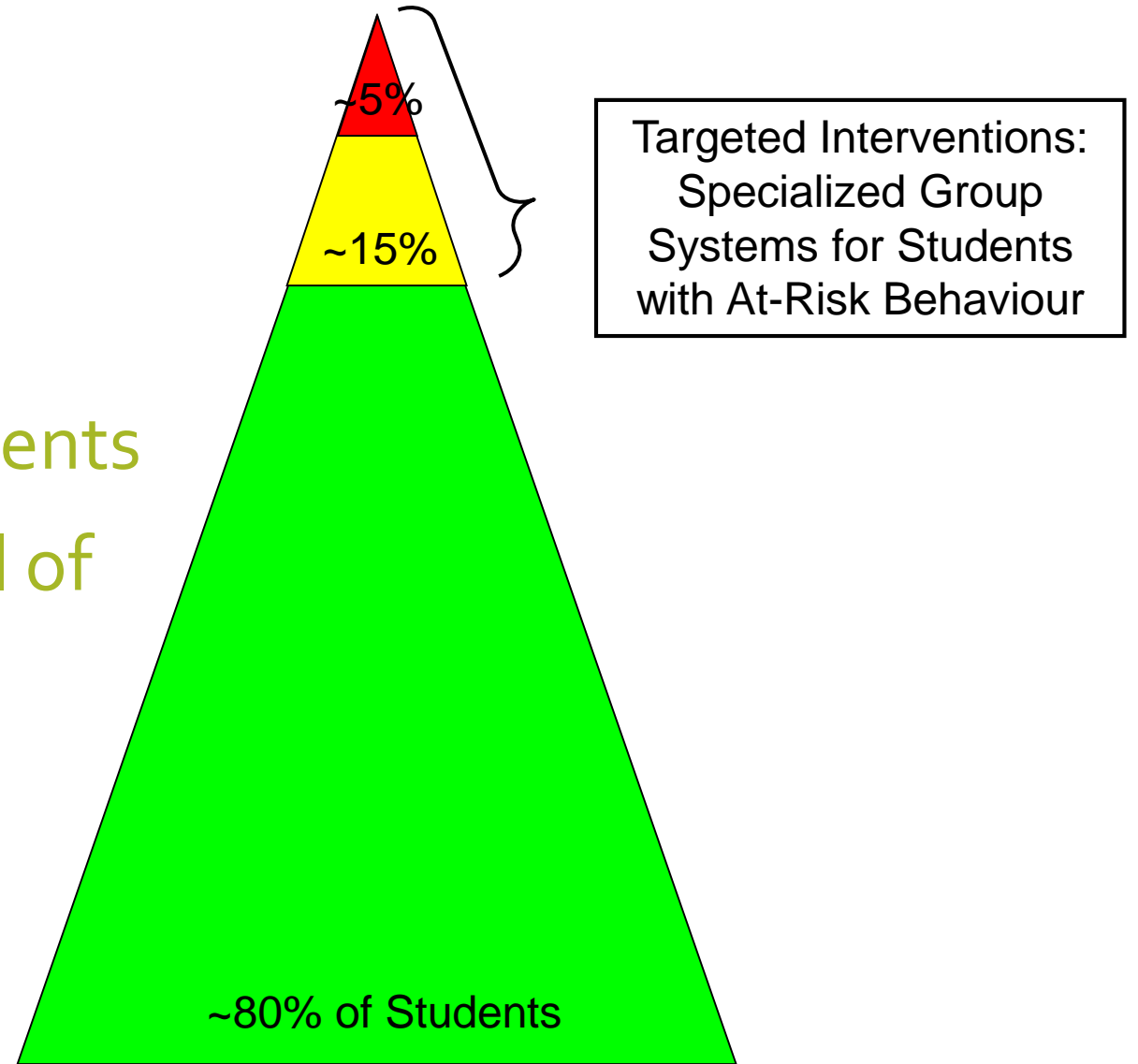
- Tier One: The “Universal” level, which is designed to support all students.

Universal Interventions:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



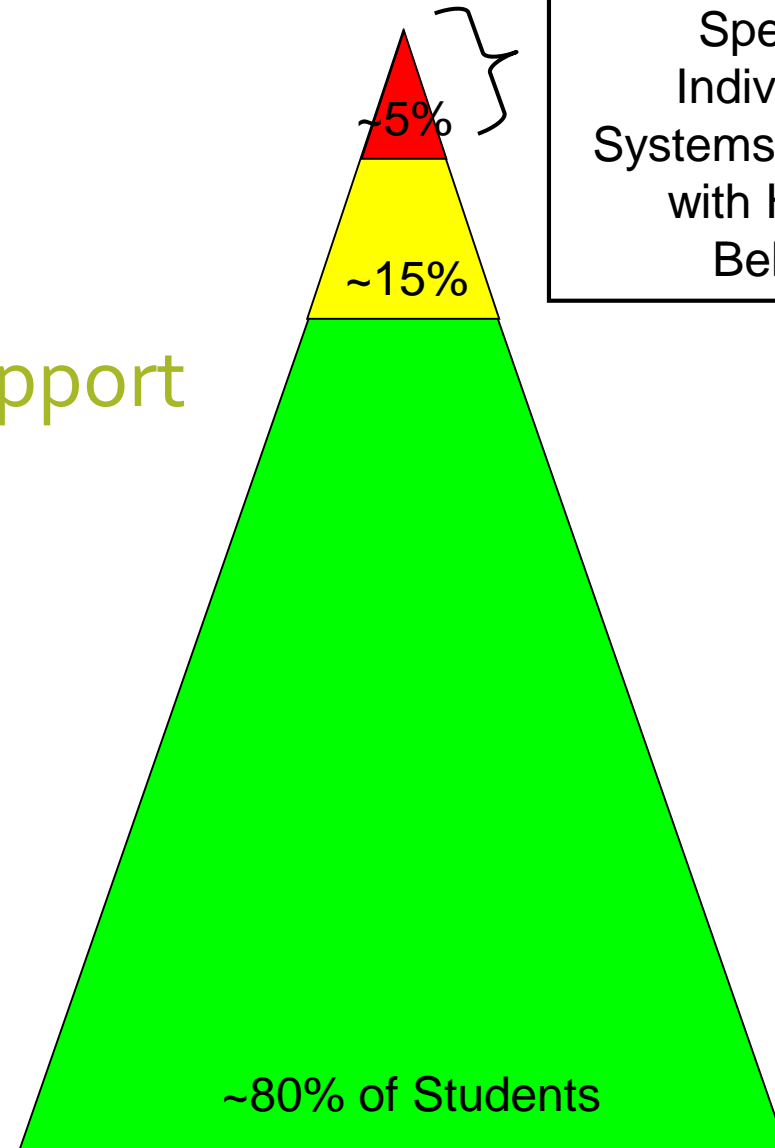
Tier Two

- Tier Two: About 15% of students will need the “Targeted” level of support through small-group interventions



Tier Three

- Tier Three: 5%, may require support at the “Intensive” level, which involves individualized and specialized interventions.



Intensive Individual Interventions:
Specialized Individualized Systems for Students with High-Risk Behaviour

PBIS is effective & evidence based

- PBIS requires schools to identify and use practices that have proven to be **effective or evidence-based** in each of the three tiers of support for students.
- The use of evidence-based practices eliminates “hit or miss” in addressing behavior problems.

How does PBIS improve school climate?

- Research shows that PBIS reduces suspensions, expulsions, and dropout rates
- Creating a positive, predictable and encouraging environment for learning
 - More time for academic instruction and positive relationship building

Families play an important role

- By giving input and participating in the development and implementation of the school-wide or “Universal” level.
- For students needing additional support at the Targeted or Intensive levels of PBIS, families provide information to the team about the individual student(s), and help develop education and behavior plans.

Who is responsible for PBIS in the school?

- A PBIS team made up of school staff (ie. principal, teachers, LAT, EA, etc.) are responsible for developing and leading the school-wide PBIS system
 - Team informs, supports, encourages whole school staff to implement the approach
- Schools may also have an in-school PBIS team leader
- A territory PBIS coach to support all Yukon schools with implementation – advice, support, resources, examples, training

Parents?

- Parents may also be members of the school-wide team
- Parents may provide input and suggestions for teaching, celebrating school-wide values
- Parents can talk to students about what values are and what they look like at home and school

How long does it take?

- It takes from three to five years to fully implement a school-wide system using a three-tiered approach.
- Uses a PBIS Action Plan that is created and consistently monitored by a PBIS School PBIS Leadership Team

How does PBIS work?

Universal Level of Supports

- Agree on and implement a common approach to discipline
- Identify and teach a small number of expectations for student behaviour
- **ROAR** – At Teslin School we are **R**espectful, we know that **O**ur Safety is important, we are **A**ccountable, and we are **R**esponsible

Universal level continued...

- Reinforce students for appropriate behavior using various positive acknowledgments
- Have procedures in place for discouraging inappropriate behavior
- Monitor and evaluate the effectiveness of the discipline system on a regular basis.

Targeted Level of Supports

- Screen/Monitor students who are at risk for behavior concerns
- Based on the data collected, the teacher will identify students who need extra help.
- Increase home to school communication
- Provide the student with more structure, predictability, and feedback and support
- Examples: Homework club, social skills group, Check-in/out programs, Friendship groups etc.

Intensive Level of Supports

- Approximately 5% of students
- When Universal and Targeted interventions are not effective enough for a student to be fully successful at school.
- Students may have a mental health issue and/or significant behavior challenges that require a high degree of individualized attention and support.

What can I do to get involved in PBIS?

- Learn about PBIS at your child's school and provide feedback about the process.
- Volunteer to participate in the PBIS leadership team or at PBIS school events or activities
- Help your school design parent involvement activities in PBIS.
- Participate on Targeted or Intensive level teams as they relate to your child.

Here are some questions you could ask...

- What are the school-wide and classroom behavior expectations?
- How will the school communicate with me if my child needs extra help with behavior?
- If my child is having behavior problems, what evidence-based interventions will be used to help my child?
- What resources are available in the school and community to help with improving my child's behavior?
- How can I work with the school to promote PBIS at home?

How can I be involved if my child needs Intensive level supports?

- You will be involved with your child's evaluation, education, and behavior plan.
- The knowledge you bring to the table about your child's development, medical history, strengths, interests, and needs is an important resource to the team in creating an effective Behavior Support Plan (BSP)
- A strong partnership between your family and the school helps to create consistency across home and school settings and to improve results for your child.

Remember, PBIS is...

- Proactive (not reactive)
- Positive, and supportive (not punitive)
- Values-based
 - Teaching the value of engaging in respectful, responsible, safe behaviour and its impact on self and others
- Evidence-based practices (not a program of set interventions)
- Creating a consistent, positive learning environment
- Teaching, Modelling, Encouraging, Acknowledging
- ALL students, ALL settings, ALL the time

Where can I learn more about PBIS?

- Your School PBIS team leaders – *List Team Members*
- PBIS Yukon newsletter (every 3-4 months)

Websites:

- PBIS.org: supported by US government; PBIS examples, resources and research
 - <http://www.pbis.org/>
- PBIS website: full of resources, examples, pro D opportunities
 - <https://pbisbc.wordpress.com/>
- PBIS-SCP Canada website: Canada PBIS network, description of what PBIS is
 - <https://pbisscpcanada.wordpress.com/what-is-pbis-scp/>
- SCP-PBIS Canada website: French version of Canadian PBIS network website
 - <https://scp-pbis.com/>