



NORTH EAST SCHOOL DIVISION

POSITIVE BEHAVIOURAL INTERVENTIONS AND SUPPORT (PBIS) Handbook

Positive Behavioural Supports and Interventions (PBIS)

Positive Behavioural Interventions and Supports (PBIS) is a proactive model which aims to prevent inappropriate behaviour through teaching and reinforcing appropriate behaviours (OSEP Technical Assistance Center on Positive Behavioural Interventions & Supports, 2007).

PBIS is a process that is consistent with the core principles of RtI. Similar to RtI, PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need and addresses the role of the environment as it applies to development and improvement of behaviour problems.

Both RtI and PBIS are grounded in *differentiated instruction*. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2) and individual (Tier 3) levels.

Core Principles of PBIS

1. **We can effectively teach appropriate behaviour to all children.** All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behaviour. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behaviour. We then must determine the means and systems to provide those resources.
2. **Intervene early.** It is best practice to intervene before targeted behaviours occur. If we intervene before problematic behaviours escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation, which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. **Use of a multi-tiered model of service delivery.** PBIS uses an efficient, needs driven resource deployment system to match behavioural resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioural instruction for all students, PBIS uses tiered models of service delivery.
4. **Use research based, scientifically validated interventions to the extent available.** The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. **Monitor student progress to inform interventions.** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behaviour is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.

6. **Use data to make decisions.** A data based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioural intervention planning decisions.
7. **Use assessment for three different purposes.** In PBIS three types of assessments are used:
 - 1) screening of data comparison per day per month for total office discipline referrals;
 - 2) diagnostic determination of data by time of day, problem behaviour and location; and
 - 3) progress monitoring to determine if the behavioural interventions are producing the desired effects.

What is Primary Prevention?

This description of Primary Prevention in School Wide Positive Behavioural Interventions and Supports (PBIS) details the process and practices for those who are first learning about this topic. Primary prevention is significant in that it moves the structural framework of each educational unit from reactive approaches to proactive systems change performance. This effort cohesively unites all the adults in using 1) common language; 2) common practices; and 3) consistent application of positive and negative reinforcement.

Behavioural Expectations

The primary prevention of positive behavioural interventions and supports (PBIS) consists of rules, routines and physical arrangements that are **developed and taught** by school staff to prevent initial occurrences of behaviour the school would like to target for change. For example, a school team may determine that disrespect for self, others and property is a set of behaviours they would like to target for change. They may choose the positive reframing of that behaviour and make that one of their behavioural expectations. *Respect Yourself, Others and Property* would be one of their behavioural expectations.

Research indicates that three to five behavioural expectations that are positively stated, easy to remember and significant to the climate of the school are best. At the end of the year, a researcher should be able to walk into the school and ask ten random students to name the behavioural expectations and 80% or better of the students should be able to tell the researcher what they are and give examples of what they look like in action.

A Snapshot of PBIS

PBIS is not :	PBIS is:
...a canned program in a box for purchase.	...a three to five year training commitment to address proactive systems changes in the "way schools do business."
...changing everything we do or extinguishing current practices that are working to support students.	...a way of taking all the great initiatives already implemented in the school and tying them together into a framework that works toward a common language, common practice and consistent application of positive and negative reinforcement.
...being disingenuous to children and giving them stickers.	...teaching, modeling, practicing and rewarding appropriate behaviour and having clear consequences for targeted behaviours.
...ignoring inappropriate behaviour.	...achieving full staff "buy-in" on consistent implementation of office discipline referrals. If it is not okay to cuss in classroom "A", then it will not be okay to cuss in classroom "B".
...something a bunch of people made up for the new pendulum to swing in the educational field.	...rooted in evidence based practices which adults use to respond to the interventions needed to address behavioural and academic competence for each and every student.

Expectations re: PBIS

- All schools will utilize CLEVR software to document leveled behaviors that have warranted an intervention, documentation and/or contact with a parent/guardian.
- Each school will have developed behavioral matrixes which are posted throughout buildings and explicitly taught to all students and staff.
- Each school will have created a Discipline Response Guide that is shared with all stakeholders.
- Each school will have a link on their webpage to this document.

NESD Divisional and School Level Supports for PBIS

- A wide range of divisional supports including focused professional development for all administrators, DIF's, DET's and Student Support Services personnel will assist in building the capacity for effective PBIS implementation throughout the system.

School Level Supports:

- Administrators, School Climate Teams, DET's

Divisional Supports:

- Outreach Workers
- EAL Consultant
- Counselling Consultants
- Learning Consultants
- Coordinators of Learning
- Coordinator of Integrated School Services
- Occupational Therapists
- Speech-Language Consultants
- Educational Psychologists

Exemplars of School Wide Discipline Plans and Matrixes

- **Are available on the RtI/PBIS Google Doc's page or from your Superintendent and/or Coordinators**