Positive Behavior Interventions and Supports

Positive behavior intervention and support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 (universal for ALL students), Tier 2 (targeted group support for SOME students), and Tier 3 (individual support for a FEW students) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

Core Principles of PBIS

1. **We can effectively teach appropriate behavior to all students.** All PBIS practices are founded on the assumption and belief that all students can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.

2. **Intervene early.** It is best practice to intervene before targeted behaviors occur. If we intervene before problematic behaviors 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-tier model of service delivery.** PBIS uses an efficient, data-driven resource deployment system to match behavioral 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 behavioral 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 scientifically based curricula and interventions is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of need 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 behavior 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 behavioral 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 behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

Tier 1 Support

Tier 1 support 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 reinforcement. There are many caveats to the training, planning, and implementation of PBIS. Just a few of the features are listed as follows:

IOWA MTSS MODEL & IOWA PBIS MTSS MODEL OF TRAINING

IOWA MTSS MODEL
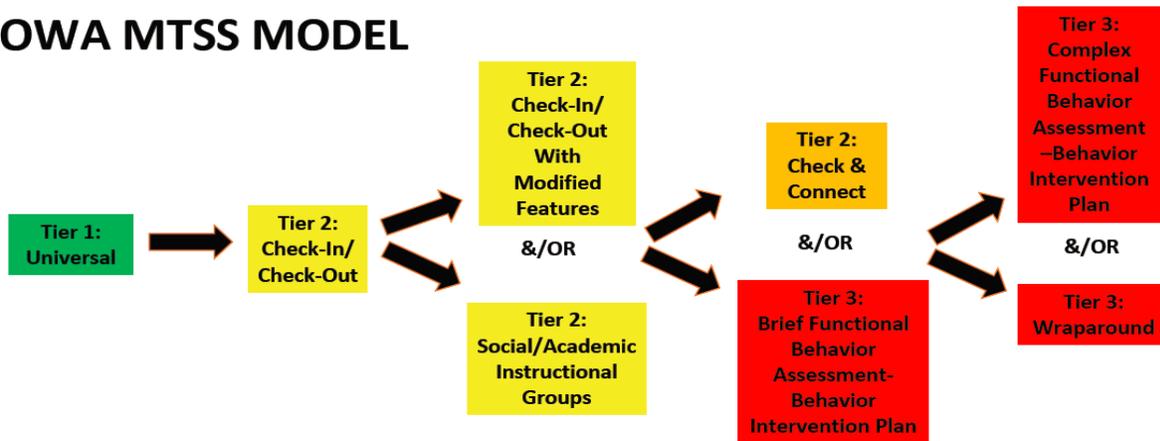
Two ways that students are placed into the continuum of interventions:
1. **Bottom up:** students are identified through decision rules as needing additional level supports.
2. **Immediate need:** students present as needing higher level supports right away and are placed in appropriate intervention based on meeting decision rule criteria

This is a visual of the Iowa MTTS model with an emphasis on the tier 2 interventions. The colors represent the tiers of intervention. The arrows signify data decision making rules for entry and exit from the intervention. The boxes list the various interventions. Tier 2 interventions need to be evidence based and include critical features.

Tier 3 Supports

At the Tier 3 level, support is provided to the 1-5% of students who may have very serious problem behaviors and may require more intensive and individualized supports. The supports are organized to reduce the frequency, duration, and intensity of externalizing and internalizing problem behaviors and improve life outcomes.

Tier 3 prevention involves a process of identifying and providing highly individualized supports for youth with high level needs. Tier 3 interventions include intensive evidence-based interventions such as function-based behavioral interventions (FBA-BIPs) and person-centered plans such as wraparound. FBA- BIPs are comprised of individualized, assessment-based intervention strategies, including a wide range of options such as: (1) guidance or instruction for the student to use new skills as a replacement for problem behaviors, (2) some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) procedures for monitoring, evaluating, and reassessing of the plan as necessary.

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3 – 2 – 1

3 take-aways

2 reflections

1 contribution