



## Arc Guide to Positive Behavior Interventions and Supports (PBIS)

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Behavior is viewed as having a purpose.

### What are Positive Behavior Interventions and Supports (PBIS)?

- An approach that establishes social culture and behavioral supports needed so schools can be effective learning environments for all students
- A school-wide approach to improving academic and behavior outcomes for all students
- A decision-making framework based on best practices evidence
- A way to provide assistance for identifying, adapting and sustaining school-wide disciplinary practices
- Key elements: Positivity, Consistency, Safety, Predictability
- Emphasizes four main parts that support: Social competence and academic achievement, staff behavior, student behavior, decision making
- The four main parts are defined by: continually using concrete data to make, decisions, creating outcomes supported and evaluated by data, implementing practices that are achievable, school systems that support implementation of the practices

### Why PBIS?

- Students learn better ways of behaving by being directly taught and receiving positive feedback
- Unpleasant or punishing consequences have not been effective in improving school climate
- Problem behavior is the most common reason students are removed from the classroom. When students are not in the classroom, they are missing academic instruction and not learning
- The approach promotes positive behavior in students in schools. It helps maintain appropriate social behavior and, in turn, makes schools safer. Safer schools have more effective learning environments for students.
- Schools that implement PBIS report increased time with students being engaged in academic activities and seem more improved academic performance in students.

Students learn better and behave better when they:

- Attend a school that has a positive, predictable climate across all school environments and staff
- Receive assistance from positive adult role models

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For further information or advocacy services, contact The Arc Greater Twin Cities at 952-920-0855 or visit [www.arcgreatertwincities.org](http://www.arcgreatertwincities.org). Thank you!

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- Are educated in an environment designed to prevent the development and occurrence of problem behavior
- Are taught and encouraged to practice positive social skills and behaviors in natural contexts.

PBIS teaches behavioral expectations in the same manner that other subjects are taught

- It focuses on 3 - 5 positive and easy-to-remember behavior expectations that tell students what to do
- It requires consistent behavior expectations throughout the school
- Includes a 'gotcha' system for noticing and recognizing individual students demonstrating appropriate behavior
- Everyone knows what behaviors violate expectations
- The ways challenging behaviors are dealt with are shared with all school staff, students and parents

PBIS schools:

- Identify and teach expected behaviors
- Reinforce and reward expected behaviors
- Are more proactive than reactive
- Intervene before problem behaviors occur
- Have consistent and meaningful consequences for behavior issues
- Improve supports for students who have behavior concerns requiring specialized assistance

Overall, behavior is viewed as having a purpose. Information about a student's behavior can determine why the behavior is occurring and, when necessary, replace the behavior with a more acceptable behavior. Additionally, a systematic approach can assist to determine what is happening before and after the behavior.

PBIS schools offer a three-tiered prevention approach:

- The first tier represents supports for all students in all settings with staff
- The second tier provides additional supports for those students who require more intensive supports. These supports are often offered as a group.
- The third tier provides even more supports for those students who require a highly individualized plan

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More information is available on Minnesota PBIS.org or PBIS. org

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