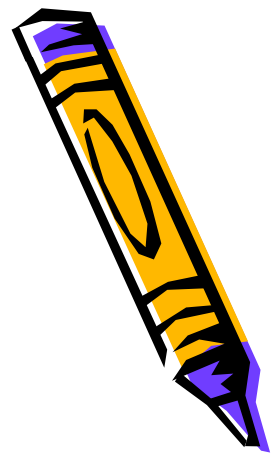


Intro to Positive Behavior Supports (PBS)

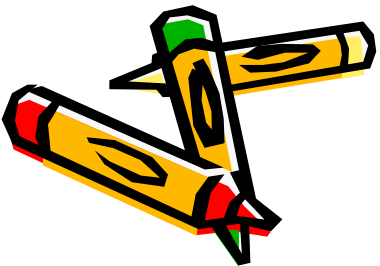
Vermont Family Network
March 2010



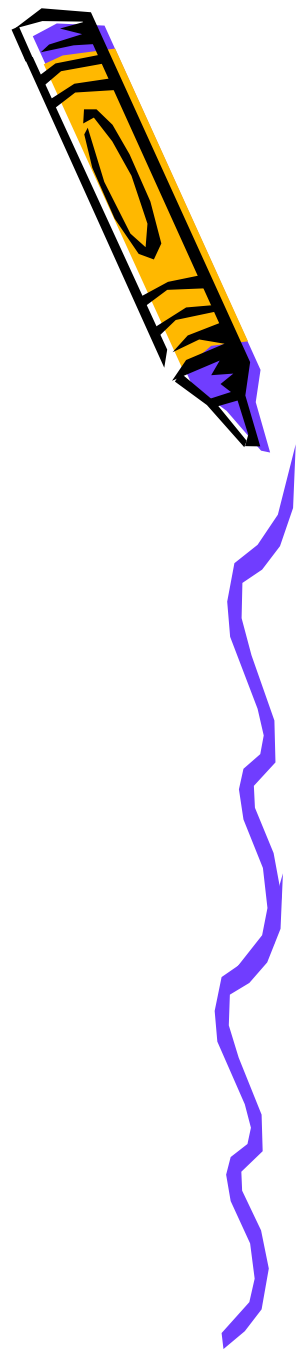
What is PBS?



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



Who participates? Where does it happen?

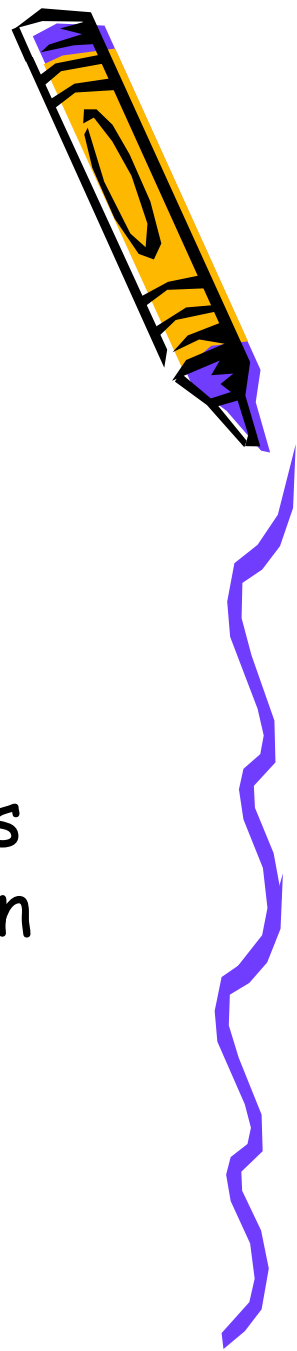


- PBS is used with all students and across all school environments, including the lunchroom and playground.

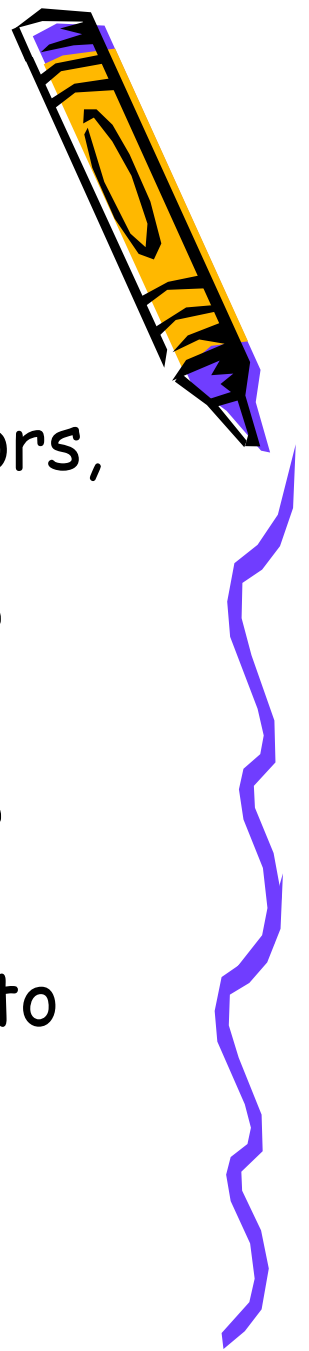


Why PBS?

- When schools take a positive approach toward addressing 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.



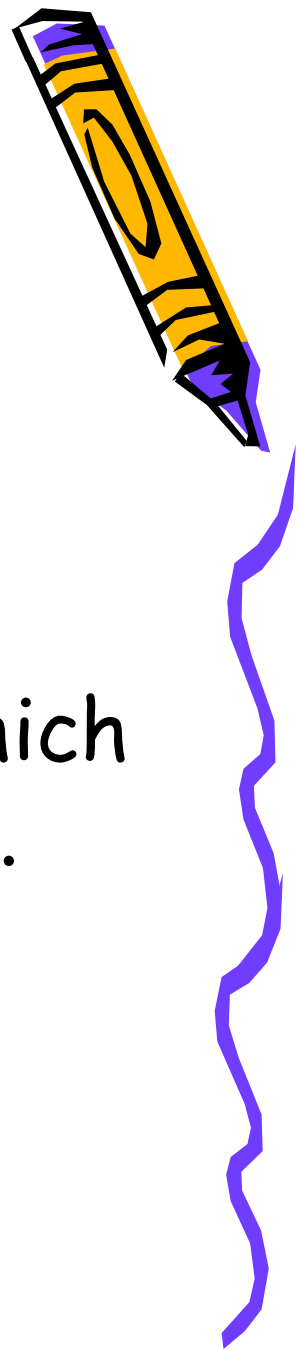
About PBS schools...



- At a PBS 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.



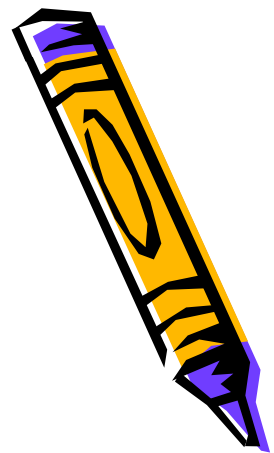
PBS: Three Tiers of Intervention



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



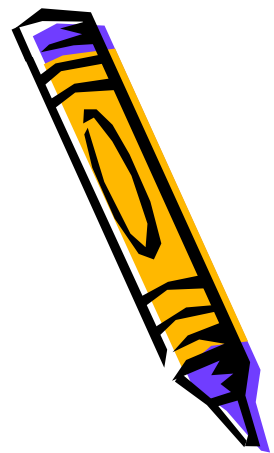
Tier Two



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



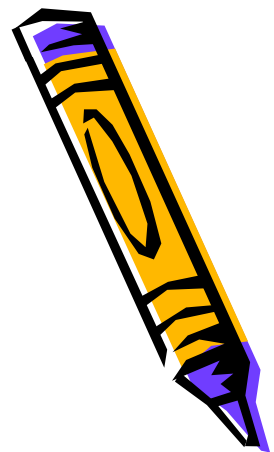
Tier Three



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



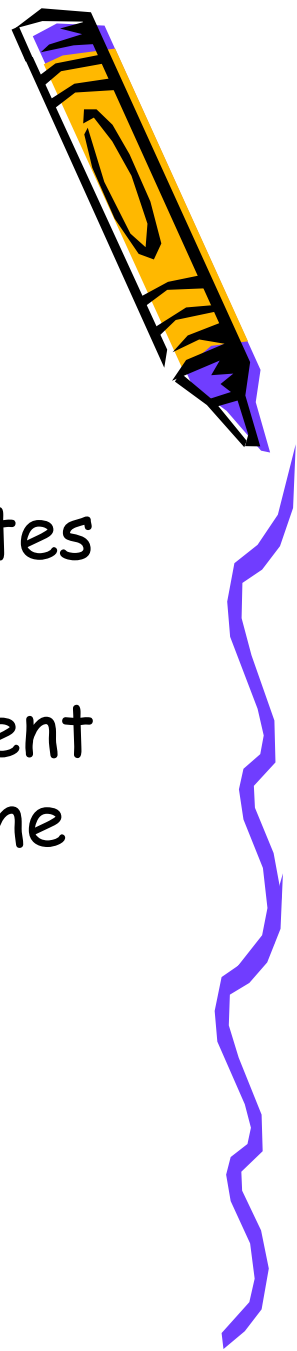
PBS is effective & evidence based



- PBS 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 PBS improve school climate?



- Research shows that PBS reduces suspensions, expulsions, and dropout rates
- PBS schools in Vermont are showing positive results. The Vermont Department of Education reports a significant decline in office discipline referrals in schools fully implementing PBS.



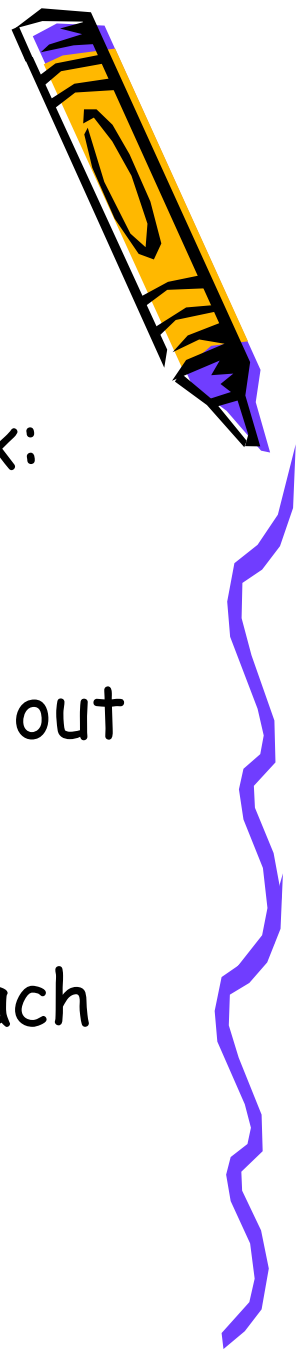
Families play an important role



- 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 PBS, families provide information to the team about their son or daughter, help develop education and behavior plans.



Who is responsible for PBS in the schools?



- A PBS team made up of school staff (ex: principal, general educators, special educators, cafeteria workers, etc.) are responsible for developing and carrying out the school-wide PBS system.
- Schools also appoint an in-school PBS coordinator and a district-level PBS coach

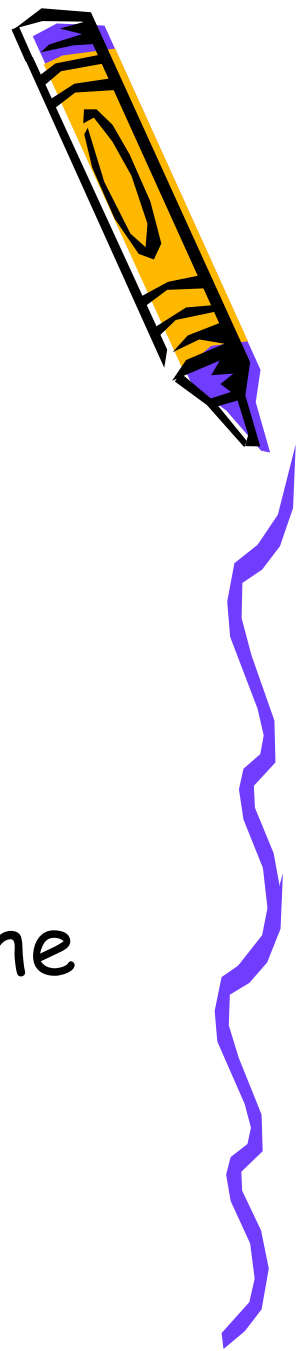


Parents?

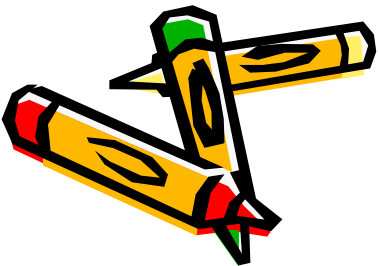
- Parents may also be members of the school-wide team.
- At regular meetings, the PBS team reviews school-wide student data and looks at how the system is working overall.



PBS focuses on three elements

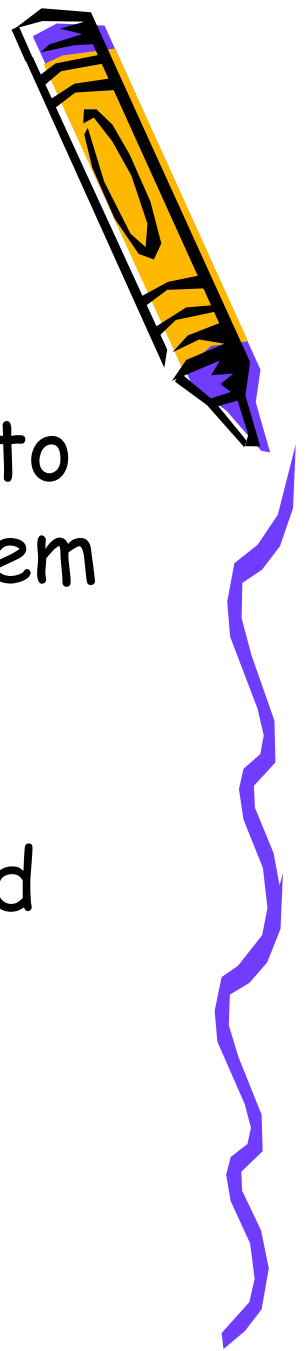


- Data
- Evidence-based practices
- Creating systems that can stand the test of time

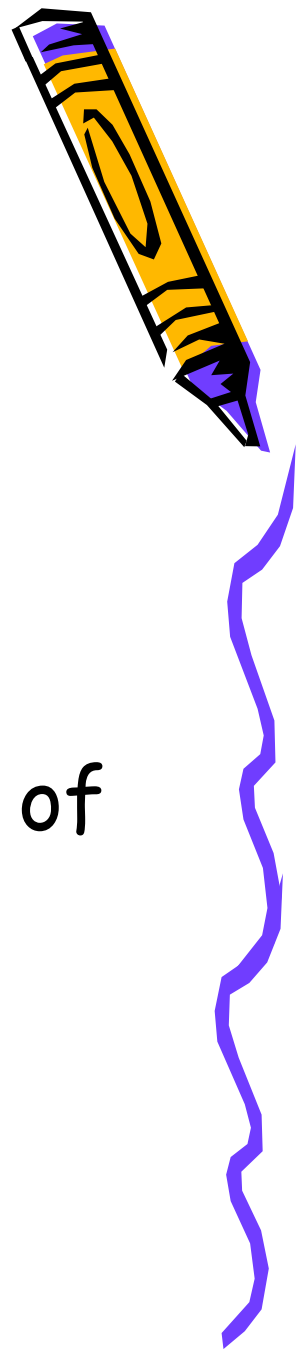


How long does it take?

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



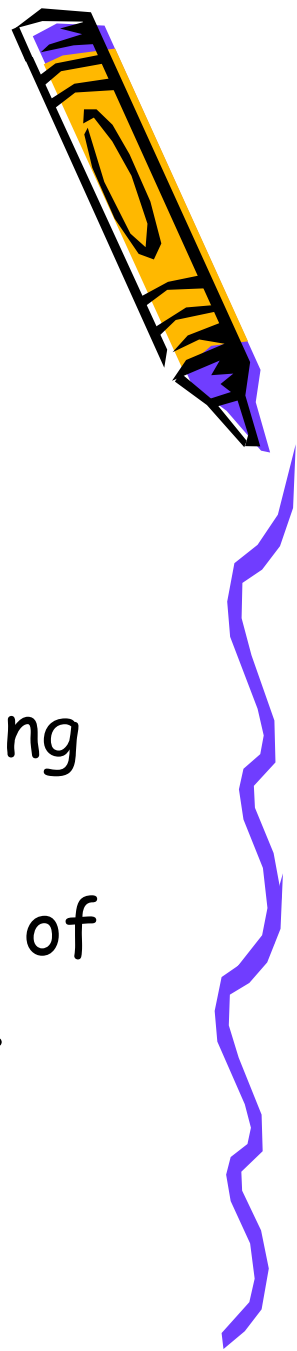
How does PBS work?



- **Universal Level of Supports**
- Agree on and implement a common approach to discipline
- Identify and teach a small number of expectations for student behavior



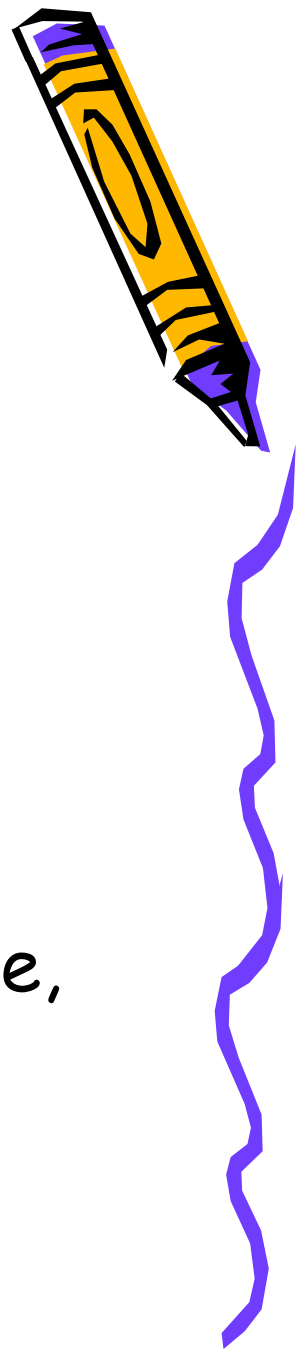
Universal level continued...



- 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 students who are at risk for behavior problems
- Monitor student progress
- Provide the student with more structure, predictability, and feedback



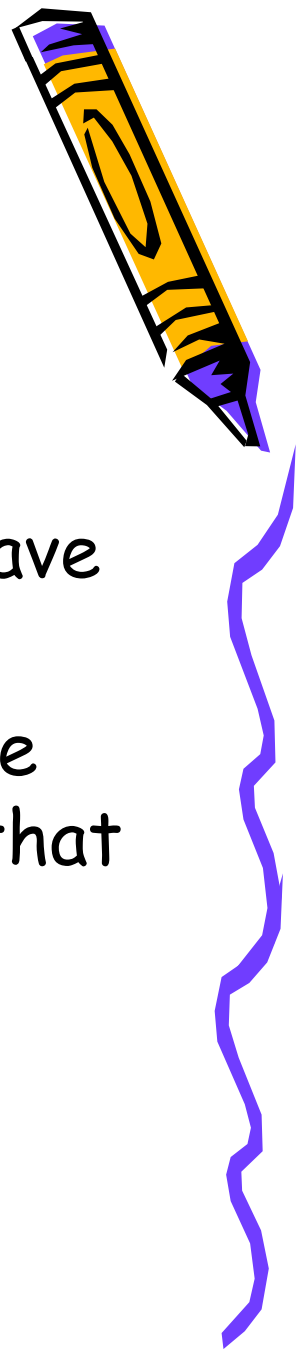
Targeted level continued...



- Increase home to school communication
- Gather and use data to make decisions.
- Based on the data collected, the teacher will identify students who need extra help.
- These students may receive small group instruction in social skills, be assigned an adult mentor, or learn self-management skills.



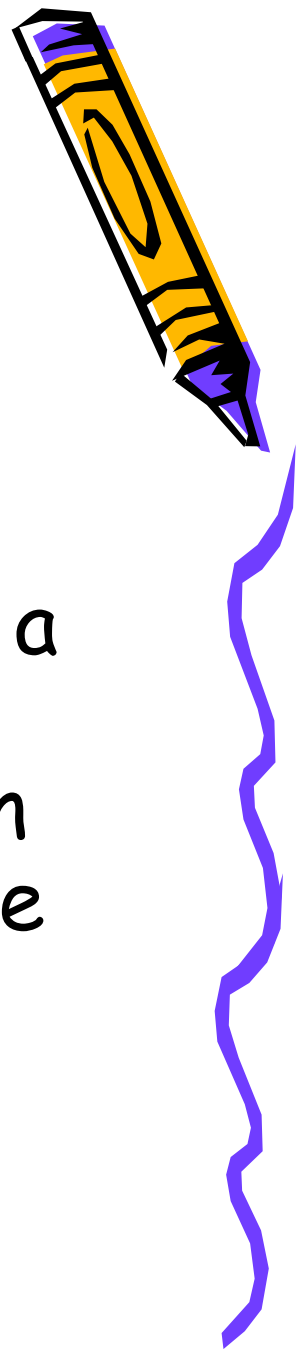
Intensive Level of Supports



- Approximately 5% of students
- Universal and Targeted interventions have not worked.
- Students may have a mental health issue and/or significant behavior challenges that require a high degree of individualized attention and support.



Intensive level continued...



- At this level, interventions often include a Functional Behavioral Assessment (FBA) of the student, a Behavior Support Plan (BSP), and possibly a comprehensive education evaluation to determine whether he or she is eligible for special education.



Functional Behavior Assessments



- A Functional Behavior Assessment (FBA) is a multi-step process that enables the school team and your family to address problem behaviors that you want to change.



Steps in an FBA include

...

- identifying the problem behaviors that need to be changed
- gathering information from a variety of sources (including families) about why, when and where the behavior occurs, using methods such as observations, interviews, education records



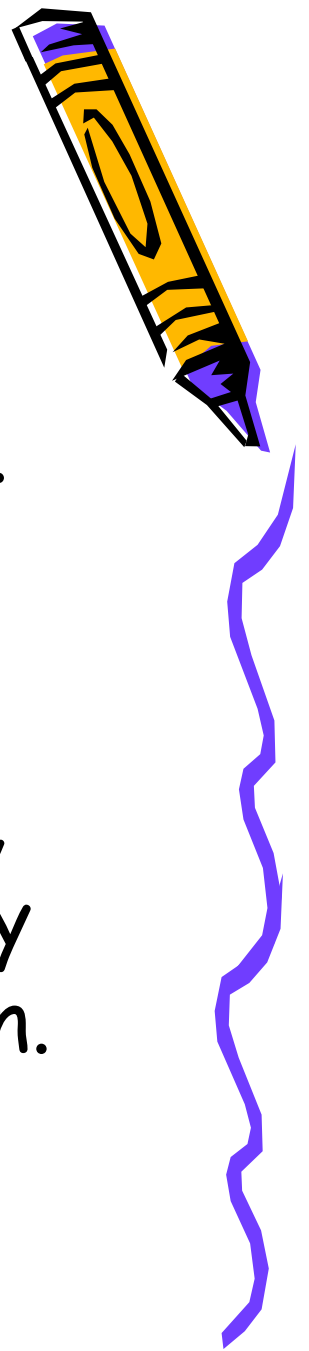
Steps in an FBA include

...

- Developing a hypothesis about why problem behaviors are happening.
- Identifying appropriate behaviors to teach the child that will replace inappropriate behaviors
- Developing and implementing a Behavior Support Plan (BSP) that includes positive steps for changing problem behaviors



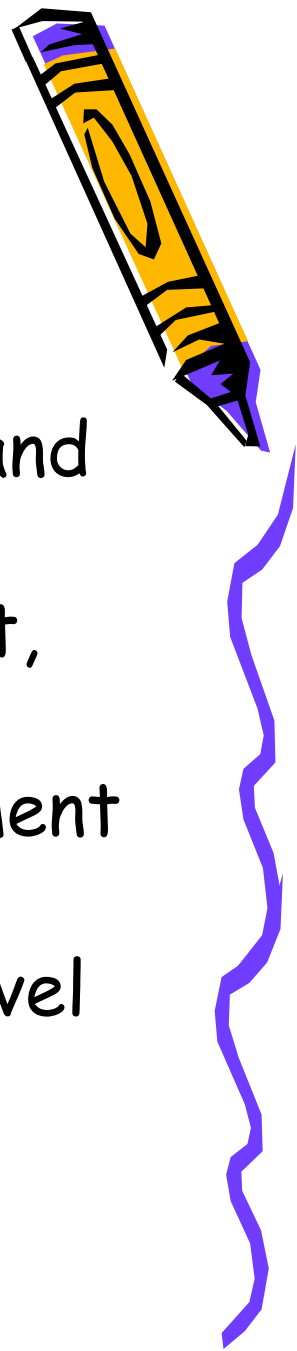
Function Behavioral Assessments



- Monitoring and evaluating the BSP.
- If your child receives special education or Section 504 services, positive behavior interventions may be written into the IEP or 504 Plan.



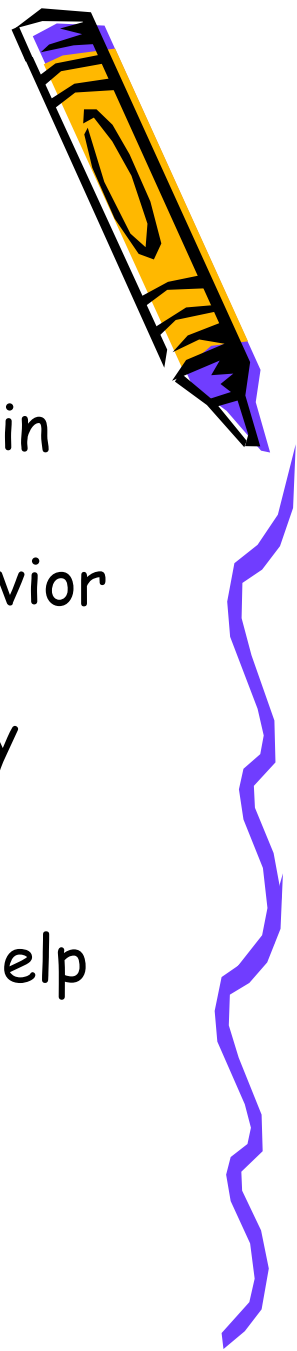
What can I do to get involved in PBS?



- Learn about PBS at your child's school and provide feedback about the process.
- Ask to participate on the state, district, or school PBS Leadership team.
- Help your school design parent involvement activities in PBS.
- Participate on Targeted or Intensive level teams as they relate to your child.



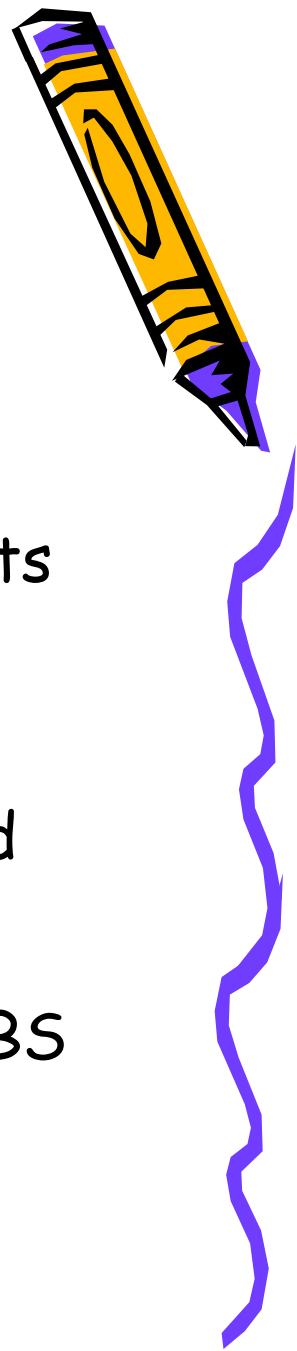
Here are some questions to ask...



- What is in place at the Universal level of PBS in the classroom and school-wide?
- 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?



More questions...



- What assessments will be used to develop a behavior plan for my child?
- How will the school inform me about the results of collecting information on my child?
- How will I be notified and involved if my child needs Targeted or Intensive supports?
- 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 PBS at home?



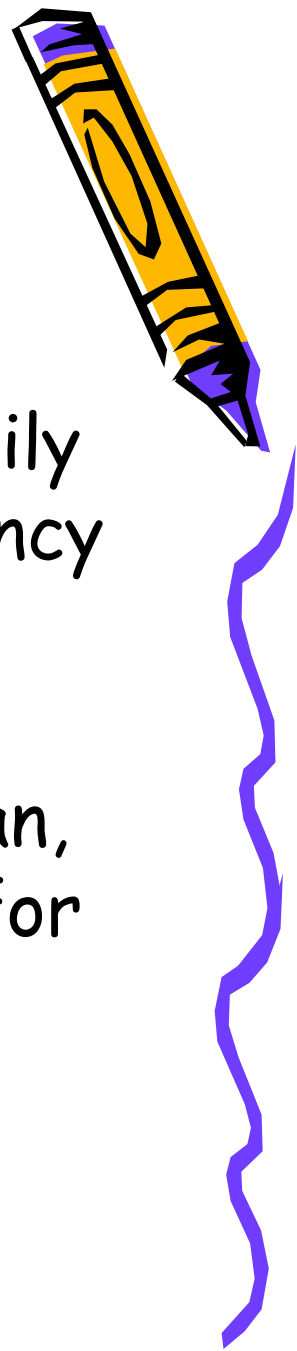
How can I be involved if my child needs Intensive level supports?



- 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)



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



- 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.
- If your child is not on an IEP or 504 plan, you or the school may make a referral for a special education or Section 504 evaluation.



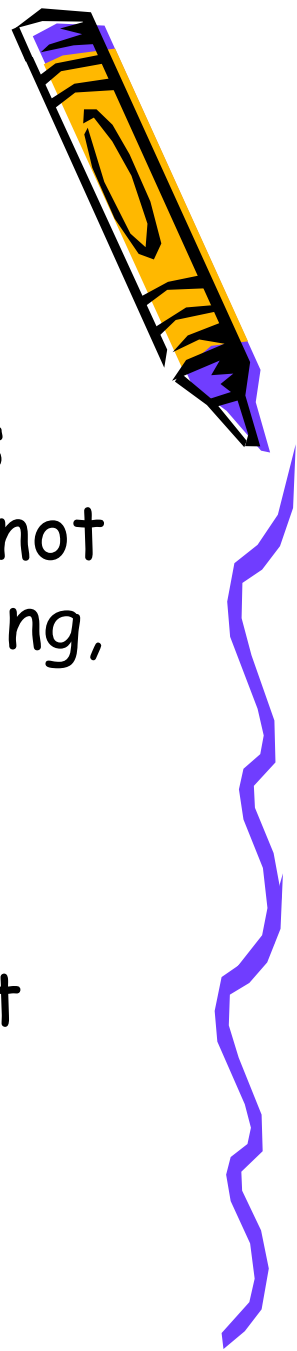


How can I be involved if my child needs Intensive level supports?

- If your child is already receiving special education or Section 504 supports, the information you share with the team will be used to develop individualized academic and behavior support through an IEP or 504 plan.



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



- Local community mental health agencies often provide services that schools cannot to offer, such as mental health counseling, intensive family-based services, or wraparound services.
- When your child needs services from multiple agencies, he or she may benefit from a Coordinated Service Plan.



Coordinated Services Plan



- You or the school may request a Coordinated Service Plan Team meeting to discuss your child's needs and how to coordinate services between agencies, such as education, mental health, and family services.
- The plan, while not an actual entitlement to services, describes how services and supports will be delivered and who will deliver them.



Resources



- **Association for Positive Behavioral Support**

<http://www.apbs.org/>

The Association for Positive Behavior Support is an international organization dedicated to the advancement of positive behavior support.

- **Bazelon Center for Mental Health**

<http://www.bazelon.org> or www.bazelon.org/pdf/WayToGo4.pdf

The Bazelon Center is dedicated to advancing the rights of children and adults with mental illness. To find articles about PBS, use the site's search function.

- **Functional Behavioral Assessment and Positive Interventions:
What Parents Need to Know**

PACER Center (2006)

www.pacer.org



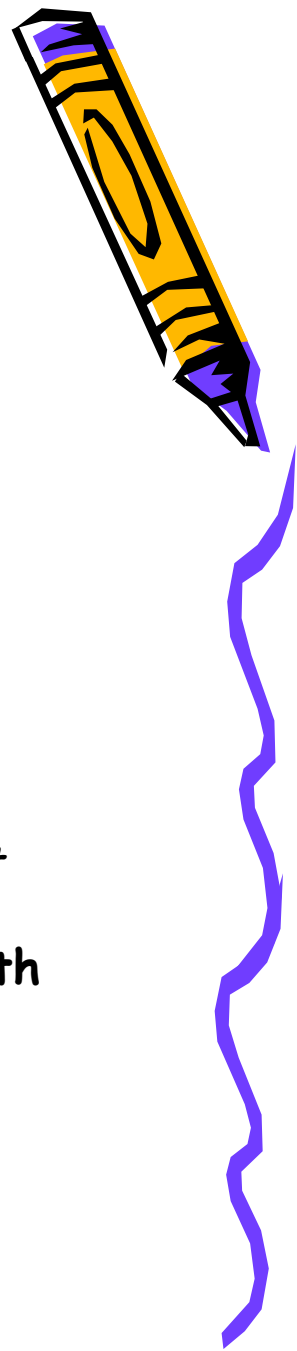
Resources



- **National Center on Positive Behavior Interventions and Supports**
<http://www.pbis.org/>
The Center assists state in implementing school-wide Positive Behavior Supports to improve problem behavior and enhance learning environments.
- **Positive Behavior Support Services: Overview of Vermont Initiative**
Rae Ann Knopf, Vermont Department of Education
www.vermontpbs.org
- **School-wide Positive Behavior Support: Basics**
George Sugai and Robert Horner, Center on Positive Behavioral Interventions and Supports, University of Connecticut and University of Oregon (December 2006)
www.pbis.org



Resources



- **Vermont Department of Education PBS Leadership Team**
(802) 828-0183 • <http://www.pbsvermont.org/>
http://education.vermont.gov/new/html/pgm_ess/pbs.html
The Department of Education provides training on PBS and technical assistance to Vermont schools implementing PBS.
- **Vermont Family Network (VFN)**
1-800-800-4005 • www.vermontfamilynetwork.org
VFN is a family support and advocacy organization. Staff can answer questions about your child's behavior, PBS, and parent involvement in the PBS process.
- **Way to Go: School Success for Children with Mental Health Needs**
Bazelon Center for Mental Health Law
www.bazelon.org

