Positive Behavior Support Support
Response to Intervention for Behavior
Overview
Objectives

Participants will be able to:

• List 5 similarities between PBS and RtI
• Name the essential components of PBS/RtI:B
• Identify the core curriculum for Tier 1 School-Wide PBS/RtI:B
• List 3 challenges to PBS Tier 1 implementation
Florida’s PBS Project

Mission:

• Increasing the capacity of Florida’s school districts to address problem behavior using Positive Behavior Support within a Response to Intervention framework

What does the PBS project provide:

• Training and technical assistance to districts across the state in the development and implementation of positive behavior supports at Tiers 1, 2, and 3.
Positive Behavior Support

• Aims to **build effective environments** in which positive behavior is more effective than problem behavior

• Is a **collaborative, assessment-based** approach to developing effective interventions for problem behavior

• Emphasizes the use of **preventative, teaching, and reinforcement-based strategies** to achieve meaningful and durable behavior and lifestyle outcomes
School-wide Positive Behavior Support

PBS is the use of **evidence-based** strategies and systems to:

- **Decrease:**
  - problem behavior across settings and students
  - office discipline referrals
  - disciplinary exclusions (ISS, OSS)

- **Increase:**
  - instructional time and academic performance
  - school safety
  - teacher capacity to address problem behaviors
  - positive school cultures
PBS/RtI:B

• Aligned with Response to Intervention

• Can be adapted to fit your particular school

• Can coexist with most other school-wide programs (Reading First, Character Education, etc.)

• Is consistent with research-based principles of behavior
PBS and RtI:B

Core Principles of PBS

• Multi-tiered levels of support
• Team process
• Builds effective environments
• Evidence-based interventions
• Effective problem-solving
• Data-based decision-making
• Progress monitoring
• Fidelity of implementation

RtI:B Critical Components

• Multi-tiered levels of support
• Evidence-based instruction and interventions
• Effective problem-solving
• Data-based decision making
• Progress monitoring
• Fidelity of implementation
Tiered Model of School Supports & the Problem-Solving Process

ACADEMIC and BEHAVIOR SYSTEMS

**Tier 3: Intensive, Individualized Interventions & Supports**
The most intense instruction and intervention based on individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

**Tier 2: Targeted, Supplemental Interventions & Supports**
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

**Tier 1: Core, Universal Instruction & Supports**
General academic and behavior instruction and support provided to all students in all settings.

*FL RtI State Transformation Team, Dec. 2009*
Positive Behavior Support

- Takes 3-5 years for comprehensive systems change
  - District and Administrator support essential
  - Effective, stable PBS Team
- Philosophical change and Faculty Buy-In
  - Ownership and active participation by staff
  - Input and feedback
- Utilizes data-based decision-making
Factors Contributing to the Success of PBS

- District-level planning and support
- School-based Administrator support
- Faculty and staff buy-in and commitment
- Fidelity of implementation
- Availability of resources
- Contextual fit with school culture and school improvement plan
- Adaptability of the school’s environment
Critical Elements of School-wide PBS

- PBS Team and administrative support
- **Expectations & Rules – Core Curriculum of Tier 1 PBS**
- Reward/Recognition program
- Teaching expectations, rules and consequences
- Effective discipline process, procedures and consequences
- Faculty commitment
- Implementation fidelity
- Classroom PBS systems
- Data entry, analysis and effective problem-solving (RtI)
- Evaluation and progress monitoring
Tier 1:
School-Wide Core Curriculum

School-Wide Expectations and Rules

- Essential part of the school’s culture and language
- Apply to all staff, students and settings across campus
- Are taught like the academic core curriculum
- Are reinforced/rewarded when exhibited as academic accomplishments are rewarded

Core Curriculum Goals:

- Prevent problem behavior
- Promote appropriate behavior
- Increase instructional time
- Enhance school safety
- Build a positive school culture
Tier 2: Targeted Interventions and Supports

Goals:

- Provide remediation
- Prevent problem behaviors from getting worse
- Identify and support students ‘at risk’ for not reaching the behavioral expectations
Tier 2: Interventions and Supports

Key Features:

• Build on school-wide expectations
• Interventions:
  • Similar across students
  • Function-based
  • Readily available
  • Easily implemented by all staff
  • Provide data for progress monitoring
Tier 2 Interventions

Examples:

• Check-In Check-Out
• Skills Groups
  • Social Skills
  • Anger Management
  • Problem-Solving
  • Conflict Resolution
• Mentoring
Goals:

• Provide intensive, individualized supports
• Accommodate the needs of students with significant behavioral difficulties in the least restrictive environment

Key Features:

• FBA/BIP
• Interventions:
  • Function-based
  • Individualized
  • Daily data collection
PBS/RtI:B Challenges

- Philosophical change regarding behavior
- Shift in how staff respond to student behaviors
- Acquisition of new skills by students and staff
- Need for good data collection and evaluation systems
- Implementation fidelity
- No established benchmarks or decision rules for behavior
Additional Resources

Florida’s Positive Behavior Support Project
  • http://flpbs@fmhi.usf.edu

Association of Positive Behavior Support
  • www.apbs.org

OSEP Technical Assistance Center on PBIS
  • www.pbis.org
Heather P. George, Ph.D.
Co-PI and Co-Director, Florida’s Positive Behavior Support Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- Email: flpbs@usf.edu