



Positive Behavior Supports & Interventions

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What are PBIS?

- AKA: BIP, PBS, PR & S
- Individualized Plan
- Data-Based
- Dynamic
- Draw upon info from FBA
- Roots in ABA



Definition

Positive Reinforcements Interventions and Supports:

The use of positive techniques designed to assist a child to acquire educationally and socially appropriate behaviors and to reduce patterns of dangerous, destructive, disruptive, or defiant behaviors. Positive reinforcement strategies may be determined by the IEP team and may be based upon the results of functional behavior assessments as defined in definition 12 above.

(MUSER, 2009)



What are PBIS not?

- OSFA
- Punishment Oriented
- Bribery
- A description of what the student needs to do
- A 3-strikes contract



When are PBIS needed?

- When determined by the IEP team
 - *Re-evaluation*
 - *Annual review*
 - *Manifestation determination*
- For students identified as Emotionally Disturbed
- For students whose behavior impedes his/her learning or the learning of others
- When a student doesn't respond to the classroom management system



Statistically Speaking...

In the average classroom:

- 80-85 % Need no intervention
- 10-15% Respond to classroom/schoolwide plan
- 5-10% Need individualized approach – take up the most instructional time



These students at risk for:

- Academic failure
- Repeated suspensions
- Expulsion
- Dropout



PBIS can interrupt this sequence by:

- Addressing the “why,” “where,” and “when” of the behavior
- Providing instruction when needed
- Providing needed supports
- Reinforcing appropriate behaviors



Who develops PBIS?

Team Approach

- May Include:
 - *Student*
 - *Parents*
 - *Teachers*
 - *Administrators*
 - *Counselor*
 - *Specialists*



Brief review of FBA

- Identifies:
 - *the function of target behavior*
 - *environmental factors that contribute to behavior*
 - *what reinforces the behavior – intentional and inadvertent*
 - *skill deficits that contribute to behavior*
 - *student strengths*
 - *Replacement behavior(s)*
 - *Potential reinforcers for replacement behaviors*



Some common functions:

- Attention from teacher
- Attention from peers
- Escape from or avoidance of task, activity, etc
- Power/Control
- Learned helplessness



Components of Effective Plan

- Student strengths – what can we build upon?
- Antecedents: conditions that make the behavior(s) more likely to occur
- Target behavior(s)
 - *Operationally defined*
 - *Specific, observable behaviors*
 - *Baseline frequency, intensity*
 - Comparison to other students in environment



Components of Effective Plan (cont.):

- Replacement behavior(s)
 - *In positive terms*
 - *Specific, observable*
- Identifies skill deficits that contribute to target behavior(s)
 - *What needs to be taught, by whom, when*
- Identifies needed supports
 - *Creative*
 - *Realistic*

Brainstorming

In the next minute, make a list of skills that students may lack that contribute to inappropriate behaviors

InterventionCentral

1-Minute 'Count Down' Timer

01:00

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Components of Effective Plan (cont.):

- Prevention strategies
 - *Environmental factors to reduce likelihood that target behavior(s) will occur*
 - Proximity control
 - Classroom arrangement
 - Scheduling
 - Communication strategies



Components of Effective Plan (cont.):

- Identifies Consequences:
 - *Avoidance of unintentional reinforcement of target behavior(s)*
 - *Reinforcements for replacement behaviors*
 - Reinforcement survey
 - Reinforcement menu
 - *Negative consequences (if needed) for target behavior*



Components of Effective Plan (cont.):

- Evaluation
 - *How will you determine whether the plan is successful?*
 - Measurable, observable goal
 - How monitored – data collection method(s)
 - How progress will be shared with student & parents
 - *How to measure implementation?*
 - Fidelity
 - Consistency



Components of Effective Plan (cont.):

- Interventions & Supports
 - *Evidence-based*
 - *Specific to target behavior(s) & student*
 - *Based on FBA data*
 - *Creative*
 - *Realistic*



Components of Effective Plan (cont.):

- Safety Plan
 - *Crisis Interventions – How to keep student and others safe if escalation occurs*
 - *Must follow regulations and district policy*
 - *Must use least intrusive means possible*



Relationship to IEP

- Student needs
- Special factor – Impedes learning of self or others
- Helps to define goals and objectives
- Classroom accommodations
 - *Positive behavior intervention plan in file*
- Spelled out in IEP?
 - *A work in progress*
 - *Can be updated without changing IEP.*



Use in Response to Intervention

- Benchmarking?
 - *Universal screening*
- Provides data for pre-referral process
- Uses evidence-based interventions
- Progress Monitoring



What if it isn't working?

- A work in progress
- Behavior is often resistant to change
- Revisit FBA
- Be sure target behavior(s) not being inadvertently reinforced
- Involve student in problem-solving dialogue
- Might get worse before getting better
 - *Extinction burst*
 - *Don't give up*
- Check on fidelity and consistency of implementation

Practice Activity

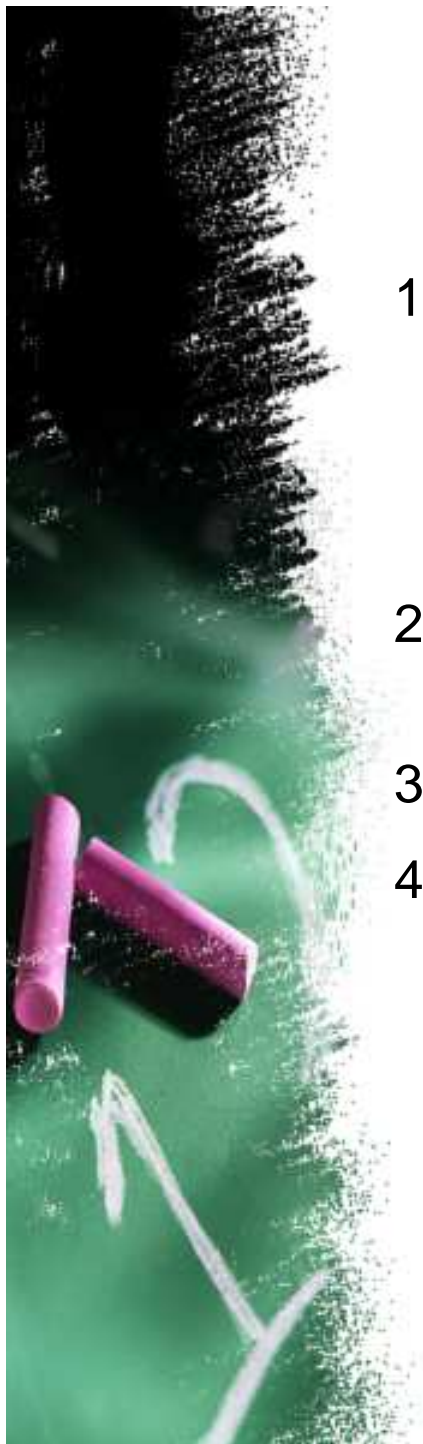
1. Form groups of 5-8 based on grade level
 - *Elementary*
 - *Middle School*
 - *High School*
2. Appoint, recorder, spokesperson, and timekeeper for group
3. Using supplied FBA, develop PBIS plan
4. Be prepared to share portions of plan with large group

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15-Minute 'Count Down' Timer

15:00

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Resources

- Staff
 - *Behavior consultant*
 - *School Counselor*
 - *School Psychological Services Provider*
 - *Administrators*
 - *Previous teachers*



Resources

- Websites:

- www.Interventioncentral.org

- <http://www.osepideasthatwork.org/ParentKit/funcBehavAsses.asp>

- http://flpbs.fmhi.usf.edu/resources_classroom.asp





Questions

