

What is PBIS?

Positive Behavioral Intervention and Supports (PBIS) in Wisconsin Schools

Positive Behavioral Intervention and Supports (PBIS) is a systemic approach to proactive, school-wide discipline based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies. The PBIS model has been successfully implemented in thousands of schools in over 40 states, resulting in dramatic reductions in disciplinary interventions and increases in academic achievement. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.

PBIS serves as a structure and process that organizes, implements, and evaluates multiple initiatives related to social and behavioral improvement (e.g., character education, asset building, Tribes, Discipline with Love and Logic, social skills instruction, developmental guidance, building consultation teams, restorative justice practices, wrap-around services).

There are three levels of PBIS:

Tier 1: Universal

Instruction, processes and procedures intended for all students and all staff, in all school settings. Effective instruction at this level results in at least 80% of students meeting social and behavioral expectations.

Tier 2: Supplemental Support

Processes and procedures designed to address the behavioral challenges of groups of students with similar behavior problems or behaviors that occur for the same reasons, (i.e., attention-seeking, escape) and/or across similar settings. Approximately 10-15% of students can require support using these strategies to meet social and behavioral expectations.

Tier 3: Intensive Intervention

Processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual high-need students. Up to 5% of students need these strategies to either meet social and behavioral expectations or to successfully cope with their challenges.

Four Elements of PBIS

PBIS applies a team-based, problem-solving process that considers systems, data, practices, and outcomes.

Systems include the policies, procedures, and decision-making processes that consider school-wide, classroom, and individual student systems. Systems support accurate and durable implementation of practices and use databased decision-making.

Data are used to guide decision-making processes and measure outcomes. Data support the selection and evaluation of practices and systems.

Practices include the strategies and programs that are used to directly enhance student learning outcomes and teacher instructional approaches.

Outcomes are academic and behavioral targets that are endorsed and emphasized by students, families and educators and are measured using the gathered data.

