



# PBIS Fact Sheet

*Facts about the Implementation of  
Positive Behavioral Interventions & Supports (PBIS) in Ohio*

## OH PBIS Network Mission

...To advocate for adoption and implementation of the PBIS framework in teaching of social competencies and development of safe and effective school environments...

Contact the  
State Support Team  
serving schools  
in your county  
for the regional  
consultants who can  
assist you with  
PBIS implementation!

## OH PBIS Requirements

- ◆ Administrative commitment & involvement
- ◆ Team-based structures
- ◆ 3-5 schoolwide expectations
- ◆ Systematic instruction
- ◆ Reinforcement of desired behaviors
- ◆ Correction of behavior errors
- ◆ Data-based decision making
- ◆ Multi-tiered systems of support
- ◆ Maintain culturally responsive practices

[www.education.ohio.gov](http://www.education.ohio.gov)

## What is PBIS?

Positive Behavioral Interventions & Supports, also called Positive Behavior Supports (PBS), is a broad range of systemic and individualized strategies for achieving important social and learning outcomes in school communities while preventing problem behavior. The key attributes of PBIS include preventive activities, data-based decision making, and a problem solving orientation (Horner, 2000; Lewis & Sugai, 1999; Sugai et.al., 2000; Weigle, 1997).

## Core Components of PBIS



### Community Connections

Schools teams focus on building positive relationships among all stakeholder groups, in order to ensure consistent implementation of culturally responsive practices.

### Clear Expectations

School communities identify 3 to 5 school-wide overarching behavioral expectations.

### Comprehensive Instruction

Systematic, explicit instruction, practice and feedback on the expected behaviors are provided for each school setting.

### Consistent Systems of Acknowledging and Correcting Behaviors

Consistency in acknowledging expected behaviors and correcting behavior errors is provided through:

- ~ active supervision
- ~ proactive scheduling
- ~ incentives and reinforcement
- ~ logical consequences and clear office referral procedures

### Supportive Structure

Teams focus on developing an infrastructure in schools that provides effective academic and behavioral multi-tiered systems of support for **all** students.



### Myths Regarding PBIS

**The positive in PBIS means we give out rewards:** The positive refers to a change of focus from reactive--constantly pointing out what students did wrong (negatives), to proactive --teaching and recognizing what students are doing right (positives). It refers to an overall change in the school climate to a learning environment where students and teachers feel appreciated, safe and respected. Acknowledgments are used to assist staff to focus on the positive.

**PBIS uses bribes to get children to behave:** Using an acknowledgment system is not the same as bribing a student to behave. A bribe is something offered or given to a person in a position of trust to influence that person's views or conduct. PBIS acknowledges and rewards students for following school-wide expectations and rules. Acceptable behavior is acknowledged after it occurs. Rewards are earned, not offered as payoff in exchange for good behavior.

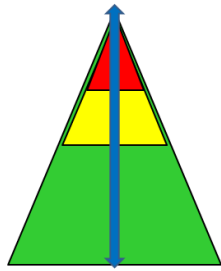
**We will no longer punish children for inappropriate behavior:** PBIS does not ignore problem behavior. Consequences are more than "punishment." They are the actions that follow the problem behavior and can either help to increase or decrease problem behaviors. PBIS views appropriate consequences as those that are effective in changing the student's problem behavior. Schools plan for problem behavior by matching the level of consequences to the severity of the problem behaviors and maintaining consistency across a school campus.

## Why Implement PBIS?

- ✓ Reduction in problem behavior
- ✓ Increased academic performance
- ✓ Improved perception of safety
- ✓ Reduction in bullying behaviors
- ✓ Increased administrator time for instructional leadership
- ✓ Reduction in staff turnover
- ✓ Increased perception of teacher efficacy
- ✓ Improved social-emotional competence
- ✓ Increased positive school climate and culture

Horner, 2013

### ...Within a Tiered Response to Intervention Framework



Adapted from OSEP Effective School-Wide Interventions

...Focusing on the positive, being proactive, providing system level supports, stressing that PBIS is a general education initiative, supporting all children and youth, valuing and respecting families, establishing clarity in direction, including social skills in education and considering emotional impacts on students.

### Integrating Initiatives...

#### ...for Safe & Positive School Climate

A Building Leadership Team uses the OIP 5-step process to design and implement school-wide PBIS. In a PBIS school, the school administrator is then also collaborating to:

- ✪ prevent bullying
- ✪ improve classroom management practices [OTES]
- ✪ ensure student safety [prevent and reduce Seclusion & Restraint]
- ✪ promote a positive school climate [OPES] that improves outcomes for **all** students.

We envision that all learning environments in Ohio will implement PBIS as an effective and proactive framework for improving safety, social competence and academic achievement for all students.

11.13.2013