

Intervention Grid for Positive Behavioral Interventions and Supports (PBIS)

Michael Friedmann

University of Kansas

SPED 843:Advanced Methods & Assessment: Strategies for Students with Significant Behavior,

Social & Emotional Need

Dr. Brasseur-Hock

February 29, 2024

Intervention Grid for Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports is a Tier 1 and Tier 2 and Tier 3 intervention identified by What Works Clearinghouse (WWC) as a practice with positive effects, when implemented with fidelity by trained educators. Two studies met the WWC standards for effective implementation with positive effects, with a strong Tier 1 indicator for K-5 and a moderate Tier 2 indicator for K-8, although similar studies showed uncertain effects for K-12. The study (Pas et al., 2019) examined the effects of universal (Tier 1) or school-wide PBIS (SW-PBIS) in one state's (Maryland) scale-up of this tier of the framework and relied on "annual propensity score weights [which] were generated to examine the longitudinal effects of SW-PBIS from 2006-07 through 2011-12." Additionally, "school-level archival and administrative data outcomes were examined using panel models with an autoregressive structure." The study sampled 1,316 elementary, middle, and high schools. Outcomes of the study indicated that "elementary schools trained in SW-PBIS demonstrated statistically significantly lower suspensions during the fourth and fifth study years (i.e., small effect size) and higher reading and math proficiency rates during the first two study years as well as in one and two later years (i.e., small to large effect sizes), respectively." Furthermore, the study identified that "secondary schools implementing SW-PBIS had statistically significantly lower suspensions and truancy rates during the second study year and higher reading and math proficiency rates during the second and third study years." In conclusion, the study asserts that "these findings demonstrate medium effect sizes for all outcomes except suspensions [and] given the widespread use of SW-PBIS across nearly 26,000 schools in the U.S., this study has important implications for educational practices and policies."

The information provided by a supporting article indicated that “PBIS is a three-tiered prevention framework, where a universal system of supports is integrated with targeted (tier 2) and intensive (tier 3) preventive interventions for students displaying a higher level of need” (O’Connell, Boat, & Warner, 2009). Additionally, a third article asserted that “this same tiered framework is commonly used to promote academic learning, whereby the universal curriculum and supports are provided to meet the needs of the majority of the students, and more intensive academic supports are provided at tiers 2 and 3 for students needing greater assistance to develop their skills” (Arden, Gruner Gandhi, Zumeta Edmonds, & Danielson, 2017). Identifying students to receive Positive Behavioral Interventions and Supports is typically done based on several factors which include (but are not limited to): behavioral data analysis, behavioral incidents and trends (patterns of behavior), special education referrals. PBIS is typically administered and provided in both a classroom environment as well as outside of classrooms in small groups or in individualized settings by trained staff and administrators, who rely on a structured guideline for PBIS implementation with a timed redirection protocol to facilitate a return to a classroom environment and academics. Effective PBIS is implemented effectively by “training in multi-tiered PBIS [which] has a strong emphasis on data, systems, and practices across the intervention continuum.” Furthermore, “SW-PBIS training specifically focuses on data collection regarding implementation of core features of the model, data on behavioral infractions, as well as other data points that can be used as a means for assessing when students respond positively to the universal behavioral supports or may need additional targeted or intensive supports” (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Horner, Sugai, & Anderson, 2010).

The six research studies discussed above provided fundamental guiding points for the intervention grid provided in the Appendix. Positive Behavioral Interventions and Supports

proved to be an effective method of behavioral intervention in the study of 1,136 schools conducted by Pas et al. (2019) which focused on schools in Maryland. The participants of the study were diverse ethnically, and socioeconomically. The PBIS program is an appropriate Tier 1/Tier 2 and Tier 3 behavior intervention for K-8 students who struggle with behaviors, academics and other factors conducive to lower social emotional deficits.

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to behavior management that aims to create a positive school environment by teaching and reinforcing appropriate behaviors while discouraging negative ones. When applied to students with emotional behavioral disorders (EBD), PBIS strategies can be particularly effective in several ways:

Clear Expectations: PBIS establishes clear expectations for behavior across all school settings, including classrooms, hallways, and common areas. Students with EBD benefit from knowing what is expected of them and what behaviors are considered appropriate in various situations.

Consistency: Consistency is key in PBIS. When expectations and consequences are consistently applied across all environments and by all staff members, students with EBD can better understand and predict the outcomes of their actions, which can reduce anxiety and uncertainty.

Positive Reinforcement: PBIS emphasizes positive reinforcement for desired behaviors. Students with EBD may respond well to praise, rewards, and other forms of positive reinforcement when they demonstrate appropriate behavior. This positive feedback helps to build self-esteem and motivation while encouraging students to continue displaying desirable behaviors.

Teaching Replacement Behaviors: PBIS focuses on teaching and reinforcing replacement behaviors for students with EBD. Instead of simply punishing negative behaviors, teachers and staff work with students to identify appropriate alternative behaviors and provide support and guidance as they learn and practice these new skills.

Individualized Support: PBIS allows for individualized support based on the unique needs of each student with EBD. This may include personalized behavior plans, targeted interventions, and additional supports such as counseling or social skills training to address specific challenges and promote positive behavior.

Early Intervention: PBIS encourages early intervention to address behavioral issues before they escalate. By identifying triggers and implementing proactive strategies to prevent problem behaviors, schools can help students with EBD learn to manage their emotions and make better choices in challenging situations.

Collaboration and Family Involvement: PBIS encourages collaboration among teachers, staff, parents, and other stakeholders to support students with EBD. By involving families in the planning and implementation of behavior support strategies, schools can ensure consistency and continuity of support across home and school environments.

Overall, PBIS provides a comprehensive framework for promoting positive behavior and supporting the social-emotional needs of students with EBD, ultimately creating a more inclusive and supportive learning environment for all students.

References

- Arden, S. V. Gruner Gandhi, A., Zumeta Edmonds, R., & Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. *Exceptional Children*, 83, 269-280. doi: 10.1177/0014402917693565
- Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2009). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes. *Journal of Positive Behavior Interventions*, 12(3), 133–148. <https://doi.org/10.1177/1098300709334798>
- Center on PBIS. (2024). <https://www.pbis.org/>
- Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for schoolwide positive behavior support. *Focus on Exceptional Children*, 42, 1-14.
- Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005). School-wide positive behavior support. In L. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors: Designing positive behavior plans* (pp. 359-390). New York: Guilford Press.
- O’Connell, M. E., Boat, T., & Warner, K. E. (2009). Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities. Washington, DC: The National Academies Press.
- Pas, E. T., Ryoo, J. H., Musci, R. J., & Bradshaw, C. P. (2019). A state-wide quasi-experimental effectiveness study of the scale-up of school-wide positive behavioral interventions and supports. *Journal of School Psychology*, 73, 41–55. <https://doi.org/10.1016/j.jsp.2019.03.001>

Below is a simplified intervention grid for Positive Behavioral Interventions and Supports (PBIS). This grid outlines various intervention strategies and techniques that can be used to support students with emotional and behavioral disorders (EBD) within the framework of PBIS:

Tier	Universal Interventions	Targeted Interventions	Intensive Interventions
Description	School-wide strategies implemented for all students to promote positive behavior and prevent problem behavior.	Targeted interventions provided to students who require more support than what is provided universally.	Intensive, individualized interventions for students with significant behavioral challenges.
Examples	- Establishing clear behavior expectations and rules- Teaching and modeling expected behaviors- Acknowledging and reinforcing positive behavior- Creating a positive school climate and culture- Providing social-emotional learning (SEL) instruction	- Small group social skills training- Check-in/check-out systems- Behavior contracts and point systems- Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIPs)	- Functional Behavior Assessment (FBA) to identify triggers and functions of behavior- Individualized Behavior Intervention Plans (BIPs)- Counseling or therapy services- Crisis intervention and de-escalation techniques
Purpose	Create a positive school environment and prevent behavior problems through proactive strategies.	Provide additional support and instruction for students who are at risk for developing more serious behavior problems.	Address the unique needs of students with significant behavioral challenges and prevent the escalation of behavior problems.

This grid represents the three tiers of support within the PBIS framework:

Universal Interventions (Tier 1): These interventions are implemented school-wide and are designed to promote positive behavior and prevent the occurrence of behavior problems for all students.

Targeted Interventions (Tier 2): These interventions are provided to students who require more support than what is provided universally. Targeted interventions are aimed at addressing specific behavioral concerns and teaching replacement behaviors.

Intensive Interventions (Tier 3): Intensive, individualized interventions are provided to students with significant behavioral challenges. These interventions are highly personalized and may involve the development of Behavior Intervention Plans (BIPs) based on Functional Behavior Assessments (FBAs).

It's important to note that PBIS is a flexible framework, and schools may adapt and customize interventions based on the unique needs of their students and the resources available to them. Additionally, collaboration among teachers, administrators, support staff, and families is essential for the successful implementation of PBIS interventions.

Appendix

K-8 (Tier1/Tier 2 or Tier 3) Support Grid

Support	Description	Districtwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Positive Behavioral Supports and Interventions (PBIS) (Pas et al., 2019; Bradshaw et al., 2009; Center on PBIS, 2024)	Positive Behavioral Interventions and Supports (PBIS) is a school-wide intervention offering three tiers of support. School-wide PBIS (SW-PBIS) is a universal (tier 1) intervention that teaches all staff to use a proactive and positive approach for behavior management. Staff are trained to implement three core components of SW-PBIS: 1) setting and teaching clear behavioral expectations; 2) implementing a system for proactively encouraging desired behaviors and preventing undesired behaviors; and 3) creating and implementing a system for consistently responding to behavioral infractions that will be applied to all students across all school settings. SW-PBIS is meant to be implemented throughout the school year.	Entry criteria for Positive Behavioral Interventions and Supports (PBIS) typically involve assessing the needs of students, identifying areas for improvement in behavior management, and determining the level of support required. Here are some common entry criteria used to determine whether a school or district should implement PBIS: Behavioral Data Analysis: Schools may analyze behavioral data to identify patterns of behavior that may indicate a need for PBIS. This data may include disciplinary referrals, attendance records, suspension rates, and	Monitoring progress is crucial for evaluating the effectiveness of Positive Behavioral Interventions and Supports (PBIS) and making data-driven decisions to improve outcomes. Here are some types of data that can be used to monitor progress: Behavioral Incident Data: Schools can track the number and types of behavioral incidents occurring before and after implementing PBIS. This includes disciplinary referrals, suspensions, expulsions, and other disciplinary actions. Comparing data over	Exit criteria for Positive Behavioral Interventions and Supports (PBIS) outline the conditions under which a school or district may determine that the implementation of PBIS has been successful and that ongoing support may no longer be necessary. Here are some common exit criteria for PBIS: Reduction in Behavioral Incidents: A significant decrease in the number and severity of behavioral incidents, such as disciplinary referrals, suspensions, and expulsions, may

		other behavioral indicators. Behavioral Incidents and Trends: Schools may consider the frequency and severity of behavioral incidents occurring within the school environment. A high number of disciplinary referrals, incidents of bullying, aggression, or disruptions may signal a need for PBIS. School Climate Surveys: Surveys administered to students, staff, and parents can provide valuable insights into the school's climate and culture. Low ratings in areas related to safety, respect, and overall satisfaction may indicate a need for interventions such as PBIS. Special Education Referrals: Schools may consider the number of	time allows schools to assess whether PBIS is reducing the frequency and severity of behavioral incidents. Attendance Records: Monitoring changes in student attendance can provide insights into the impact of PBIS on school climate and student engagement. Increased attendance rates may indicate improved school connectedness and a positive learning environment. Office Discipline Referral (ODR) Data: ODR data tracks the frequency and types of behaviors that result in disciplinary referrals to the school office. Analyzing ODR data helps identify patterns,	indicate that PBIS interventions have been effective in promoting positive behavior and reducing problem behaviors. Improved School Climate: Positive changes in school climate indicators, such as increased student engagement, improved relationships among students and staff, enhanced feelings of safety and belonging, and greater overall satisfaction with the school environment, may signal that PBIS has had a positive impact. Sustained Implementation Fidelity: Consistent and faithful implementation of PBIS practices and procedures across all
--	--	--	--	--

		students referred for special education services due to behavioral concerns. High rates of special education referrals for emotional or behavioral disorders may suggest a need for PBIS to address these issues proactively. Administrative Support and Commitment: The commitment and support of school administrators are essential for the successful implementation of PBIS. Schools may assess the willingness of administrators to allocate resources, provide training, and support the PBIS process. Staff Buy-In and Training Needs: Assessing the readiness and willingness of staff to implement PBIS is crucial. Schools may conduct surveys or interviews to gauge staff	trends, and areas for intervention within the school environment. Student Surveys: Surveys administered to students can capture their perceptions of school climate, safety, and relationships with peers and adults. Survey questions may focus on topics such as feelings of belonging, respect, and support from teachers and staff. Changes in survey responses over time can reflect improvements in school climate resulting from PBIS implementation. Staff Surveys and Feedback: Gathering feedback from teachers and staff about their experiences with	school settings, including classrooms, common areas, and extracurricular activities, demonstrates that the school has established sustainable systems for supporting positive behavior. Stakeholder Satisfaction: Positive feedback and satisfaction from stakeholders, including students, parents, teachers, staff, and administrators, indicate that PBIS interventions are meeting the needs of the school community and contributing to a positive and supportive learning environment. Data Trends Over Time: Longitudinal
--	--	---	---	---

		perceptions of behavior management practices and identify training needs related to PBIS implementation. Available Resources: Schools may assess the availability of resources, including funding, training materials, and staff support, to determine the feasibility of implementing PBIS effectively. Stakeholder Involvement: Involving stakeholders such as parents, community members, and representatives from diverse student populations in the decision-making process can help ensure that PBIS interventions are culturally responsive and meet the needs of all students. By considering these entry criteria, schools can	PBIS implementation can provide valuable insights into areas of success and areas needing improvement. Staff surveys may assess perceptions of behavior management practices, the effectiveness of PBIS strategies, and the level of support and training provided. Parent and Guardian Feedback: Soliciting feedback from parents and guardians about their perceptions of school climate and their children's experiences can help schools understand the impact of PBIS on families. Parent surveys or focus groups may gather information about communication with the school,	analysis of data related to behavioral incidents, attendance rates, academic achievement, and other relevant outcomes can help determine whether improvements associated with PBIS are maintained over time and are not simply short-term effects. Demonstrated Student Growth: Evidence of student growth in social-emotional skills, self-regulation, problem-solving abilities, and overall behavior management suggests that PBIS interventions have contributed to the development of important life skills and competencies. Gradual Reduction in Support Needs:
--	--	---	---	---

		determine whether PBIS is an appropriate approach to improving behavior management and promoting a positive school climate. It's important for schools to conduct a thorough assessment of their current practices and needs before implementing PBIS to ensure its successful implementation and sustainability over time.	involvement opportunities, and perceptions of safety and support. Implementation Fidelity Measures: Assessing the fidelity of PBIS implementation is essential for ensuring that interventions are being implemented as intended. Fidelity measures may include observations of classroom practices, reviews of behavior support plans, and evaluations of staff training and coaching. By collecting and analyzing these types of data, schools can assess the effectiveness of PBIS interventions, identify areas for improvement, and make informed	As the school community becomes more proficient in implementing PBIS practices and procedures, there may be a gradual reduction in the need for external support and consultation from PBIS coaches, trainers, or consultants. Alignment with School Goals and Mission: PBIS outcomes should align with the school's mission, vision, and strategic goals, demonstrating that PBIS interventions are contributing to broader efforts to create a positive and inclusive school culture. It's important to note that exit criteria for PBIS may vary
--	--	--	--	---

			decisions to support positive behavior and a safe, supportive learning environment for all students.	depending on the unique needs and context of each school or district. Additionally, while the achievement of exit criteria may indicate successful implementation of PBIS, ongoing monitoring and periodic reassessment are essential to ensure that positive behavior supports remain effective and responsive to evolving needs.
--	--	--	--	--