T·I·E·R

Tiered Interventions Using Evidence-Based Research

Handouts

Behavior

Positive Behavioral Interventions and Supports

Your Desired Outcomes

In relation to the material we have covered in this section, what positive outcomes would you like to see?

In your district:

At your campus:

For your students:

Why PBIS?

Positive Outcomes

- Reduced **problem behavior**

- Improved **academic performance**

- Increased **attendance**

- Improved perception of **safety**

- Reduced **bullying behaviors**

- Improved **organizational efficiency**

- Reduced **staff turnover**

- Increased perception of **teacher efficacy**

Supporting Research

Bradshaw, C. P., Koth, C. W., Bevans, K. B., Ialongo, N., & Leaf, P. J. (2008). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly*, *23(*4), 462–473.

Bradshaw, C. P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2009). Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial. *Prevention Science*, *10*(2), 100–115.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, *12*, 133–148.

Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children*, *31*, 1–26.

Bradshaw, C., Waasdorp, T., & Leaf, P. (2012). Effects of school-wide positive behavioral Interventions and supports on child behavior problems and adjustment. *Pediatrics*, *130*(5) 1136–1145.

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality*, *42*(8), 1–14.

Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*, *11*, 133–145.

Ross, S. W., Endrulat, N. R., & Horner, R. H. (2012). Adult outcomes of school-wide positive behavior support. *Journal of Positive Behavioral Interventions*, *14*(2), 118–128.

Waasdorp, T., Bradshaw, C., & Leaf, P. (2012). The impact of schoolwide positive behavioral interventions and supports on bullying and peer rejection: A randomized controlled effectiveness trial. *Archive of Pediatric Adolescent Medicine*, *166(*2), 149–156.

PBIS Tools and Resources

Monitoring and Acknowledging Positive Behaviors

App for providing prompts and reminders:
www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app

Tools for monitoring equity:
www.pbis.org/school/equity-pbis

Assessments:
www.pbis.org/resource-type/assessments

Evidence-Based Intervention and Systematic Evaluation

Institute of Education Sciences practice guides:

- Reducing Behavior Problems in the Elementary School Classroom:
  https://ies.ed.gov/ncee/wwc/PracticeGuide/4

- Preventing Dropout in Secondary Schools:
  https://ies.ed.gov/ncee/wwc/PracticeGuide/24

Tiered Fidelity Inventory:
www.pbis.org/resource/tfi

Implementation

Blueprints:
www.pbis.org/resource-type/blueprints

Materials:
www.pbis.org/resource-type/materials

Wraparound supports:
https://nwi.pdx.edu/wraparound-basics

Implementation in middle school:

- Middle School Matters Field Guide, Chapter 2: Student Supports That Enhance Learning:
  https://greatmiddleschools.org/wp-content/uploads/2016/06/4_FieldGuide_Chapter_2_Sept20.pdf

- Self-Assessment Tool:
  https://greatmiddleschools.org/wp-content/uploads/2020/06/MSMI_SA_StudentBehaviorMotivation.pdf

- Action Planning Tool:
  https://greatmiddleschools.org/resources/action-plan-templates

Related TIER Modules and Pathways

Behavior module:
https://tier.tea.texas.gov/behavior

Mental Health module (see Social and Personal Competencies pathway):
https://tier.tea.texas.gov/mental-health

Leadership module (see Problem-Solving Teams pathway):
https://tier.tea.texas.gov/leadership

Progress Monitoring module (see Behavior pathway):
https://tier.tea.texas.gov/progress-monitoring

Decision Making module (see Diagnostic Assessments in Behavior pathway):
https://tier.tea.texas.gov/decision-making

Texas Education Agency Resource

PBIS information and resources:
https://tea.texas.gov/about-tea/other-services/mental-health/positive-behavior-interventions-and-supports-and-positive-youth-development

PBIS Inventory

	Practices, Interventions, and Supports in Place	**Notes and Ideas**
Tier 1 Universal		
Tier 2 Targeted		
Tier 3 Intensive		

PBIS Across the Tiers

	Practices, Interventions, and Supports in Place
Tier 1 Universal	Schoolwide positive expectations and behaviors that are defined and taught Classroom expectations and routines that are consistent with schoolwide expectations Continuum of procedures for encouraging expected behavior Continuum of procedures for discouraging problem behavior Procedures for encouraging school-family partnerships
Tier 2 Targeted	All Tier 1 practices Increased small-group instruction and practice with self-regulation and social skills Increased adult supervision Increased opportunities for positive reinforcement Strengthened systems to minimize rewarding problem behavior Increased access to academic supports
Tier 3 Intensive	All Tier 1 practices Functional behavioral assessments Behavior intervention plans that include strategies for the following: • Prevention • Positive reinforcement • Controlled reduction of natural rewards for problem behavior • Safety Wraparound supports and culturally responsive person-centered planning that actively involves family and community supports and resources

Action Plan

School or District: Date:

Activity or Next Step	Person Responsible	Target Start Date	Target End Date	How We Will Measure Effectiveness

What do we need to know?	How will we find out?