

WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a way of supporting your child's strengths and helping your child learn by teaching behavior using proactive approaches that respond to each child's specific needs. Schools, individuals and families can use PBIS to support children to be successful in all environments.

The purpose of this document is to give families information about the goals, principles and practices of PBIS.

WHY FAMILIES WANT TO KNOW ABOUT POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)



PBIS refers to the positive things adults do and say to support, teach, respond and encourage expected child behaviors across home, school and community settings. Families may find using PBIS at home and community settings helpful in their everyday parenting efforts. Families may also have children enrolled in schools using PBIS.

GOAL OF PBIS

Supporting children to learn adaptive skills (e.g., asking for help, using coping strategies) that contribute to children's quality of life and development. PBIS is not consistent with shaming or using harmful strategies for children.



PBIS PRINCIPLES: BEHAVIOR IS...

COMMUNICATION



Behaviors serve a purpose (or function) for children. Consider what children are getting or avoiding as a result of their behavior. Is it attention from others? Avoiding a task (e.g., chores)? Sometimes, the child is not aware of the function of their behavior. PBIS helps identify different ways of meeting the child's needs.

LEARNED & CHANGEABLE

Behavior is learned which means it can be changed. Once the purpose (or function) for the behavior is identified this can help us know what strategies will work best when helping children change their behavior. PBIS closely monitors supports and makes adjustments to ensure children are reaching their behavioral goals.



INFLUENCED BY SETTING



Behavior is different in different settings. We can support children by identifying what settings may require additional behavior support or practice. Behaviors occurring at school may not be occurring at home and vice versa.

WHAT DOES PBIS LOOK LIKE IN ACTION?

Families and educators and other adults interacting with children in schools and homes can use key **prevention**, **teaching** and **response** strategies to support positive child behavior across all settings.



Prevent: Plan ahead to prevent problem behaviors. Organizing and reviewing schedule for the day ahead of time, arranging furniture and materials, and using pictures or images to help communicate good behavior are some examples of prevention strategies used at home and school.



Teach expected behaviors to children just like we teach any new skill. Show them what the expected behavior looks and sounds like (model it for them), provide them with examples and non-examples, and have them practice showing the expected behavior and provide them with feedback!

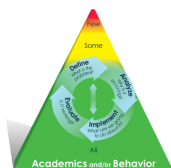


Respond to expected behaviors in ways that encourages children to continue those behaviors. Examples might include praising the child (e.g., "Thank you for pushing in your chair!").

Respond to problem behaviors in ways that discourage children to continue those problem behaviors. Examples might include reteaching the expected behaviors (e.g., "Remember, we push our chair in after leaving our seat so others do not trip. Please push your chair in when leaving the table.").



PBIS IN SCHOOLS



Over 25,000 schools across the country, including all grade levels and types of schools, use PBIS to support student behavior. PBIS is a way to create the kinds of schools where all students are successful. PBIS can be tailored to the unique needs of students to ensure all students are supported in ways that work best for them.

Tier 1: The teaching and behavior supports provided to all students in the school. Expected behaviors are taught to all students in all the different settings of the school (cafeteria, hallways, classrooms). Schools use data to make changes to the school environment to increase the success for all children.

Tier 2 and 3 Supports: Some students require additional teaching and behavior support beyond Tier 1 which could include extra review or reminders of expected behaviors (Tier 2). A few students may require individual plans to support their behavior which could include specific strategies unique to the child that will help the student be successful in school (Tier 3).

MORE INFORMATION

Family-School-Community Alliance: <https://fscalliance.org/>
 National Technical Assistance Center on PBIS: www.pbis.org
 Center for Parent Information & Resources: <https://www.parentcenterhub.org/>
 Association for Positive Behavior Supports: www.apbs.org
 Home and Community Network of APBS: <https://hcpbs.org/>

DEVELOPED BY THE FAMILY-SCHOOL-COMMUNITY ALLIANCE

Visit <https://fscalliance.org> for more information