

## How do schools, districts, and states implement Positive Behavioral Interventions and Supports?

State Leadership Teams increase training, coaching, evaluation, and policy and funding capacities within their administrative structure.

District Coaches provide assistance to site facilitators and assist in organizing local personnel and resources for maximal effectiveness and efficiency.

Local School Implementation Teams stay in close contact with coaches to assure consistent implementation and ongoing training.

### Why PBIS?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

Introducing, modeling and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Once this foundation has been created, schools can more effectively implement systems for decreasing the number, intensity and severity of problem behaviors. Higher level interventions and supports have been demonstrated to be more successful when they are readily available and understood by all students, school personnel, family members and collaborating agencies.



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Redmond

Positive Behavior  
and Supports

A quick  
Positive  
Interven  
Support



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# Positive Behavioral Interventions and Supports

## What is Positive Behavioral Interventions and Supports (PBIS)?

PBIS can best be described as a systems approach to academic achievement and social competence for all children. PBIS is not a model, but a compilation of research



Support our students together

based practices, interventions, and systems integrated to improve the educational experience of all students, including those with disabilities.

The goal is to prevent the development and intensifying of problem behaviors and maximize academic success for all students.

## What are the outcomes associated with Positive Behavioral Interventions and Supports?

- \*Decrease in office discipline referrals
- \*Increase in instructional time
- \*Decrease in administrator time spent on discipline issues
- \*Efficient and effective use of scarce resources
- \*Increase in perceived school safety
- \*Sustainability through team approach

## Features of Positive Behavioral Interventions and Supports:

- \*Teaching behavioral expectations to all students
- \*School-wide behavioral expectations
- \*Continuum of consequences for violating behavioral expectations
- \*Acknowledging appropriate behavior
- \*Ongoing use of data for decision-making
- \*Function-based support for students with chronic problem behavior

## Where is PBIS?

Currently, school-wide positive behavior support is used in over 30 states and the District of Columbia.

All Schools within the Redmond School District are currently implementing PBIS:

- \*Vern Patrick Elementary School
- \*Terrebonne Community School
- \*Tumalo Community School
- \*Obsidian Middle School
- \*Redmond High School
- \*Transportation Department
- \*Tom McCall Elementary School
- \*Sage Elementary School
- \*Elton Gregory Middle School
- \*Tuck Elementary School
- \*Lynch Elementary School



Follow the PBIS path for success

The PBIS Tri

The PBIS Triar  
that outlines th  
that all schools  
social/emotion

CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE BEHAVIOR  
SUPPORT

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings

Providing  
environm  
reach the