

Positive Behavior Support

What is Positive Behavior Support?

- PBS is the application of evidence-based strategies and systems to assist schools to decrease problem behavior, increase academic performance, increase safety and establish positive school cultures (Florida's PBS Project, USF).
- PBS aims to build effective environments in which POSITIVE behavior is more effective than problem behavior.
- PBS emphasizes the use of PREVENTATIVE, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes.
- PBS is a COLLABORATIVE, assessment-based approach to developing effective interventions for problem behavior.

Levels of PBS

■ School-wide (Tier 1)

At the school-wide level, the expectations, processes and procedures are intended for ALL students, faculty and staff in ALL settings around a school campus. This level of PBS is designed to impact approximately 80% of students.

■ Classroom (Tier 1)

In the classroom, school-wide expectations and procedures for student behavior are linked with pre-planned strategies for the classroom setting to help ensure student success.

Levels of PBS

■ Target Group (Tier 2)

The behavioral issues of groups of students who demonstrate similar problem behaviors that occur for the same reasons are addressed with STRATEGIC interventions. These interventions have a high rate of efficiency and response and are designed for 5-10% of a school's student population.

■ Individual Student (Tier 3)

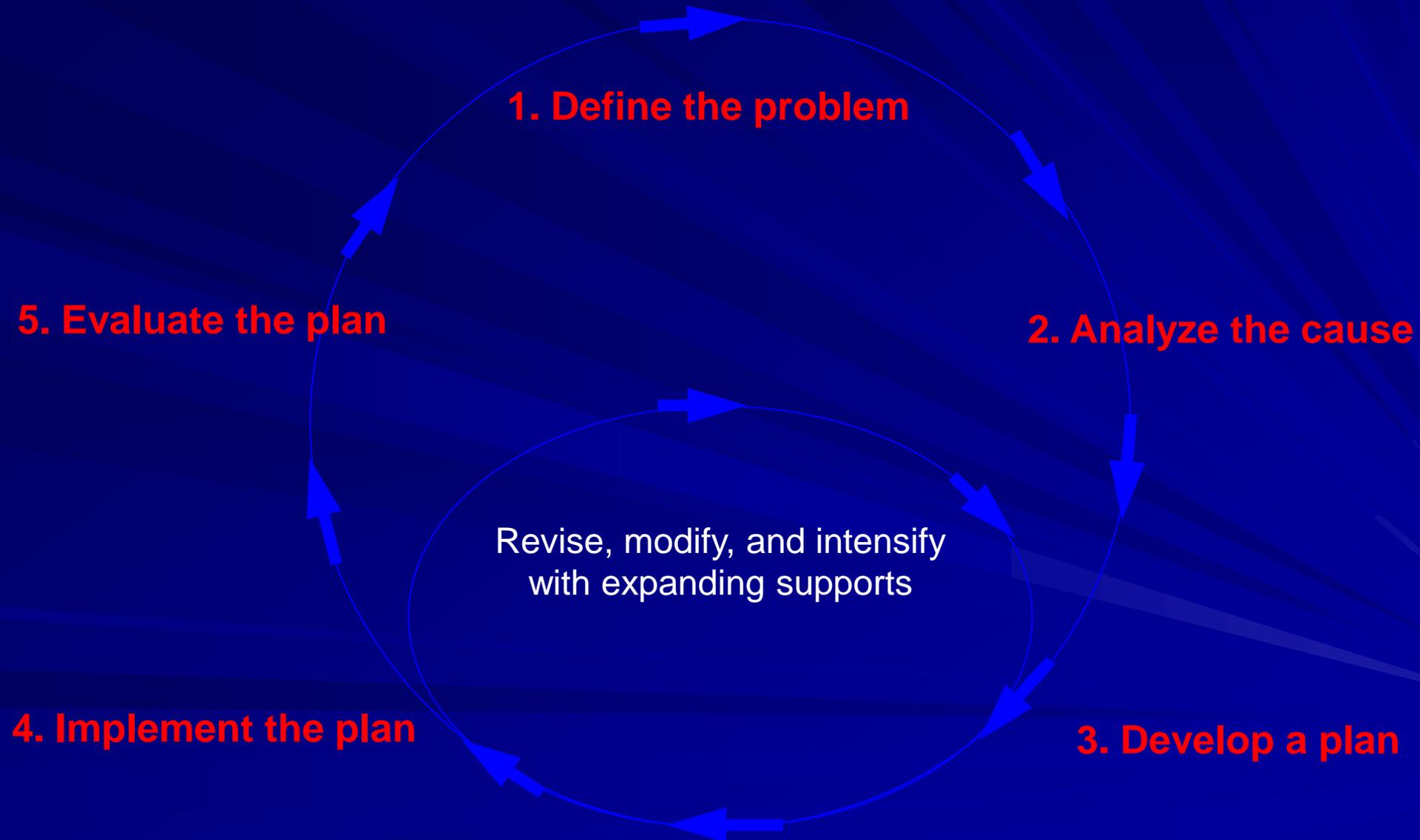
At this level, students receive highly INTENSIVE individual interventions that address the problematic behaviors of individual students. These intervention strategies, for approximately 1-5% of the school population, are coupled with the school-wide expectations for student behavior and team-based strategies.

(Florida's PBS Project, USF)

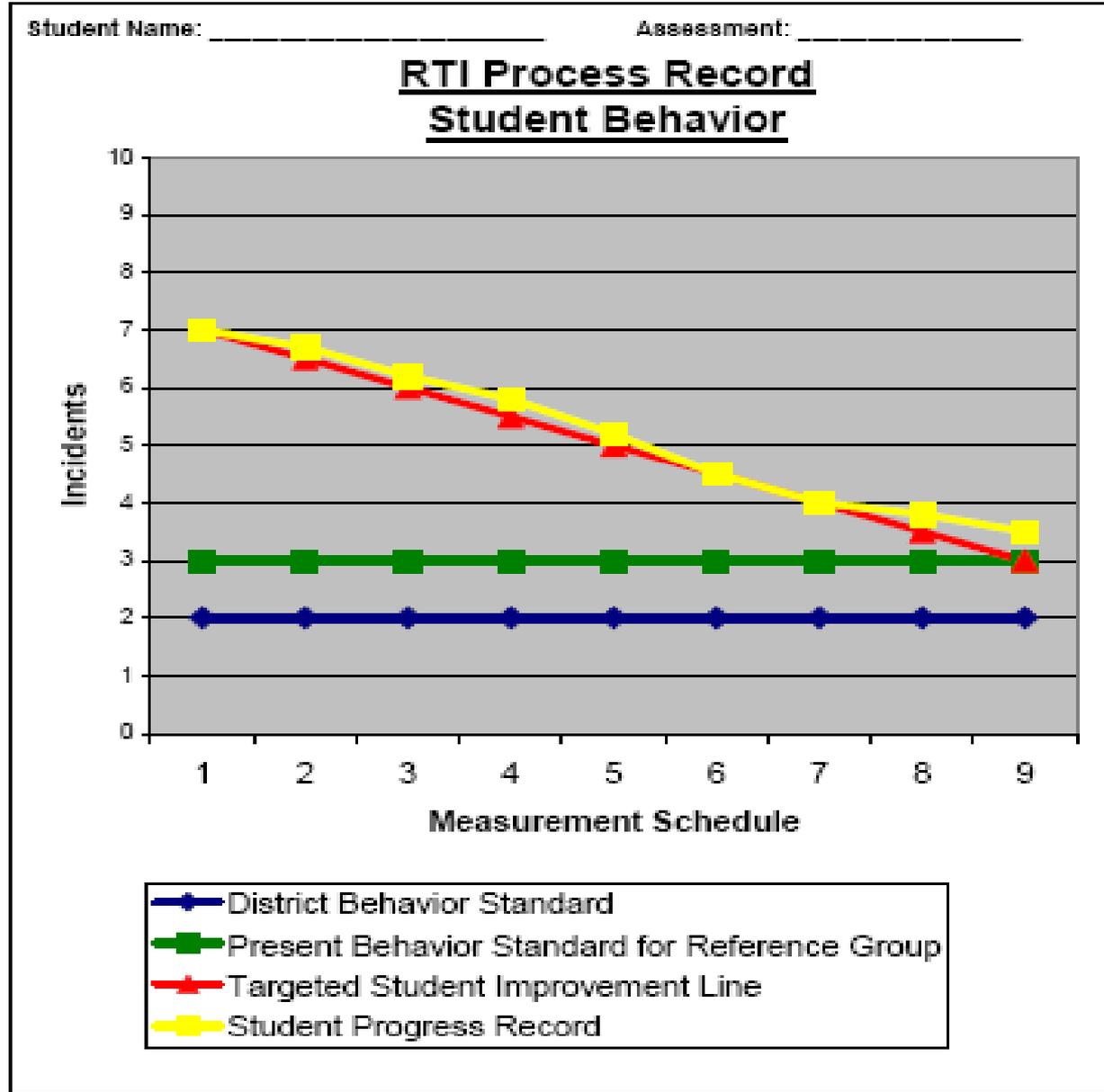
Typical Behavior Data

- Intensity- “Effort” Student Demonstrates
- Frequency- Number of Behaviors in a Set Time
- Duration- Length of Time Behavior Lasts
- Latency- Student Response Time

The Problem Solving Model



RTI PROCESS RECORD									
District Behavior Standard	2	2	2	2	2	2	2	2	2
Present Behavior Standard for Reference Group	3	3	3	3	3	3	3	3	3
Targeted Student Improvement Line	7	6.5	6	5.5	5	4.5	4	3.5	3
Student Progress Record	7	6.7	6.2	5.8	5.2	4.5	4	3.8	3.5



RtI Manual- PBS Resources

- Universal Behavior Screen- P. 207
- Tier 1-3 Assessment/Interventions- PP. 27-29
- Classroom Interventions- PP. 32-37
- Behavioral Data Collection Forms-
pp. 38- 43