# Positive Behavior Interventions & Supports (PBIS) Overview (2014-15)

What is PBIS? Positive Behavior Interventions and Supports (PBIS) is an evidence-based, proactive systems approach to establishing school wide interventions and supports needed for all students.

The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. The PBIS framework guides school staff to create behavior curriculum to be used for every student and staff member. PBIS is not a program; it is a framework for a coherent system of proactive, evidence based programs, practices and supports targeted in 3 tiers, which facilitates a positive school climate, positive student behavior and increased academic engagement. The full development and implementation process takes 3-5 years and is maintained thereafter.
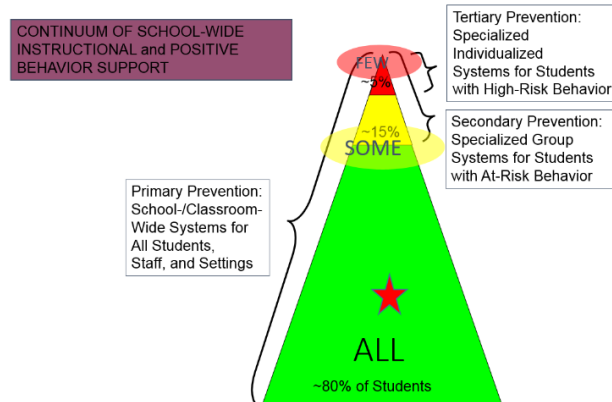
Why PBIS? PBIS is widely used across districts nationwide and within the state of Kentucky, in part because the empirical evidence has demonstrated positive effects on students and schools. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Positive Behavior Intervention and Supports (PBIS) is a systems approach designed for the commitment of school improvement. Optimal student achievement (academic and behavior) can be attained by utilizing a proactive systematic approach for creating and maintaining a positive, safe, and effective learning environment that will increase academic achievement when implemented with fidelity.

Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

What does PBIS look like in JCPS? PBIS started in JCPS as part of a mandated corrective action plan to mitigate disproportionality in disciplinary and special education referrals for a group of 23 middle and high schools. Two additional cohorts of schools were added during the first year of training. JCPS has continued to scale up across elementary, middle and high school with some funding support at local, state and federal levels.

Initially, there were multiple cohorts and several sources of trainers being used that come from the state, national and local levels. Through internal capacity building, JCPS is working to scale up so that 100% of schools are using the PBIS framework with sustained in-house training and support. All additional cohorts of schools are initially trained in the PBIS framework by the district PBIS support team. Additionally, PBIS school teams receive regular visits and support from the district PBIS support team. Importantly, since research suggests that PBIS alone does not reduce existing racial disproportionality, JCPS is intentionally integrating cultural responsiveness into the

Scope of PBIS in JCPS

- Half of JCPS schools (n=73) completed at least one full year of training. Of these schools, 52 completed one full year of implementation during 14-15 with ongoing training supports.

- Elementary, Middle, High, and alternative schools are represented in the PBIS training.

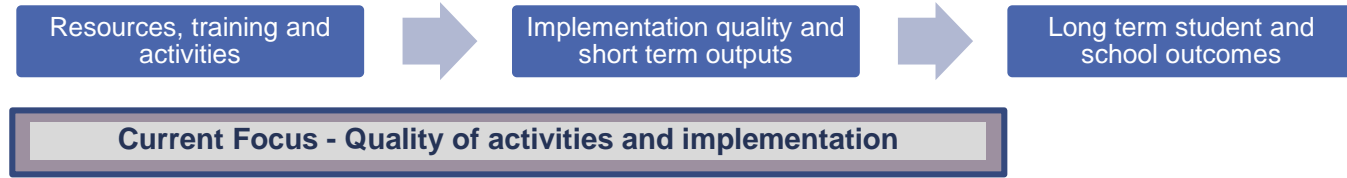- During 15-16 Early Childhood sites will receive full training.
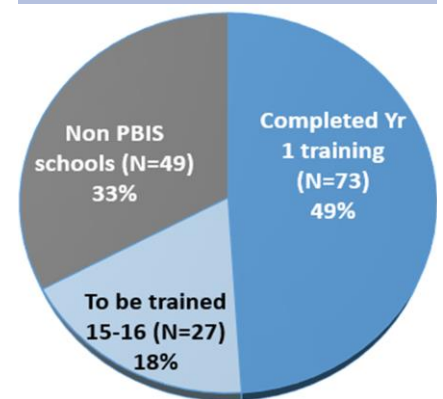
Key PBIS Features

- Concrete positive behavioral expectations are defined, modeled, taught and practiced

- Data is analyzed and used proactively to guide decisions and interventions

- Positive behavior of students and staff are acknowledged and reinforced

- Consequences are logical and consistent

- Team-based Implementation

- Administrative Leadership and Support to support and maintain efforts
  …On an ongoing basis.

training and evaluation through strong collaborations between the departments of Academic Services, Diversity/Equity, and Data Management/Program Evaluation.

What can we expect and when? Systemic change is slow. Within the 3-5 year PBIS process, the focus of the early stages (years 1-3) is on the quality and more immediate impacts of training and supports provided, and the progress and fidelity of implementation. Outcome data (e.g., suspension reduction) is monitored but is not expected to change significantly until after 3 years of quality implementation. As such, the evaluation data centers on the quality of training and implementation.
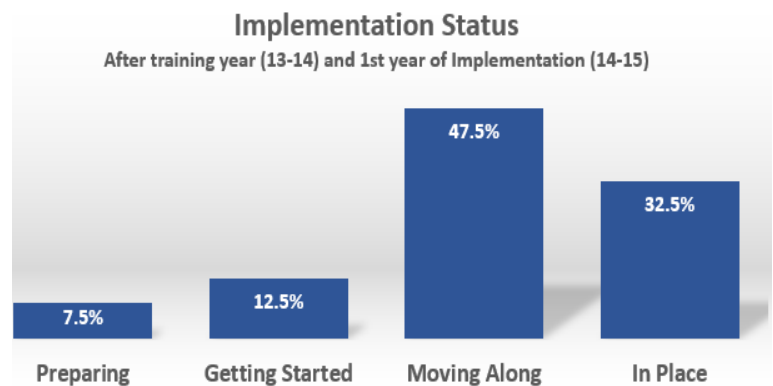
| Resources, training and activities | ⟹ | Implementation quality and short term outputs | ⟹ | Long term student and school outcomes |

| **Current Focus - Quality of activities and implementation** |

Amount and Quality of Training – PBIS school teams consisting of administrators and teacher leaders attend at least 4 trainings each year. School teams that completed year 1 of implementation attended an average of 10 full trainings and had an average of 7 coaching visits since they began the process. As shown in the chart below, in the schools that have had at least one full year of training, participants rated the quality of the process and content of PBIS trainings as very high. With a scale of 1-low to 6-high each survey item was rated well above average. The open ended responses indicated specific content they learned and ways they plan to implement with the faculty in their school.

PD Level 1 Evaluation Results: Process and Content	Implementation year 1 schools	Training year 1 schools	All PBIS Schools: Culturally Responsive and Restorative Practice
	Average (Scale 1 low - 6 high)		
This PD session will extend my knowledge, skills, and performances.	5.33	4.91	5.24
The facilitator helped me understand how to implement my learning.	5.39	5.06	5.30
The PD learning targets were clearly specified.	5.37	5.07	5.31
The materials used were accessible and enhanced my learning.	5.31	5.03	5.29
The PD activities were carefully planned and well organized.	5.31	4.99	5.29
New practices were modeled and thoroughly explained.	5.35	4.99	5.30
Sufficient time was provided for guided practice and tasks.	5.36	4.89	5.25

- Engagement in the trainings was high overall, but varied by school teams and within those teams also varied by role groups (e.g., some administrators attended but were not engaged, others highly engaged)

Implementation Status - Implementation is being monitored using multiple means including school observational data, Benchmarks of Quality (BOQ) fidelity assessment, as well as teacher and student survey data.

- After one full year of implementation, the majority of PBIS teams indicated they are either moving along or have things in place while about 20% are still in the early stages due to a variety of factors such as initial buy-in and staff-team mobility.

- The lowest area was the use of rewards, while the highest area was the team functionality and school-wide implementation of behavior expectations.

Implementation Status
After training year (13-14) and 1st year of Implementation (14-15)

Preparing 7.5% | Getting Started 12.5% | Moving Along 47.5% | In Place 32.5%

- While there is wide variation across schools, overall the PBIS walkthrough data indicates

  - A high degree of implementation around teaching and reinforcing expectations particularly at the elementary and middle school levels

  - Clearly established routines and procedures understood by students and reinforced by adults

  - Diversity of students is celebrated and represented in visuals throughout the buildings (one of the equity components)

Conclusions:

Commendations	▪ High training satisfaction and quality that integrates cultural responsiveness ▪ District coaching support staff and capacity building within JCPS to scale up and sustain success. Expertise of school-based staff is used to support others (peer learning) ▪ School teams with strong administrative support and engaged teams are experiencing high degree of implementation and are using discipline data on a regular basis to make changes.
Challenges	▪ Administrator and staff buy-in at the high school level in particular ▪ Lack of time available for school teams to train the whole staff to get full faculty participation and school-wide implementation
Recommendations	▪ Assess the district-wide programming in place for Tier I and consider systemic programming that supports a preventative approach, life skills learning, development of self-regulation skills, and addresses relationships and the whole student such as social-emotional learning content. This longer-term strategy will help reduce the flow of students who will need Tier II or Tier III supports. ▪ Continue to increase attention to and monitoring of school culture and climate. ▪ Continue to work towards aligning district policies and practices with the PBIS scale up efforts.