

As part of the *Achieve Today. Excel Tomorrow.* strategic plan's goal to provide a safe and secure environment, the AISD will begin implementing schoolwide Positive Behavioral Interventions and Supports during the 2014-2015 school year to improve student academic and behavior outcomes. PBIS is founded on the belief that all children can exhibit appropriate behavior, and it establishes a climate where that is the norm. PBIS makes sure that teaching and learning environments are not reactionary to student misbehavior – resulting in anything from a reprimand to suspension or expulsion – but they are more engaging and responsive, establishing the behavioral supports and social culture for students to achieve academic success.

What is PBIS?

Schoolwide PBIS is designed to improve student academic and behavior outcomes. It is not a curriculum but a framework that emphasizes teaching and reinforcing social skills and data-based problem solving to address behavior concerns.

What does schoolwide PBIS emphasize?

In general, schoolwide PBIS emphasizes four integrated elements: data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable, and systems that efficiently and effectively support implementation of these practices.

These four elements are guided by six important principles:

- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance and progress continuously

What is the expected outcome?

Less reactive and more engaging and productive environments for all students will be established to maximize academic engagement and achievement. Schools will use evidence-based and more intensive behavioral practices and systems for students whose behaviors require more specialized assistance. That can be achieved in the form of a group contingency or a highly individualized plan.

How does PBIS work?

Prevention: Prevention consists of having school staff develop rules and routines and arrange the environment to prevent initial occurrences of problem behavior.

Observe and Praise: Praise is important to increase the re-occurrence of appropriate behavior.

Monitor: One method to determine if a student is improving behavior is to monitor the student's performance and progress daily. Determine the effectiveness of, or lack thereof, an intervention early.

Intervene: It is best to point out the possibility of the behavior before it occurs. If we intervene before behavior escalates, the interventions are much more manageable.