

Positive Behavior Intervention and Support (PBIS) refers to the application of positive behavioral interventions and systems to achieve socially important behavior change. (OSEP, 1999)

What families and educators are saying...

My daughter "has become a more positive person since our school has started PBIS...The overall climate at the school is friendlier and more positive."

"It is amazing how much the high expectations of PBIS affect everyone — teachers as well as students. I can now help students with behavior the same way I could if they were struggling academically."

"Children really want to please you but they cannot unless they really know what to expect. PBIS provides a framework on which we can build our plan for success."

For more information about PBIS:

NC Positive Behavior Intervention and Support Initiative:
www.ncpublicschools.org/positivebehavior

OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports:
www.pbis.org

For more information, contact your regional coordinator:
www.ncpublicschools.org/positivebehavior/coordinator

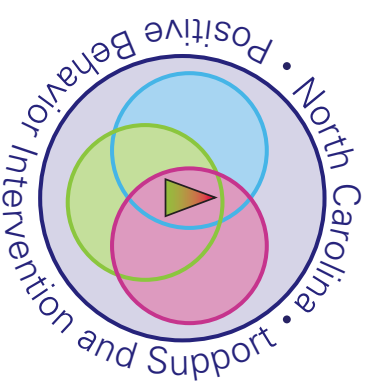
or contact

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Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Exceptional Children Division

The North Carolina Positive Behavior Intervention and Support Initiative



"Students learn appropriate behavior in the same way a child who doesn't know how to read learns to read — through instruction, practice, feedback, and encouragement."

Tim Lewis, Ph.D., University of Missouri



Schools implementing PBIS create a continuum of Behavior Support for students.

- **Intensive, Individual Interventions**
- Functional Behavior Assessment & Behavior Intervention Planning

- **Targeted Group Interventions**
- Social Skills Instruction
- Reinforcement of Specific Skills
- Group Behavior Strategies
- Classroom Coaching

- **Universal Interventions**
- School-wide Rules & Procedures
- Systematic Reinforcement
- Social Skills Instruction
- Culturally Responsive Practices
- Data-based Decision-making
- Parent & Community Partnerships

PBIS Highlights

South Toe Elementary (Waynes County)	2007-2008	2008-2009
Office Discipline Referrals	74	46
Percentage of Students Passing BOTH Reading and Math EOG	60.3%	73%

Marion Intermediate School (Cleveland County)	2007-2008	2008-2009
Office Discipline Referrals	1111	684
Percentage of Students Passing BOTH Reading and Math EOG	62.5%	73.3%

Cedar Creek Middle School (Franklin County)	2005-2006	2008-2009
Enrollment	685	776
Office Discipline Referrals	1428	800
Percentage of Students Passing BOTH Reading and Math EOG	47.9%	66.1%
Staff Turnover	40%	12%

PBIS is a combination of strategies designed to:

Teach and encourage respectful, responsible behaviors (practices)

Use data continuously to support decision making (data)

Create an individualized, total school climate that supports staff and students behavior and encourages family engagement (systems)

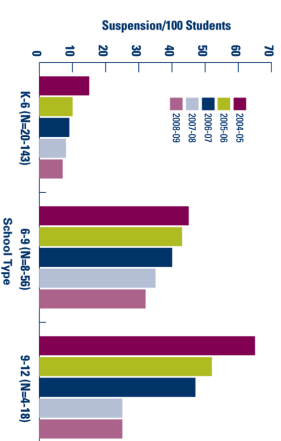
School-Wide PBIS is:

- ✓ For all students
- ✓ A general approach to preventing problem behavior
- ✓ Based on a long history of behavioral practices and effective design and strategies

Schools implementing PBIS are experiencing these outcomes:

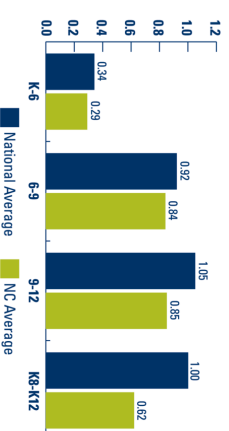
- ✓ More instructional time
- ✓ Improved staff & student attendance
- ✓ Increased student proficiency
- ✓ Increased parent participation and partnerships
- ✓ Improved community involvement & support
- ✓ Decrease in staff turnover

SUSPENSION RATES IN PBIS SCHOOLS



There has been a consistent decrease in reported suspensions across schools implementing PBIS over the past five years.

MEAN ODRS PER 100 PER SCHOOL DAY



Office discipline referral data (majors) from schools implementing PBIS in North Carolina [07-08] compare favorably with national averages.