

Positive Behavior Support

What is School-wide PBS?

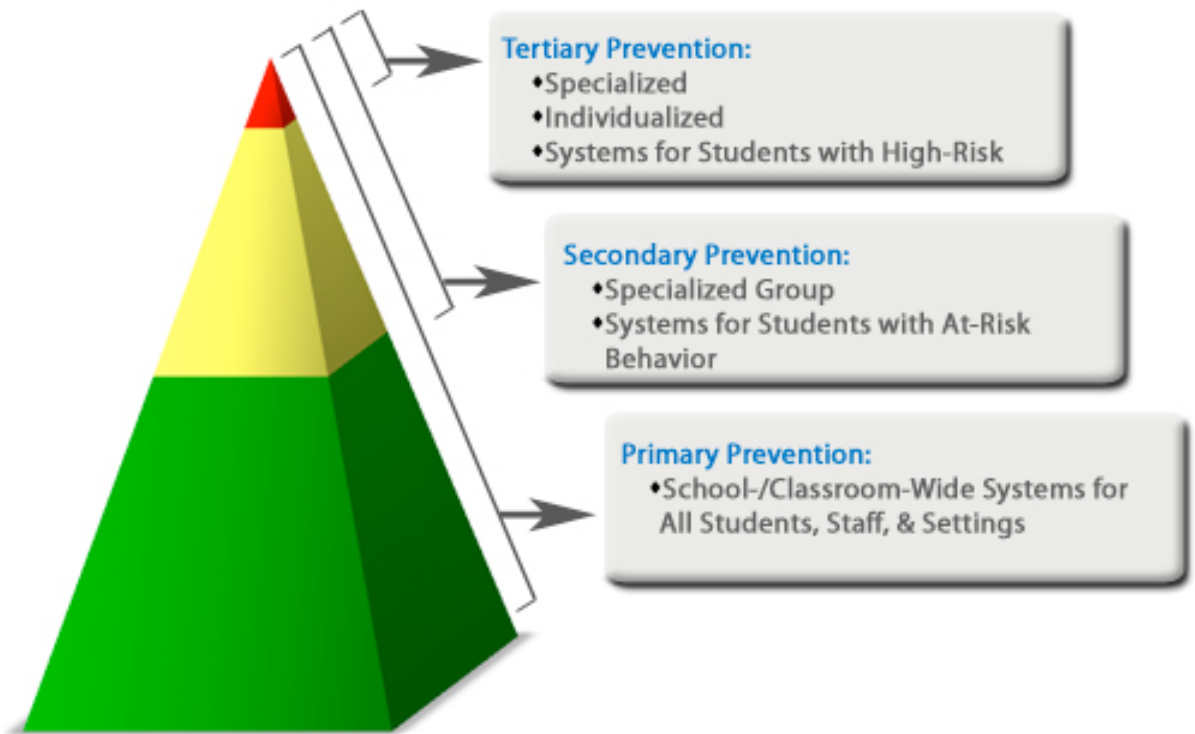
Numerous products are available for school personnel, parents, and care-providers, all with the promise of erasing targeted behaviors. Unfortunately, no magic wand single-handedly works to remove the barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a one-size-fits-all approach is less effective than interventions based on the needs of each school.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teacher and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Positive Behavior support (PBS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, 2007). Positive Behavior Support (PBS) is a process that is consistent with the core principles of RtI. Similar to RtI, PBS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems.

Both RtI and PBS are grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. Our goal is to describe the shared characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic and social difficulties in school.

Continuum of School-Wide Instructional & Positive Behavior Support



Services available through SCOE: The SCOE C & I Department facilitated the formation of a PBS Advisory Group in 2009-09. The advisory group consisted of SCOE staff along with several school principals. The advisory group researched PBS, visited schools in Southern Oregon implementing PBS, and brought back information to the Administrators' Leadership Focus Group. Next steps are to bring the PBS Consultant from the Southern Oregon Educational Services District to speak with the ALFG in October, 2009, and information regarding the annual Southern Oregon PBS conference in October, 2009, has been distributed and will be communicated again prior to October. The C & I Department is open to support possible next steps to assist with implementation of PBS in interested schools.

For more information, contact Mike DeRoss at 842-8404 or mdeross@siskiyoucoe.net