

School-Wide Positive Behavioral Interventions and Supports

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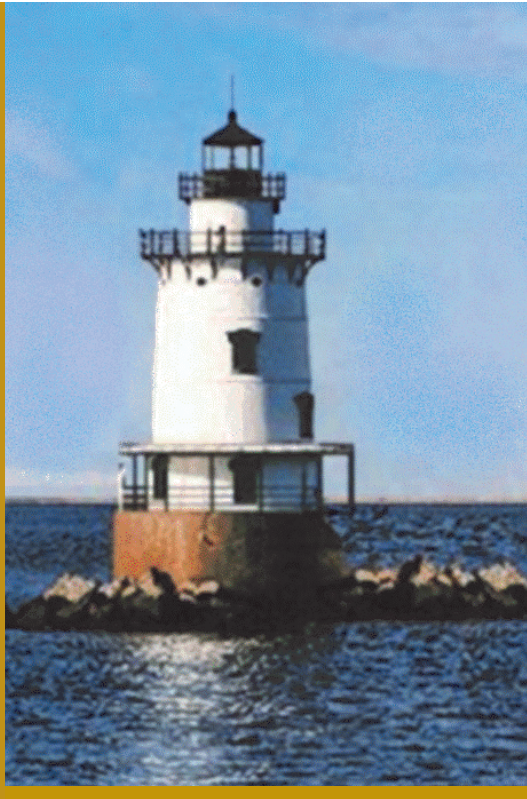


**Paul V. Sherlock Center
on Disabilities**

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RI School-Wide Positive Behavioral Interventions and Supports (SW-PBIS)



Impact of School-Wide Positive Behavioral Interventions and Supports on:

*reading, writing, math, and
reduction in challenging
behaviors.*



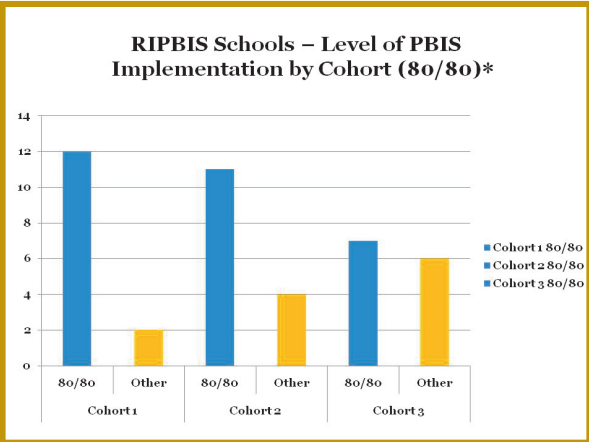
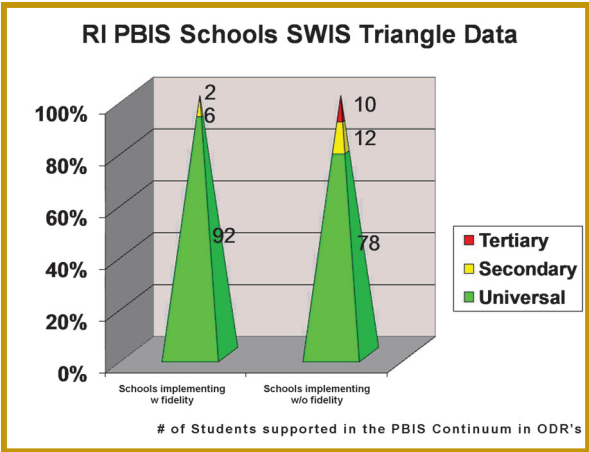
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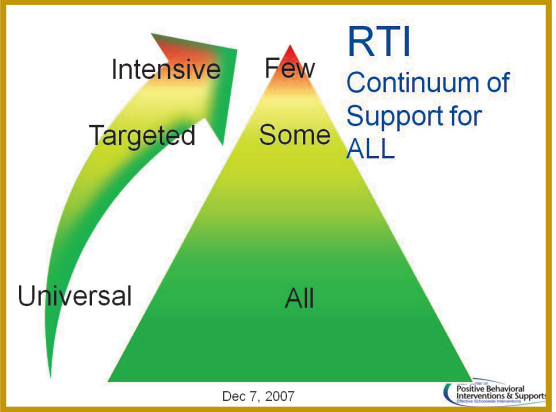
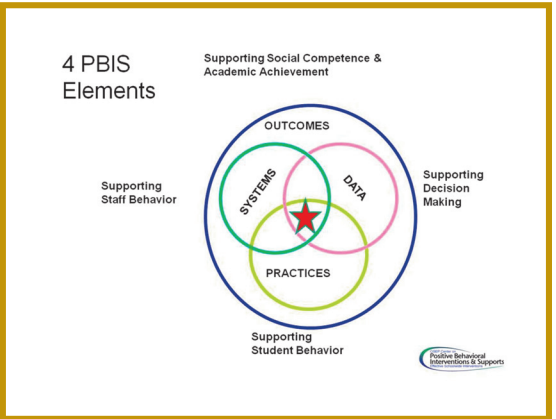
PBIS is a systems approach to establishing a social culture of behavioral supports for all children that promotes both social and academic success in school. Inappropriate behaviors and negative school climates are linked to loss of instruction, poor academic achievement, poor standardized test performance, increased dropout rates, and negative school climate.

The **Paul V. Sherlock Center on Disabilities** has led the state in PBIS implementation within schools/districts since 2005. The Sherlock Center currently supports 60 schools, 13 Districts, and 18 Early Care and Education Programs. A Train-the-Trainer Model to support district-wide implementation began in 2009.

PBIS efforts in Rhode Island are having a positive impact by increasing social and academic outcomes. Schools implementing PBIS with fidelity have a significantly lower number of students who are referred for problem behaviors, and fewer students (2% vs. 10%) who need intensive, individualized, multi-agency support (see below).



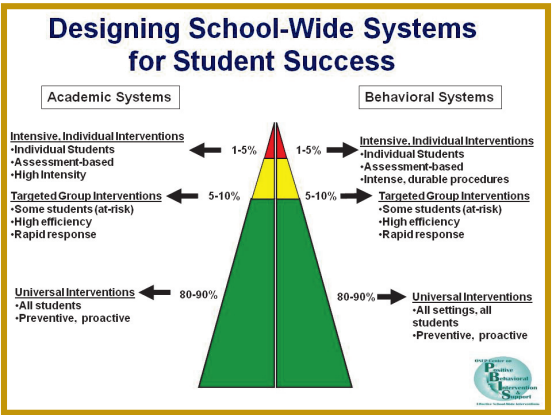
*Determination of fidelity of implementation of Universal Systems is defined by SET scores of 80% or greater on 'Expectations Taught,' and 80% or greater on the average 'Total' (80/80).



PBIS and RTI (Response to Intervention) work hand-in-hand.

RTI is a continuum of academic supports for students who could benefit from extra support (see above).

PBIS applies that same continuum to providing behavioral supports for students who could benefit from extra support. School-wide systems are established to support all students. PBIS supports the development of academic and social/behavioral skills needed to support optimal student success (see below).



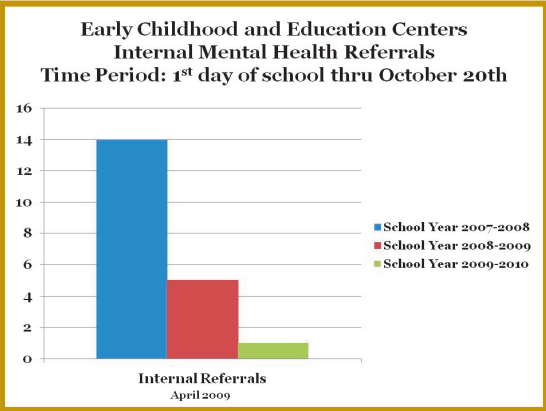
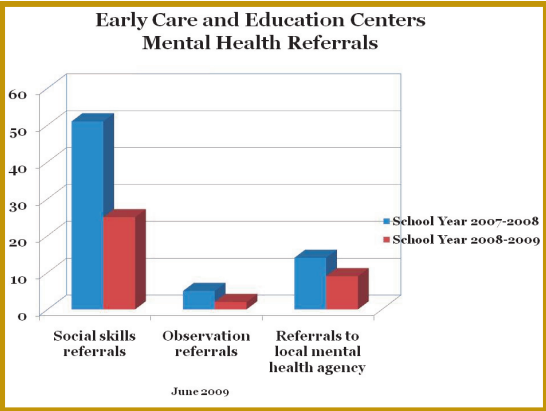
PBIS in Early Care and Education Centers

PBIS is just as relevant in early care and education centers/programs as it is for school-aged children (Kindergarten forward). Key social and emotional skills children need as they enter elementary school are:

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

EC PBIS outcomes include building the capacity of early care and education programs to provide a continuum of support, improving discipline systems, increasing instructional time for learning, and social emotional and behavioral development.

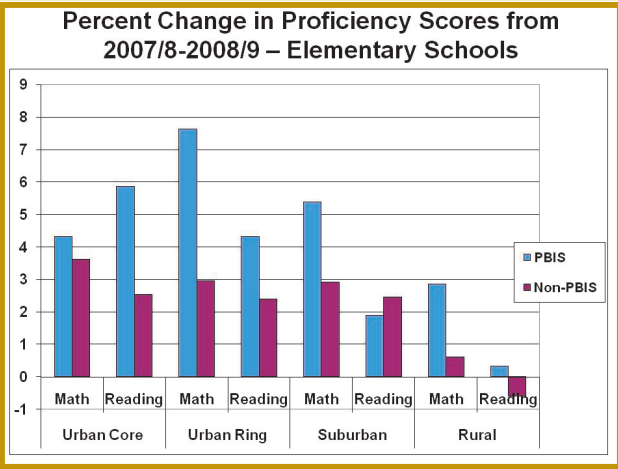
Below is an example of the difference EC PBIS made to one center that began implementation in 2007.



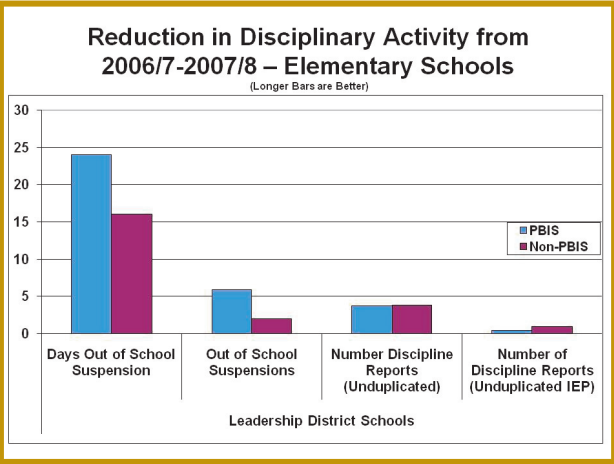
THE IMPORTANCE OF FIDELITY

A comparison of schools implementing PBIS with fidelity and schools not implementing with fidelity as measured by the SET (School-wide Evaluation Tool):

	Schools Implementing with Fidelity	Schools Not Implementing with Fidelity
Attendance	<ul style="list-style-type: none">• Showed an increase in average annual attendance of 0.4%	<ul style="list-style-type: none">• No increase during same period
AYP (Annual Yearly Progress)	<ul style="list-style-type: none">• Twice as likely to meet AYP and 86% met AYP 2008—2009	<ul style="list-style-type: none">• 44% met AYP during same period
Reading and Math Scores	<ul style="list-style-type: none">• 50% of schools implementing with fidelity had increased both reading and math scores	<ul style="list-style-type: none">• 19% of schools implementing PBIS, but not with fidelity, had increased both reading and math scores
Suspension Days	<ul style="list-style-type: none">• 29% of PBIS schools had a decrease in the number of out of school suspension days	<ul style="list-style-type: none">• 22% of PBIS schools had a decrease in the number of out of school suspension days

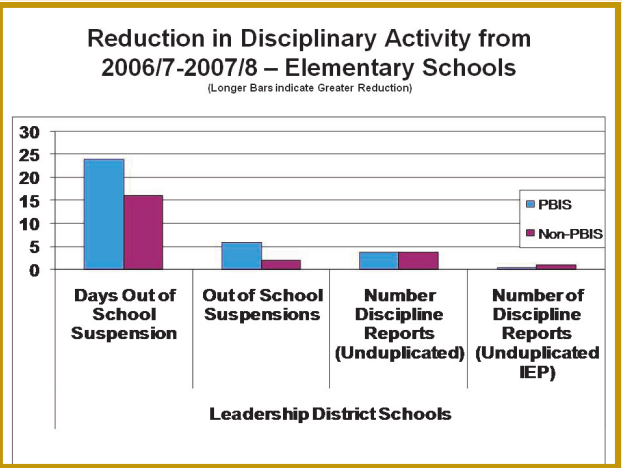


2007-2008 to 2008-2009
NECAP proficiency scores show a difference in scores when comparing PBIS schools to non-PBIS schools in the same district.



Using Rhode Island Department of Education suspension data, schools implementing PBIS demonstrated greater reduction in use of out of school suspensions and number of days.

Comparison of schools implementing PBIS and schools not implementing PBIS within the same district.



Comparisons of PBIS to non-PBIS schools in relation to the frequency of out of school suspensions and number of suspension days.

