



# Positive Behavioral Intervention Grandview CSD4 Schools

# Positive Behavioral Intervention and Support (PBIS)

- Definition: the study of the physical and social context of behavior within individual students.
- All behaviors have a purpose: a. to get attention or b. to avoid something.
- PBIS emphasis is on creating reasonable behavioral plan that fits into the context of the person and situation relying on positive approaches.
- Traditionally the intervention emphasis was on eliminating the behavior relying on negative consequences.

# Rationale

- Objective: "Student self-regulation of behavior and greater functional control of own life."
- Change behavior not punish behavior
- Focus on student
  - Self-control rather than being controlled
  - Being able to predict and understand the situation
  - Effective communication
  - Being more competent



# Key Strategies

- Reinforce wanted behavior
- Directly and actively teach procedures and behaviors desired

# Example from CEP 841:

## Positive Behavior Support:

"Everyone, I know that it is always difficult to get settled when we come in. However, I see that nearly everyone is in their seat and ready to learn. Thank you. Tomorrow, let's see if we can't beat our record and get ready even quicker. I see that nearly every student has their math book on their desk, has a pencil in their hand, and is ready to listen."

Focus: reinforcing positive expected behaviors. This is my goal.

## Negative Behavior Punishment:

"Hey, let's get moving! It should not take this long to get ready! You come, get in your seats and get ready. Come on, we're wasting time!"

Focus: yelling, berating, negative tone, using authority rather than focusing on desired behaviors. I am guilty here.

Example taken from class notes CEP 841, and from my real experience

# Evaluation and Data Collecting

- Create Evaluation/Support Team
  - 2 to 5 people to collaborate and support
- Complete an assessment of challenging behavior
  - Observe the A B C s
    - **Antecedent**—everything in the environment that precedes the behavior
    - **Behavior**—observable behavior (what is happening)
    - **Consequences**—what happens right after the behavior, how is it dealt with or what happens in the environment after it occurs
- Organize the environment for prevention of behavior
- Teach desired behavior and expectations
- Reinforce with active teaching