

Positive Behavior Interventions & Supports (PBIS): Rationale & Effectiveness

RATIONALE FOR PREVENTATIVE APPROACHES:

- There will never be adequate numbers of *direct* service providers to treat all *individuals* in need of services. Therefore, preventative approaches provide the only feasible options for reaching all individuals in need (Albee, 1968).
- Prevention programs find an alternative way of reaching students *before* they need individualized, intensive, costly interventions (Cowen & Hightower, 1990).
- The main goal of school wide positive behavior supports are to change the school environment to *increase student exposure to protective factors and reduce exposure to common risk factors* (Biglan, 2004).

OUTCOMES OF POSITIVE BEHAVIOR SUPPORTS IN SCHOOLS:

- Research indicates that school wide positive behavior supports lead to increases in appropriate social behavior coupled with decreases in aggressive social behavior (Metzler, Biglan, Rusby, & Sprague, 2001).
- Research shows that the lower the rate of feedback for positive behavior, the higher the risk for negative student outcomes (Sutherland, Lewis-Palmer, Stichter, & Morgan, 2008).
- PBIS emphasizes a shift from responding to problem behavior to use of instructional responses to help students identify and practice acceptable behavior (Sugai, Horner, & McIntosh, 2008).
- Exclusionary discipline practices are shown to have weaken school engagement and reinforcing problem behavior; a critical outcome of PBIS is to *greatly reduce* the amount of exclusionary discipline (Skipa, Peterson, & Williams, 1997; Hemphill, Toumbourou, McMorris, & Catalano, 2006; Mayer, 1995).

FACTORS ASSOCIATED WITH UNIVERSAL PREVENTION PROGRAM SUSTAINABILITY:

- High contextual fit (congruent practices & school needs) (Castro, Barrera, & Martinez, 2004).
- Promotion as a school priority (increase visibility and local ownership, highlight fit with district mandates, allow for open conversation about school-wide vision, create formal agreements to secure commitment of all stakeholders, integrating into other initiatives) (Han & Weiss, 2005).
- Effectiveness (implementation with fidelity, resulting in positive outcomes for large proportion of students - dependent on training for implementation, broad understanding of prevention program rationale) (McIntosh, Horner et al., 2009).
- Efficient (realistic & feasible, with teams identifying opportunities to decrease time and money needed to sustain) (Gersten & Dimino, 2001).
- Regeneration informed by both implementation & outcome data (McLaughlin & Mitra, 2001).



Systems-Level Support

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