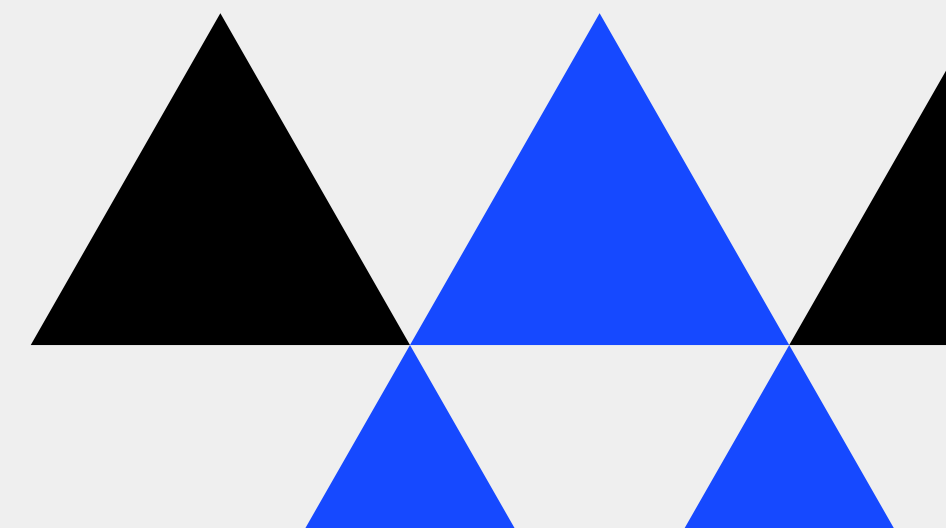


**Ramona Jr. High**

**What is PBIS?**



# WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an [evidence-based three-tiered framework](#) to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. [Find out how to get started with PBIS.](#)

## TIER 1

Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.

[Learn More](#)

## TIER 2

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

[Learn More](#)

## TIER 3

At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

[Learn More](#)

# Why Implement PBIS?

## PBIS Establishes a Healthy School Culture and Climate

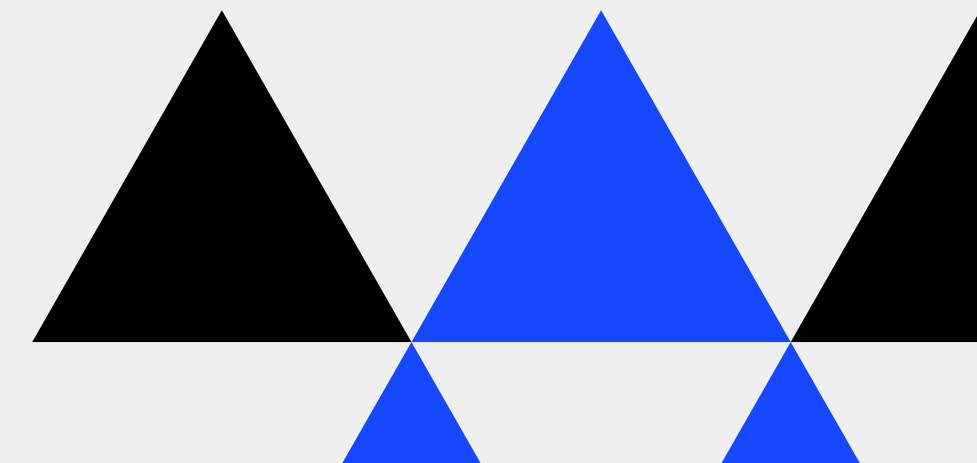
Your school's culture should be a reflection of the people learning and working within the community – students, their families, and their teachers alike. Through your PBIS implementation, you'll engage your school-wide community to co-create your school's culture and establish a climate where everyone feels welcome and seen. In fact, when schools implement PBIS, teachers, students, and their families all perceive their school's climate more positively.<sup>1</sup>

## PBIS Increases Student Engagement and Instructional Time

Establishing school-wide expectations with your students sets the tone for the classroom. When you spend time getting to know your students and use strategies to deepen connections every day, you are building a healthy classroom environment. When students have clear expectations, are regularly acknowledged for the things they do well, and receive instructional consequences more often than exclusionary ones, they are going to spend more time in class than out of it. Not only that, when schools implement PBIS, students are more engaged in instruction.<sup>2</sup>

## PBIS Empowers Students to Play a Central Role in their Education

Schools implementing a PBIS framework define positive expectations like respectful and kind and teach students skills to help create the environment they want to see. For example, when schools work to address bullying within a PBIS framework –teaching students how to interrupt bullying behaviors – schools actually see fewer incidents of bullying.<sup>3,4</sup> Within the PBIS framework, students have lower levels of unwanted behaviors and higher levels of positive, prosocial behaviors and emotion regulation.<sup>5</sup> PBIS schools also report lower illegal drug and alcohol use than schools that aren't implementing<sup>6</sup>



# Why Implement PBIS?

## PBIS Reduces Racial Inequities in Discipline

The work you do to produce equitable outcomes for all students is not an afterthought; it's embedded in the foundation of your PBIS implementation. When you align your school-wide expectations with the values and experiences of your students and their families, you establish your school as part of their community, create consistency across their contexts, and reduce everyone's assumptions about expected behaviors at school. By specifically centering equity within a PBIS framework, rigorous research shows schools can significantly decrease the racial disparities they see in their discipline practices as well in their overall office discipline referral rates.<sup>7</sup>

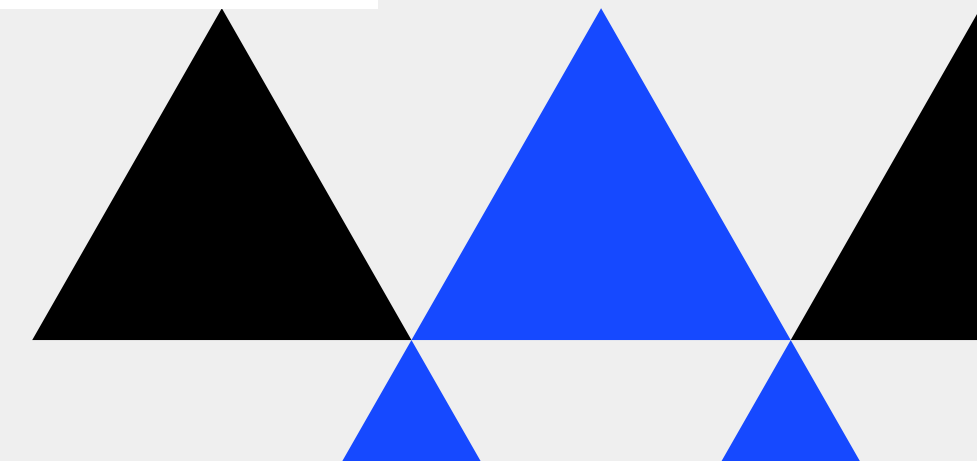
## PBIS Reduces Teacher Burnout

Safe, predictable, consistent schools are good for everyone, teachers too. When schools implement PBIS, teachers feel less emotionally exhausted, more connected to their students' perceptions of their class, a greater sense of accomplishment in their work, and overall, more capable in their abilities as teachers.<sup>8</sup> That means teachers in your school experience less burnout.

## PBIS Makes All Your Other Practices Better

A PBIS framework gives you a natural system for selecting, implementing, and sustaining evidence-based practices. Your leadership team commits to meeting regularly, using data, and answering the questions: Did we do what we said we would do and how has that affected students? Every practice you implement flows through the same process. It's that organization and commitment to on-going improvement that makes schools implementing PBIS up to three times more likely to sustain their school-based practices than non-implementing schools.<sup>9</sup>

Each of these outcomes are possible when you implement PBIS where you work and with the students you support. For more information about the evidence base supporting the benefits of implementing PBIS, check out the full list of research updated regularly.



# Tier 1 Support

## What is Tier 1 Support?

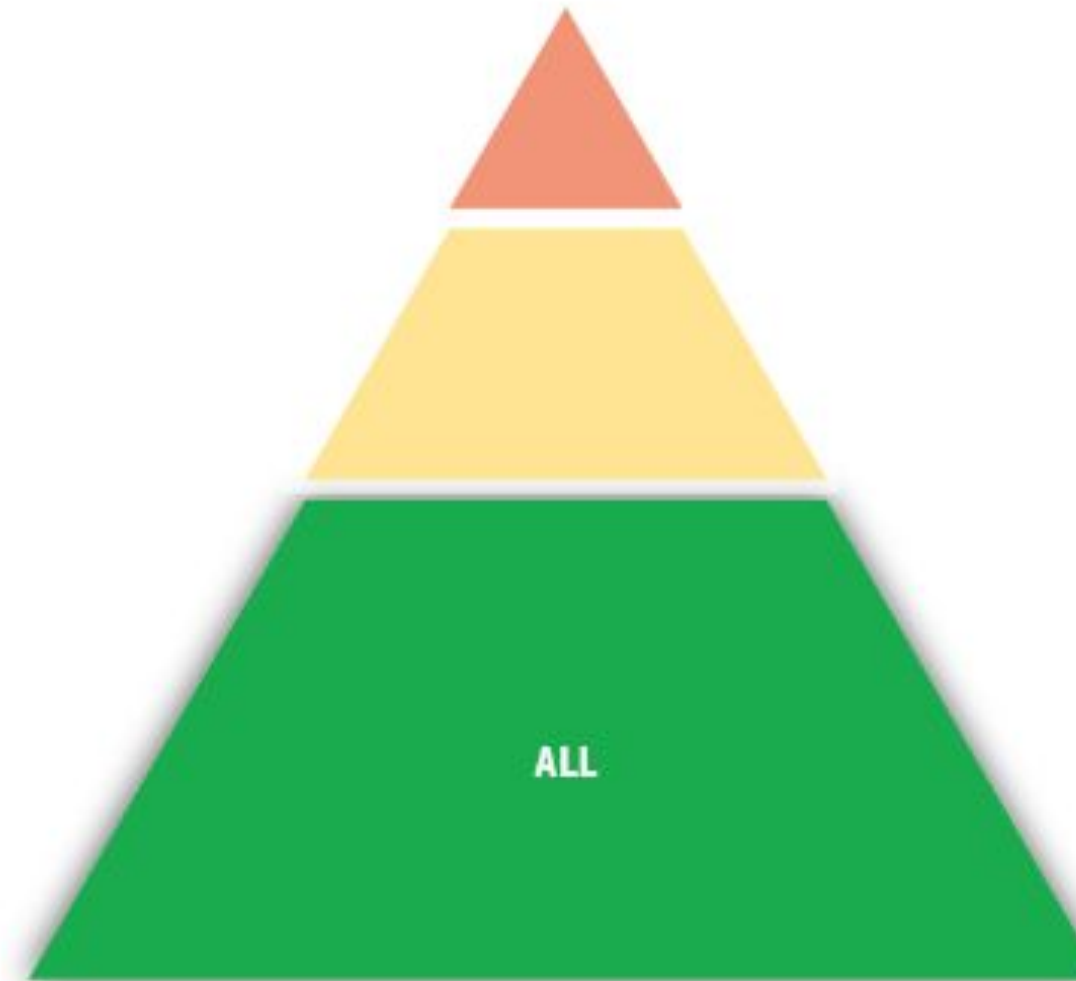
Tier 1 systems, data, and practices support everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes modeling, teaching, and acknowledging positive social, emotional, and behavioral (SEB) skills. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

The core principles guiding Tier 1 PBIS include the understanding that we can and should:

- Effectively teach appropriate SEB skills to all students
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions

## Foundational Systems

Tier 1 systems serve as the foundation upon which all other tiers are built. With school-wide systems in place, schools can ensure students and staff are thriving and quickly identify which students need additional support. These Tier 1 foundational systems are:



The PBIS Triangle—The green area represents Tier 1 that supports all students.

# Tier 2 Support

## What is Tier 2 Support?

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

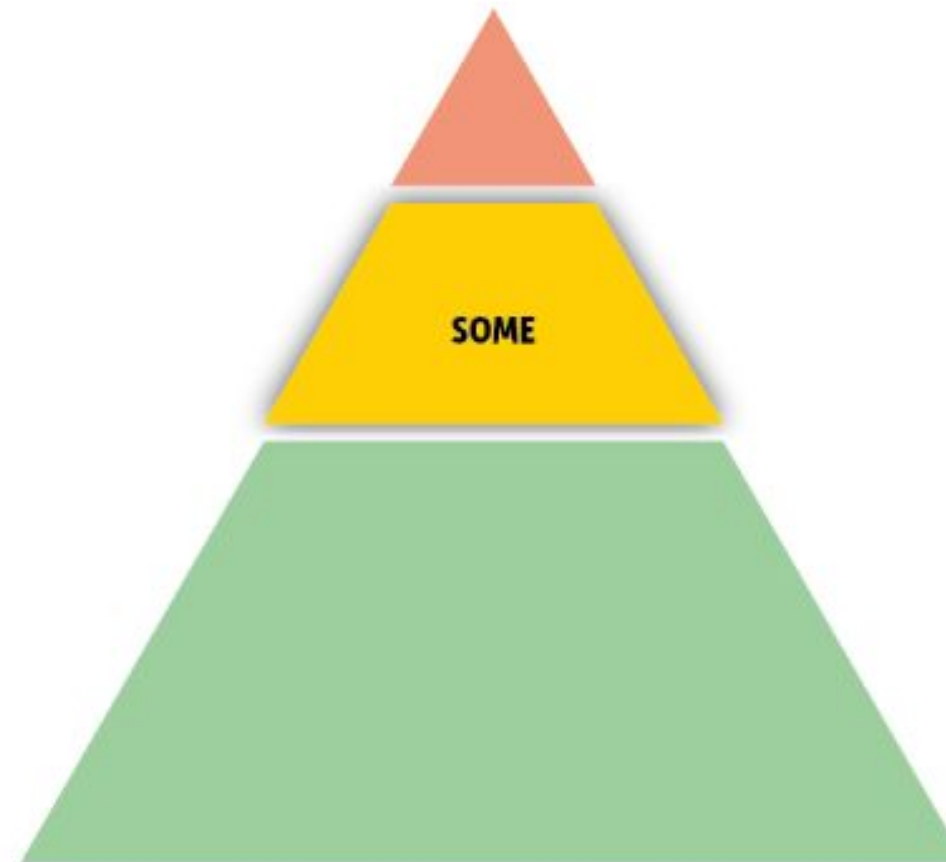
Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.<sup>[1]</sup> Tier 2 interventions are:

- Continuously available
- Accessible within 72 hours of referral
- Very low effort by teachers
- Aligned with school-wide expectations.
- Implemented by all staff/faculty in a school.
- Flexible and based on assessment.
- Function-based
- Allocated adequate resources
- Student chooses to participate.
- Continuously monitored

## Foundational Systems

Tier 2 practices stem from a strong foundation of Tier 1 support. With school-wide systems in place, schools are able to identify which students need additional support.

In addition to Tier 1 systems, the foundational systems involved in Tier 2 support are:



The PBIS Triangle—The yellow area represents Tier 2 that supports some students. Tier 1 supports are still used with students engaged in Tier 2 supports.

# Tier 3 Support

## What is Tier 3 Support?

PBIS' framework doesn't just work with school-wide and targeted supports. It's also an effective way to address sometimes dangerous, often highly disruptive behaviors creating barriers to learning and excluding students from social settings.

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

## Foundational Systems

Tier 3 practices stem from strong foundations in Tier 1 and Tier 2 supports. With both tiers in place, schools are free to organize individualized teams to support students with more intense needs.

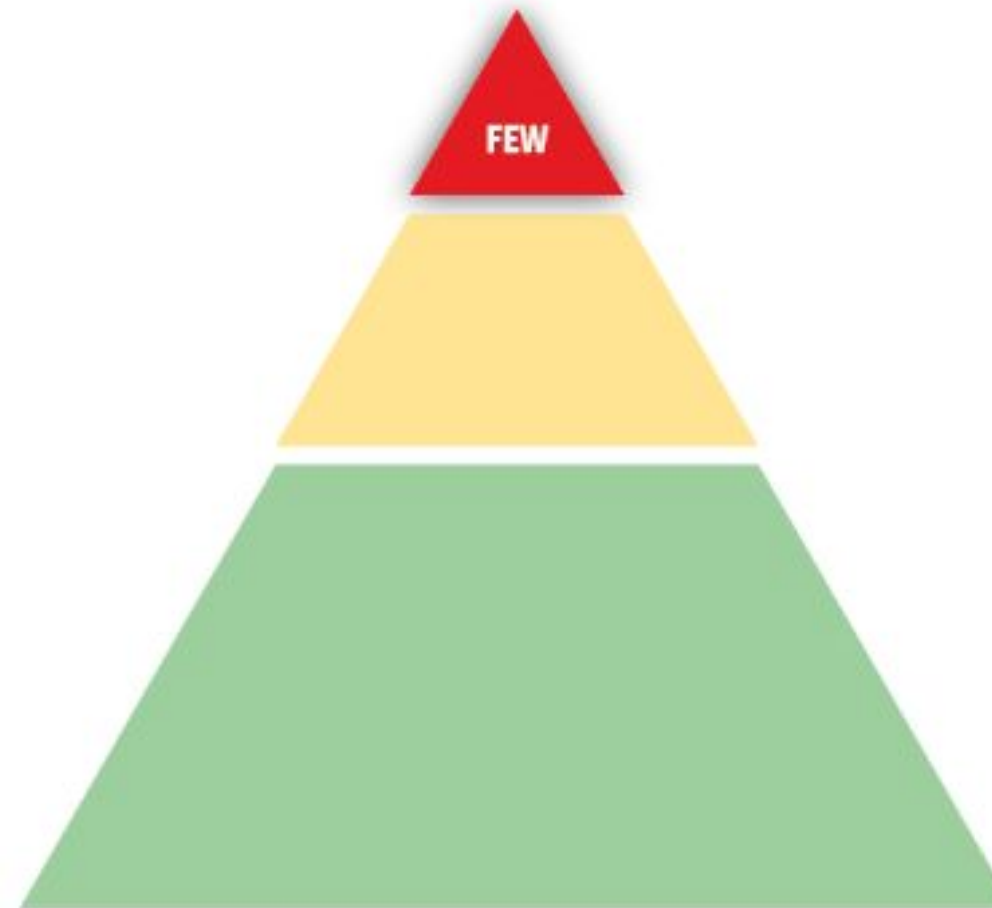
The foundational systems involved in Tier 3 supports are:

### Multi-disciplinary Team

Tier 3 team membership includes an administrator, a coach/behavior representative, others with basic knowledge of problem solving. Team members should also include personnel who actively provide Tier 3 support in the school. This gives them input on decisions about interventions they provide to students they serve. Including school personnel from different departments ensures an array of perspectives.

### Behavior Support Expertise

A school's Tier 3 team must include someone who has experience providing formal behavior support. They need to have applied behavior expertise and experience developing multi-agency support.



The PBIS Triangle—The red area represents Tier 3 that supports a few students. Tiers 1 and 2 supports are still used with students engaged in Tier 3 supports.

# Ramona Jr. High

## PBIS Teams

### Tier 1 Team

- Mrs. Lopez - Principal
- Mrs. Jeanal - Asst. Principal
- Mr. White - Teacher
- Mrs. Itagaki - Teacher
- Mr. Guillemet - Teacher
- Mrs. Gonzalez - Counselor
- Mrs. Hernandez - Parent
- Mr. Truong - Community Member

### Tier 2 Team

- Mrs. Lopez - Principal
- Mrs. Jeanal - Asst. Principal
- Mr. Gumarang - Asst. Principal
- Mrs. Gonzalez - Counselor
- Mrs. Gutierrez - Counselor

### Tier 3 Team

- Mrs. Lopez - Principal
- Mrs. Jeanal - Asst. Principal
- Mr. Gumarang - Asst. Principal
- Mrs. Gonzalez - Counselor
- Mrs. Gutierrez - Counselor