

# West Virginia's Positive Behavioral Interventions and Supports (PBIS): Capacity-building Efforts to Provide Safe and Supportive School Environments



**Goal 2:** Improve safe and supportive school environments which meet the physical, social, emotional and academic needs of every child.

**Objective 2.1:** Decrease the total number of aggressive conduct incidences by 2 percentage points, annually, to fewer than 20,500 by 2020.

**Objective 2.2:** Decrease the number of bullying incidences by 2 percentage points, annually, to fewer than 3,200 by 2020.

## Why focus on Positive Behavioral Interventions and Supports?

- Data analysis reveals in 2014-2015 there were 22,648 aggressive conduct incidences in West Virginia schools. Aggressive conduct behaviors include the following: physical fights without injury; battery against a student or school employee; hazing; sexual misconduct; threats of injury or assault against a student or employee; harassment, intimidation or bullying; and verbal assaults against students or school employees.
- Data analysis reveals in 2014-2015 there were 3,512 bullying incidences in West Virginia schools. Harassment, intimidation or bullying means any intentional gesture or electronic, written or verbal or physical act, communication, transmission or threat that (a) has the effect of physically harming a student or student's property, or of placing a student in reasonable fear of harm to his or her person or property; (b) is sufficiently severe, persistent or persuasive that it creates an intimidating, threatening or emotionally abusive educational environment for a student; or (c) disrupts or interferes with the orderly operation of the school.

## What is the goal of Positive Behavioral Interventions and Supports?

- The goal of PBIS is to make schools effective and efficient and provide equitable learning environments for all students. Decreasing aggressive conduct and bullying can occur through improving culture and climate, building relationships with students and staff, changing academic outcomes and increasing prosocial behaviors.

## What is Positive Behavioral Interventions and Supports?

- Positive Behavioral Interventions and Support (PBIS) language comes from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). PBIS is used interchangeably with SWPBIS (School-Wide Positive Behavioral Interventions and Supports) and ECPBIS (Early Childhood Positive Behavioral Interventions and Supports).
- Positive Behavioral Interventions and Supports is based on principles of applied behavior analysis, the prevention approach and the values of positive behavioral support. PBIS refers to a systems change process for an entire school or district. The underlying theme is teaching behavior expectations in the same manner as any core curriculum subject.
- The process, using tools from the OSEP Center on Positive Behavioral Interventions and Supports, trains local school-based teams and team leaders to organize evidence-based practices, improve schools' implementation of those practices and maximize academic and social behavior outcomes for students. Teams develop site-specific action plans and strategies.
- Beginning in 2013-2014 61 (32 elementary, 19 middle, 9 high and 1 ALC) self-selected school-teams have participated in the School-Wide Positive Behavioral Interventions and Supports training emphasizing an instructional approach to behavior management.
- In 2015-2016 the initiative will expand to provide support to early childhood education programs, institutional education programs and Project AWARE sites.

## How does Positive Behavioral Interventions and Supports work?

- Positive Behavioral Interventions and Supports follows the School Improvement Framework and has 5 phases:
  1. Utilization of state and local leadership teams that can develop, sustain and expand efforts;
  2. Analyses of relevant school and student data to identify school-wide, classroom-wide, nonclassroom settings, individual student and family engagement behavioral interventions and practices;
  3. Identification and consensus of priority areas of patterns and possible causes of inappropriate behaviors identified through data analysis;
  4. Identification and selection of evidence-based practices, interventions and strategies to address needs; and;
  5. Development and implementation of effective programs in a Multi-Tiered System of Supports (MTSS) framework.
- In developing the Positive Behavioral Interventions and Support Initiatives, the OSEP Center on PBIS, the WVATC and West Virginia staff worked together to apply this framework to the needs of West Virginias' local education agencies (LEAs) and students.
- A two-level training plan provides the core school team with three days of professional learning focusing on the PBIS Framework and the Core (Universal) tier. Level One culminates in the development of an action plan to guide implementation during the first 6-9 months of the initiative.
- During Level Two, targeted support for implementation is provided to cohort schools via teleconferences, consultations, coaching and booster sessions. Targeted and Intensive prevention tiers will be the focus of trainings. The three tiered prevention logic organizes systems along a continuum of increasing intensity to prevent the development of chronic problem behaviors for students with high risk backgrounds and learning histories and identifying (screening) and providing more specialized and individualized behavioral supports for students with high intensity, difficult-to-change problem behaviors.

### Positive Behavioral Interventions and Supports Framework

1. Utilize State and School Leadership Teams
2. Analyze Data
3. Identify Target Area for Intervention
4. Develop Goal for School Strategic Plan
5. Implement, Monitor and Evaluate



### Evidence-Based Practices, Interventions and Strategies

1. Behavioral Foundation Skills
2. Layered Continuum of Supports
3. Assessment Practices
4. Evidence-Based Interventions
5. Progress Monitoring

# Developing A PBIS Goal For The Strategic Plan

## What steps do school teams need to follow to improve safe and supportive school environments?

### Follow Key Components

#### Step 1. Utilize State and School Leadership Teams

- Establish leadership and design team
- Identify cohort districts/schools
- Identify core teams for training
- Train teams in framework/universal (core)
- Train teams in rollout strategies

#### Step 2. Analyze Data

- District/school demographics
- District and school infrastructure
- Current interventions, supports and programs available
- Early Warning System
- Office disciplinary referrals
- Student performance (English language arts, mathematics)
- Relevant policies and procedures (attendance, promotion/retention)

#### Step 3. Identify Target Areas for Instruction

- School climate
- Effective classroom management
- Continuum of consequences for violations of behavioral expectations
- Active supervision
- School-wide behavioral expectations and behaviors

#### Step 4. Develop Goal for School Strategic Plan

- Selected evidence-based practices
- Determine level of intensity (CORE, TARGETED, INTENSIVE)
- Contextualize to setting
- Establish timelines
- Draft action plan

#### Step 5. Implement, Monitor and Evaluate

- Conduct baseline measures
- Train additional staff for rollout
- Implement strategies on-site coaching, consultation and feedback, progress monitoring, fidelity checks
- Measure results
- Evaluate outcomes
- Celebrate success
- Disseminate

### Choose Site-Specific Strategies

#### 1. Behavioral Foundation Skills

- Implement Policy 4373: Expected Behavior in Safe and Supportive Schools
- Implement Policy 2315: Comprehensive School Counseling Programs
- Implement Policy 2510: Assuring Quality Education: Regulations for Education Programs (Student Assistance Team)
- Implement Policy 2520.19: 21st Century Advisor/Advise 5-12 Content Standards and Objectives for West Virginia Schools
- Utilize Early Warning System

#### 2. Layered Continuum of Supports

- Core (universal)
  - » School-wide practices and systems for all students and staff, implemented across all settings
  - » Classroom-wide setting in which delivery of instruction is emphasized
  - » Non-classroom settings, active supervision by all staff
- Targeted
  - » Intensive and specialized practices and systems for students whose behaviors are not responsive to universal practices
  - » Provided in standardized manner in small group settings
- Intensive
  - » Intensive and specialized practices and systems for students whose behaviors are not responsive to universal and targeted interventions
  - » Highly individualized to specific needs and strengths of individual students

#### 3. Assessment Practices

- Universal Screening
- Diagnostic
- Functional Behavioral Analysis (FBA)

#### 4. Evidence-Based Intervention

- Core
  - » Teach and encourage positive school-wide behavioral expectations
  - » Proactive school-wide discipline
  - » Effective academic instruction/curriculum
  - » Parent engagement
  - » Active supervision
- Targeted
  - » Check in/check out
  - » Targeted social skills training
  - » Peer-based tutoring
  - » Social skills training
  - » Behavioral contracting
- Intensive
  - » Function-based support
  - » Wraparound/person-centered support
  - » Crisis prevention and intervention

#### 5. Progress Monitoring

- Progress monitoring tools
  - » Commercial progress monitoring tools
  - » Curriculum-based Measurement (CBM) procedure
- Frequency of Progress Monitoring
- Documentation
- Use of progress monitoring for appropriate instruction and placement



West Virginia DEPARTMENT OF  
**EDUCATION**

**Division of Teaching and Learning  
Offices of Special Education and School Community  
Support, Autism Training Center, Marshall University**

For more information, contact  
Amy Kelly at [kelly9@marshall.edu](mailto:kelly9@marshall.edu) or  
Pat Homberg at [phomberg@k12.wv.us](mailto:phomberg@k12.wv.us)