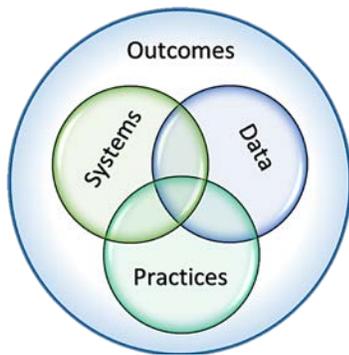


# School-wide Positive Behavioral Interventions and Supports



School-wide Positive Behavioral Interventions and Supports (SWPBIS) is a framework for enhancing adoption and implementation of a continuum of evidenced-based interventions to achieve academically and behaviorally important outcomes for all students. SWPBIS is defined by four inter-related elements:

**Outcomes** refer to what we want students to learn and do well, both academically and behaviorally. They are derived from data, and guide decisions about what practices to select, and what systems might be needed to support achievement of those outcomes.

**Data** refers to information about where we are now and have been, and what evidence we know about something. Data supports decision making in order to define where we want to go (outcomes), what we might use to get there (practices), and what we need to be effective and efficient at what we do (systems).

**Practices** refer to what instructional and behavioral interventions, strategies, programs, curricula, etc. are used to achieve a stated outcome. In addition, the selection of a practice is guided by the evidence (data) that are available to demonstrate the effectiveness of a practice and the resources and supports needed for accurate and effective implementation (systems)

**Systems** refer to supports, resources, training, etc. that implementers would need to maximize their implementation of a given practice to achieve a specific outcome. A defining feature of SWPBIS is a prevention logic and mindset that is organized as a continuum of support.

The premise of the SWPBIS mindset is that continual teaching, combined with acknowledgement or feedback of clear, positive student behavior expectations will promote a climate of greater productivity, safety and learning. The BCSD model for SWPBIS consists of three tiers:

Tier I – Establishment of school-wide universal expectations, rewards, and consequences along with proactive systems and structures that teach, support, and reinforce universal expectations for all students in all locations.

Tier II – Prescriptive, targeted interventions of moderate frequency, intensity, and duration for identified behaviorally at-risk students.

Tier III – Prescriptive for students exhibiting chronic behaviors who are in need of intensive individualized instruction and support to facilitate acquisition of replacement behaviors and adaptive skills.

## BCSD RTI<sup>2</sup> Model

