How is PBIS different from traditional approaches to student behavior?

Traditional Approaches	PBIS
Reactive – personnel wait for problems to happen	Proactive – personnel design ways to prevent or reduce the likelihood of problem behavior
Problems are handled on a student-by-student basis	The variables that make problems *more* or *less* likely to occur are proactively addressed
Personnel focus on ways to punish behavior	Personnel focus on ways to teach and reward behavior
Data are used to document events	Data are used to provide insight to the problem-solving process
Interventions are used to diagnose or label a student	Interventions are used to identify the level of support necessary for the student to meet expectations
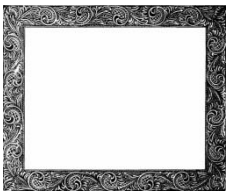
PBIS is a <u>framework</u>
PBIS is <u>not</u> a solitary program - it is the **integration** of **many** effective strategies and programs that create a Multi-Tiered System of Support (MTSS) for behavior. With an overarching emphasis on using data to determine the effectiveness of its techniques, PBIS reflects the application of explicit values and evidence-based practices to build a MTSS that is practical, durable, and available to all who need it.

PBIS is <u>positive</u>
Educators who implement PBIS use strategies that:
- **Teach** students how to achieve expected outcomes;
- **Prevent** problem behaviors from taking place;
- **Provide relevant incentives** for students to demonstrate desired behaviors; and
- Use consequences for punishment that are aligned to the **function** of the student's behavior.

PBIS reflects specific <u>values</u>
 PBIS strategies reflect common values which include:
- Respect for the dignity of individuals,
- A desire to improve quality of life as defined by those impacted by an intervention,
- A focus on positive lifestyle changes and increased social belonging, and
- A focus on strategies that have evidence to support their effectiveness.

Shame-based strategies and strategies that take away rewards earned by students are **inconsistent** with PBIS values.