

Myths & Facts

| PBIS Myth | PBIS Fact |
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| <p>“PBIS is a program.”</p> | <ul style="list-style-type: none"> • PBIS is not a packaged program with a set script, it is a framework for building behavioral resources, increasing pro-social behavior and enhancing school climate • PBIS is a prevention-oriented process that supports the needs of a school by assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for ALL students. • There are 10 critical components that comprise the PBIS process. These components are individualized by each school to meet the school’s specific needs and culture. The components are customized to ‘fit’ each school and are easily adapted to meet the ever changing needs of a school. |
| <p>“The positive in Positive Behavior Support means that we give out rewards.”</p> | <ul style="list-style-type: none"> • The positive refers to a change in focus from being reactive and punitive by responding to what students do wrong, to being proactive by teaching and recognizing students when they engage in appropriate behavior. • PBIS creates a learning environment where students, staff and families feel appreciated, safe, and respected. Reinforcers serve as a teaching tool and assist staff in focusing on pro-social behavior and support students in making better choices. |
| <p>“We do PBIS. We have posters of our school expectations and give out Dragon Dollars to attend school events.”</p> | <ul style="list-style-type: none"> • Teaching expectations and recognizing students for demonstrating the expectations are just two pieces of Tier 1 PBIS. • The PBIS framework provides a continuum of behavior supports within the school environment. PBIS is a three-tiered model beginning with Tier 1 which supports all students. • Tier 2 focuses on ‘at-risk’ students who need more than universal supports for behavioral success. Targeted group interventions are provided at Tier 2. • Tier 3 provides individualized and intensive supports to a small group of students. • Administrator support is essential for the successful implementation and sustainability of this multi-tiered system of behavioral supports. |
| <p>“If we implement PBIS, we will no longer punish students for inappropriate behavior.”</p> | <ul style="list-style-type: none"> • PBIS does not ignore inappropriate behavior. Consequences are more than “punishment” and serve to either increase or decrease inappropriate behavior. • PBIS focuses on developing and consistently implementing effective consequences to alter students’ inappropriate behaviors. Schools develop a plan that matches consequences to the severity of the inappropriate behavior to maintain consistency across campus. |

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| <p>“PBIS uses bribes to get students to behave.”</p> | <ul style="list-style-type: none"> • Using a reward system is not bribing students to behavior appropriately. • A bribe occurs when something is offered before a behavior occurs in an attempt to elicit a specific behavior. • PBIS acknowledges students for following the expectations and rules and occurs after students have demonstrated the desired behavior. • Reinforcing/rewarding students after they demonstrate the expectations is therefore, not a bribe. Rewards are earned, not offered as payoff in exchange for good behavior. |
| <p>“We have to eliminate other initiatives if we use PBIS”</p> | <ul style="list-style-type: none"> • PBIS is a multi-tiered framework to address behavior. It is not a prescriptive curriculum. Most initiatives to address behavior fit into the larger framework of PBIS. • Example: If a school utilizes ‘Second Step’ and it has been successful in teaching appropriate behavior, the school should continue to use this curriculum since it meets the Tier 1 critical element “Lesson plans for teaching behavior”. • Note: Most curricula do not meet ALL 10 PBIS critical elements which is why the PBIS framework is essential for those curricula to work effectively. |
| <p>“We look at PBIS data. We discuss individual student behavior every Wednesdays.”</p> | <ul style="list-style-type: none"> • Depending on the focus of the team meeting, different data would need to be reviewed. • Tier 1 teams review school-wide data and determine areas of behavioral need across all students at least monthly. • Tier 2 teams review targeted group data and determine student progress and effectiveness of Tier 2 interventions every two weeks. • Tier 3 teams review individual student data weekly and/or daily to determine individual student progress using intensive interventions. |
| <p>“If we do PBIS like the school down the street from us, we will have the same level of success.”</p> | <ul style="list-style-type: none"> • PBIS involves the same common elements and features across all implementers. • However, schools must identify their own needs and desired outcomes by examining their data and the unique needs of their students, families, and community. |

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| <p>“We don’t have time to teach behavior.”</p> | <ul style="list-style-type: none"> • Teachers often say they do not have time to teach behavior because of the academic demands of the classroom. • PBIS is a preventative approach to decrease problem behaviors that hinder instructional time. • Teaching school-wide expectations and appropriate behaviors for school is not intended to be a time-consuming activity. Often the skills taught are pre-requisites to instructional strategies essential for teaching academic content (i.e. peer collaboration, debate, cooperative learning) • Teacher can embed these skills within everyday academic lessons. |
| <p>“We don’t have the money to do PBIS.”</p> | <ul style="list-style-type: none"> • Positive instructional feedback and praise is an extremely effective way of recognizing and reinforcing positive behavior. Many reinforcers are free or low-cost and are also very rewarding to students. • School staff may mistakenly assume that students are only motivated by high-ticket items without gaining input from students in the school. |