Comparing and Contrasting School- Wide PBIS and PBS

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Agenda

- Look at the historical emergence of Positive Behaviour Support (PBS) and Positive Behavioral Interventions and Supports (PBIS).

- Discuss what each approach has learned from the other.

- Discuss how each approach is enhanced by using a multi-tiered support approach that addresses systems issues.

- Participants will have an opportunity to ask clarifying questions to enhance their understanding of the relationship between PBS and PBIS.

A Historical Journey

- Non-aversive, Community Reference Behaviour Management (NACRBM)
  - civil rights, deinstitutionalization, inclusion
- Positive Behaviour Support – mid 1980, 1990 first publication
  - an emphasis on instructional procedures and an avoidance of interventions that involved pain or stigmatization,
  - a continued emphasis on supporting observable and measurable behavior, and
  - an insistence that all interventions be based on an understanding of and respectful for a person's life circumstances, preferences, and goals

A Historical Journey

- School-wide Positive Behaviour Support
  - PBS in schools was originally- Effective Behavior Support (EBS, 1999)
    - Systems change, data-based decision making, prevention
- Positive Behaviour Interventions and Supports
  - IDEA, 1997, 2004

Traditional Differences in the Terms

School-wide PBS or PBIS	PBS
School setting – expansion to EC, JJ, adult	All ages, all settings
Multi-tiered System- prevention, targeted, intensive	Generally, intensive level supports
Addressing of systems variables – organization, PD, data systems, coaching, etc.	Initially, did not attend to many systems issues except as it impacted the supported individual
Openness to empirically validated procedures from different conceptual and methodological orientations	Openness to empirically validated procedures from different conceptual and methodological orientations

Revised Definition - JPBI

(Kincaid, Dunlap, Kern, et al. 2016)

PBS is an approach to behavior support that includes an ongoing process of **research-based assessment, intervention, and data-based decision making** focused on **building social and other functional competencies, creating supportive contexts, and preventing the occurrence of problem behaviors**. PBS relies on strategies that are **respectful of a person's dignity and overall well-being** and that are drawn primarily from **behavioural, educational, and social sciences, although other evidence-based procedures may be incorporated**. PBS may be applied within a **multi-tiered framework** at the level of the individual and the level of the larger systems (e.g., **families, classrooms, schools, social service programs, and facilities**).

PBS is *an approach to behavioural support:*
- Not inclusive of all other approaches
- Able to grow and borrow from multiple disciplines
- Adaptable to new data and research

PBS is process of *research-based assessment, intervention, and data-based decision making:*
- May vary based upon the target of the activities (system, agency, school, family, child, etc.) but is not restricted to one type of assessment, intervention, or problem-solving process.
- The process of bringing together those evidence-based assessment, intervention, and problem-solving strategies is the critical defining aspect of PBS.

- Commitment to decreasing problem behavior.
- Emphasis on increasing functional and adaptive repertoires that include the broad spectrum of social, emotional, behavioural, academic, and daily living skills.
- Moves focus from just considering targeted individual behavior change to consider systems application (teams, families, schools, agencies, communities -Not just focusing on an individual)

PBS *emphasizes strategies that are respectful of a person's dignity:*

- Commitment to non-aversive interventions at the individual level
- Whether the systems impacted by PBS are delivering respectful practices

PBS is committed to overall *well-being or quality of life* of the individual or support system:

- All partners in a PBS approach (from systems-level personnel to the individual consumer) are treated with respect and dignity and function in healthy environments that improve quality of life outcomes.

PBS is applied within a multi-tiered frameworks.

Contextual Fit
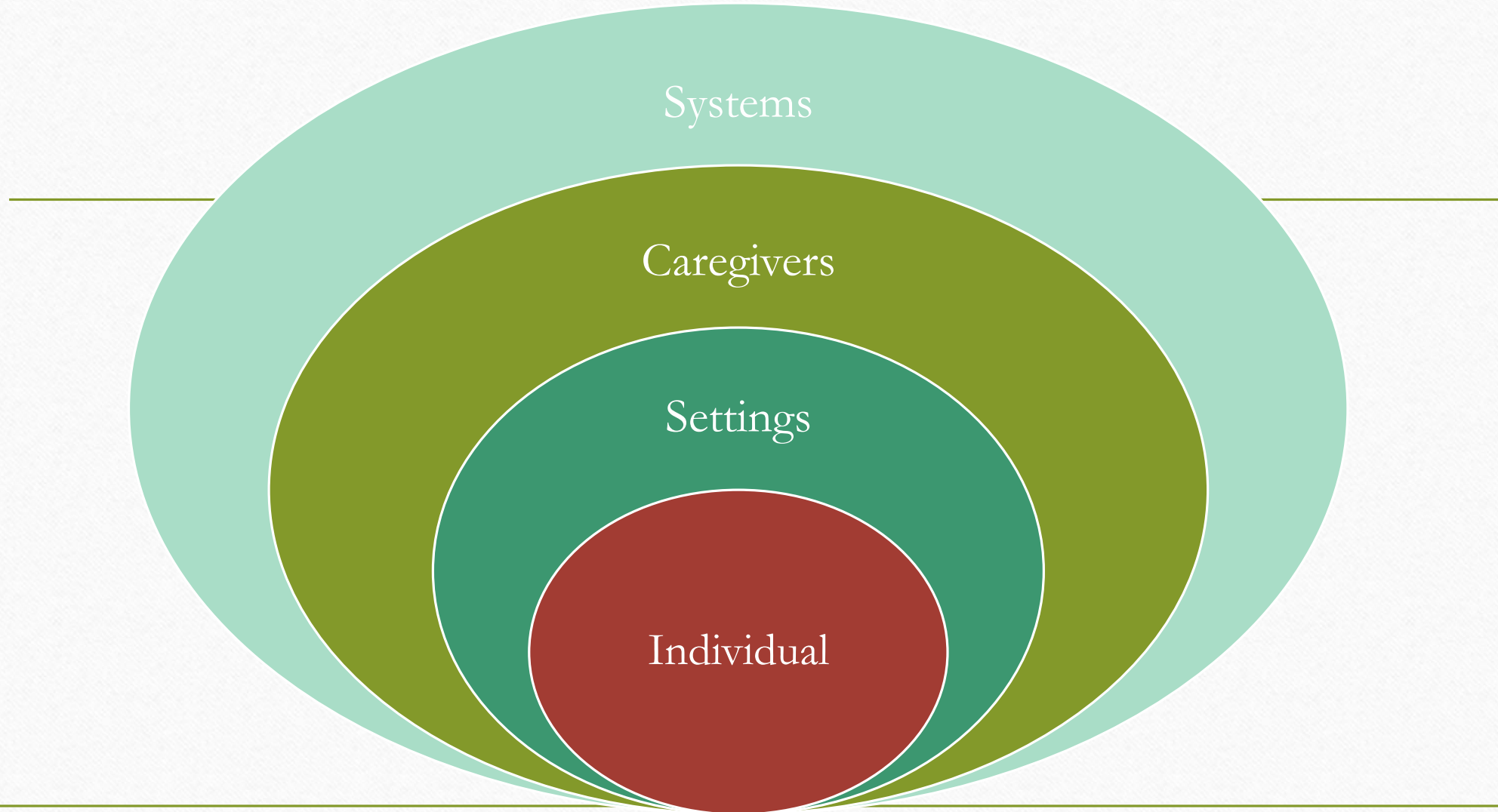
Implementing PBS at a Systems Level

- Leadership and Planning Processes

- Hiring Practices and Job Descriptions

- Supportive Policies and Procedures

- Resources and Universal Supports

- Templates, Tools, and Resources

- Training and On-Site Coaching

- Evaluations and Incentive Systems

- Data Collection Tools/Systems

Take-Aways

PBS and SWPBIS have similar histories

Both have learned from each other

- SWPBIS Tier 3 practices are based on PBS research and practice, Tier 1 reflects culture of All
- PBS has learned about the importance of MTSS and systems work from SWPBIS

Confusion can be alleviated with a discussion of system, tiers, etc.

Both are addressing behavioral support for systems, agencies, families, and individuals

Breakout Rooms

- Opportunities to discuss content thus far
- Formulate some questions or comments to share in the ongoing large group discussion

Questions or Comments to Share

Thank You!

- Please feel free to contact the speaker if you have any further thoughts or questions:

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