



Positive Behavioral Interventions and Supports (PBIS) at School

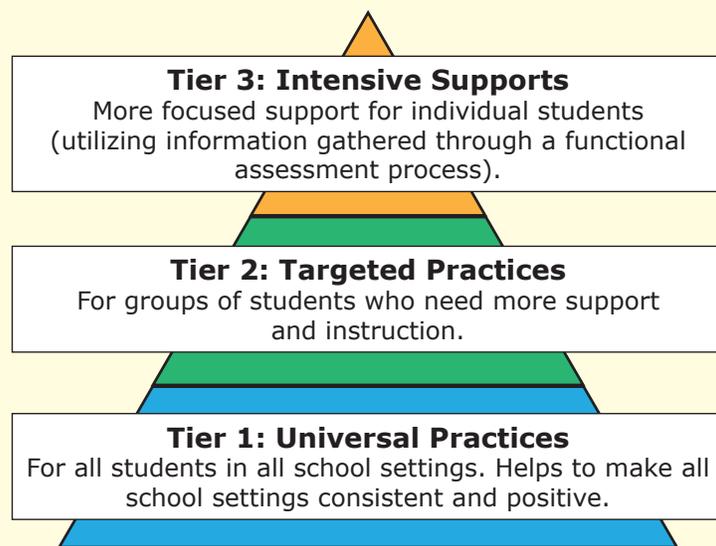
Positive Behavioral Interventions and Supports (PBIS) is a framework for supporting whole school practices (schoolwide) to promote a safe school setting by supporting social, learning, behavioral, and emotional needs of all students both with and without individualized education programs (IEPs). PBIS is referred to as an “evidence-based practice” (EBP). An EBP is a practice proven to work in educational settings and has been widely studied by many researchers who support the practice as effective. An EBP is helpful to the student and can be used by educators, parents, or other professionals. Using PBIS practices focuses on supporting all students based on their level of need and offers both classroom and schoolwide levels of support.

Understanding PBIS at Your School

Understanding how PBIS is used is important. The following are ways you can be involved and learn more about how PBIS is used at your school:

- Ask for information from your school about their PBIS model.
- Have discussions with your school about PBIS and how you can support your child.
- Help your IEP team understand the strategies most useful for you and your child (including needs, likes, dislikes, strengths, and weaknesses).
- Connect PBIS practices in school with [PBIS use at home](#).
- Review data collected with your child’s IEP team to understand whether behavior plans are effective. Provide input in a functional assessment process to develop an effective behavioral intervention plan.

The PBIS structure is broken into levels (called tiers). Each tier is designed to meet the needs of all students by providing appropriate supports. PBIS is a form of a [Multi-Tiered System of Supports \(MTSS\)](#).



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PBIS and the Law

PBIS is the only approach for addressing behavior referenced in the *Individuals with Disabilities Education Act* (IDEA). IDEA notes educating students with disabilities can be more effective by using whole-school supports, scientifically researched reading programs, positive behavioral interventions and supports, and early intervention.

Michigan Initiative Using PBIS Principles

[Michigan's Multi-tiered Systems of Support \(MiMTSS\) Technical Assistance Center](#) is an organization grant funded by the Michigan Department of Education (MDE) and works with many school districts to improve student learning and behavior. MiMTSS uses the principles of PBIS to support all students. MiMTSS uses a team approach, tracks progress of students, and uses evidence-based practices. Examples of these practices are universal supports, differentiation (changing) of assignments to meet the needs of the student, and using data to make decisions about improving results for students. MiMTSS supports several MDE initiatives and is aligned with MDE's vision.

PBIS and Behavior

PBIS addresses behavioral needs through proven methods. This includes the use of functional assessments, often called [functional behavior assessments \(FBAs\)](#). A FBA is a way to specifically define the unwanted behavior and gather information (data) on what may be triggering the unwanted behavior and/or may be contributing to the continuation. After the FBA is completed, it becomes the basis for the development of the [behavior intervention plan \(BIP\)](#) which outlines a plan to reduce or replace unwanted behavior with more acceptable behaviors or responses. The focus of the BIP is to reduce behavior as a barrier to learning.

Resources

- [Michigan Department of Education \(MDE\): MiMTSS](#)
- [Michigan's Multi-tiered Systems of Support \(MiMTSS\) Technical Assistance Center](#)
- [Positive Behavioral Interventions and Supports \(PBIS\): Frequently Asked Questions](#)
- [Positive Behavioral Interventions and Supports \(PBIS\): School page](#)
- [U.S. Department of Education, *Individuals with Disabilities Education Act* \(IDEA\)](#)



Check out the video [Why is it important to embed intensive interventions within a tiered system of supports?](#) from the National Center on Intensive Intervention where Dr. Steve Goodman, who has led the development and implementation of MiMTSS in Michigan, discusses the tiers of support and student needs.