

THE GOAL:

To improve academic and behavioral success for all children by creating a safe, positive learning environment.

PBiS is an evidence-based process proven to increase student achievement and success while decreasing challenging student behaviors.

PBiS focuses on:

- ▶ **P**lanned Process
- ▶ **B**ased on Evidence
- ▶ **I**mplemented with Fidelity
- ▶ **S**ystemic and Systematic Approach

GET INVOLVED

Contact the NPBiS Project Coordinator for specific details on how your school or district can learn more about this process.

Get firsthand information. Contact one of the many schools engaged in NPBiS implementation. School names are listed on the NPBiS website.

Nebraska has received a State Personnel Development Grant (SPDG) to support increased achievement and positive behavior for children with disabilities and their non-disabled peers. For more information, please contact the PBiS Project Coordinator.

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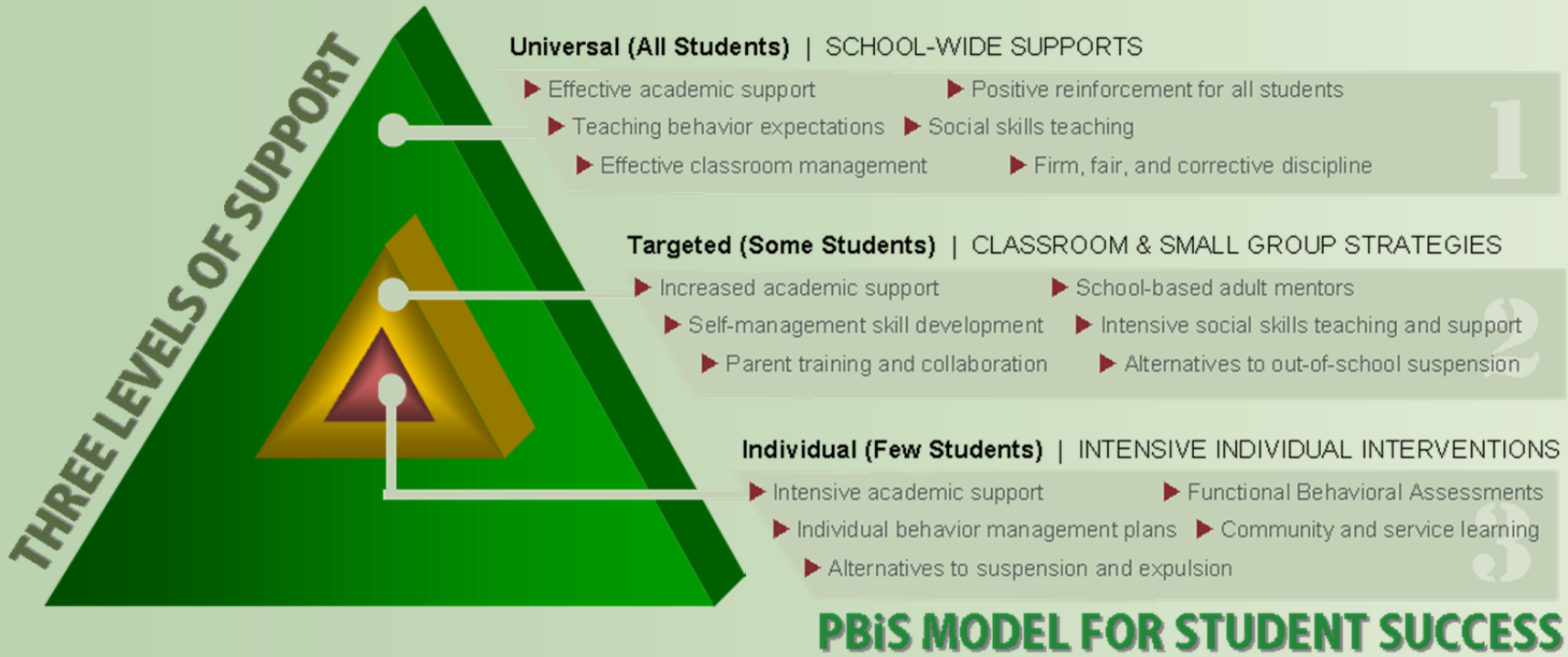
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**SYSTEMATICALLY
IMPROVING
THE SCHOOL
ENVIRONMENT**



NPBiS
Nebraska Positive Behavioral
Interventions and Supports



PBiS...

- ▶ Creates a culture based on learning and achievement
- ▶ Benefits all students
- ▶ Is based on effective behavioral practices, instructional design and strategies
- ▶ Fosters positive adult-to-student relationships
- ▶ Supports the local school improvement process
- ▶ Is a strategy for prevention of problem behavior
- ▶ Recognizes students for doing desired behaviors

COMPONENTS...

- ▶ One common approach to behavior
- ▶ One common school-wide language
- ▶ Expectations for students and staff
- ▶ Procedures for teaching expectations
- ▶ Techniques for reinforcing student behavior
- ▶ Processes for encouraging expected behaviors
- ▶ Strategies for discouraging unwanted behaviors
- ▶ Methods for monitoring and evaluating effectiveness on a regular and frequent basis

Behavior Data from Nebraska PBiS Schools

In the last 3-5 years...
The following behaviors have decreased

Elementary

Abusive Language
Disruption
Harassment/Bullying
Lying/Cheating
Vandalism
Physical Aggression (decreased 14.2%)

Middle School

Forgery/Theft
Harassment/Bullying
Defiance/Disrespect
Physical Aggression
Skip Class/Truancy

High School

Abusive Language
Defiance/Disrespect (decreased 26%)
Forgery/Theft
Harassment/Bullying
Physical Aggression
Tardy
Truancy
Use/Possession of Tobacco

Also noted:

A decrease in the number of SPED students referred for behavior related incidents.
A decrease in the number of students receiving more than one office referral

Behaviors noted above represent decreases of 3-10% unless noted.

Source: School Wide Information System (SWIS)