**SW-PBS: What Parents Want to Know**

**What is school wide Positive Behavior Supports?**

It is a school-wide approach to creating a positive and safe climate in which students can learn and grow. It is used with all students and across all school environments, including the lunchroom and playground. If you walk into a school implementing SW-PBS you will see teachers, administrators, counselors, and family members working together to teach and support behavior expectations at school. All school personnel are responsible for knowing the behavior expectations and providing consistent positive feedback to students.

**How can SW-PBS help my son/daughter?**

When schools take a positive approach toward addressing discipline, school climate improves. Students spend more time in their classrooms rather than in the principal’s office and teachers spend more time on instruction rather than on discipline.

**What does it mean when they say there are “three Tiers”?**

1. Tier One: The “Universal” level, which is designed to support all students.
2. Tier Two: About 15% of students will need the “Targeted” level of support through small-group interventions.
3. Tier Three: 5% may require support at the “Intensive” level, which involves individualized and specialized interventions.

**Is SW-PBS effective & evidence based?**

* PBS requires schools to identify and use practices that have proven to be effective or evidence-based in each of the three tiers of support for students.
* The use of evidence-based practices eliminates “hit or miss” in addressing behavior problems.
* Research shows that PBS reduces suspensions, expulsions, and dropout rates

**How do families play an important role?**

* Giving input and participating in the development and implementation of the SW-PBS.
* By referencing the behavior expectation targeted by the school at home, your.
* For students needing additional support at the Targeted or Intensive levels of PBS, families provide
* Information to the team about their son or daughter, help develop education and behavior plans.

**Who is responsible for SW-PBS in the schools?**

* A SW-PBS team, called the Leadership Team, made up of school staff (ex: principal, general educators, special educators, cafeteria workers, etc.) are responsible for developing and carrying out the school-wide SW-PBS system.
* Parents may also be members of the Leadership Team.
* At regular meetings, the PBS team reviews school-wide student data and looks at how the system is working overall.
* Schools have a SW-PBS coordinator and an internal PBS coach.

**PBS focuses on three elements**

* Data
* Evidence-based practices
* Creating systems that can stand the test of time

**How long does it take?**

* It takes from three to five years to fully implement a school-wide system using a three-tiered approach.
* Uses a PBS Action Plan that is created and consistently monitored by a PBS School Leadership Team

**How does PBS work?**

**Universal Level of Supports**

* Agree on and implement a common approach to discipline
* Identify and teach a small number of expectations for student behavior
* Reinforce students for appropriate behavior using various positive acknowledgments
* Have procedures in place for discouraging inappropriate behavior
* Monitor and evaluate the effectiveness of the discipline system on a regular basis.

**Targeted Supports**

* Screen students who are at risk for behavior problems
* Monitor student progress
* Provide the student with more structure, predictability, and feedback
* Increase home to school communication
* Gather and use data to make decisions.
* Based on the data collected, the teacher will identify students who need extra help.
* These students may receive small group instruction in social skills, be assigned an adult mentor, or learn self-management skills.

**Intensive Level of Supports**

* Approximately 5% of students
* Universal and Targeted interventions have not worked.
* Students may have a mental health issue and/or significant behavior challenges that require a high degree of individualized attention and support.
* At this level, interventions often include a Functional Behavioral Assessment (FBA) of the student, a Behavior Support Plan (BSP), and possibly a comprehensive education evaluation to determine whether he or she is eligible for special education.

**Functional Behavior Assessments**

A Functional Behavior Assessment (FBA) is a multi-step process that enables the school team and your family to address problem behaviors that you want to change.

Steps in an FBA include….

* Identifying the problem behaviors that need to be changed
* Gathering information from a variety of sources (including families) about why, when and where the behavior occurs, using methods such as observations, interviews, education records
* Developing a hypothesis about why problem behaviors are happening.
* Identifying appropriate behaviors to teach the child that will replace inappropriate behaviors
* Developing and implementing a Behavior Support Plan (BSP) that includes positive steps for changing problem behaviors

**What can I do to get involved in PBS?**

* Learn about PBS at your child’s school and provide feedback about the process.
* Ask to participate on the state, district, or school PBS Leadership team.
* Help your school design parent involvement activities in PBS.
* Participate on Targeted or Intensive level teams as they relate to your child.

**Here are some questions to ask...**

* What is in place at the Universal level of PBS in the classroom and school-wide?
* What are the school-wide and classroom behavior expectations?
* How will the school communicate with me if my child needs extra help with behavior?
* If my child is having behavior problems, what evidence-based interventions will be used to help my child?
* What assessments will be used to develop a behavior plan for my child?
* How will the school inform me about the results of collecting information on my child?
* How will I be notified and involved if my child needs Targeted or Intensive supports?
* What resources are available in the school and community to help with improving my child’s behavior
* How can I work with the school to promote PBS at home?

**How can I be involved if my child needs Intensive level supports?**

* You will be involved with your child’s evaluation, education, and behavior plan.
* The knowledge you bring to the table about your child’s development, medical history, strengths, interests, and needs is an important resource to the team in creating an effective Behavior Support Plan (BSP)
* A strong partnership between your family and the school helps to create consistency across home and school settings and to improve results for your child.
* If your child is not on an IEP or 504 plan, you or the school may make a referral for a special education or Section 504 evaluation.
	+ If your child is already receiving special education or Section 504 supports, the information you share with the team will be used to develop individualized academic and behavior support through an IEP or 504 plan.
* Local community mental health agencies often provide services that schools cannot to offer, such as mental health counseling, intensive family-based services, or wraparound services.
* When your child needs services from multiple agencies, he or she may benefit from a Coordinated Service Plan.