

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) are educational practices that promote positive student behaviors and avoid rewarding negative behaviors. PBIS:

- Reduce disciplinary incidents
- Reduce and prevent the need for seclusion and restraint
- Increase a school's sense of safety
- Support improved academic outcomes

Positive behavioral interventions and supports are a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.

PBIS schools use a multi-tiered behavioral framework to improve the integration and implementation of behavioral practices, data driven decision-making systems, professional development opportunities, school leadership, and evidence-based instructional strategies.

A PBIS framework improves behavioral and academic outcomes, identifies, and prevents problem behavior as early as possible, and improves school climate by using academic and disciplinary data and principles of behavior analysis to develop interventions and supports that are:



Under IDEA, when a student exhibits violent or dangerous behavior, before implementing disciplinary procedures, the school must decide whether the behavior in question was a manifestation of the student's disability. If it is, **the school must:**



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Conduct a Functional Behavioral Assessment (FBA)

FBA's contain information about factors that are associated with the occurrence of a student's inappropriate or dangerous behavior. FBA's should include:

1. Recognizing the combination of antecedent factors that immediately precede behavior.
2. Identifying consequences that immediately follow behavior.

Implement a Behavioral Intervention Plan (BIP)

A complete BIP should describe strategies for:

1. Addressing the characteristics of the setting and events
2. Removing antecedents that trigger dangerous behavior
3. Adding antecedents that maintain appropriate behavior
4. Removing consequences that maintain or escalate dangerous behaviors
5. Adding consequences that maintain appropriate behavior
6. Teaching alternative appropriate behaviors, including self-regulation techniques to replace the dangerous behaviors

Data collected through direct observations, interviews, and record reviews help to identify the function of the dangerous behavior and then guide the development of the student's BIP.

Additional Resources

[US Dept. of Education: Restraint and Seclusion Resource Document](#)

[US Dept. of Education: OSEP Dear Colleague Letter on Supporting Behavior of Students with Disabilities](#)

[ND Department of Public Instruction: FBA & BIP Guide](#)