

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework that helps support students' behavioral, academic, social, emotional, and mental health.¹ PBIS is proven to reduce disciplinary incidents, increase the sense of safety, and support improved academic outcomes in schools.² Additionally, research shows stronger PBIS programs are linked with improved student attendance and lower chronic absenteeism.³

Multi-Tier Prevention to Reduce Absenteeism

PBIS incorporates a three-tiered approach to develop schoolwide, targeted, and individualized interventions and supports to improve school climate.⁴

What does Tier 1 look like?

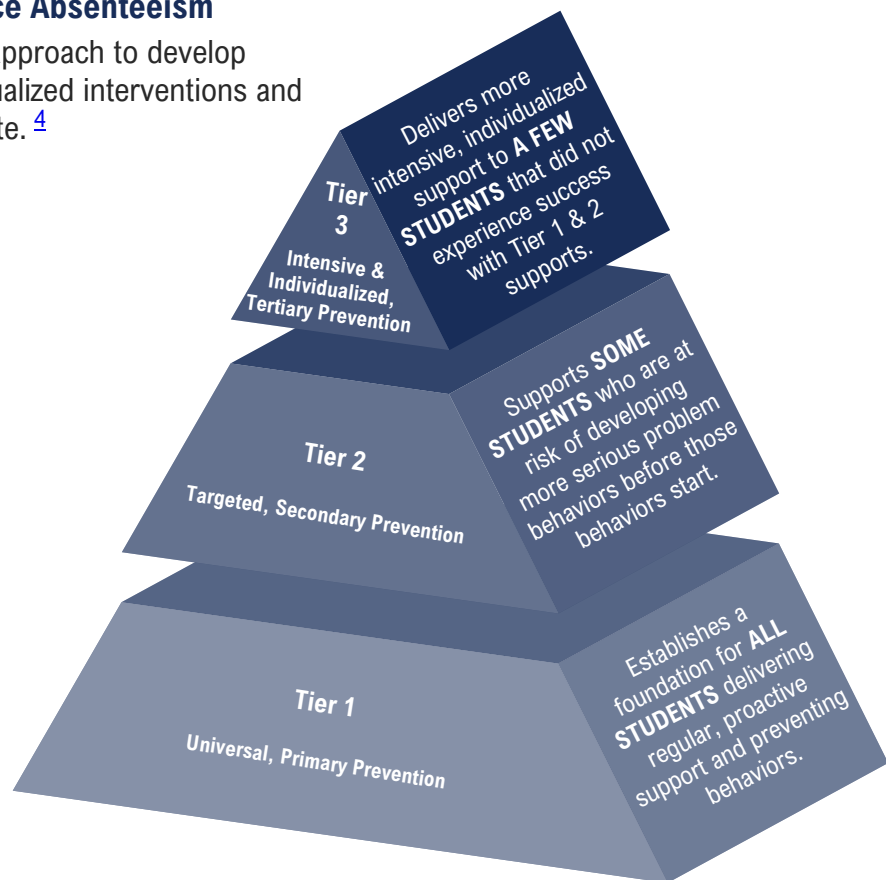
- Well-defined schoolwide expectations
- Explicit teaching of expectations and skills to set students up for success
- Response to unwanted behavior in a respectful, instructional manner

What does Tier 2 look like?

- Additional instruction and practice for behavioral, social, emotional, and academic skills
- Increased use of prompts or reminders
- Additional opportunities for positive reinforcement

What does Tier 3 look like?

- Engaging in functional behavioral assessments and intervention planning
- Coordinated support through wraparound and person-centered planning
- Individualized, comprehensive, and function-based supports



Tier 1 strategies, such as creating safe and engaging school environments have been shown to reduce chronic absenteeism.

Tier 2 supports provide targeted intervention for students at risk of frequent absences

PBIS is not a curriculum, nor is it something that can be learned during a one-day professional development seminar. It is an ongoing commitment to supporting students, educators and families.

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Why implement PBIS?

Research shows that when PBIS is implemented as designed, there are improved outcomes:



Students

- Improved academic performance [5](#)
- Higher social-emotional competence [6](#)
- Reduced bullying behaviors [7](#)
- Decreased rates of student-reported drug/alcohol abuse [8, 9](#)
- Reduces absences [10](#)



Discipline

- Fewer office discipline referrals [11, 12, 13](#)
- Fewer suspensions [14](#)
- Lower rate of restraint and seclusion [15](#)



Teachers

- Improved perception of teachers [16](#)
- Better school organizational health and school climate [17, 18](#)
- Higher perception of school safety [19](#)

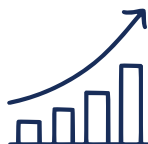
RECOMMENDATIONS ON HOW TO IMPLEMENT PBIS

Teachers and Students: [20](#)

- Arrange the classroom in such a way that facilitates the most typical instructional activities (e.g., tables for centers, separate spaces for individual work, circle area for group instruction).
- Maintain regular two-way communication with families to ensure families have the opportunity to share information and feedback.
- Explicitly teach and visibly post steps for specific routines to promote independence and attendance expectations.
- Adopt 3-5 schoolwide expectations as classroom expectations.
- Differentiate instruction to ensure needs of all students are met.
- Incorporate students' preferences into learning opportunities to increase connections during instruction.
- Implement early, positive outreach strategies following initial student absences to strengthen relationships, identify barriers, and encourage consistent attendance.

Teachers and Administration: [21](#)

- Collaborate and develop a shared vision and approach to support and respond to student behavior.
- Establish 3-5 positively-stated schoolwide expectations and other key social, emotional, and behavior skills to set students up for success.
- Establish a continuum of response strategies to provide specific feedback, re-teach appropriate behavior, and discourage inappropriate behavior.
- Integrate attendance data as a core component of PBIS fidelity checks to ensure a comprehensive understanding of student engagement and support needs.



Georgia has 1,699 PBIS-trained schools. [22](#)

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