



Positive behavior support is an approach adopted in over 100 schools in Iowa.

The school administration identifies a leadership team to attend training over a three-year period. This team is responsible for sharing the information they receive and working with teachers, families, youth and community members to develop a program of positive support for mutually respectful behaviors among members of all these groups. It is a process of climate change, of creating encouraging environments in which all students can be successful. PBS is a system of strategies that teaches skills and supports learners to be successful both within and outside of the school environment.

If you are a school wanting more information, contact the Iowa Behavioral Alliance (see next panel for contact information) or check the web site at [www.rc4alliance.org](http://www.rc4alliance.org)

If you are a family or community member, contact your local school or check out the following web sites: [www.rc4alliance.org](http://www.rc4alliance.org)  
[www.pbis.org](http://www.pbis.org)

## CONTACT INFORMATION

Marion Panyan, Co-director  
515-271-3936  
[marion.panyan@drake.edu](mailto:marion.panyan@drake.edu)

Carl Smith, Co-director  
515-294-0317  
[csmith@iastate.edu](mailto:csmith@iastate.edu)

Deb Thomas, Training Coordinator  
515-271-1823  
[debra.thomas@drake.edu](mailto:debra.thomas@drake.edu)

Mary Bartlow, Project Liaison  
515-271-4560  
[mary.bartlow@drake.edu](mailto:mary.bartlow@drake.edu)

The 800 number for Drake personnel:  
1-800-44-DRAKE (443-7253)

**Positive Behavioral Support (PBS)**  
A guide to understanding the basics of PBS



**IOWA BEHAVIORAL ALLIANCE**

An Initiative of the Iowa Department of Education



## WHAT IS POSITIVE BEHAVIOR SUPPORT (PBS)?

PBS is a set of strategies and systems that enable schools to:

- a) create cultures of positive behaviors
- b) reduce behavior disruptions
- c) create appropriate environments to educate all students

This approach fosters successful social behavior and encourages academic gains for all students in schools. PBS encourages school staff, students, families and community members to work together to create a safe social culture with consistent expectations.

## HOW DOES PBS DO THIS?

PBS invests in prevention. Some of the strategies include:

- Proactive intervention - identifying the behaviors expected in all settings
- Active teaching - teachers, students, family and community members often work together to teach and model appropriate behavior
- Ongoing recognition of appropriate behavior - such as tangible rewards or verbal praise
- Clear, consistent consequences for inappropriate student behavior
- Additional support for students with more significant needs
- Collecting and using data to make decisions

## HOW DOES A SCHOOL BECOME A PBS SCHOOL?

Schools interested in implementing PBS should contact the Iowa Behavioral Alliance to receive a list of criteria for participation. Once a school meets all the criteria, they develop a local PBS Leadership Team.

## WHO IS ON THE LOCAL PBS LEADERSHIP TEAM?

The local PBS Leadership Team consists of a school administrator, a coach, representatives of school staff, and non-staff parent(s). Teams can also include community members. Schools are also strongly encouraged to support a local PBS Youth Leadership Team. These team members share the information from trainings with the rest of the school, youth and community members.

## WHAT KIND OF TRAINING DOES THE LOCAL PBS LEADERSHIP TEAM RECEIVE?

The local PBS Leadership Team (including a family representative) is trained over a 3-year period using curriculum developed at the Office of Special Education Program's Technical Assistance Center on Positive Behavioral Interventions and Supports at the University of Oregon. Training is provided at the school-wide or universal level, targeted level for at-risk students, and at the individual level for students with chronic and complex needs. School personnel learn to think about behavior in a new way, based on understanding why the problem behavior occurs.

## WHAT WILL THE SCHOOL DO DIFFERENTLY AS A RESULT OF THE TRAINING?

They will:

- define 3-5 positively stated behavioral expectations (e.g., Be Respectful, Be Responsible, Be Safe)
- teach behavioral expectations
- monitor, acknowledge and/or reward appropriate behavior
- provide consistent corrective consequences for behavioral errors
- develop a continuum of supports to address the needs of every student
- use data to generate information-based problem solving

## HOW DO SCHOOL PERSONNEL USE DATA TO PROBLEM SOLVE?

The most obvious indicator of behavior problems is the number of office discipline referrals (ODRs) submitted by school staff. PBS schools track ODRs through a web-based program called School-wide Information System (SWIS). This program allows schools to look at the data on several levels: per day per month, type of problem behavior, location in the school, time of day, and/or per student. From this information, leadership teams can identify patterns early and develop strategies to decrease behavioral problems.

