**About the 3-Tiered Model**

The PBIS model at right describes the nature of PBIS prevention for different groups of students, ranging from the general population in a school (Primary Prevention) to those students who are at greatest risk of behavioral problems, and who probably already have had many behavioral issues (Tertiary Prevention).

(Model from MU Center for SW-PBS: [http://www.pbismissouri.org/practices.html](http://www.pbismissouri.org/practices.html)).

**What are people saying about PBIS?**

**PBIS Missouri**, where they call it School-Wide Positive Behavior Support (SW-PBS), sums PBIS up well: 
“SW-PBS is a process for creating **safer and more effective schools** by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. SW-PBS methods are **research-based, proven to significantly reduce the occurrence of problem behaviors in schools, and supported by a three-tiered model**” ([http://pbismissouri.org/practices.html](http://pbismissouri.org/practices.html)).

**The National Association of School Psychologists** say that “Schools that implement system-wide interventions also report **increased time engaged in academic activities** and **improved academic performance**.” In addition, “A review of research on PBS effectiveness showed that there was **over a 90% reduction in problem behavior** in over half of the studies; the problem behavior stopped completely in over 26% of the studies.” (National Association of School Psychologists, 2001; [http://www.nasponline.org/resources/factsheets/pbs_fs.aspx](http://www.nasponline.org/resources/factsheets/pbs_fs.aspx)).

**BUT, Does PBIS Work?** The next page shows some data from various sources about the effectiveness of PBIS. But the general conclusion is... **YES, PBIS WORKS!!**
What Can PBIS Do For Your School?

PBIS IMPROVES STUDENT BEHAVIOR...


…AND AS A RESULT, GAINS TIME FOR ADMINISTRATORS & TEACHERS.

Each time a student is sent to the office, that student is missing valuable instructional time. In addition, there is teacher time and administrator time lost. The graph below shows how student instructional time increases and how teacher and administrator time dealing with discipline decreases (Riverside Elementary School in the Fond du Lac School District in Wisconsin, http://www.fonddulac.k12.wi.us).

PBIS ALSO INCREASES STUDENT ACHIEVEMENT

By increasing instructional time, increases in student achievement can be expected. The graph below shows an increase in reading scores over the first 2 years of PBIS implementation at Beulah Park Elementary School in Zion, Illinois (Illinois PBIS Network FY11 Statewide Summary Report, found at http://www.pbisillinois.org/).

How Would PBIS Work in MY School?

Your school personnel will determine what positive behaviors they want to see in the school. Once you know that, students are taught those behaviors. Then all school constituents (e.g. teachers, staff, administrators, students) know the behavioral expectations of the school, and students are rewarded for demonstrating those behaviors. Rewarding the students who are doing the right things encourages all students to behave better. This, in turn, means fewer problem behaviors.

Who Do I Contact for More Information?

The Center for Community Engagement (CCE) at Arkansas State University is a PBIS Resource Center for Arkansas. Whether you want general information about PBIS or you are ready to get started, give us a call at 870-972-2287, email us at cce@astate.edu, or visit us on the web at http://cce.astate.edu/pbis.