

School Wide Positive Behavioral Interventions and Supports (PBIS)

The Arc Michigan believes that every student should receive a free and appropriate public education in the least restrictive environment as provided through the Individuals with Disabilities Education Act (IDEA) 2004. School districts have an obligation to effectively support and respond to behavior that is based on a student's disability and that could lead to student discipline. A schoolwide positive behavioral interventions and supports (PBIS) system is necessary to achieve this goal. (1)

The PBIS evidence-based framework supports schoolwide practices to promote safe schools by supporting the social, learning, behavioral, and emotional needs of all students. The PBIS framework is proven to work in educational settings and offers both classroom and schoolwide levels of support. This is a positive preventive approach rather than a reactive approach and is beneficial for ALL students.

There are 3 tiers of support in a PBIS system. Each tier is designed to meet the needs of all students by providing appropriate support. PBIS is a form of a Multi-Tiered System of Supports (MTSS):

- **Tier 1:** Universal interventions provided to all students in all school settings to help make school consistent and positive.
- **Tier 2:** Targeted interventions provided to groups of students who need more support and instruction.
- **Tier 3:** Intensive individualized interventions provided to individual students who need more focused support. (2)

PBIS includes the use of functional behavioral assessments (FBA). The FBA is a way to define the unwanted behavior and gather information (data) on what may be triggering and contributing to the continuation of the unwanted behavior. The FBA becomes the basis for developing a positive behavior intervention plan (BIP) which outlines a proactive plan to reduce

or replace the unwanted behavior with more acceptable behavior or responses.(3) The focus of the BIP is to reduce behavior as a barrier to learning.(4) PBIS includes teaching alternative behaviors to meet the child's needs and may include changes in instruction, the response of school personnel, types of support or interventions, or the environment.

Everyone should be aware of the behavioral expectations, including parents, the student, school personnel, and others who interact with the student. The FBA and BIP should be reviewed periodically and referenced in the IEP or Section 504 Plan if the student has one. Revisions and updates should be made as the student's needs change, if the BIP is ineffective, or the behavior hasn't changed.

The benefits of PBIS for students include increased active participation, increased academic and interpersonal skills, increased attendance and graduation rates, decreased bullying, decreased drop-out rate, decreased office detention referrals, and decreased suspensions and expulsions.

The Arc Michigan supports the use of schoolwide positive behavioral interventions and supports (PBIS) in all schools.

- (1) [Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973](#)
- (2) [Michigan's Multi-Tiered System of Supports Functional Behavioral Assessments \(FBAs\)](#)
- (3) [Behavior Intervention Plan \(BIP\)](#)
- (4) [Multi-Tiered System of Supports \(MTSS\) \(michigan.gov\)](#)
- (5) [Family Matters Positive Behavior Interventions and Supports \(PBIS\) at School Fact Sheet](#)

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