

## THE GOAL:

*To improve academic and behavioral success for all children by creating a safe, positive learning environment.*

PBiS is an evidence-based process proven to increase student achievement and success while decreasing challenging student behaviors.

PBiS focuses on:

- ▶ **P**lanned Process
- ▶ **B**ased on Evidence
- ▶ **I**mplmented with Fidelity
- ▶ **S**ystemic and Systematic Approach

## GET INVOLVED

Contact the NPBiS Project Coordinator for specific details on how your school or district can learn more about this process.

Get firsthand information. Contact one of the many schools engaged in NPBiS implementation. School names are listed on the NPBiS website.

Nebraska has received a State Personnel Development Grant (SPDG) to support increased achievement and positive behavior for children with disabilities and their non-disabled peers. For more information, please contact the PBIS Project Coordinator.

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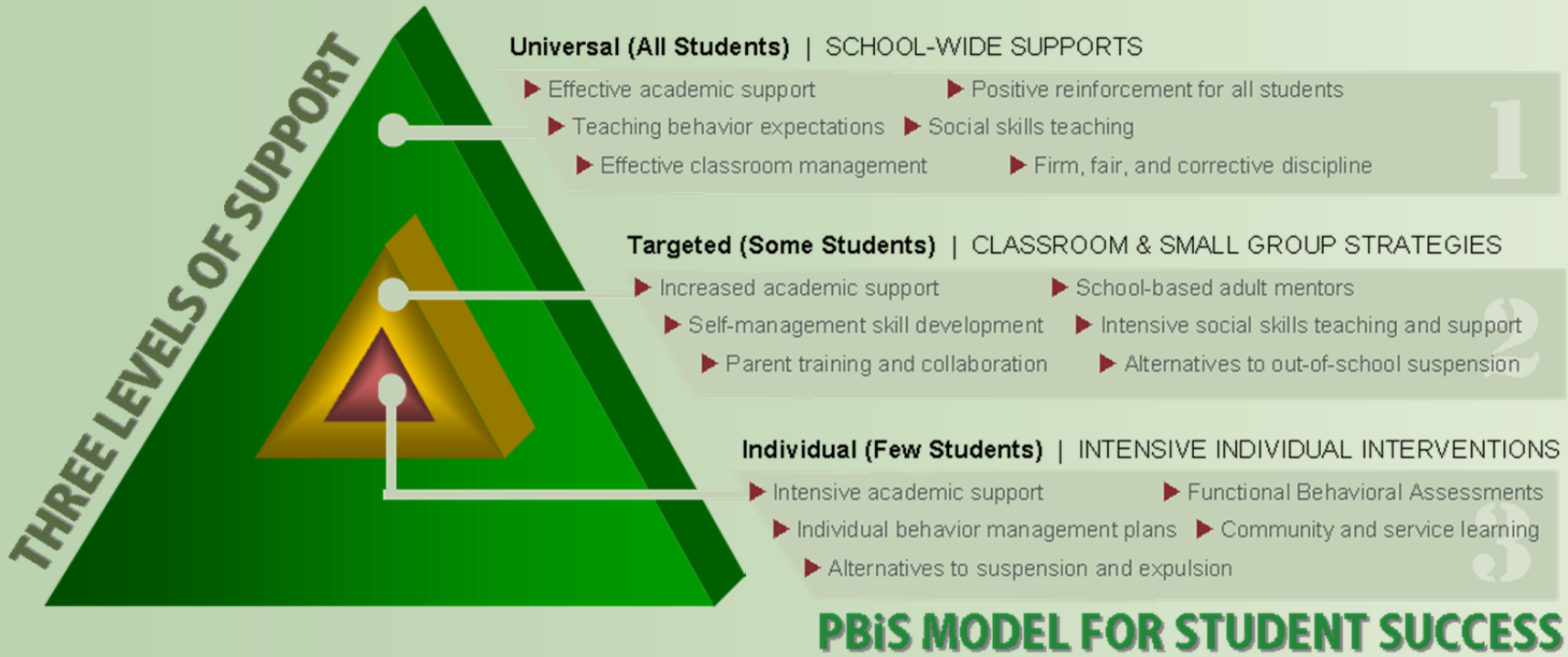
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**SYSTEMATICALLY  
IMPROVING  
THE SCHOOL  
ENVIRONMENT**



**NPBiS**  
Nebraska Positive Behavioral  
Interventions and Supports



## PBiS...

- ▶ Creates a culture based on learning and achievement
- ▶ Benefits all students
- ▶ Is based on effective behavioral practices, instructional design and strategies
- ▶ Fosters positive adult-to-student relationships
- ▶ Supports the local school improvement process
- ▶ Is a strategy for prevention of problem behavior
- ▶ Recognizes students for doing desired behaviors

## COMPONENTS...

- ▶ One common approach to behavior
- ▶ One common school-wide language
- ▶ Expectations for students and staff
- ▶ Procedures for teaching expectations
- ▶ Techniques for reinforcing student behavior
- ▶ Processes for encouraging expected behaviors
- ▶ Strategies for discouraging unwanted behaviors
- ▶ Methods for monitoring and evaluating effectiveness on a regular and frequent basis

## Behavior Data from Nebraska PBiS Schools

In the last 3-5 years...  
The following behaviors have decreased

### Elementary

Abusive Language  
Disruption  
Harassment/Bullying  
Lying/Cheating  
Vandalism  
Physical Aggression (decreased 14.2%)

### Middle School

Forgery/Theft  
Harassment/Bullying  
Defiance/Disrespect  
Physical Aggression  
Skip Class/Truancy

### High School

Abusive Language  
Defiance/Disrespect (decreased 26%)  
Forgery/Theft  
Harassment/Bullying  
Physical Aggression  
Tardy  
Truancy  
Use/Possession of Tobacco

### Also noted:

A decrease in the number of SPED students referred for behavior related incidents.  
A decrease in the number of students receiving more than one office referral

Behaviors noted above represent decreases of 3-10% unless noted.

Source: School Wide Information System (SWIS)