

Positive Behavior Support Program Description

Who is a Positive Behavior Support (PBS) student?

A PBS student exhibits behaviors that are considered significantly different from same age peers given the setting and circumstances in which they occur. Therefore, these students require a comprehensive assessment and specially designed programming in order to engage in academic tasks and comply with general conduct requirements in a general education setting. Access to PBS services occurs when the IEP team has determined that the student's behavior, even with adequate general education interventions, interferes with their learning or the learning of others. Typically a PBS student has severe emotional disturbance as a primary or secondary label and the IEP team has agreed that the student would benefit from the structure and support offered in a PBS program. The academic curriculum delivered in this program is consistent with grade level state standards however; special methods/materials must be employed to motivate students and to help compensate for lagging skills. Students should not be assigned to this program if staff has not first appropriately adapted the general education curriculum and implemented positive behavioral support strategies in a current educational setting. Students exhibiting aberrant behaviors in isolated settings or under unique circumstances should not be assigned to this program.

Characteristics of PBS programs:

- Provide an atmosphere that assists the student develop coping strategies for situations they find frustrating.
- Teach students to persevere through non-preferred activities and/or learn to negotiate appropriately for choices he/she finds more tolerable.
- Reduces the discrepancy between the student's cognitive capability and his/her actual academic performance.
- Individually designed educational and behavioral goals.
- Develops a Behavior Intervention Plan (BIP) to ensure that the educational demands and staff expectations are consistent and clearly communicated to the student.
- Conducts an assessment of lagging skills (i.e. difficulty engaging in non-preferred tasks; difficulty with transitions, resistance to adult directives, gaining attention from preferred people) and a plan for rectifying these problems.
- Provides a flexible and accommodating program staff trained to engage with students who are resisting expectations and behaving in an unsafe or counterproductive manner.
- PBS staff makes spontaneous decisions throughout the day to strike a balance between the emotional needs of the student and the academic expectations outlined in the IEP.
- The PBS staff is aware of current research and will use state of the art strategies for the success of each student.
- The PBS staff work to foster a trusting relationship with students, parents, and building staff.

Training, educational technologies and core beliefs employed by staff in this program:

- Because the evaluation process has determined that the students served in the PBS program have emotional disabilities, we acknowledge that the student is not in control of most of his/her dysfunctional behaviors.
- An understanding that the student is engaging in behaviors to fulfill a need.
- Knowing that the student needs access to a trusted provider to process during/after behavioral problems, not heightened discipline.
- The program is dependent on and committed to building positive relationships with students.
- PBS staff assumes that when a student behaves in a maladaptive manner it is because he/she can't select another response option, not because they won't.
- An understanding that students in PBS have not yet adopted coping strategies appropriate to the school setting.

Questions to ask when considering a program emphasizing Positive Behavioral Strategies:

- Did the team consider a functional behavioral assessment, and a related behavior intervention plan?
- Has a Behavior Intervention Plan been implemented with integrity across environments?
- Does the student have a positive social network in the current environment?
- Has the Cooperative instructional support specialist for behavior been involved over the past month or longer?
- Does the student require support outside of the general education setting for more than ½ the day?
- Has the team considered what supplementary aids and services, accommodations and/or modifications may be needed to support the student behaviorally and academically?
- Is the student benefitting from the curriculum?
- Can the student engage in non-preferred tasks for 15 minutes or longer without exhibiting problem behaviors?
- Will the student accept adult redirection 80% of the time or more?
- When disengaged academically can they await individual instruction for 10 or more minutes without disturbing others?