

National PBIS Leadership Forum | October 22 - 23, 2025 | Hilton Chicago



@PBISForum
#pbisforum

Gonna Fly Now:

Honoring the Past Embracing the Present Preserving the Purpose in PBIS

Keynote Presenter:
Nikole Hollins-Sims, University of Oregon

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



CENTER ON

PBIS

Positive Behavioral
Interventions & Supports



Who am I?

Research
Associate –
University of
Oregon

Former middle
school PBIS coach

Former PaPBS
facilitator

Wife to Ron

Mommy to C.J.

Puppy Parent to
“Biscuit”

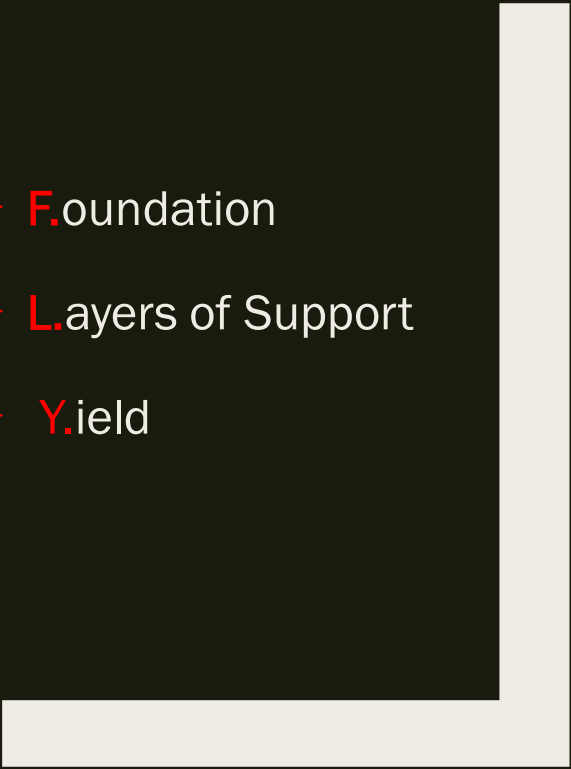
Who did I want to
be when I grew
up:
Janet Jackson

80's/90's girl

Favorite Color:
GREEN



WE NEED TO F.L.Y.

- 
- F.oundation
 - L.ayers of Support
 - Y.ield

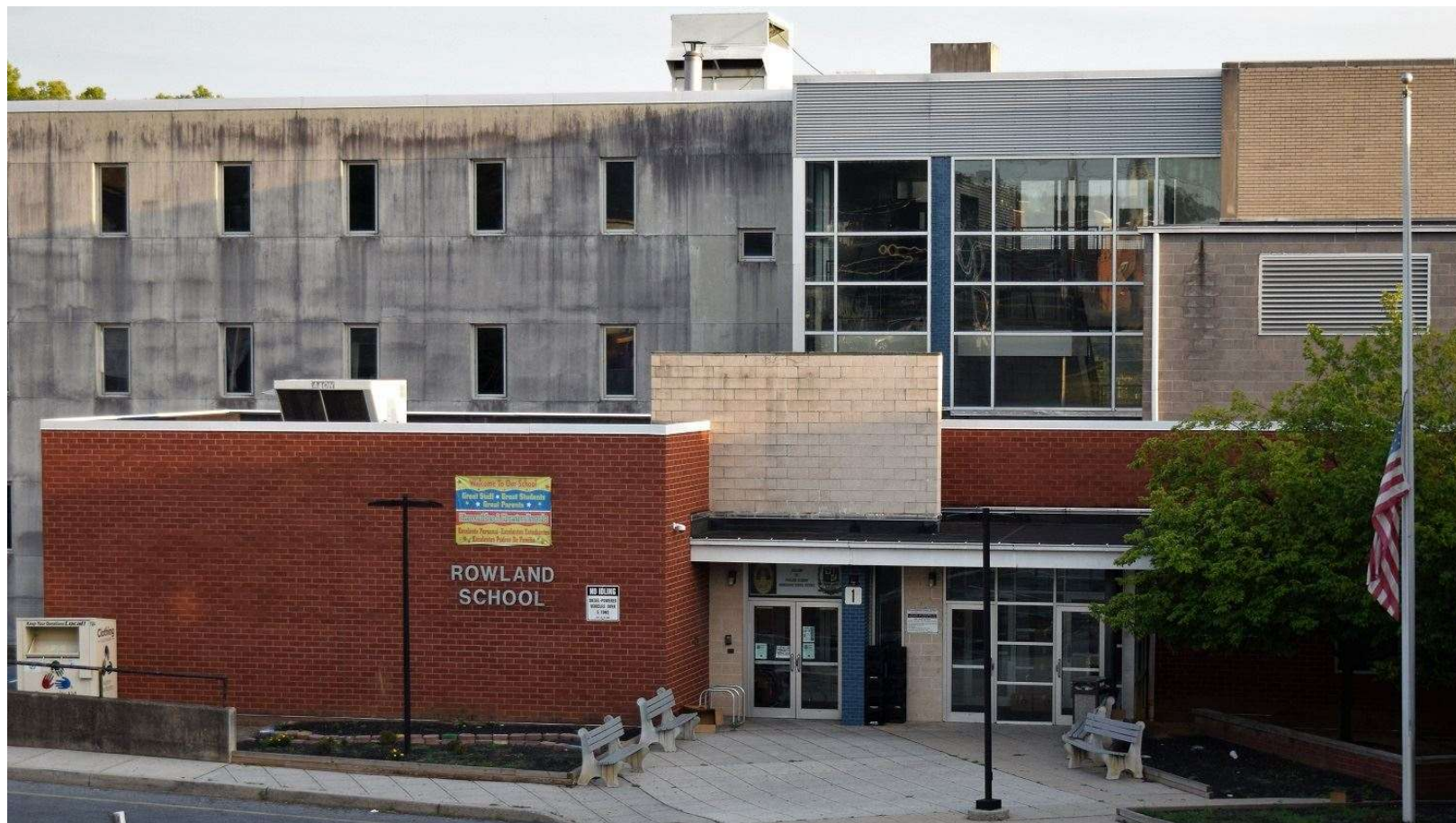


THE UNDERDOG

No one expects you to have the skill, strength or stamina to make change happen.....

MY UNDERDOG STORY....



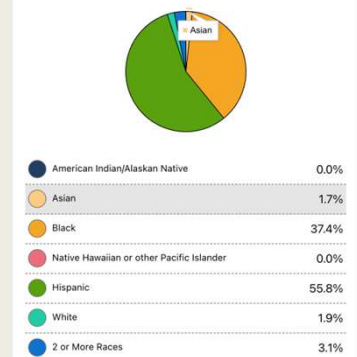




Percent Enrollment by Student Groups

Economically Disadvantaged	95.8%
English Language Learner	32.6%
Special Education	14.9%
Foster Care	NA
Homeless	10.4%
Military Connected	0.2%

Percent Enrollment by Race/Ethnicity



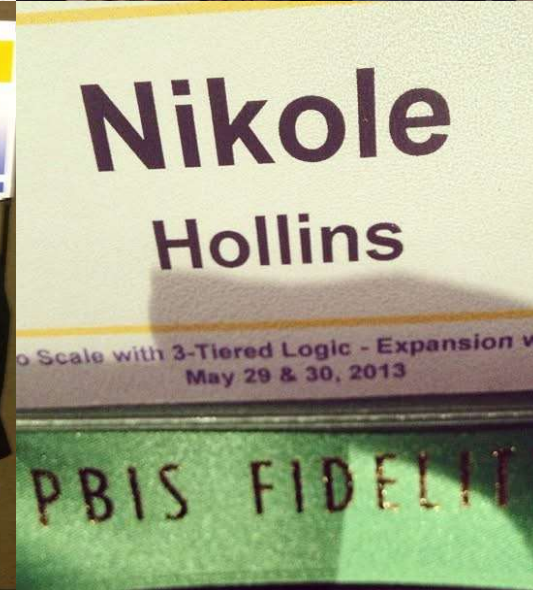
Rockin' Rowland

- Pre 2011
- 2011-2013
 - *Implementation Journey Began*

Rockin' Rowland

Ready-Responsible-Respectful

- 2013
- Statewide Recognition
 - *Fidelity of Implementation at Tier 1*

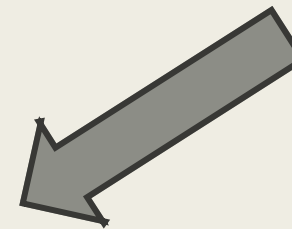
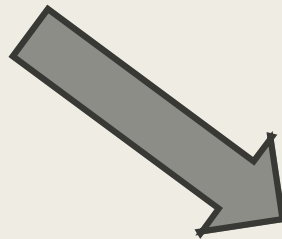


ABC's of School Completion



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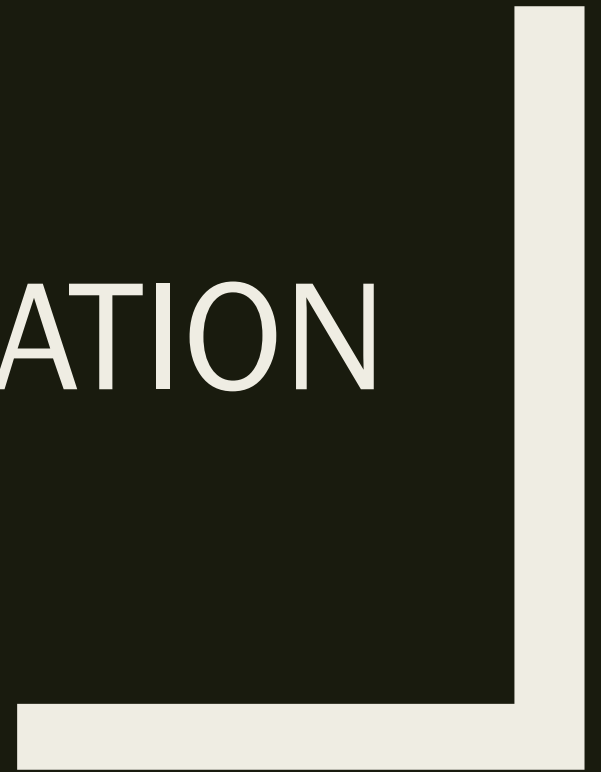
- Attendance
- Behavior
- Course Performance
- Agency
- Belonging
- Connectedness



Source: Balfanz, 2024

Source: <https://mtss.org/i-mtss-briefs/>

FOUNDATION

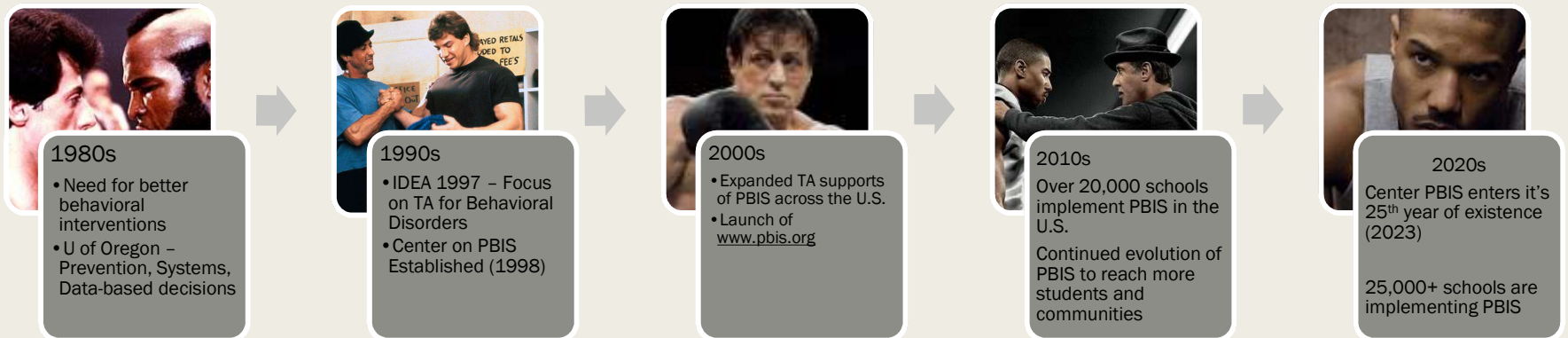




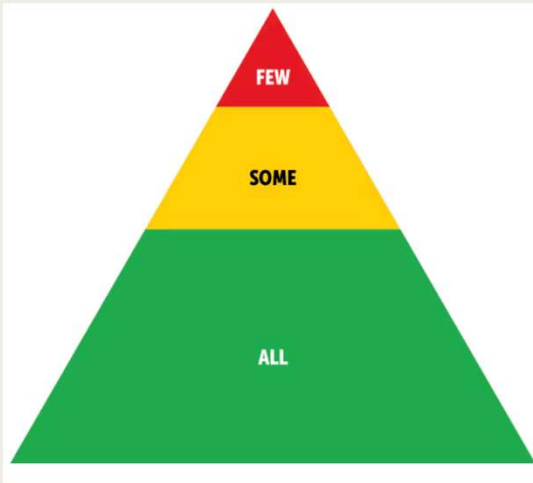
WHAT'S THE HISTORY OF PBIS?

40+ years of impact.

Leaders of Longevity



Source: <https://www.pbis.org/resource/positive-behavioral-interventions-and-supports-history-defining-features-and-misconceptions>



Foundations

-Tiered Logic

- Tier 1: Universal, Primary Prevention (**All**)
- Tier 2: Targeted, Secondary Prevention (**Some**)
- Tier 3: Intensive and Individualized, Tertiary Prevention (**Few**)

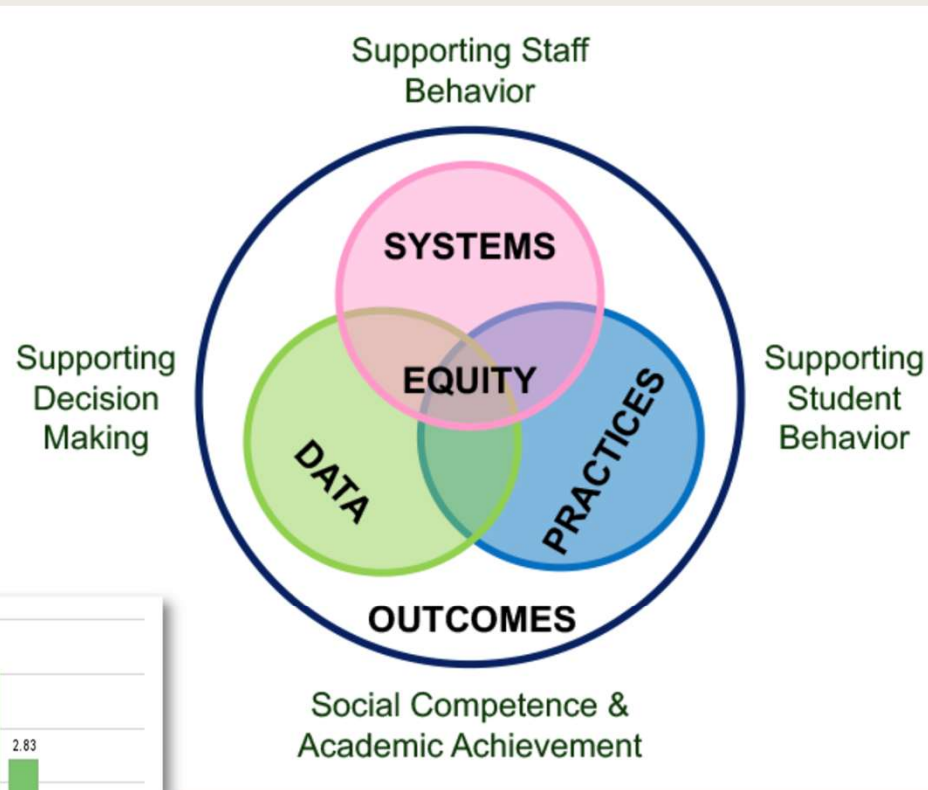
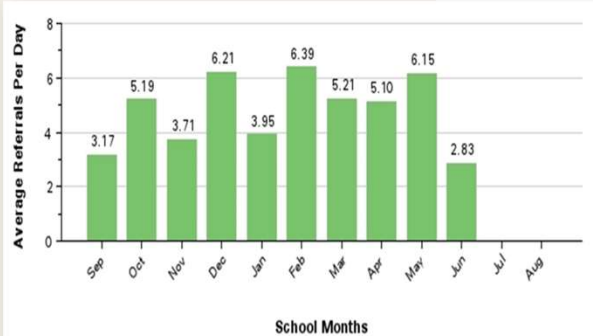
Foundations -Implementation Logic

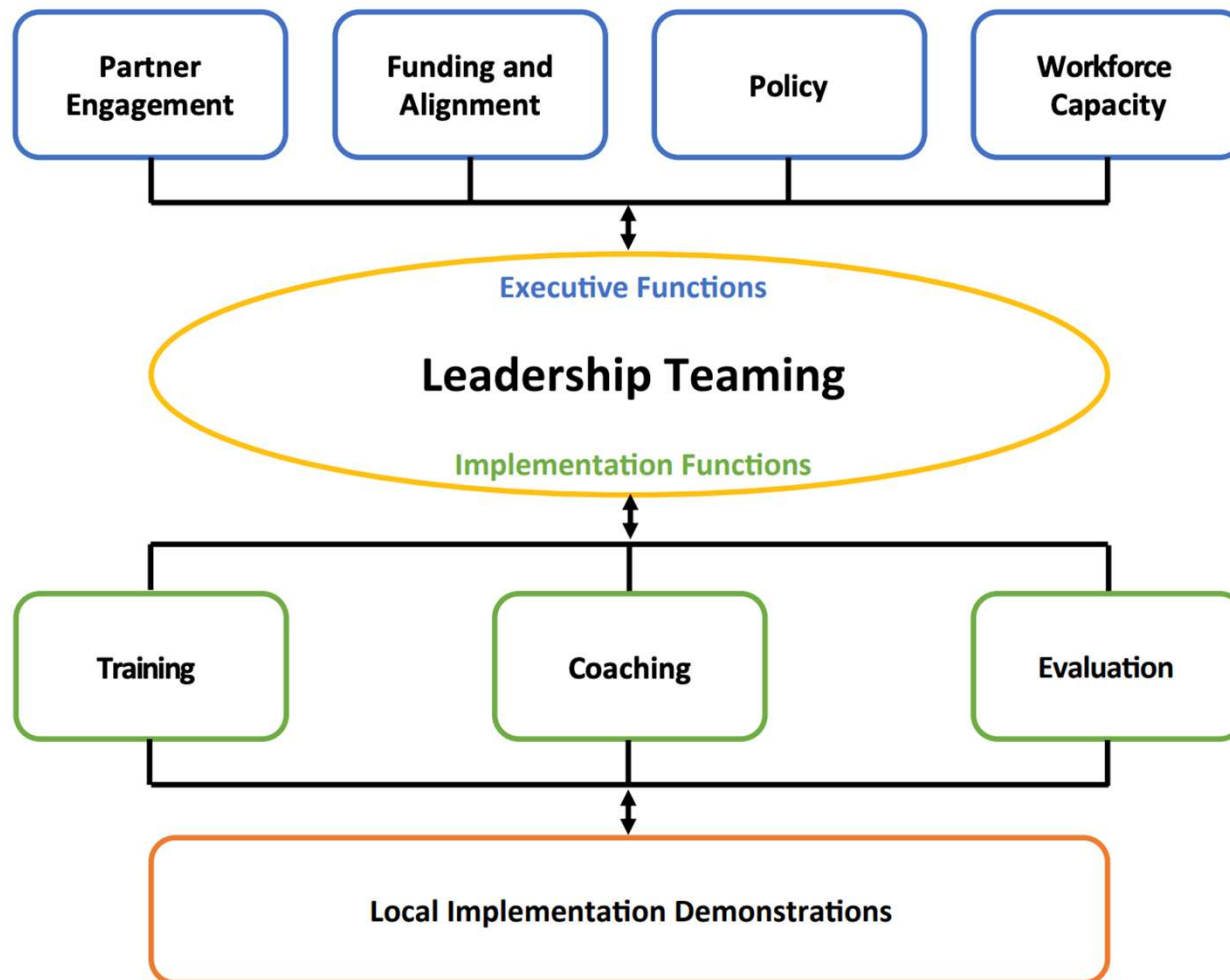


- Planning for PBIS implementation
 - *Describes the steps of obtaining commitment to PBIS implementation and setting up conditions for implementation to take place.*
- Trying out the PBIS practices with students and staff
 - *Involves educators providing PBIS practices with their students while teams support the educators to implement these practices more effectively and consistently*
- Improving the process and impact for sustaining and scaling
 - *PBIS Involves efforts to improve the effectiveness, efficiency, equitable supports, and sustainability of PBIS implementation.*

Core Features

5
PBIS
Elements

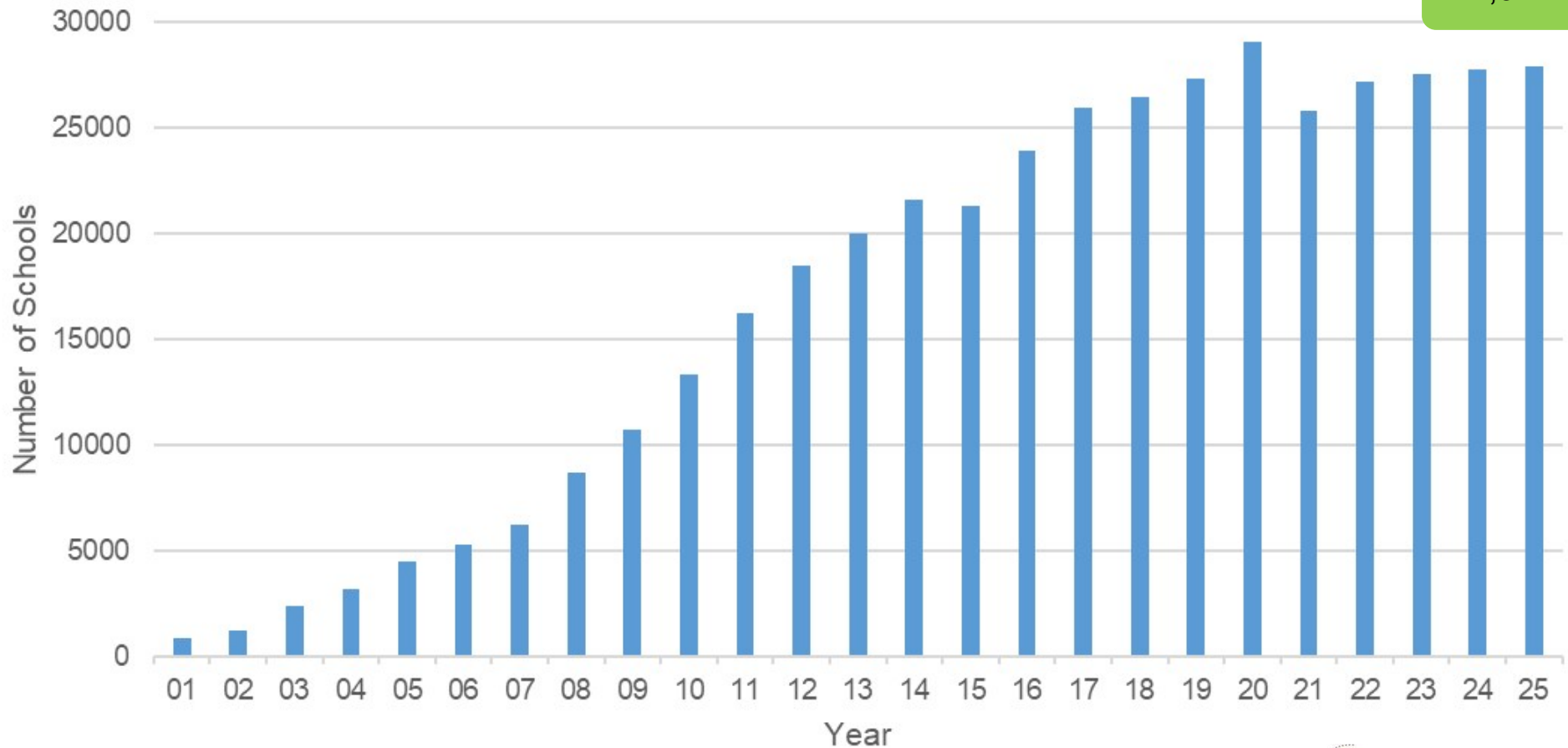




U.S. Schools Using PBIS

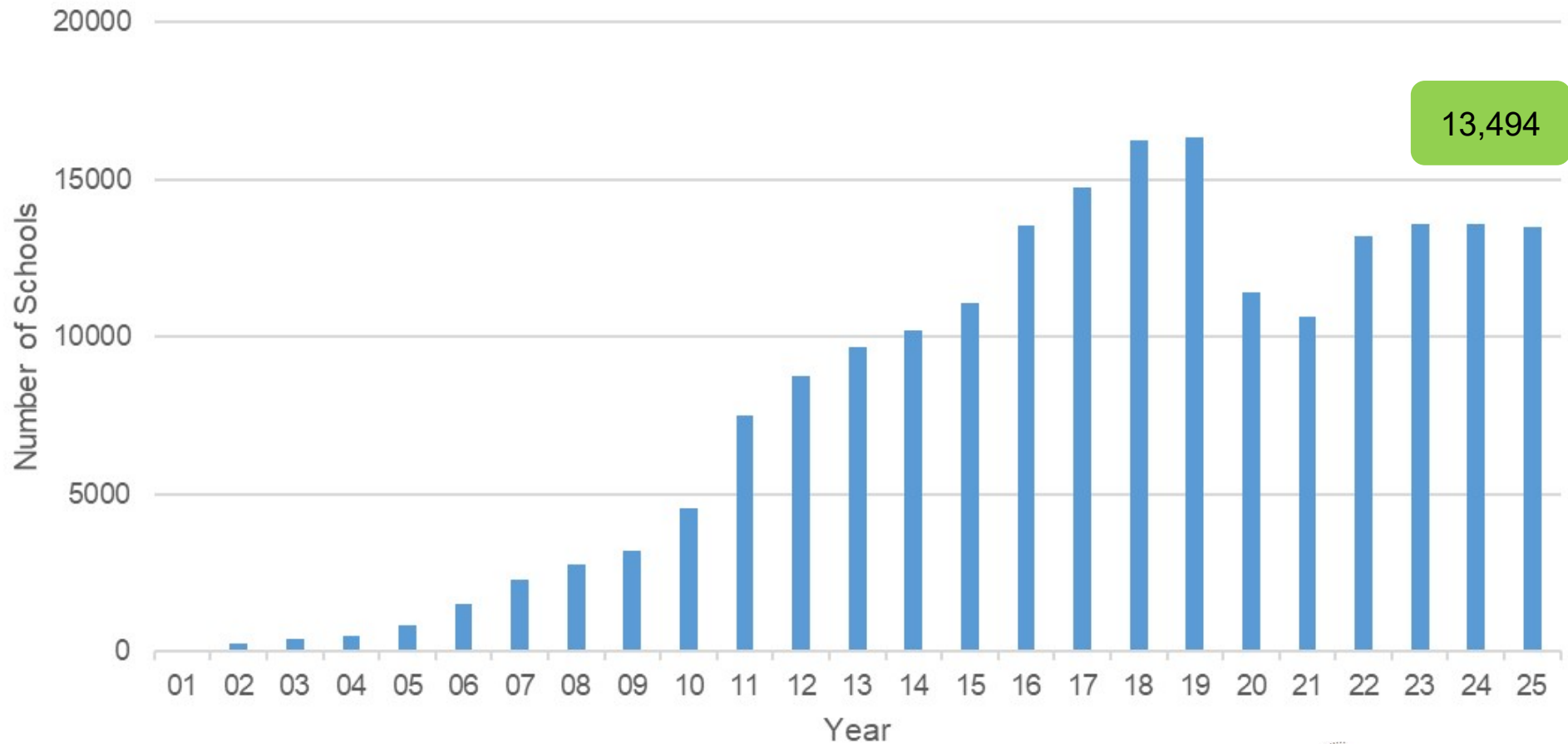
August 2025

27,921



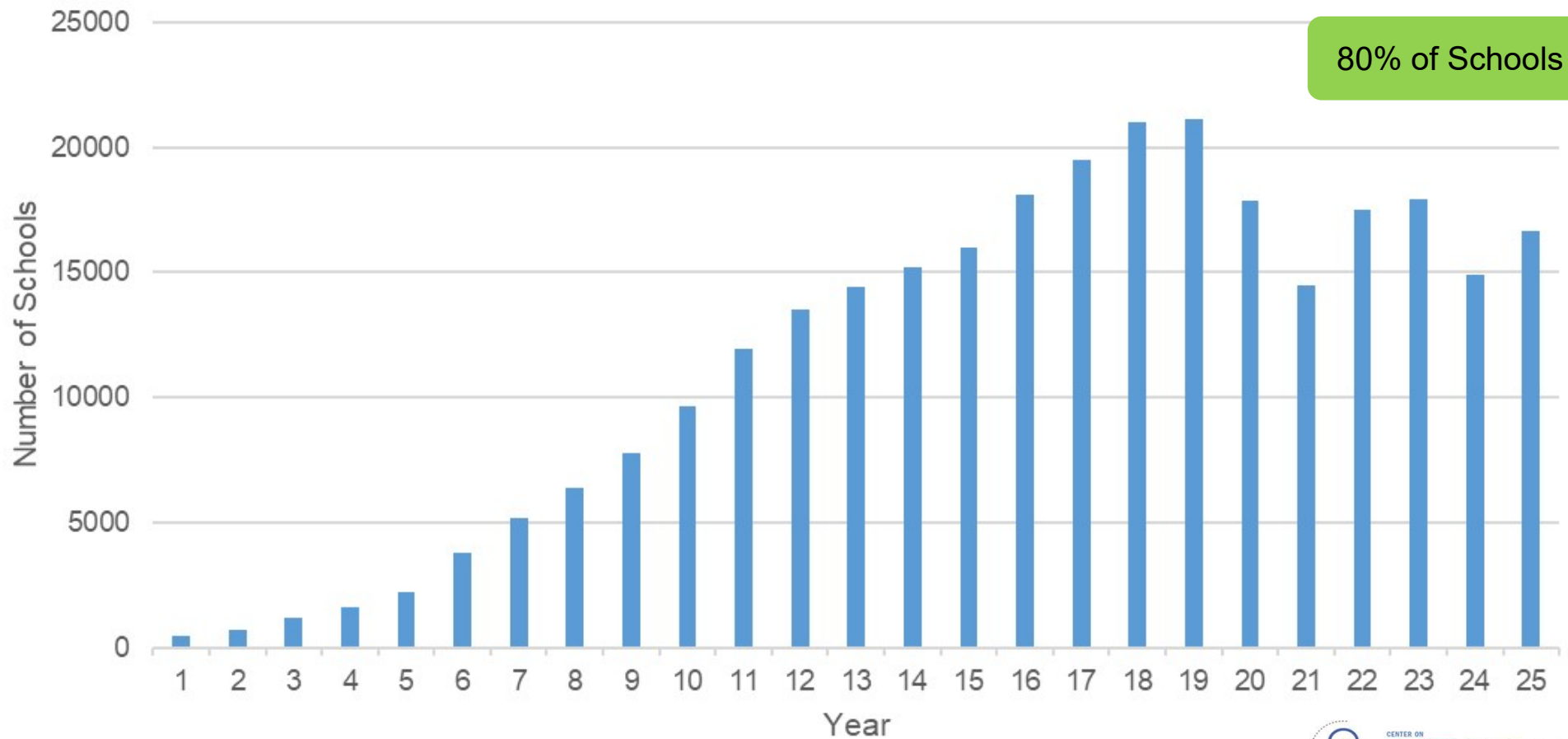
U.S. Schools Reporting PBIS Fidelity

August 2025



U.S. Schools Implementing Tier 1 PBIS at Fidelity

August 2025



Outcomes for Schools Implementing PBIS **with Fidelity**



<https://www.pbis.org/pbis/why-implement-pbis>

Statistically Significant Outcomes of PBIS

<https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice>

Reduced

Use of exclusionary discipline

(Bradshaw et al., 2010, 2021; Elrod et al., 2022; Flannery et al., 2014; Freeman et al., 2015; Gage et al., 2018; Grasley-Boy et al., 2022; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

Inequities in discipline

(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)

Bullying and exclusion

(Waasdorp et al., 2012)

Teacher burnout and stress

(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross et al., 2012)

Improved

Prosocial behavior

(Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

Emotional regulation

(Bradshaw et al., 2012)

Academic achievement

(Angus & Nelson, 2021; Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

Teacher-student relationships

(Condliffe et al., 2022)

School climate and school safety

(Elrod et al., 2022; Horner et al., 2009; Kubiszewski et al., 2023; McIntosh et al., 2021)

Organizational health

(Bradshaw et al., 2008)

PBIS as a Wise Investment

(Swain-Bradway et al., 2017)

November 2017

What are the Economic Costs of Implementing SWPBIS in Comparison to the Benefits from Reducing Suspensions?

Jessica Swain-Bradway, Ph.D., Midwest PBIS Network
Sarah Lindstrom Johnson, Ph.D., Arizona State University
Catherine Bradshaw, Ph.D., University of Virginia
Kerri McIntosh, Ph.D., University of Oregon

Out of school suspension is an exclusionary discipline practice that is intended to deter unwanted behavior, but has actually been associated with increases. For example, Massar, McIntosh, and Eliason (2015) showed that students receiving a suspension in the first three months of middle school had a 71.9% likelihood of receiving another suspension. In addition, damaging long-term consequences are experienced by both the individual and the community at large. The short-term, immediate consequences of exclusionary discipline practices include lost instructional time for the student and increased administrative time spent processing them.

Dropping out of school is a longer-term, well-documented effect of suspension for the individual student. Noltemeyer, Ward, and McLoughlin's (2015) meta-analysis of 34 studies revealed not only a significant inverse relation between suspensions and achievement, but also a significant positive relation between suspensions and dropout. Balfanz and colleagues (2015) documented that even one suspension in ninth grade doubles the risk for dropping out, and Rumberger and Losen (2016) calculated that overall, being suspended is associated with a 6.5% decrease in the likelihood of graduating from high school.

The Costs of Suspension and Dropout

Rumberger and Losen (2016) provided a compelling analysis of the monetary costs of dropout in the United States, which include the losses and/or costs absorbed by federal, state, and local governments due to lower income tax revenues and government expenditures on health services, social services, and the criminal justice system. Thus measured, the fiscal cost of dropping out is estimated to be \$163,340 per individual across her/his lifetime. They also estimated the social cost, or cost to the individual in diminished

For every \$1 spent implementing PBIS,

There are \$105 in savings to improve school completion and reduce dropout.

Brief: <http://www.pbis.org>

Your system is a virtual
unknown as a space of well-
being and honored dignity

Here's your
chance.....

You're a diamond in the rough

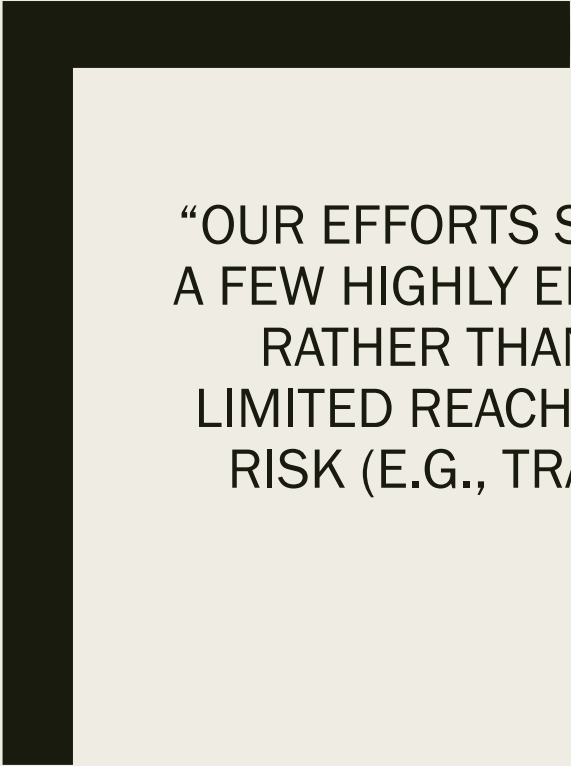
You have a shot at the title....



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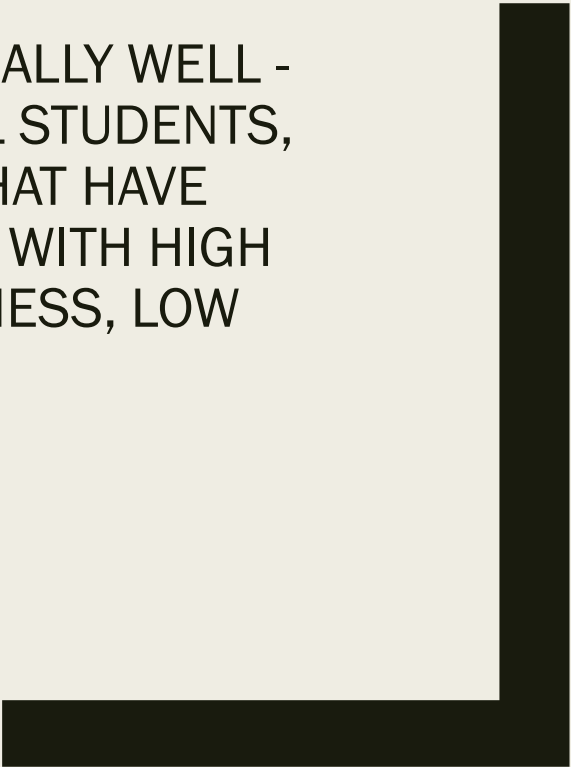
REMATCH

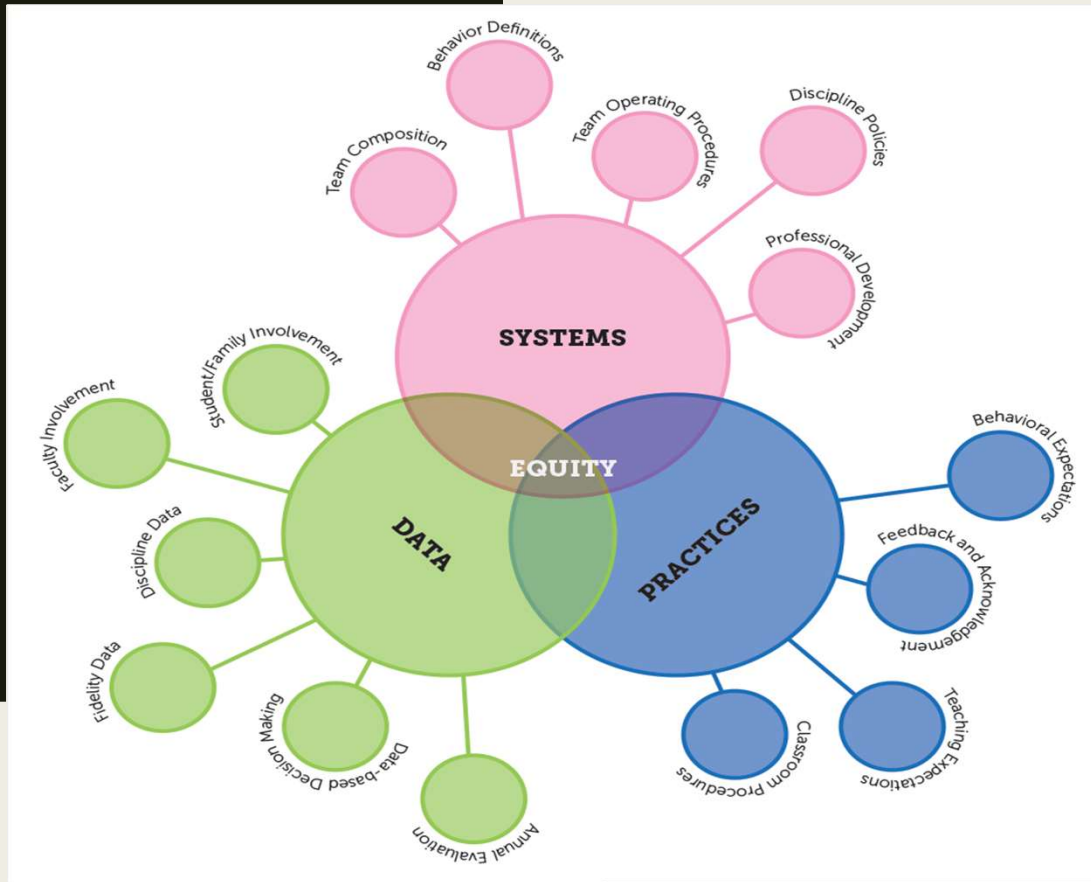
WHAT DID WE LEARN THE FIRST TIME?
HOW CAN WE COMBAT COMPLACENCY?



“OUR EFFORTS SHOULD FOCUS ON DOING REALLY WELL -
A FEW HIGHLY EFFECTIVE PRACTICES FOR ALL STUDENTS,
RATHER THAN DOING MANY PRACTICES THAT HAVE
LIMITED REACH, ESPECIALLY FOR STUDENTS WITH HIGH
RISK (E.G., TRAUMA, MENTAL ILLNESS, ILLNESS, LOW
ACHIEVEMENT).”

GEORGE SUGAI (2021)





THE “STEPS”



EYE OF THE TIGER

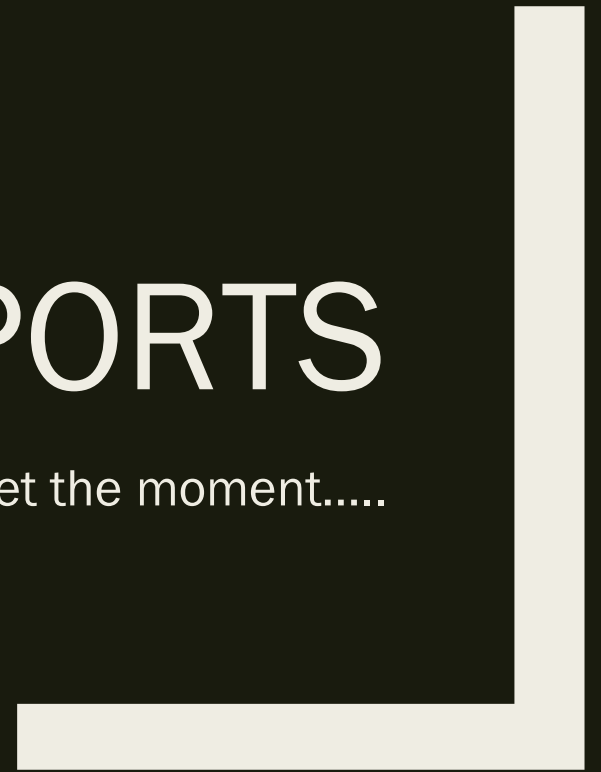
THERE WILL BE CHANGE.

WE MAY FEEL LIKE WE'VE REACHED THE
TOP.

HOW DO WE REMAIN COMMITTED TO
GROWING?

LAYERED SUPPORTS

We have to meet the moment.....



Tiered Fidelity Inventory (TFI) 3.0

- *Key focus:* Accountability & Fidelity
- The TFI 2.1 was revised to prioritize content related to the integration of **mental health supports**, **equitable supports**, and **classroom implementation** and to better align with current guidance and training content available through the national Center on PBIS.
- *It is important to be explicit about this integration and alignment.*



TIERED FIDELITY INVENTORY (TFI) MANUAL

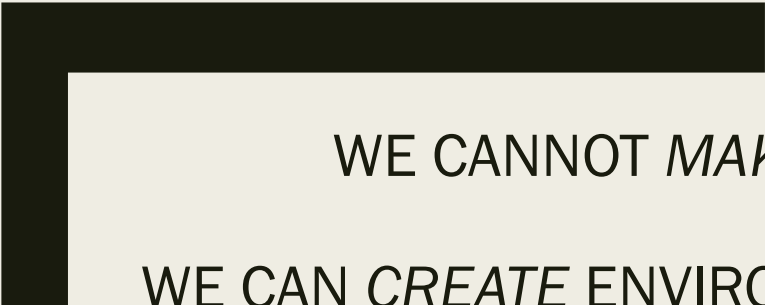
Version 3 | February 2025



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THERE'S
NO EASY
WAY
OUT.....

THERE'S NO SHORTCUT
HOME....

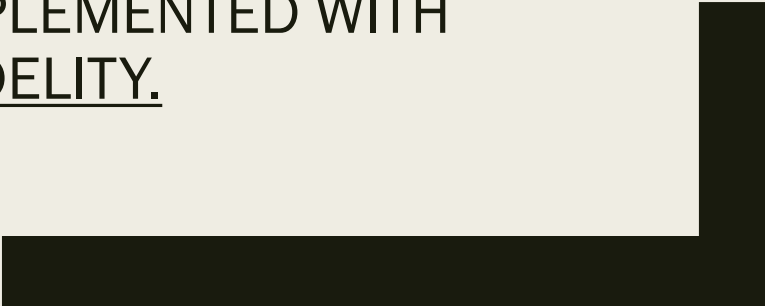


WE CANNOT *MAKE* STUDENTS LEARN OR BEHAVE.

WE CAN *CREATE* ENVIRONMENTS TO INCREASE THE LIKELIHOOD
STUDENTS LEARN AND BEHAVE

ENVIRONMENTS THAT INCREASE THE LIKELIHOOD ARE GUIDED
BY A CORE CURRICULUM AND IMPLEMENTED WITH
CONSISTENCY AND FIDELITY.

-TIM LEWIS



What makes the environment viable?



Coaching Classroom PBIS to Support Educators and Students



Tier 1 Student Reinforcement Systems



Tier 2 School-Level Systems Guide



Scaling PBIS Districtwide to Support All Students, Including Students with Disabilities



Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators



Preventing and Addressing Student Vaping within a PBIS Framework



Tier 3 Data Collection Systems Brief: Data For Team-Based Decision Making



Supporting Students Who Need Additional Assistance During Safety Drills

Source: <https://www.pbis.org/publications/all-publications>



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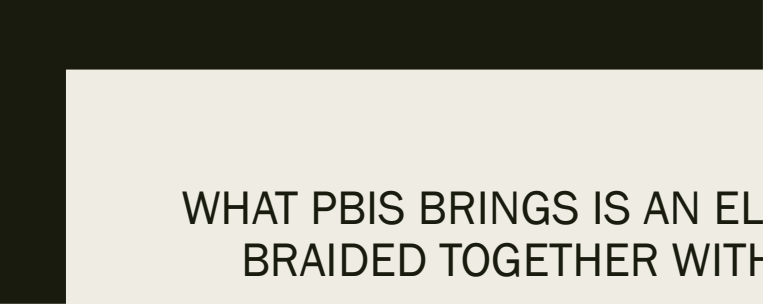
THE FIFTH ELEMENT

A.K.A. ROCKY V –

We may have to start over...

“It is important to know that the frameworks themselves are only as effective as those who implement them.”

Source: Hollins-Sims, Kaurudar & Runge, 2023

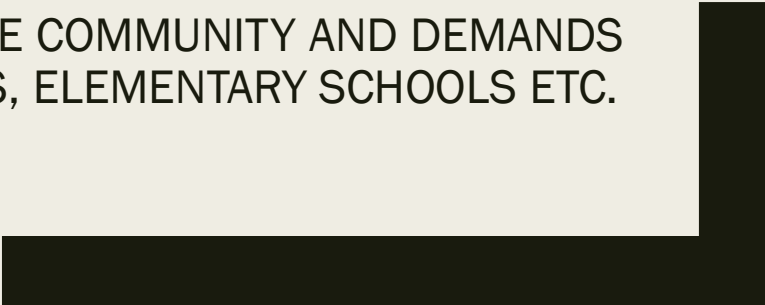


WHAT PBIS BRINGS IS AN ELEGANT, TIERED SYSTEM OF STRATEGIES THAT ARE
BRAIDED TOGETHER WITH EFFECTIVE SYSTEMS THAT ARE DESIGNED TO:

(1) ALLOW THEM TO SUSTAIN,

(2) ALLOW THEM TO MAINTAIN HIGH QUALITY, AND

(3) ALLOW THEM TO ADAPT TO THE UNIQUE CULTURE COMMUNITY AND DEMANDS
OF LITTLE SCHOOLS, BIG SCHOOLS, HIGH SCHOOLS, ELEMENTARY SCHOOLS ETC.



-ROB HORNER



Is our foundation solid? How do we know?

Is our foundation shaky? What can we fix immediately?

Who have we neglected?

Which voices/expressions are not considered?

What are the small wins?

How will we know we have made a shift?

YIELD

Verb: To produce or provide.....

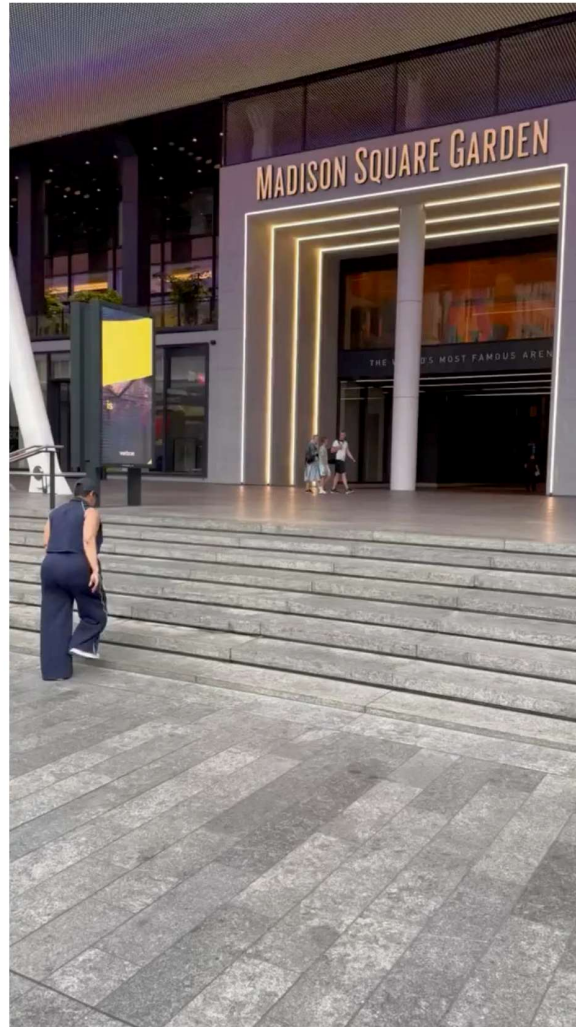




NEXT GENERATION

FROM THE “STEPS” TO THE SYSTEMS – CLIMBING THE STAIRS OF TRANSFORMATION ONE CHANGE AT A TIME.....

**GO
FLY!**



**LEAVE A
LEGACY!**

ARE YOU READY TO F.L.Y.?

- Focus on
Foundation
- Add Layers of
Support
- Yield valuable
results

CHAMPIONS ARE COACHED:

DREAMS ARE PASSED DOWN
– BECAUSE NO CONTENDER
BECOMES GREAT ALONE

