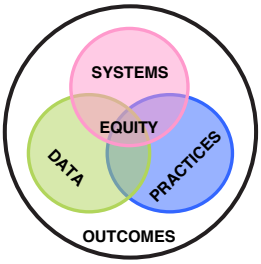
CENTER ON PBIS Positive Behavioral Interventions & Supports

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Expanding our Understanding of PBIS Elements in an Integrated MTSS Framework

Integration of academic, attendance, and social-emotional-behavioral (SEB) supports within your MTSS/PBIS[1] framework can create efficiencies, promote effective implementation, and align with broader school improvement efforts. Academic, attendance, and SEB skills, supports, and outcomes are complementary and inter-related. Therefore, we recommend leadership teams consider an integrated approach to key systems, data, and practices.



Integrated Systems



At each implementation level (state, region, district, school, and classroom), consider key systems:

- Representative and integrated **leadership team** with range of relevant expertise (e.g., academic, attendance, behavioral, mental & physical well-being, family engagement, safety) and inclusive of representative administrators, educator, staff, family, student, and community members.
- Integrated **training and coaching** that emphasizes how educators can effectively implement integrated practices to support students' academic, attendance, and social-emotional-behavioral (SEB) outcomes.
- Processes to integrate student and family voice into **shared decision-making**, with intentional efforts to engage students and families from all student groups (e.g., students with disabilities, students from all language backgrounds, students from all race/ethnic backgrounds)

Integrated Data



At each implementation level, consider how to collect and use key data for decision making:

- Reliable, valid, and meaningful indicators of implementation **fidelity** (e.g., access, quality, efficiency) and **outcomes** (e.g., academics, attendance, SEB, school climate)
- Integrated **data dashboard** that enables leadership team to use a range of relevant data to guide selection, implementation, and enhancement of evidence-based culturally sustaining, and contextually relevant practices
- Data on **contextual factors** affecting student attendance, academics, SEB skills, including individual, school, and community factors
- Clear **routines** and **decision-making protocols** for using data for prevention, early intervention, and response to enhance student support

Integrated Practices



At each implementation level, consider how to support implementation of key practices:

- Develop and foster positive, responsive **relationships** with and among students and families
- Positive, personalized **outreach** before concerns about attendance, academic and SEB skills, etc., emerge
- Timely and supportive **communication** when concerns arise
- Foster sense of **belonging** among students by welcoming/greeting students, recognizing when students are absent or delayed, and supporting their return with support to reengage and catch up on any missed learning
- Define, teach, and prompt **predictable routines** and **positive norms** that support student attendance, academic, and social-emotional-behavioral (SEB) skills
- Regularly **acknowledge** students' attendance, engagement, academic, and SEB skills with specific and valued positive feedback
- Anticipate and increase **support** during seasonal or cyclical challenges

1. MTSS = Multi-Tiered System of Support; PBIS = Positive Behavioral Interventions and Supports

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