

Linking PBIS & Resilient School Approaches

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PBIS is a trauma-informed approach that utilizes several techniques that are consistent with the research on fostering resilience.

1. PBIS explicitly teaches expectations and routines. This is very helpful for students who come to school with adaptive behavioral patterns that are inconsistent with school norms and expectations. Therefore, offering explicit teaching and visual guides is beneficial to all students and essential for students exposed to environmental adversity.
2. PBIS supports the school environment to be highly predictable and consistent, which is regulating and highly supportive to students who have a variety of challenges including exposure to trauma, Autism Spectrum Disorder, learning differences, and mental health needs. This consistency includes the use of language, expectations, and reinforcement. The consistency helps students internalize and generalize the expected behaviors and transition from one setting to the next.
3. PBIS helps adults track their use of praise and redirection. The optimal ratio is 4 to 1 praise versus constructive feedback. The tangible items and regular celebrations help adults maintain consistency in achieving this optimal approach.
4. PBIS reinforcement should be used in a manner in which students are challenged within their zone of proximal development. This approach allows students to be supported and challenged at their developmental level. This approach allows for external motivation for skills not yet internalized.
5. PBIS provides and uses visual guides, which is strongly supported by the information on building resilience.
6. The consistency in expectations and routines, explicit teaching of expectations, and community celebrations foster a sense of belonging that is highly supportive of a student's resilience to adversity.
7. PBIS, Social Thinking, Zones of Regulation, and Responsive Classroom can be used by a school to effectively build school culture and norms that foster resilience. The training on resilient schools does not represent an additional approach yet does offer a framework for how to organize these approaches in a manner that guides student development.
8. There is a natural regression during longer school vacations, especially the December break. PBIS can be used to help proactively re-set expectations through doing a mini version of what is established at the start of the school year.