Braiding PBIS and trauma-Responsive practices in schools:

1. PBIS is a framework on which you can hang evidence-based practices.  It is not a prescription so allows for tailoring interventions to the unique needs of all students.
2. PBIS contributes to improved school climate as it provides a clearly articulated purpose statement and agreed upon responses to positive behavior as well as methods for addressing students who are struggling.
   1. It improves staff confidence and, therefore, comfort in the building – safety and security.
3. PBIS is a consistent and predictable means of acknowledging when students are doing well (Language is “following expectations”).
4. PBIS uses consistent routines.
5. PBIS uses consistent language that all staff use which reduces confusion on students’ part when staff interact with different students.
6. PBIS uses repetition to ensure students understand what is expected.  It suggests that expectations are taught often.  For example, reminding/teaching for all transitions (small and big), after breaks, when something novel is introduced to the environment, etc.
7. PBIS enhances attunement through prompting and pre-correcting vs. correcting.  Staff are asked to provide a 5:1 ratio of positive acknowledgement vs. correcting.
   1. Tier two interventions require attunement as well (Check-in, check-out, Teacher check, connect, expect; adult or peer mentoring, etc.).
8. PBIS enhances affect management.  You cannot attune to positive behaviors if you are not managing your affect.
   1. Praise is not emotion laden.  It is specific and based on observation (Intimacy can be triggering).
9. Core components of PBIS are patterned and repetitive
10. While PBIS’ emphasis is on behavior, having a multi-tiered system of support allows for further exploration beyond FBA’s to understand behavior and emotion. Understanding the feeling behind the behavior.
11. PBIS endorses the “stage vs. age” approach as it does not assume, regardless of the age of the student, that he/she knows what is expected.  The framework “teaches” behavior as relentlessly as it teaches academics.
12. PBIS promotes contextual learning which enhances the capacity to generalize skills.
13. PBIS invites student voice and choice.  Students can provide input and feedback about celebrations, expectations, team membership, etc. The new model now invites student feedback prior to the training so as to get input on what they want expectations to be – “How do we want to be together?”
14. PBIS invites membership. One goal is to strengthen teachers’ capacity to keep students in the classroom as opposed to sending them elsewhere for “disciplinary” purposes. This avoids traditional disciplinary practices from contributing to cumulative risk and reenactment of student’s trauma experiences.
15. PBIS, through evaluation of data, provides feedback to the entire school community (parents, teachers, administrators, students) so everyone is informed and can provide input.
16. PBIS highly recommends family involvement at every level.
17. PBIS requires administrator involvement and support.
18. PBIS uses fidelity measures (annually administered) to ensure components of the framework are being implemented well.