



**Positive Behavioral Interventions and Supports (PBIS)** is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success ([pbis.org](http://pbis.org)). Discussed below are the impacts School-wide Positive Behavior Interventions and Supports (SWPBIS) can have on students, staff and the school environment.

## Impact on students

SWPBIS intends to reduce students' behavior problems by altering staff behaviors and developing systems and supports to meet children's behavioral needs. Rigorous experimental studies have shown significant effects of SWPBIS on student's behavior problems, concentration problems, social-emotional functioning, and prosocial behavior. For example, children in SWPBIS schools were found to be 33% less likely to receive an office discipline referral than those in the comparison schools.<sup>1</sup> Early exposure is key as the effects tended to be strongest among children who were first exposed to SWPBIS in kindergarten.<sup>2</sup>

SWPBIS has also been found to significantly reduce in-school suspensions (ISS) and out-of-school suspensions (OSS).<sup>3</sup> A study showed that not only did schools with high-fidelity implementation of SWPBIS have reduced ISS and OSS, but suspension disproportionality among minority students was not significant.<sup>4</sup>

Students may also have better experiences with peers, as SWPBIS can play a significant role in bullying prevention<sup>5</sup>. SWPBIS significantly impacts school climate, which in turn helps to reduce student behavior related to bullying.<sup>6</sup>

Several national and international studies have also shown statistically significant increases in academic performance and equity with the implementation of SWPBIS. This has included scores on standardized achievement measures and the percent of students meeting or exceeding expectations on high-stakes state achievement tests.<sup>7,8,9,10,11,12</sup>

## Impact on teachers

Increasing classroom demands on teachers, coupled with assessments and declining pay has led to teacher shortages in certain areas in the United States. Most teachers report a decline in overall well-being and burnout. SWPBIS has shown promising findings to curb this problem. Results from studies have indicated that teachers in schools implementing SWPBIS with fidelity have significantly lower levels of burnout and significantly higher levels of efficacy.<sup>13,14</sup> In addition, it was found that teachers benefited most from SWPBIS implementation in schools of low socioeconomic status, where the problems are magnified. This is an important finding, especially since numerous studies indicate that student outcomes are positively related with teacher self-efficacy.

## Impact on the school environment

SWPBIS has been found to positively impact the school environment. An experimental study has demonstrated significantly improved scores on the Organizational Health Inventory<sup>15</sup> which is a measure of organizational effectiveness and collegial affiliation among staff in schools.<sup>16</sup> SWPBIS has also been found to positively impact students' perception of safety on campus.<sup>17, 18</sup>

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