

# PBIS—

Enhancing the level of behavioral support for students and school systems



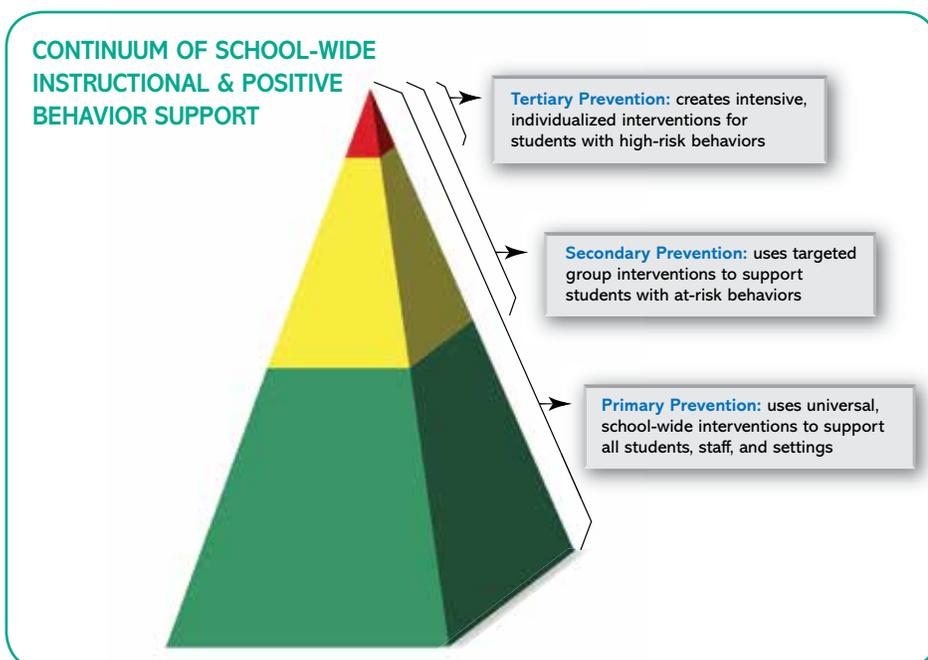
## HOME AND SCHOOL CONSULTATION SERVICES

As the Northeast regional partner to the National Technical Assistance Center on **Positive Behavioral Interventions and Supports (PBIS)**, May Institute offers technical assistance to both schools and districts regarding PBIS. The goal of these services is to promote student achievement by improving the school's behavioral climate.

### Improving Learning and Behavior

Effective behavioral interventions can be catalysts for positive change in the classroom. PBIS is a research-based, systems-focused approach that produces positive outcomes, including:

- Decreases in problem behaviors, office referrals, and suspensions
- Increases in on-task engagement and increased instructional time
- Higher levels of satisfaction with the overall school climate among students, teachers, and parents



### MAY INSTITUTE SERVICES

We offer a wide variety of home and school-based consultation services to public and DoDEA schools, educational collaboratives, private agencies, families, and individuals. We work with schools to coordinate and enhance educational and behavioral services for students.

# frequently asked *questions*

## Why choose May Institute?

May Institute has successfully implemented school-wide PBIS (SW-PBIS) in numerous school districts across the country. Our team has also provided national, regional, and local trainings to school systems and has conducted research on the effective implementation of SW-PBIS. We are a regional partner to the National Technical Assistance Center on PBIS.

## What outcomes are associated with PBIS?

In schools that establish effective behavior support systems by implementing SW-PBIS with integrity, the teaching and learning environments:

- Are less reactive, aversive, dangerous, and exclusionary
- Are more engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (such as disrespect, tardiness, and not following directions)
- Improve supports for students whose behaviors require more specialized assistance (due to emotional and behavioral disorders, mental health issues, etc.)

## What is a continuum of PBIS?

Similar to Response to Intervention (RTI), PBIS helps schools to organize their evidence-based behavioral practices and systems into a continuum in which students experience supports based on their level of need. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier.

For students who are not responsive to the universal supports, both secondary and tertiary supports are provided. Secondary and tertiary supports are systemic and positive in nature and build upon the previous tier of intervention, with the secondary tier focusing on a targeted group and tertiary tier focused on the individual.

May Institute provides technical assistance to help schools develop capacity to establish and sustain effective supports across all these tiers.

## What are funding sources for PBIS?

PBIS services can be funded through federal resources, such as Title I, IDEA, Safe Schools, state resources such as Massachusetts Tiered System of Support (MTSS) grants, and local resources through the school district.



## CONSULTATION TO SCHOOL SYSTEMS:

*May Institute offers consultation to school systems from our programs sites across the country. We invite you to learn more about our collaborative approach with schools, and our PBIS services.*

## FOR MORE INFORMATION:

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## TO LEARN MORE ABOUT PBIS:

*[www.mayinstitute.org/pbis](http://www.mayinstitute.org/pbis)  
[www.PBIS.org](http://www.PBIS.org)*

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