

PBIS and the Developmental Designs Approach

Positive Behavioral Intervention Supports (PBIS), is an evidence-based framework for improving and sustaining effective school-wide behavior and instructional systems. PBIS is not a curriculum, intervention, or practice, but is a decision-making framework that guides the selection, integration, and implementation of evidence-based practices for improving academic and behavioral outcomes for all students.

Developmental Designs comprehensive practices integrate social and academic learning. The *Developmental Designs* methods are developmentally grounded for grades 5-9 and offer practical strategies for improving student achievement and behavior. Schools can use the *Developmental Designs* approach to implement quality PBIS.

How Developmental Designs Practices Fit with PBIS

PBIS uses a three-tiered prevention and intervention logic that requires all students to receive support at the universal or primary tier. If a student does not respond appropriately, more intensive behavior supports are provided, in the form of secondary interventions or individualized plans (tertiary interventions). The challenge for schools is to complete the PBIS framework with practices that improve behavior school-wide. Here is how the *Developmental Designs* approach fits into two of the three tiers within the prevention and intervention framework of PBIS.

PBIS Primary Intervention

Classroom and school-wide systems and supports for all students

Developmental Designs Practices

- Community-building Advisories
- Goals and Declarations
- Modeling and Practicing
- Social Contract
- Power of Play
- Pathways to Self-control
- Empowering Language
- The Loop
- Structured Interaction
- Student Choice
- Bridging

PBIS Secondary Intervention

Additional systems and supports for students with at-risk behavior

Developmental Designs Practices

- Collaborative Problem-solving
- Re-modeling and Practicing
- Stop-and-Think Modeling
- Individual Behavior Contracts
- Social Conferences
- Conflict Resolution
- Take a Break out of the classroom

PBIS Tertiary Intervention

Contact The Origins Program to learn how *Developmental Designs* practices support highly individualized plans for students at high-risk.

Developmental Designs Professional Development Opportunities

We offer a range of services and resources for learning about and implementing the *Developmental Designs* approach. Visit www.developmentaldesigns.org or contact us to learn more about:

- Week-long trainings at your school or at hosted sites around the country
- One-day overviews to introduce the approach and follow-up one-day workshops
- On-site consulting to support implementation
- Books for middle grades educators and many free articles and teaching resources

LEARN MORE



A Look in Detail

The *Developmental Designs* approach offers a range of practices that match the six key features of PBIS that support children’s positive behavior.

PBIS Key Features	<i>Developmental Designs</i> Practices
A common purpose and approach to discipline throughout the school	<ul style="list-style-type: none"> <input type="checkbox"/> Establishing school-wide expectations through a school-wide discipline policy that staff and parents can support <input type="checkbox"/> Training and coaching staff to consistently implement <i>Developmental Designs</i> practices that support school and classroom expectations, and constructive responses to student rule-breaking
A small number of positively stated expectations for all students	<ul style="list-style-type: none"> <input type="checkbox"/> Promoting student buy-in through democratically establishing rules/guidelines, 3-5 positively stated agreements for advisory and across the school
Procedures for teaching these expectations	<ul style="list-style-type: none"> <input type="checkbox"/> Using modeling and practicing, stop-and-think modeling, visual reminders, and empowering language to teach what the established expected behaviors look, feel, and sound like <input type="checkbox"/> Providing students ongoing practice of expected behaviors and structures for them to reflect and receive explicit feedback
A continuum of procedures for encouraging expected behavior	<ul style="list-style-type: none"> <input type="checkbox"/> Using CPR and A+ advisory formats, recorded expectations, modeling, democratic rule-making, problem-solving meetings, and stop-and-think modeling with all students <input type="checkbox"/> Re-modeling and stop-and-think modeling, problem-solving conference (quick and extended), and individual behavior contracts with students who need more intensive support <input type="checkbox"/> Using empowering teacher language that includes reminding, reinforcing, redirecting, and reflective language <input type="checkbox"/> Using the power of play, community-building activities, group reflection, and acknowledgment circles
A continuum of procedures for discouraging inappropriate behavior	<ul style="list-style-type: none"> <input type="checkbox"/> Responding to rule-breaking through positive teacher language and problem-solving strategies, such as conflict resolution and problem-solving meetings with whole class and small groups; behavior reflection sheets and social conferences with individuals <input type="checkbox"/> Using behavior contracts with students who need additional support
Ongoing evaluation of effectiveness	<ul style="list-style-type: none"> <input type="checkbox"/> Emphasis on daily reflection and adjusting practices and strategies accordingly <input type="checkbox"/> Using the <i>Developmental Designs</i> observational assessment tools to collect data on the use of specific practices <input type="checkbox"/> School Assessment Packet which consists of school data and implementation and climate surveys