



Schools Show Reduced Suspension Rates When Implementing Tier 1 and Tier 2 PBIS With Fidelity

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Key Message

Overall, consistently implementing more levels of an equitable, multi-level system of supports at fidelity shows larger suspension reductions than tier 1 only implementation.

Data Source

Suspension rates (2009-10 and 2015-16) for Wisconsin schools implementing and assessing (PBIS) tier 1 and tier 2 with fidelity for at least two of three school years (2013-14, 2014-15, 2015-16).

Tools

High implementing schools regularly use [self-assessment tools](#) to measure implementation progress and identify areas of growth and need.

Wisconsin schools implementing an equitable, multi-level system of supports for behavior (PBIS) focus on using strategies for defining, teaching, and supporting expected behaviors to create safe and positive school environments. Consistently, research shows this approach corresponds with declines in disciplinary outcomes, such as suspensions (Bradshaw, Mitchell, and Leaf, 2010, 89-99; Childs, Kincaid, Peshak George, and Gage, 2016, 133-48).

This report shows results from an analysis of suspension trends for Wisconsin schools implementing with fidelity at tiers 1 and 2 (universal and selected levels), as compared to schools implementing tier 1 only (universal level) supports.

Key Findings for Positive Outcomes

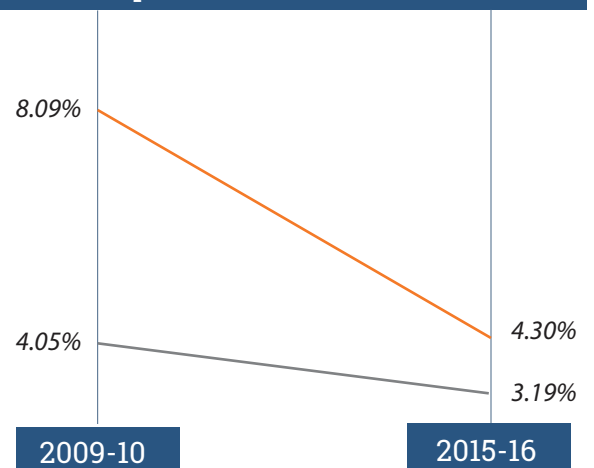
Wisconsin schools implementing PBIS tiers 1 and 2 at fidelity are showing greater decreases for suspensions than schools implementing at tier 1 only year over year for:

1. Students overall
2. Asian, Black, and Hispanic students; suspension rates for Black students are decreasing faster than any other group
3. Students with Individualized Education Plans (IEPs) and Students with Emotional Behavioral Disabilities (EBD)

In line with national data, consistently implementing with fidelity shows decreases in overall student suspension rates.

- *Universal and Selected Levels (Tiers 1+2)*
- *Universal Level Only (Tier 1)*

PBIS Implementation: Students Overall



Source: Anthony Galston, Statistician-Wisconsin PBIS Network

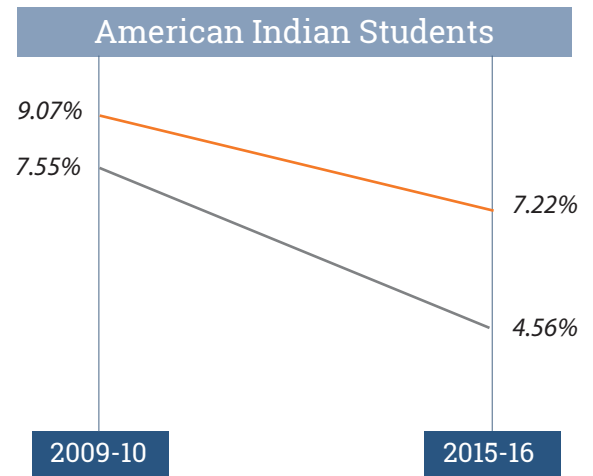
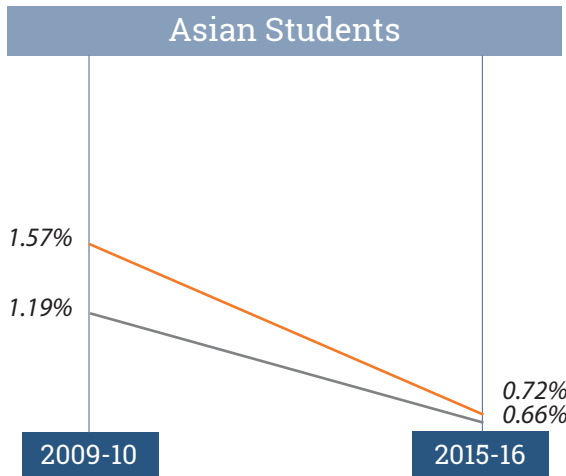
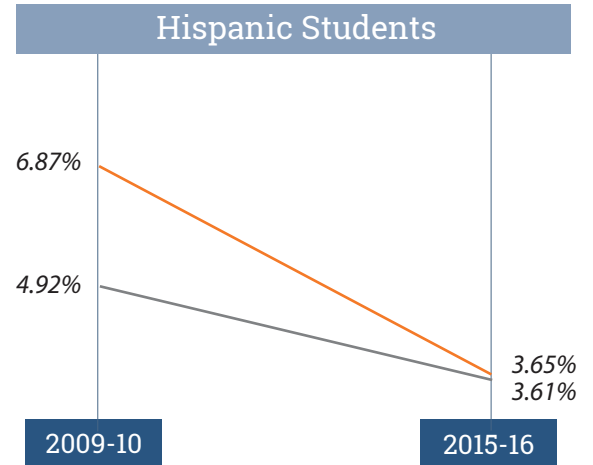
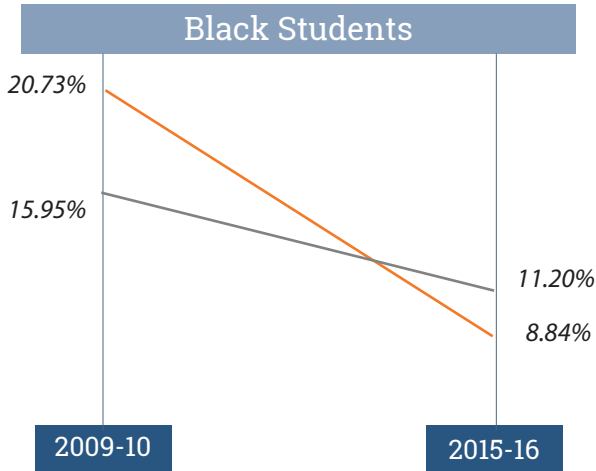
High implementing schools ensure [system assessments](#) are scheduled annually. A critical aspect of implementation is strategic use of data by collaborative teams to inform the continuous improvement process and long-term action planning. If you need to solidify your supports to add additional levels, or if your team is ready to intensify supports, contact your [technical assistance coordinator](#).

References

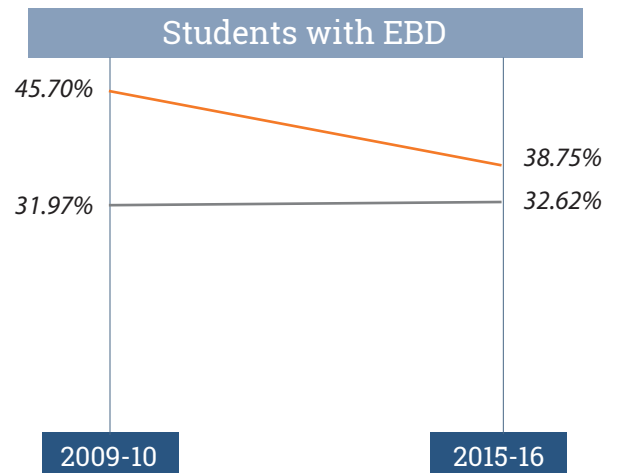
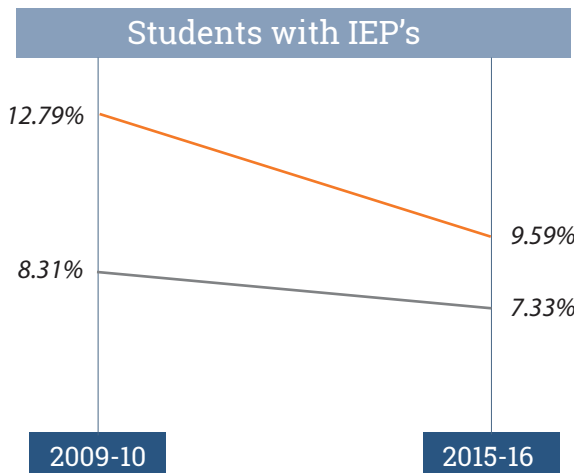
Bradshaw, C., Mitchell, M., and Leaf, P. (2010). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12, 133-148.

Childs, K., Kincaid, D. & Peshak George, H., and Gage, N. (2016). The relationship between schoolwide implementation of positive behavior intervention and supports and student discipline outcomes. *Journal of Positive Behavior Interventions*, 18 (2), 89-99.

Overall, implementing more levels of a multi-level system of supports with fidelity shows greater decreases in suspension rate trends when examined by RACIAL GROUP.



Implementing more levels of a multi-level system of supports with fidelity shows greater decreases in suspension rate trends for STUDENTS WITH IEPs.



— Universal and Selected Levels (Tiers 1+2)

— Universal Level Only (Tier 1)