Positive Behavior for Learning (PBIS)

Positive Behavior for Learning

Positive Behavior Intervention and Support (PBIS) is a model for creating positive school environments that support the needs of all students and staff. For some schools, PBIS will enhance their current systems and student practices. For others, PBIS will radically change the culture for the better.

Staff and students enter school buildings with different ideas of appropriate behavior. For students to understand the behavior expectations, they must be taught. But before teaching students, the staff must develop shared agreements on their expectations. The instruction of expected behaviors is similar to any company providing orientation for new staff. We teach to prevent problem behavior. Fairness dictates that we do the same for all students.

We teach everything important in a child's life. But, as important as education is to a child's future, school staff cannot assume that a child knows how to behave in school. They must be taught.

With PBIS implementation, if a child does not readily demonstrate the expected behaviors, schools do not view this as an opportunity to punish. Instead, this is an opportunity to re-teach the expected behaviors. In this way, we can support students that struggle with behavior, like we support students that struggle with reading and math.

Frequently Asked Questions

+ Is PBIS new?

Absent? Let us know.(https://www.cmsk12.org/families/attendance/absent)

Skip To Main Content

The concept of PBIS has been researched in education for over 20 years. PBIS is based upon sound educational practices grounded in psychological and sociological theory. PBIS was first implemented in Charlotte Mecklenburg Schools in 2004. It was reintroduced in the 2015-2016 school year. The state of North Carolina views PBIS as the behavioral component of the Multi-Tiered Systems of Support(MTSS) process.

+ Does PBIS make a difference?

PBIS is implemented in more than 1000 schools in North Carolina. As evidence of positive results has grown, PBIS implementation has spread across the country. PBIS implementation has expanded internationally to countries such as Turkey, Greece, Norway, Australia, Germany, and Romania. Within Charlotte-Mecklenburg Schools, many PBIS success stories involve individual students and entire schools. Currently, 15 schools in our district have been recognized by the state for their success with implementation. These schools have reduced student suspensions and increased instructional time.

+ What about disruptive students?

School Leadership Teams develop a documented discipline system integrated with the district's Code of Conduct. When problem behavior occurs, students are provided with a full continuum of support to address the behavior. If students do not respond, the intensity of the support increases. Most problem student behaviors either have an academic or social base. Properly addressing the root causes of behavior can prevent student failure later in life.

+ What about parents?

Parents are an essential part of PBIS implementation. Schools encourage parents to use the same expectations and rules that the school teaches. This common language creates consistency and unified support for expected student behavior. Parents are

Absent? Let us know.(https://www.cmsk12.org/families/attendance/absent)

Skip To Main Content

asked to discuss the common rules and expectations and post them at home for easy reference. Children thrive when they have consistent, predictable expectations and consequences.

Contact Us

Edwin Wilson (mailto:edwin.wilson@cms.k12.nc.us)
Manager
Student Discipline and Behavior Support

Contact Us

Additional Resources

National Technical Assistance Center (https://www.pbis.org/)
Association for Positive Behavior (http://www.apbs.org/)



Absent? Let us know.(https://www.cmsk12.org/families/attendance/absent)