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.

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

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.

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