

# Program-Wide PBS and School-Wide PBIS Crosswalk<sup>1</sup>

Lise Fox, Rob Corso, and Denise Binder

Pyramid Model Consortium

and

Brandi Simonsen, Heather George, Jen Freeman, and George Sugai

Center for Positive Behavioral Interventions and Supports

University of Connecticut

The purpose of this document is to provide a brief description of the similarities and differences between two variations of multi-tiered positive behavior support systems.

The implementation of program-wide positive behavior support in early childhood programs through the Pyramid Model (also referred to as Program-Wide PBS) provides a tiered intervention framework of evidence-based interventions for promoting the social, emotional, and behavior development of infants, toddlers, and preschoolers who are typically developing and who have or are at risk for development delays or disabilities (<http://www.pyramidmodel.org>).

The ***Positive Behavioral Interventions and Supports*** (PBIS; used interchangeably with School-Wide Positive Behavior Supports or SWPBS) framework is also a multi-tiered system designed to assist school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students ([www.pbis.org](http://www.pbis.org)).

Both Program-Wide PBS and PBIS emphasize evidence-based practices, behavior analysis, prevention and behavioral sciences, learner outcomes, embedded training and coaching, capacity building, explicit teaching and instruction, and continuous progress monitoring and evaluation. They differ primarily with regard to the chronological age and developmental stage, that is, infants, toddlers, and preschoolers versus school-age children and youth.

The following table provides a side-by-side comparison of the similarities and differences by features of the program-wide implementation of the Pyramid Model and the PBIS framework.

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| Feature                  |           | Program-Wide PBS using the Pyramid Model   | School-wide PBIS   |
|--------------------------|-----------|--|--|
| Child/Student Outcomes   |           | <ul style="list-style-type: none"> <li>• Decreases in behavior incidents by type, location, activity, by child</li> <li>• Decreases in ratings of child problem behavior</li> <li>• Increases in ratings of child social emotional skills</li> <li>• Percentage of children who receive developmental and behavioral screenings on regular schedules;</li> <li>• Increase in family involvement and support</li> <li>• Decreases in child expulsion</li> <li>• Decreases in mental health referrals</li> <li>• Decreases in staff turnover</li> <li>• Improved staff satisfaction</li> </ul> | <ul style="list-style-type: none"> <li>• Decreases in norm or rule violating behaviors by type, location, time of day, and student</li> <li>• Decreases in school suspensions and expulsions</li> <li>• Increases in self-management and self-regulation</li> <li>• Improvements in perceived school safety</li> <li>• Increases in attendance</li> <li>• Decreases in special education referrals</li> <li>• Decreases in mental health referrals</li> <li>• Decreases in reported instances of bullying and victimization</li> <li>• Improvements in school climate</li> </ul> |
| Evidence-based Practices | Classroom | <ul style="list-style-type: none"> <li>• Use evidence-based practices for establishing relationships with children and providing a quality and developmentally appropriate learning environment including (a) joining in children’s play, (b) engaging in supportive conversations, (c) providing encouragement and descriptive feedback, (d) designing the environment and activities to promote child engagement, (e) teaching rules and expectations, (f) structuring transitions, (g) providing</li> </ul>   | <ul style="list-style-type: none"> <li>• Maximize structure by (a) effectively designing the classroom and (b) teaching, monitoring, and reinforcing classroom routines</li> <li>• Teach, monitor, reinforce, and reteach school-wide expected behavior in the classroom</li> <li>• Use effective instructional practices (e.g., high quality and quantity of opportunities to respond)</li> <li>• Provide immediate and specific feedback to acknowledge appropriate behavior and respond to inappropriate behavior</li> </ul>  |

| Feature |                   | Program-Wide PBS using the Pyramid Model  | School-wide PBIS   |
|---------|-------------------|---|--|
|         |                   | <p>clear directions, and (h) providing engaging activities.</p> <ul style="list-style-type: none"> <li>• Teach social emotional skills including (a) specific teaching practices needed to promote peer-related interactions, (b) identifying and managing emotions, and (c) social problem solving.</li> <li>• Use embedded, systematic instruction to provide children with social emotional delays with explicit instructional opportunities within and across activities to promote skill acquisition, generalization, and maintenance.</li> <li>• Use of developmentally appropriate responses to child challenging behavior that minimize reinforcement of the problem behavior and provide guidance on expectations.</li> <li>• Establish partnerships with families and provide resources for addressing family social emotional concerns and challenging behavior at home and in the community.</li> <li>• Use of individualized positive behavior support to address persistent challenging behavior</li> </ul> | <ul style="list-style-type: none"> <li>• Implement a continuum of other strategies to acknowledge appropriate and respond to inappropriate student behavior</li> <li>• Use data for decision making</li> <li>• Provide more specialized and intensive supports based on students responsiveness to intervention</li> </ul> |
|         | <b>School and</b> | <ul style="list-style-type: none"> <li>• Program-wide expectations that are positively stated, developmentally</li> </ul>   | <ul style="list-style-type: none"> <li>• Teach, monitor, reinforce, and reteach a few positively stated school-wide</li> </ul>   |

| <b>Feature</b>                                 |                | <b>Program-Wide PBS using the Pyramid Model</b>  | <b>School-wide PBIS</b>  |
|--|----------------|--|--|
|  | <b>Program</b> | <p>appropriate, and few in number</p> <ul style="list-style-type: none"> <li>• Family engagement activities that promote family knowledge of social emotional teaching practices and effective responses to child challenging behavior</li> <li>• Prompting and actively supervising to promote appropriate (and prevent inappropriate) behavior</li> <li>• Intensified supports available and provided based on children’s responsiveness to intervention.</li> <li>• Use data for decision making</li> </ul> | <p>behavioral expectations (e.g., respect others, self, and environment)</p> <ul style="list-style-type: none"> <li>• Provide common responses for norm-violating behavior</li> <li>• Teach, prompt, reinforce, monitor, and reteach appropriate social skills</li> <li>• Prompt and actively supervise to promote appropriate (and prevent inappropriate) behavior</li> <li>• Provide more specialized and intensive supports based on students responsiveness to intervention</li> <li>• Use data for decision making</li> </ul> |
| <b>School Systems/Early Childhood Programs</b> |                | <ul style="list-style-type: none"> <li>• Program-wide leadership team</li> <li>• Explicit system of ongoing professional development</li> <li>• Staff recognition/support</li> <li>• Multi-tiered system of support</li> <li>• Program-wide data system</li> <li>• Classroom coaching for implementation of practices</li> <li>• External coaching to leadership team</li> <li>• Leadership participation</li> <li>• Evaluation capacity</li> <li>• Family engagement strategies</li> </ul>                    | <ul style="list-style-type: none"> <li>• School-wide leadership team</li> <li>• Explicit system of on-going professional development</li> <li>• Staff recognition system</li> <li>• Multi-tiered systems of support</li> <li>• School-wide data system</li> <li>• Internal/external coaching capacity</li> <li>• Leadership participation</li> <li>• Evaluation capacity</li> <li>• Implementation and performance feedback</li> <li>• Team driven action planning</li> </ul>  |
| <b>Evaluation</b>                              |                | <ul style="list-style-type: none"> <li>• Implementation fidelity self-assessment for program-wide implementation</li> </ul>  | <ul style="list-style-type: none"> <li>• Implementation fidelity self-assessment</li> <li>• Implementation fidelity external assessment</li> </ul>   |

| Feature                       | Program-Wide PBS using the Pyramid Model  | School-wide PBIS   |
|-------------------------------|---|--|
|                               | <ul style="list-style-type: none"> <li>• Implementation fidelity external assessment for universals</li> <li>• Implementation self-assessment checklists</li> <li>• Implementation fidelity assessment for classroom implementation of practices</li> <li>• Examining outcome data (related to outcomes listed above), including behavior incidents, program actions, teacher fidelity, coaching contacts, and program implementation data.</li> </ul>  | <ul style="list-style-type: none"> <li>• Implementation self-assessment checklists</li> <li>• Examination of outcome data (related to outcomes listed above), including office discipline referrals, school safety surveys, school climate data, and other school-level data.</li> </ul>   |
| <b>Evaluation Instruments</b> | <ul style="list-style-type: none"> <li>• Behavior Incident Recording (BIR) System</li> <li>• Data Decision-Making and Program-Wide Implementation of the Pyramid Model. Roadmap to Effective Intervention Practices, Technical Assistance Center on Social Emotional Intervention for Young Children.</li> <li>• Benchmarks of Quality (BoQ)</li> <li>• Teaching Pyramid Observation Tool (TPOT)(2-5 years)</li> <li>• The Pyramid Infant Toddler Observation Scale (TPITOS) (0-2)</li> <li>• PTR-YC Behavior Rating Scale</li> </ul> | <ul style="list-style-type: none"> <li>• Monitor outcomes using school-wide information system, part of the assessment suite at <a href="http://www.pbisapps.org">www.pbisapps.org</a></li> <li>• Monitor Implementation fidelity <ul style="list-style-type: none"> <li>○ Tiered Fidelity Inventory,</li> <li>○ School-wide Evaluation Tool,</li> <li>○ Benchmarks of Quality,</li> <li>○ Team Implementation Checklist</li> </ul> Additional tools for advanced tiers included at <a href="http://www.pbisapps.org">www.pbisapps.org</a> </li> </ul> |
| <b>Training Approach</b>      | <ul style="list-style-type: none"> <li>• Leadership team based (essential roles include program administrator, practitioner, classroom coach, behavior specialist, data manager)</li> </ul>   | <ul style="list-style-type: none"> <li>• Leadership team based</li> <li>• Individualized action planning</li> <li>• School team training: 6 full days in year 1,</li> </ul>  |

| Feature   | Program-Wide PBS using the Pyramid Model   | School-wide PBIS  |
|---|--|---|
|   | <ul style="list-style-type: none"> <li>• Leadership team training in year 1; 4.5 days</li> <li>• Pyramid practices training for classroom practitioners 3-4 days</li> <li>• Training of behavior specialists – 2-3 days and case mentorship</li> <li>• Training for data managers –1-2 days</li> </ul> | <p>3 full days in year 2, and 2 days in years 3+ per team cohort</p> <ul style="list-style-type: none"> <li>• TA: 2 days per district per year</li> <li>• Tiered continuum: Additional days of training for additional tiers of intervention, based on data indicating fidelity of prior intervention tiers.</li> <li>• School-wide, classroom, individual student</li> </ul> |
| <b>Coaching Support</b>                           | <ul style="list-style-type: none"> <li>• Practice-based coach training for classroom coaches including using the TPOT 3-4 days</li> <li>• Classroom coaches monthly conference calls</li> <li>• External coaching mentorship; monthly conference calls</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Internal coaching (2 coaches per team)</li> <li>• External coaching</li> <li>• 3 days coaching preparation per year</li> </ul>   |
| <b>Conceptual Principles and Theory of Change</b> | <ul style="list-style-type: none"> <li>• Applied behavior analysis</li> <li>• Positive behavior support</li> <li>• Prevention science</li> <li>• Intentional instruction</li> <li>• Implementation science</li> </ul>  | <ul style="list-style-type: none"> <li>• Applied behavior analysis</li> <li>• Positive behavior support</li> <li>• Prevention science</li> <li>• Direct instruction</li> <li>• Implementation logic</li> <li>• Behavioral science</li> </ul>  |
| <b>Systems Capacity Building</b>                  | <ul style="list-style-type: none"> <li>• Cross sector state leadership teaming</li> <li>• Policy development</li> <li>• Local funding</li> <li>• State, community and local professional development</li> <li>• State, community and local evaluation</li> </ul>                                       | <ul style="list-style-type: none"> <li>• District and state leadership teaming</li> <li>• Policy development</li> <li>• Active administrator participation and leadership</li> <li>• Political support</li> <li>• Dedicated position responsibilities</li> </ul>  |

| Feature | Program-Wide PBS using the Pyramid Model | School-wide PBIS   |
|---------|--|--|
|         |  | <ul style="list-style-type: none"> <li>• Sustainable local funding</li> <li>• Embedded local professional development (training and coaching)</li> <li>• Local evaluation</li> </ul> |