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CHAPTER OBJECTIVES

By the end of this chapter, you should be able to:

1. Describe positive behavioral interventions and supports (PBIS).
2. Summarize the supporting evidence for organizing empirically supported practices within a PBIS framework.
3. Identify the key components of a PBIS framework.

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Imagine this: It's your first day of school. You walk into your classroom, and your well-planned lesson is ready to go. As the bell rings, your students enter for first period, wearing shirts that advertise bands you have never heard of (even though you don't think of yourself as that much older than these students). One looking at the latest video circulating social media on their phones. The first few students enter the room and walk through (rather than around) the groups of neatly arranged desks and destroy your perfect right angles. You hear a few of students making fun of your colorful name displays, and you look out on a group of students who are giving you suspicious looks. All of a sudden, you are not sure where to begin.

OVERVIEW OF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Teaching is an exciting and sometimes overwhelming profession. You are asked to identify evidence-based practices, differentiate your instruction to meet the needs of each of your stu-