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Positive Behaviors Interventions & Supports as One Aspect of a Trauma-Informed Approach in a Continuation School

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From the data sources [stakeholder interviews, focus group interview (FGI), and non-verbal cues from the FGI] analyzed, four emergent interconnected and interdependent themes emerged. These include: Relationships, Flexible & Solutions Based, Support Outside Academics and School Connection.

This qualitative research study examined Positive Behavior Interventions and Supports (PBIS) as a strategy to support Senior (grade 12) students at a continuation high school. It also sought to determine if using PBIS, as one aspect of a trauma-informed approach, influences students' feelings of connection surrounding school in general.

Findings suggest the school is using PBIS as a tiered approach to support students in reaching their maximum academic and social success, which in turn enhances their connection to school. The concluding hope as a result of consideration of these findings is that these skills transfer to students' post-secondary endeavors.