An important factor in maximizing academic achievement is establishing positive and effective classroom and school cultures for all students, especially for students with emotional and behavioral challenges. Over the past 25 years, a multi-tiered prevention framework called positive behavioral interventions and supports (PBIS) has been used to improve the selection, implementation, and outcomes of evidence-based behavioral interventions and practices. The purpose of this presentation and discussion is to describe PBIS, in particular, its roots and development, empirical supports, implementation practices and systems, and applied outcomes.

**Target Audience:** Physicians (psychiatrists, pediatricians, child neurologists), psychologists, social workers, other mental health clinicians and researchers, and students and trainees.

**Upon completion of this activity, participants will be able to:**

1. Describe the defining features, practices, and systems of PBIS
2. Discuss how integrated multi-tiered systems of support could enhance the alignment and integration of different child/youth related systems and approaches
3. Describe the relative importance of implementation fidelity, sustainability, and scaling of evidence-based behavioral practices and systems

**For more information, or to be added to the mailing list, please email cmhf@jbcc.harvard.edu or call (617) 278-4155**

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