

School-Wide Positive Behavior Support: Overview

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Innovative Educational Solutions





PURPOSE

Provide brief overview of
**school-wide positive
behavior support** for all

- Rationale
- Features
- Examples
- Data



Rationale



2 Worries & Ineffective Responses to Problem Behavior

- *Get Tough* (practices)
- *Train-&-Hope* (systems)



“159 Days”

*Intermediate/senior high school with 880 students reported over **5,100 office discipline** referrals in one academic year. **Nearly 2/3** of students have received at least one office discipline referral.*



5,100 referrals =

76,500 min @15 min =

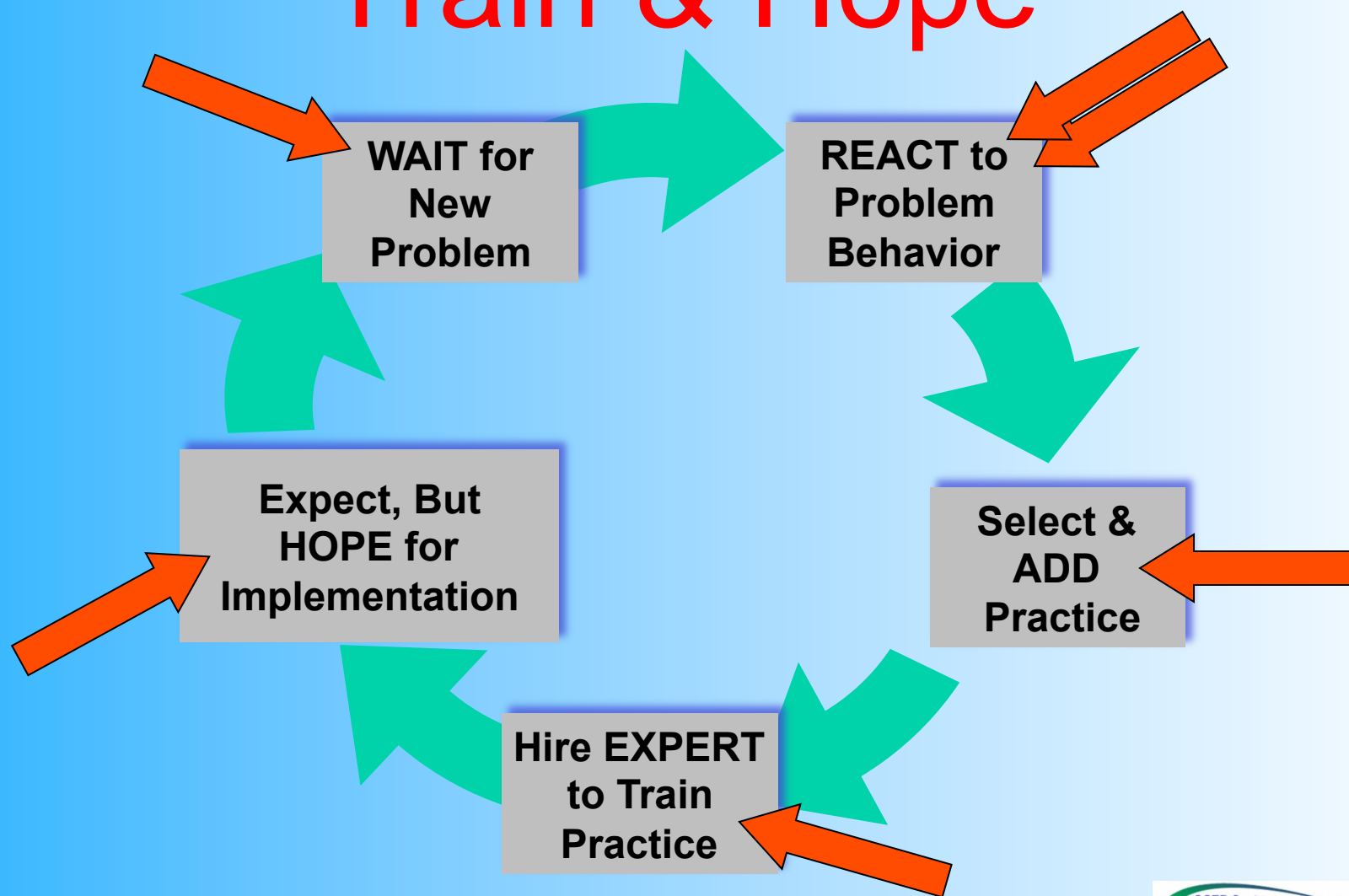
1,275 hrs =

159 days @ 8 hrs



Worry #2:

“Train & Hope”





SWPBS is about....

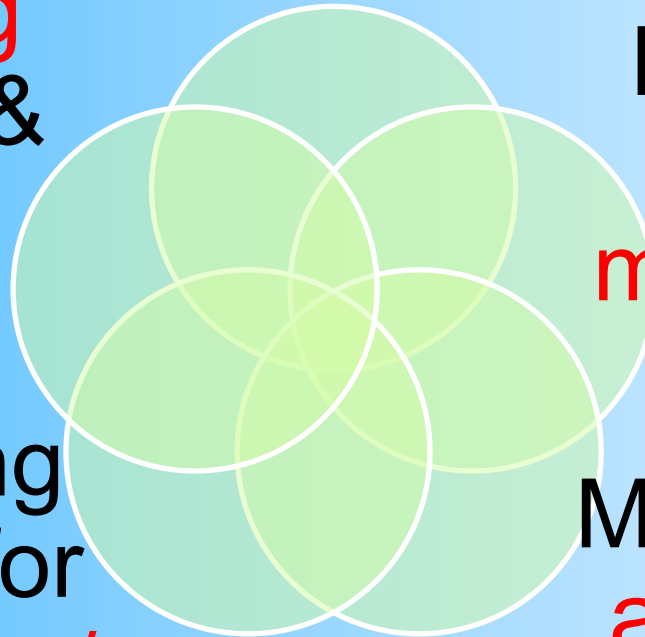
Improving
classroom &
school climate

Integrating
academic &
behavior
initiatives

Decreasing
reactive
management

Improving
support for
students w/
EBD

Maximizing
academic
achievement





SWPBS Logic!

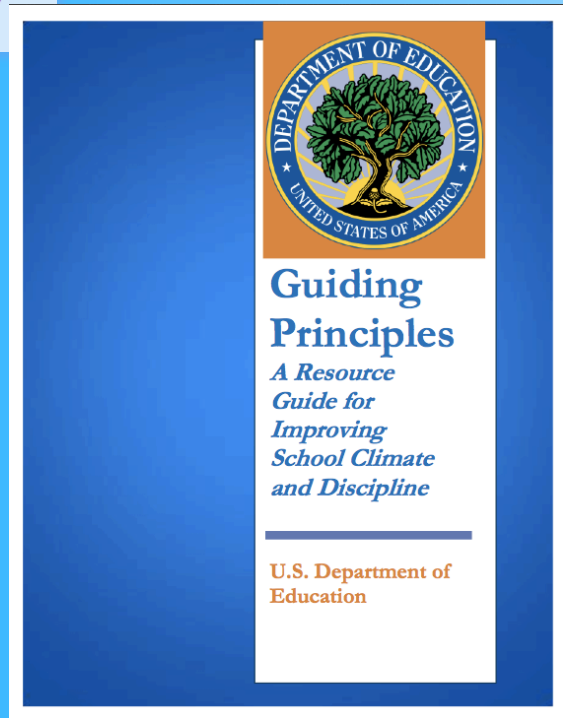
*Successful individual student behavior support is linked to **host environments** or school climates that are **effective, efficient, relevant, durable, scalable, & logical** for all students*

(Zins & Ponti, 1990)



Why Now?





1. Climate and Prevention
2. Clear, Appropriate, & Consistent Expectations & Consequences
3. Equity and Continuous Improvement

Ed. Code 48900.5
“Alternative Means”



Higher expectations for responsible behavior and collaboration.



Definition & Features





SWPBIS is

Framework for enhancing
adoption & implementation of

**Continuum of evidence-
based interventions** to
achieve

Academically & behaviorally
important outcomes for

All students

Prevention Logic for All

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Decrease
development
of new
problem
behaviors

Prevent
worsening &
reduce
intensity of
existing
problem
behaviors

Eliminate
triggers &
maintainers of
problem
behaviors

Teach,
monitor, &
acknowledge
prosocial
behavior

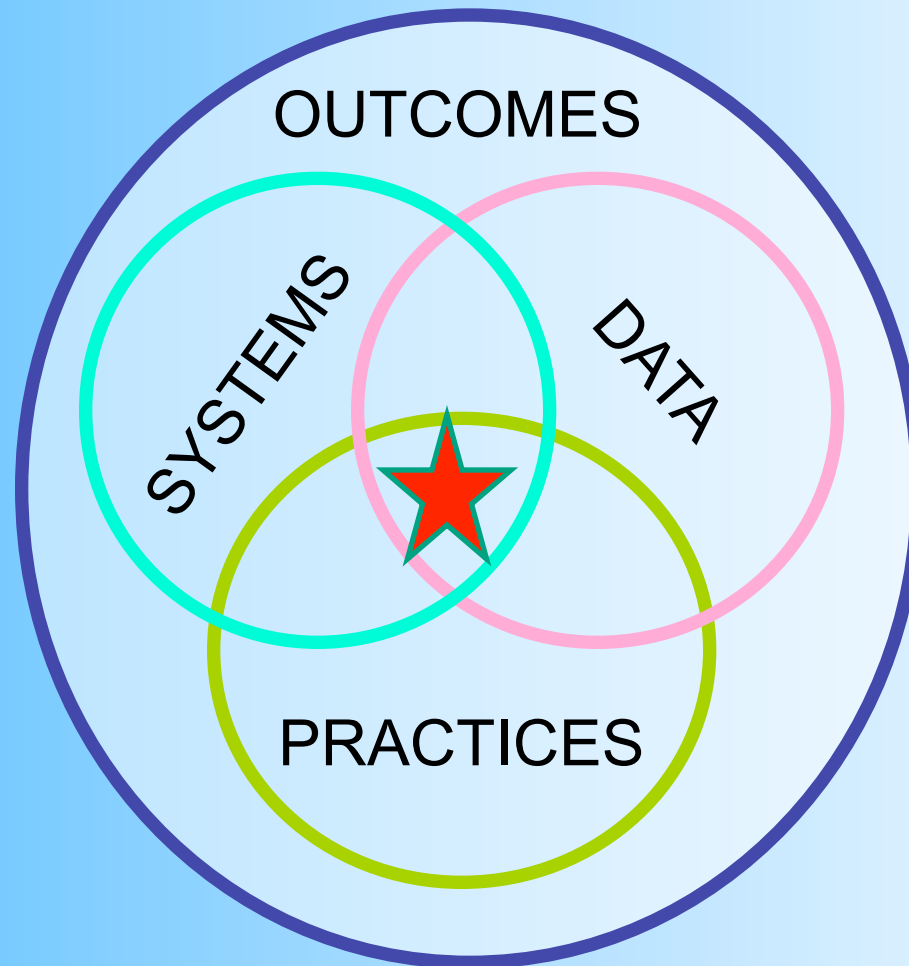
Redesign of teaching environments...not students

Integrated Elements

Supporting Social Competence &
Academic Achievement

Supporting
Staff Behavior

Supporting
Decision
Making

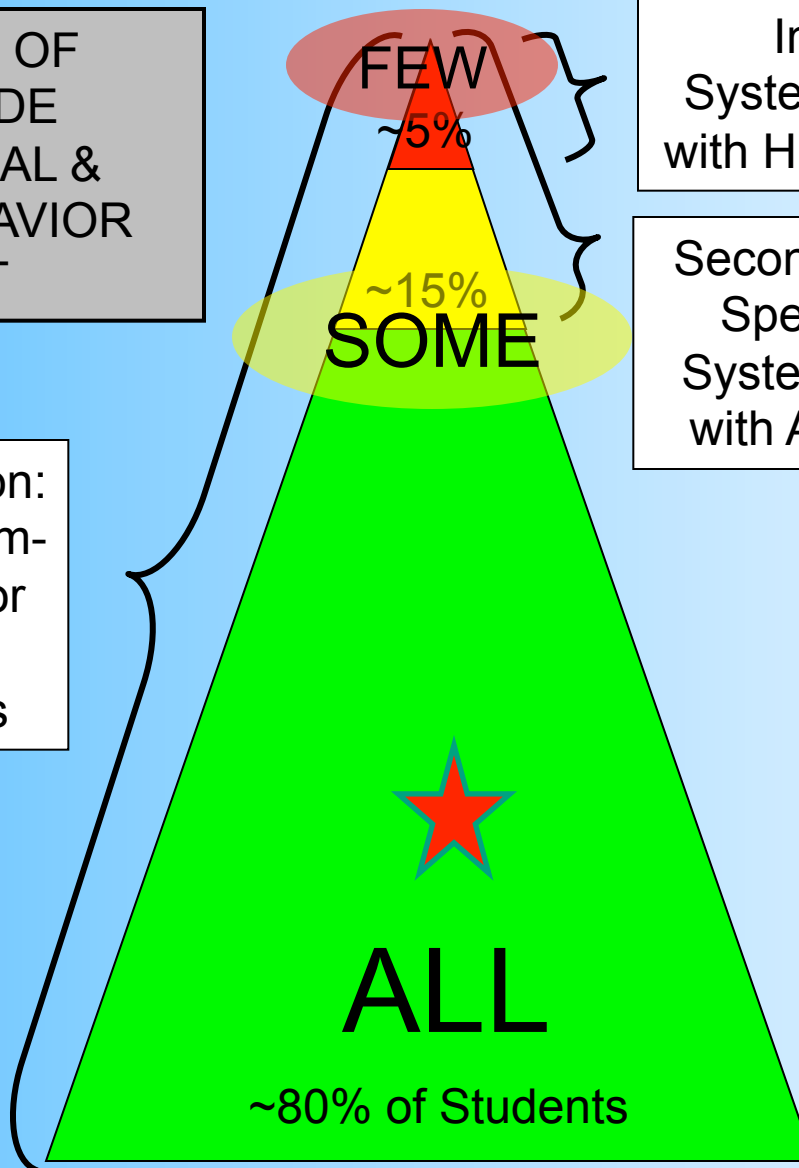


Supporting
Student Behavior



CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



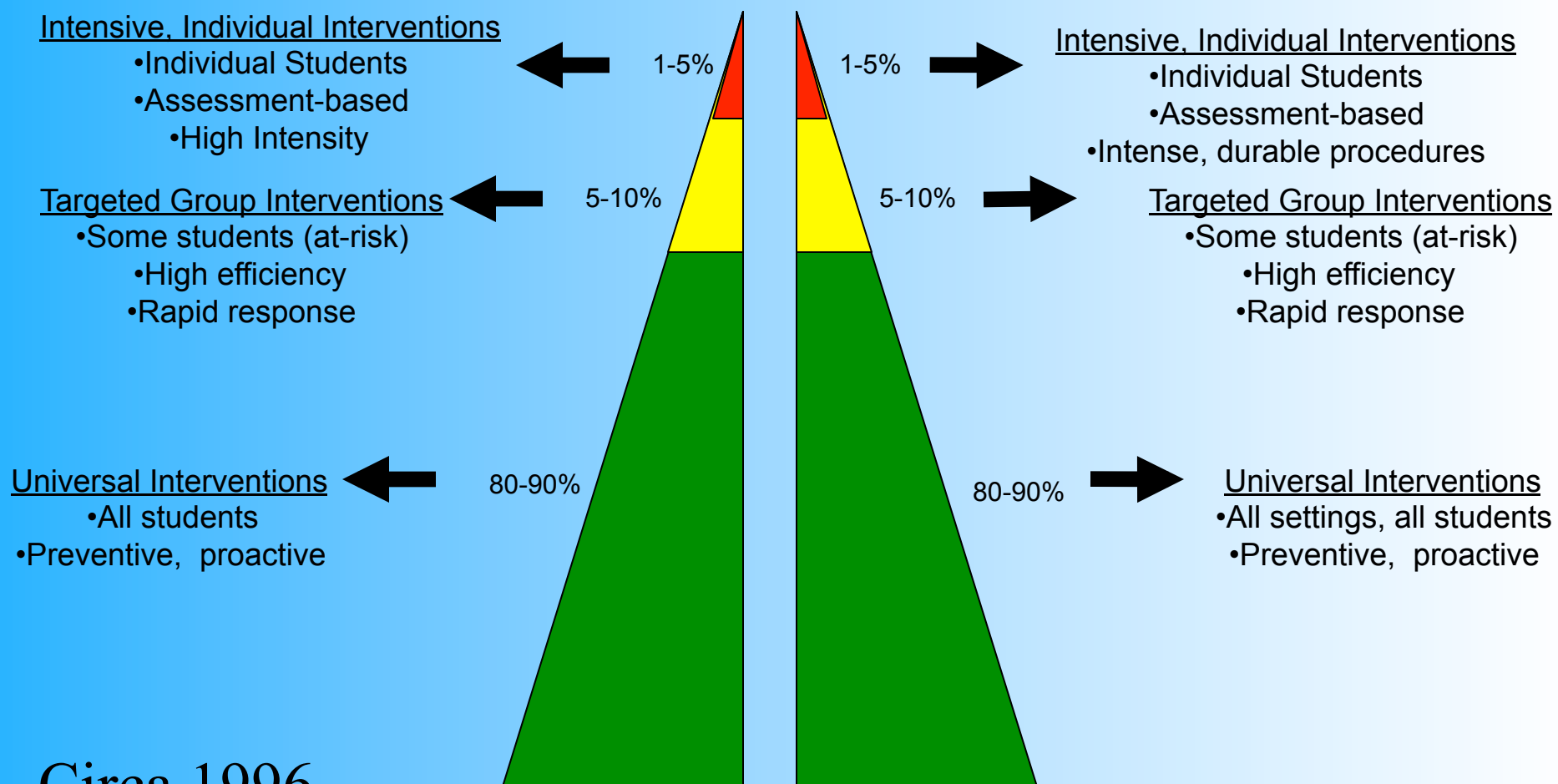
Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Multi-Tiered System of Supports

Academic Systems

Behavioral Systems



Circa 1996



Academic
Continuum

Behavior
Continuum

MTSS
Integrate
Continuum



Tier III

Tier II

Tier I

Collaboration

Parent Communication

Evidence-based Instruction

Research-based Interventions

Research-based Interventions

Wilson

Progress Monitoring Weekly

Progress Monitoring Monthly

Universal Screening

School-wide Positive Behavior Strategies

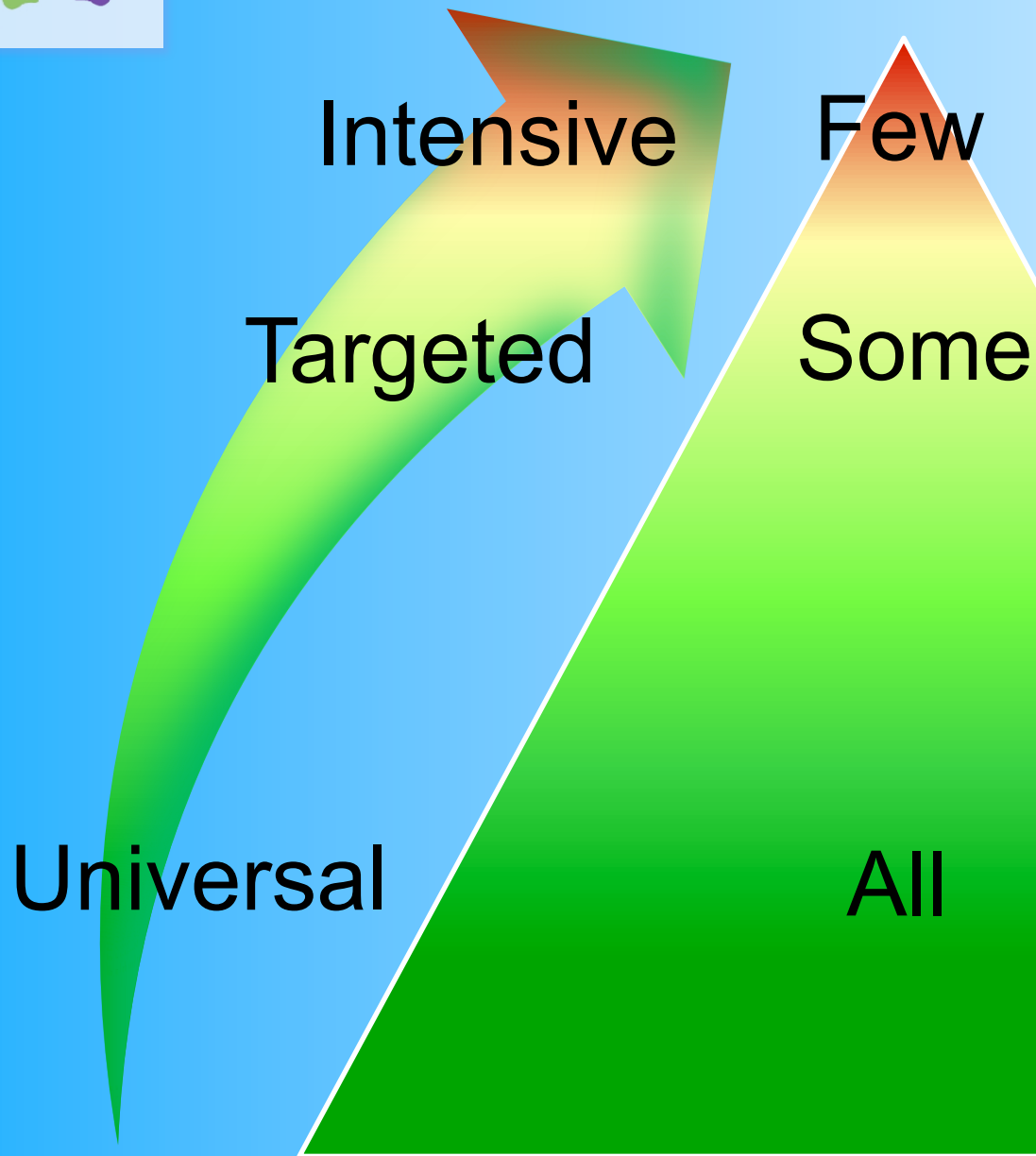
Social Skills Groups/Check In Check Out

Behavior Support Plan



MTSS

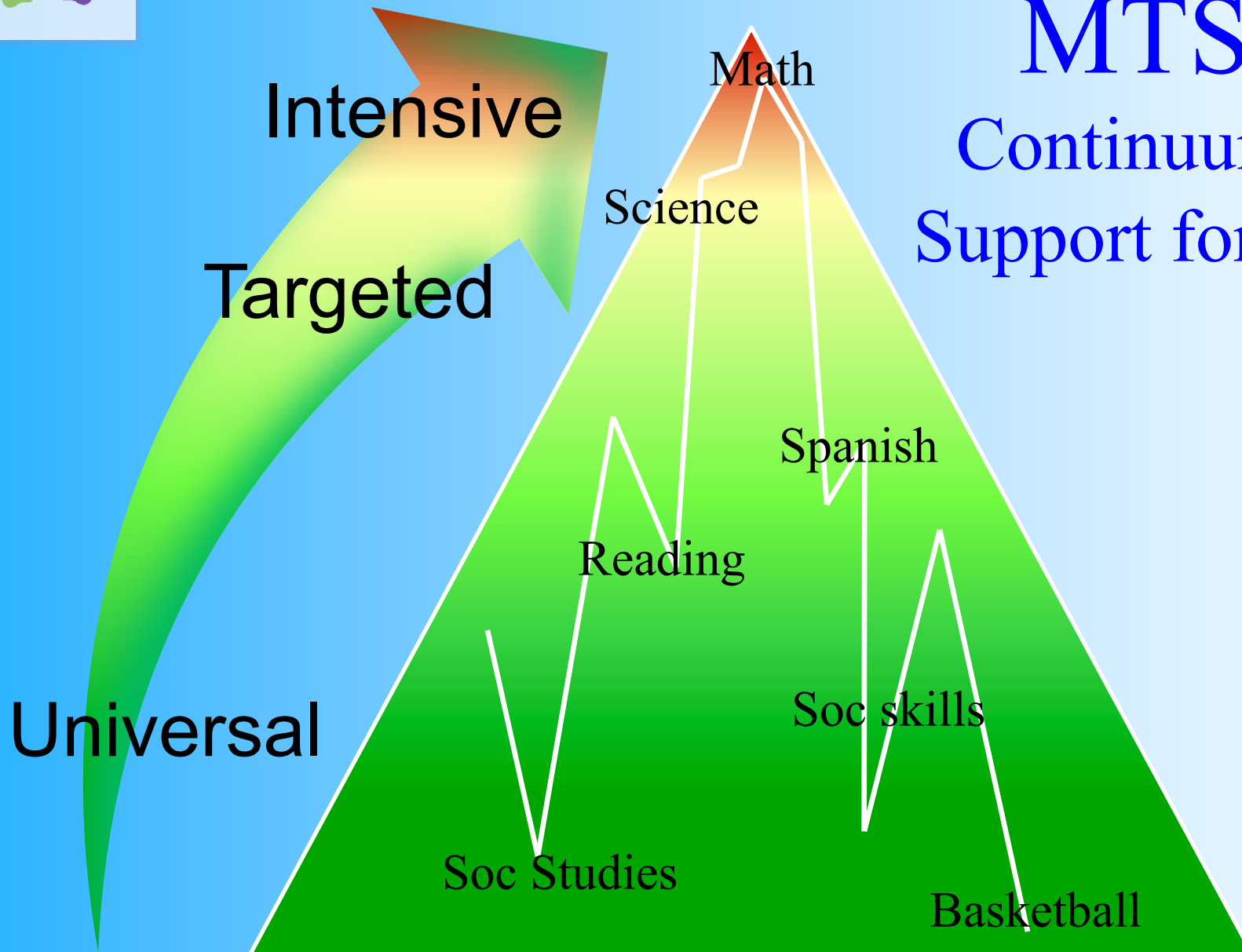
Continuum of
Support for
ALL





MTSS

Continuum of Support for ALL

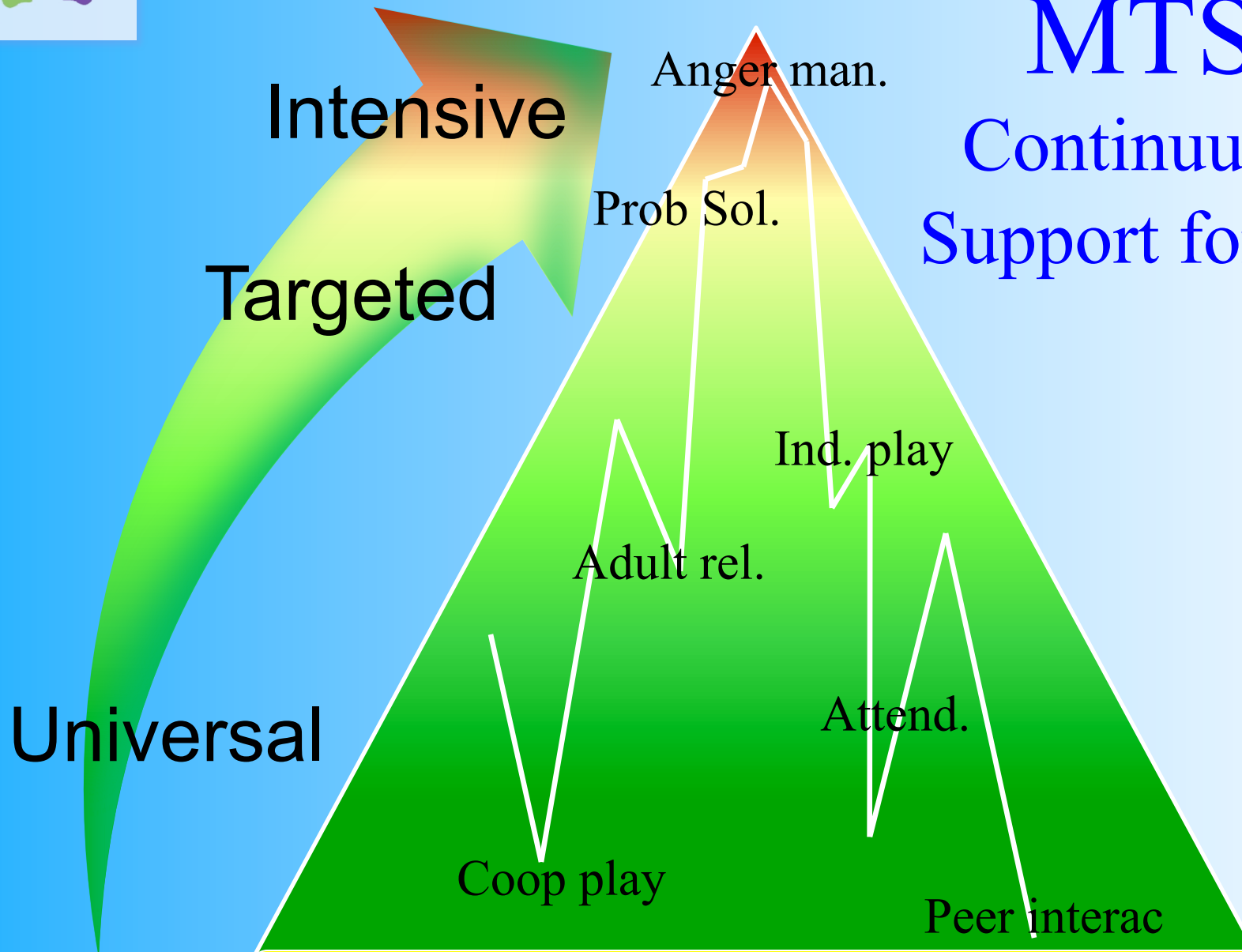


Label behavior...not people



MTSS

Continuum of Support for ALL



Label behavior...not people

Academic-Behavior Connection

- Algozzine, B., Wang, C., & Violette, A. S. (2011). Reexamining the relationship between academic achievement and social behavior. *Journal of Positive Behavioral Interventions*, 13, 3-16.
- Burke, M. D., Hagan-Burke, S., & Sugai, G. (2003). The efficacy of function-based interventions for students with learning disabilities who exhibit escape-maintained problem behavior: Preliminary results from a single case study. *Learning Disabilities Quarterly*, 26, 15-25.
- McIntosh, K., Chard, D. J., Bolland, J. B., & Horner, R. H. (2006). Demonstration of combined efforts in school-wide academic and behavioral systems and incidence of reading and behavior challenges in early elementary grades. *Journal of Positive Behavioral Interventions*, 8, 146-154.
- McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., and Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. *Journal of Special Education*, 42, 131-147.
- Nelson, J. R., Johnson, A., & Marchand-Martella, N. (1996). Effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders: A comparative analysis. *Journal of Emotional and Behavioral Disorders*, 4, 53-62.
- Wang, C., & Algozzine, B. (2011). Rethinking the relationship between reading and behavior in early elementary school. *Journal of Educational Research*, 104, 100-109.

“Viewed as outcomes, **achievement** and **behavior** are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, **teaching behavior** as relentlessly as we teach reading or other academic content is the ultimate act of **prevention, promise, and power** underlying PBS and other preventive interventions in America’s schools.”

Algozzine, Wang, & Violette (2011), p. 16.

RCT & Group Design PBIS Studies

Bradshaw, C.P., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115

Bradshaw, C.P., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *Journal of Educational Psychology, 100*(4), 462-475

Bradshaw, C.P., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2009). School-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: A randomized, wait-list controlled trial. *Journal of Educational Psychology, 101*(4), 785-798

Bradshaw, C.P., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2009). School-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: A randomized, wait-list controlled trial. *Journal of Educational Psychology, 101*(4), 785-798

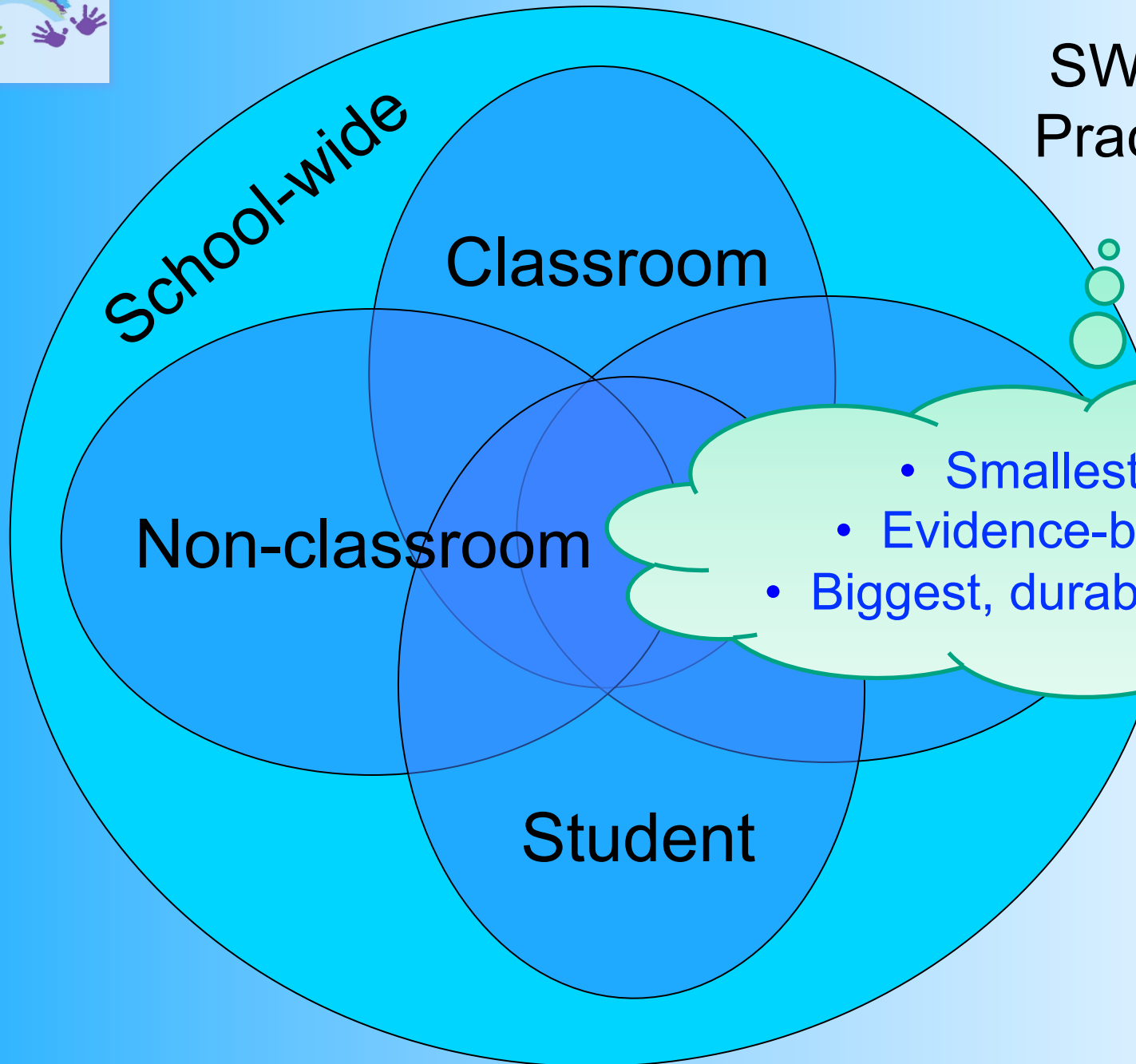
Horner, R., Sugai, G., & Anderson, C. M. (2009). A randomized, wait-list controlled trial of positive behavior support in elementary schools. *Journal of Educational Psychology, 101*(4), 785-798

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.

- Reduced major disciplinary infractions
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Improved school climate
- Reductions in teacher reported bullying behavior



SWPBS Practices



- Smallest #
- Evidence-based
- Biggest, durable effect

SCHOOL-WIDE

1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching SW & classroom-wide expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation

CLASSROOM

1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Positively stated expectations posted, taught, reviewed, prompted, & supervised.
4. Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
5. Continuum of strategies to acknowledge displays of appropriate behavior.
6. Continuum of strategies for responding to inappropriate behavior.

EVIDENCE-BASED INTERVENTION PRACTICES

INDIVIDUAL STUDENT

1. Behavioral competence at school & district levels
2. Function-based behavior support planning
3. Team- & data-based decision making
4. Comprehensive person-centered planning & wraparound processes
5. Targeted social skills & self-management instruction
6. Individualized instructional & curricular accommodations

NONCLASSROOM

1. Positive expectations & routines taught & encouraged
2. Active supervision by all staff (Scan, move, interact)
3. Precorrections & reminders
4. Positive reinforcement

FAMILY ENGAGEMENT

1. Continuum of positive behavior support for all families
2. Frequent, regular positive contacts, communications, & acknowledgements
3. Formal & active participation & involvement as equal partner
4. Access to system of integrated school & community resources

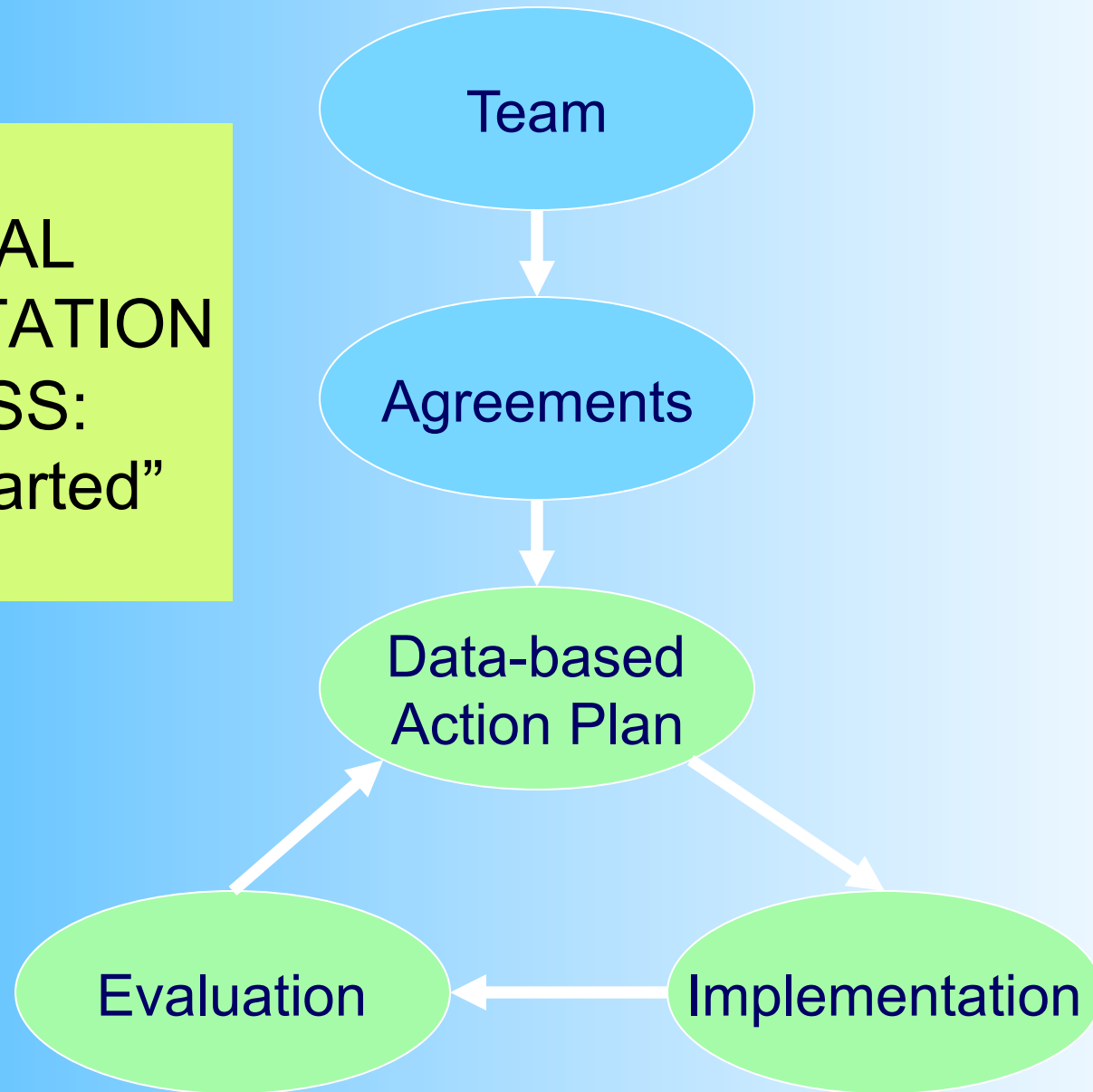


School-wide

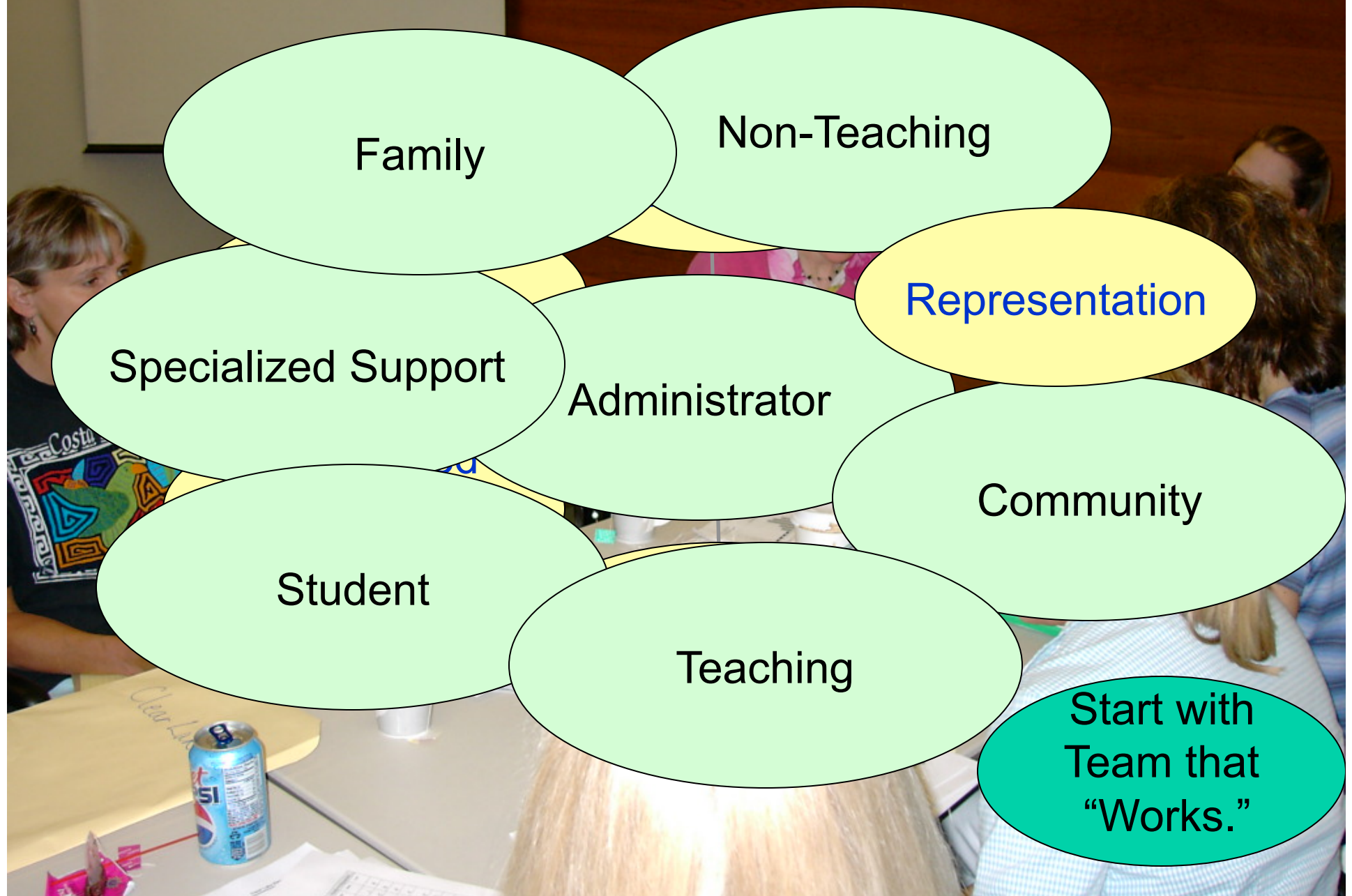
1. Leadership **team**
2. Behavior **purpose** statement
3. Set of **positive expectations & behaviors**
4. Procedures for **teaching** SW & classroom-wide expected behavior
5. Continuum of procedures for **encouraging** expected behavior
6. Continuum of procedures for **discouraging** rule violations
7. Procedures for on-going data-based **monitoring** & evaluation



**GENERAL
IMPLEMENTATION
PROCESS:
“Getting Started”**



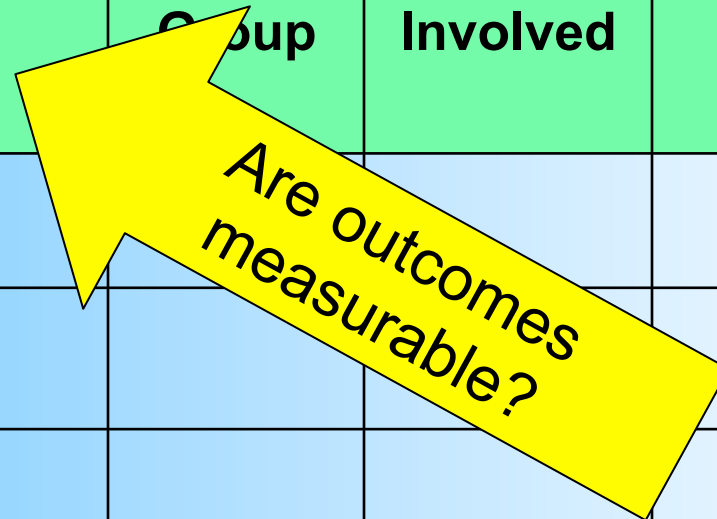
Team-led Process





Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/ etc
<i>Attendance Committee</i>					
<i>Character Education</i>					
<i>Safety Committee</i>					
<i>School Spirit Committee</i>					
<i>Discipline Committee</i>					
<i>DARE Committee</i>					
<i>EBS Work Group</i>					





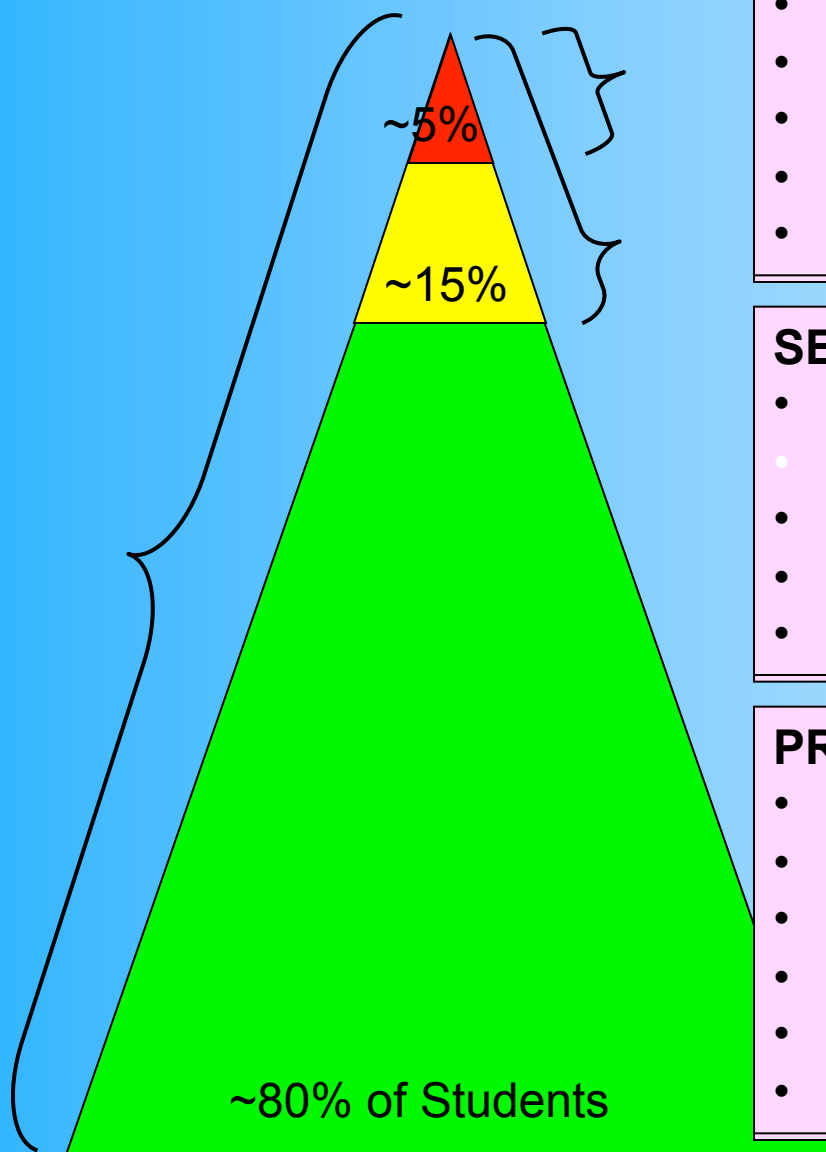
Sample Teaming Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID
Attendance Committee	Increase attendance	Increase % of students attending daily	All students	Eric, Ellen, Marlee	Goal #2
Character Education	Improve character	Improve character	All students	Has not met	Goal #3
Safety Committee	Improve safety	Predictable response to threat/crisis	Dangerous students	Has not met	Goal #3
School Spirit Committee	Enhance school spirit	Improve morale	All students	Has not met	
Discipline Committee	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Prevent drug use		High/at-risk drug users	Don	
EBS Work Group	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3

Are outcomes measurable?



ESTABLISHING CONTINUUM of SWPBS



TERTIARY PREVENTION

-
-
-
-
-

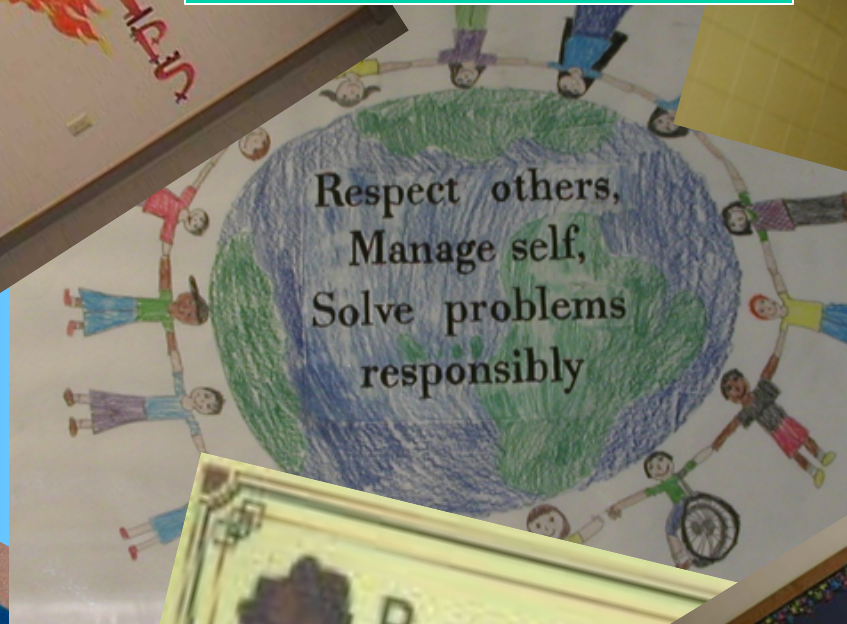
SECONDARY PREVENTION

-
-
-
-
-

PRIMARY PREVENTION

-
-
-
-
-
-
-

Emphasizing & Teaching Positive Expectations





Teaching Matrix

SETTING

Expectations		SETTING					
		All Settings	Hallways	Playground	Cafeteria	Assembly	Bus
	Respect Ourselves	Be on task. Give your best effort. Follow directions. Plan.			Eat all your food. Select healthy foods.	Study, read, compute.	Follow directions for
	Respect Others	Have fun. Be kind to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners.	Whisper. Return books.	Listen/watch. Use appropriate applause.
	Respect Property	Recycle. Clean up after self.	Pick up trash. Use recycling bin.	Use playground equipment properly. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

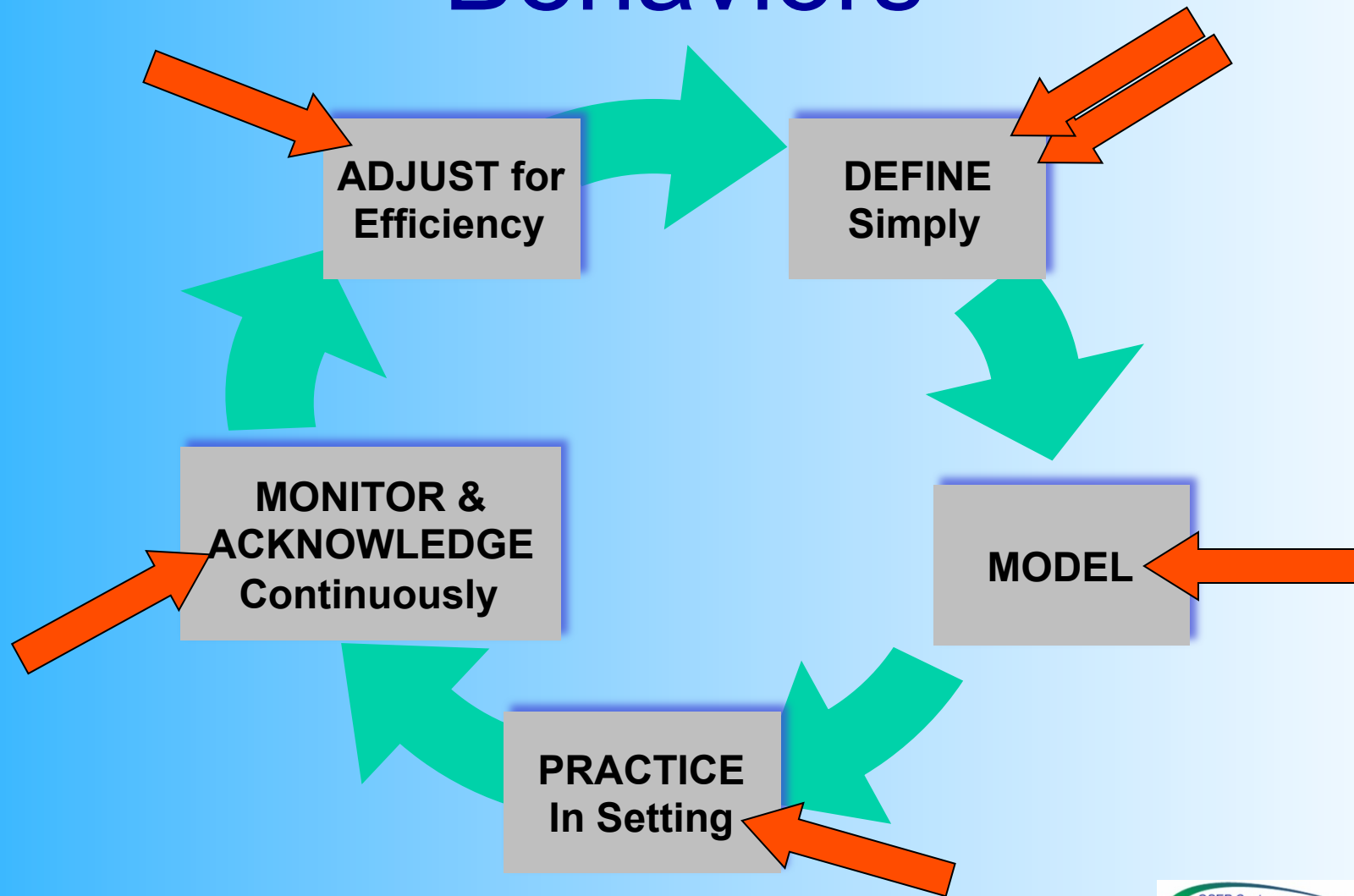
1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES



Teaching Academics & Behaviors





Teaching Matrix Activity

	Classroom	Lunchroom	Bus	Hallway	Assembly
Respect Others	<ul style="list-style-type: none"> • Use inside voice • _____ 	<ul style="list-style-type: none"> • Eat your own food • _____ 	<ul style="list-style-type: none"> • Stay in your seat • _____ 	<ul style="list-style-type: none"> • Stay to right • _____ 	<ul style="list-style-type: none"> • Arrive on time to speaker • _____
Respect Environment & Property	<ul style="list-style-type: none"> • Recycle paper • _____ 	<ul style="list-style-type: none"> • Return trays • _____ 	<ul style="list-style-type: none"> • Keep feet on floor • _____ 	<ul style="list-style-type: none"> • Put trash in cans • _____ 	<ul style="list-style-type: none"> • Take litter with you • _____
Respect Yourself	<ul style="list-style-type: none"> • Do your best • _____ 	<ul style="list-style-type: none"> • Wash your hands • _____ 	<ul style="list-style-type: none"> • Be at stop on time • _____ 	<ul style="list-style-type: none"> • Use your words • _____ 	<ul style="list-style-type: none"> • Listen to speaker • _____
Respect Learning	<ul style="list-style-type: none"> • Have materials ready • _____ 	<ul style="list-style-type: none"> • Eat balanced diet • _____ 	<ul style="list-style-type: none"> • Go directly from bus to class • _____ 	<ul style="list-style-type: none"> • Go directly to class • _____ 	<ul style="list-style-type: none"> • Discuss topic in class w/ others • _____



PBIS – Respect & Responsibility

Others

- Use cells & converse @ breaks
- Work as team collaboratively

Self

- Hydrate & stretch
- Self-assess
- Be safe

Environment

- Pre-cycle & recycle
- Maintain neat working area



RAH – at Adams City High School

(Respect – Achievement – Honor)

RAH	Classroom	Hallway/ Commons	Cafeteria	Bathrooms
Respect	Be on time; attend regularly; follow class rules	Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass	Put trash in cans, push in your chair, be courteous to all staff and students	Keep area clean, put trash in cans, be mindful of others' personal space, flush toilet
Achievement	Do your best on all assignments and assessments, take notes, ask questions	Keep track of your belongings, monitor time to get to class	Check space before you leave, keep track of personal belongings	Be a good example to other students, leave the room better than you found it
Honor	Do your own work; tell the truth	Be considerate of yours and others' personal space	Keep your own place in line, maintain personal boundaries	Report any graffiti or vandalism



RAH – Athletics



RAH	Practice	Competitions	Eligibility	Lettering	Team Travel
Respect	Listen to coaches directions; push yourself and encourage teammates to excel.	Show positive sportsmanship; Solve problems in mature manner; Positive interactions with refs, umps, etc.	Show up on time for every practice and competition.	Show up on time for every practice and competition; Compete x%.	Take care of your own possessions and litter; be where you are directed to be.
Achievement	Set example in the classroom and in the playing field as a true achiever.	Set and reach for both individual and team goals; encourage your teammates.	Earn passing grades; Attend school regularly; only excused absences	Demonstrate academic excellence.	Complete your assignments missed for team travel.
Honor	Demonstrate good sportsmanship and team spirit.	Suit up in clean uniforms; Win with honor and integrity; Represent your school with good conduct.	Show team pride in and out of the school. Stay out of trouble – set a good example for others.	Suit up for any competitions you are not playing. Show team honor. Cheer for teammates.	Remember you are acting on behalf of the school at all times and demonstrate team honor/pride.



P

Perseverance

Holding to a course of action despite obstacles

- Stay positive
- Set goals
- Learn from mistakes

R

Respect

To show consideration, appreciation, and acceptance

- Respect yourself
- Respect others
- Demonstrate appropriate language and behavior

I

Integrity

Adherence to an agreed upon code of behavior

- Be responsible
- Do your own work
- Be trustworthy and trust others

D

Discipline

Managing one's self to achieve goals and meet expectations

- Strive for consistency
- Attend class daily; be on time
- Meet deadlines; do your homework

E

Excellence

Being of finest or highest quality

- Do your personal best
- Exceed minimum expectations
- Inspire excellence in others

NEHS website, Oct. 26, 2004

Typical Contexts/ Routines	Classroom-Wide Rules/Expectations		
	Respect Others	Respect Property	Respect Self
All	Use inside voice. Raise hand to answer/ talk.	Recycle Put writing des	Do your best. Ask.
Morning Meeting	Eyes on speaker. Give brief answers.	Put announce des Keep feet on floor.	check by my placements.
Homework	Do own work Turn in before your work only.	Homework neatly in box. your work only.	time. +/ Do
Transition	to self.	Put/get materials first. Keep hands to self.	Have plan. Go directly.
"I Need Assistance"	Hand or show "Assistance Card". Wait 2 minutes & try again.	Have materials ready.	Have plan. Ask if unclear.
Teacher Directed	Eyes on speaker. Keep hands	Use	Have plan. Ask.
Independent Work	Use inside Keep hands	Return with done.	time as planned. Ask.
Problem to Solve	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act

2. NATURAL
CONTEXT

7. SOCIAL SKILL

3. BEHAVIOR
EXAMPLES



Family Teaching Matrix

SETTING

At home

Morning Routine

Home

Meal Times

In Car

Play

Bedtime

Expectations

Respect Ourselves

Respect Others

Respect Property

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

Acknowledge & Recognize





Recognize Expected Behavior (Students & Staff)



Stearne Stars.....Light the Way

Name: _____ Rm# _____

Was caught... In the.....

<input type="checkbox"/> Being Responsible	<input type="checkbox"/> Classroom
<input type="checkbox"/> Being Respectful	<input type="checkbox"/> Hallway
<input type="checkbox"/> Being Nice	<input type="checkbox"/> Lunchroom
	<input type="checkbox"/> Schoolyard
	<input type="checkbox"/> Office
	<input type="checkbox"/> Enter/Exit
	<input type="checkbox"/> Lavatory



Potter's Pride!

_____ has received this certificate for doing an **EXCELLENT JOB** of recognizing students for following the **Pride** expectations today!





Cougar Traits in the Community

Student Name _____

Displayed the Cougar Trait of:

Respect

Responsibility

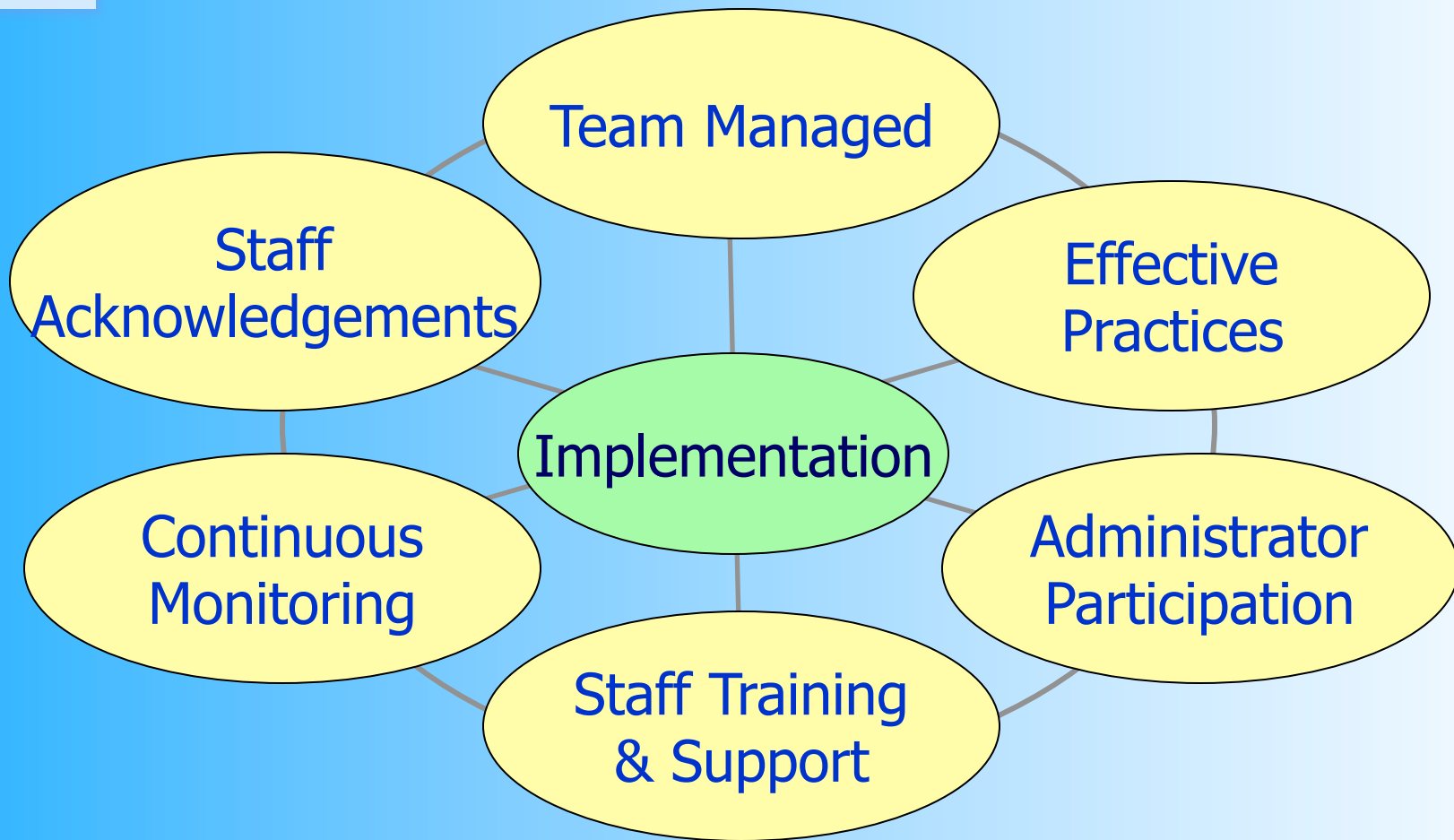
Caring

Citizenship

(Circle the trait you observed)

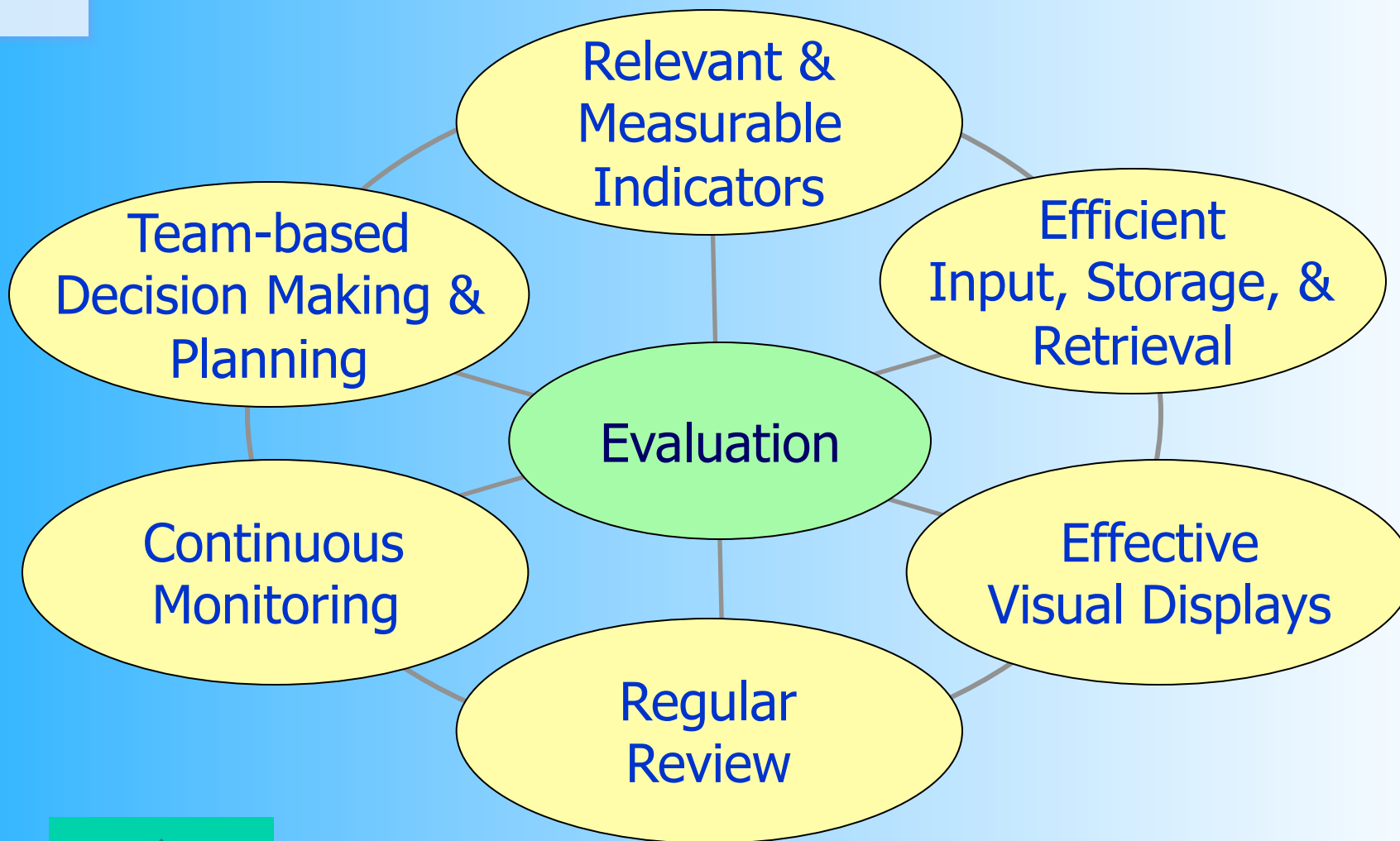
Signature _____

If you would like to write on the back the details of what you observed feel free! Thank you for supporting our youth.











Ways to Involve Families

- Family representative on SW-PBIS team and throughout school system
- Regular SW-PBIS updates in Parent Newsletter
- Back to School Night
 - Intro to PBIS
 - Activity to integrate PBIS into home



Try PBIS at Home

- 3 School Rules:
 - Manage Self, Respect Others and Solve Problems Responsibly
- Select a routine or setting in your home and begin to build your own matrix.
- For example, let's take the routine – Doing homework. What would that behavior look like under each of the expectations?

Routine	Manage Self	Respect Others	Solve Problems Responsibly
Homework	-Do homework from 4:30 -5:30 everyday-Do work in study area-No TV or music-Do your best work-Use signal to indicate when help is needed.	-Work quietly -Save questions until parent check in	-Have all materials ready and organized -Skip difficult problems for help later



Try PBIS at Home

Proactive strategies for Parents

- Set clear, consistent rules.
- Make certain the environment is safe and worry-free.
- Show interest in the child's activities.
- Provide appropriate and engaging playthings.
- Give clear directions, one at a time.
- Encourage children often and generously.
- Set a good example.
- Help children see how their actions affect others.
- Encourage self-control by providing meaningful choices.
- Focus on the desired behavior, rather than the one to be avoided.
- Build children's images of themselves as trustworthy, responsible and cooperative.
- Expect the best from the child.
- Say "Yes" whenever possible.
- Notice and pay attention to children when they do things right.
- Take action before a situation gets out of control.

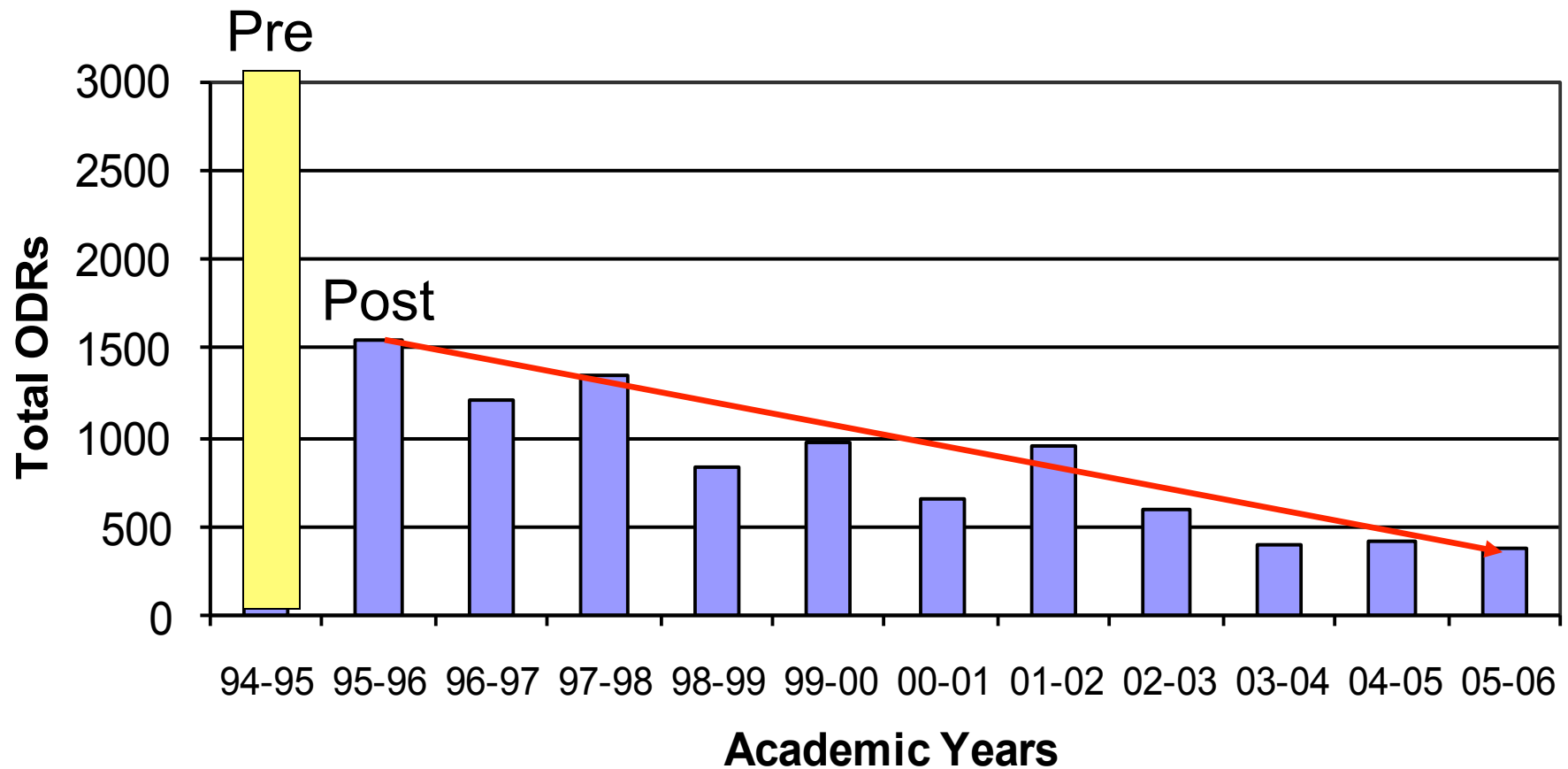


Data & Outcomes

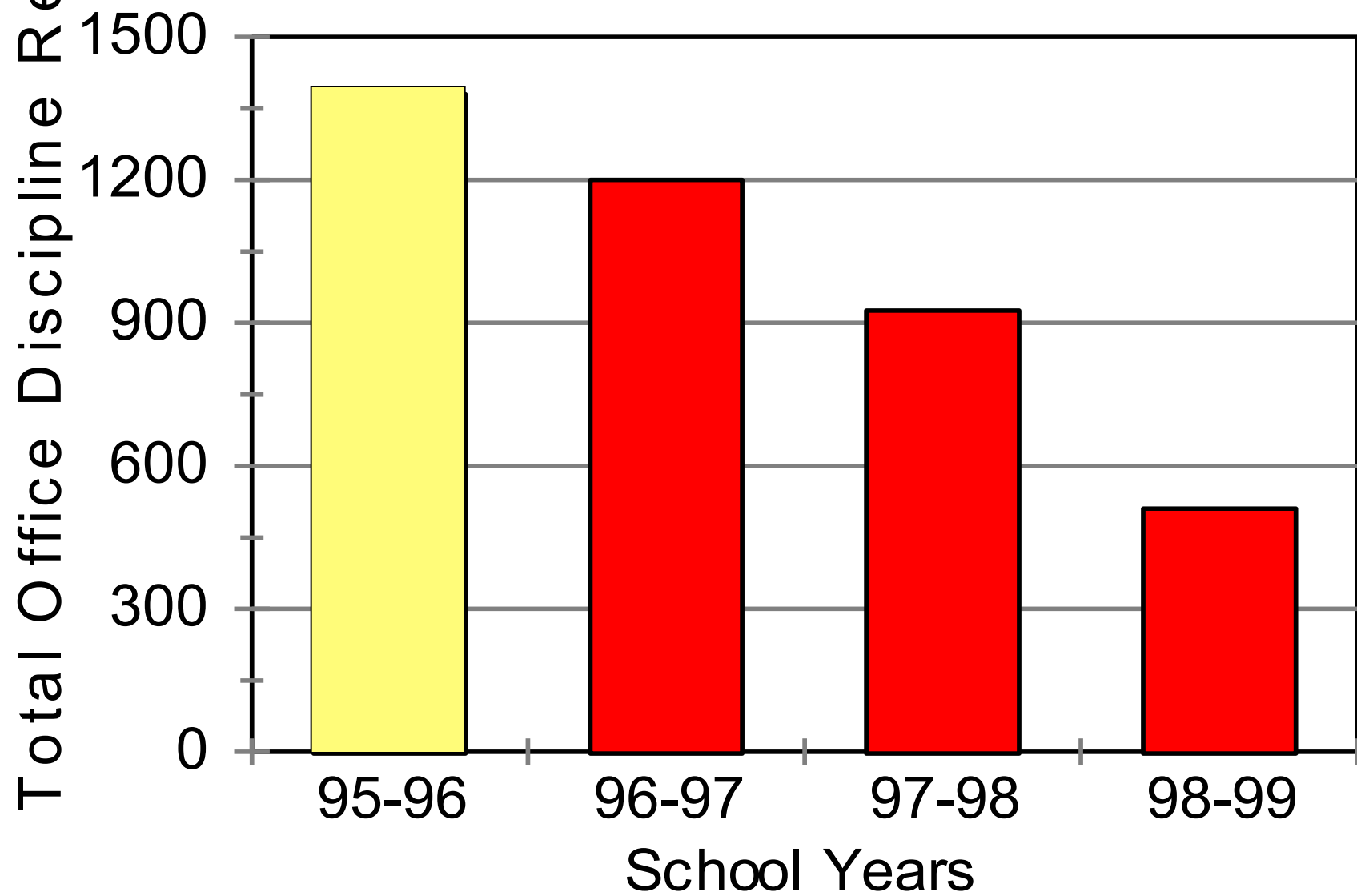


FRMS Total Office Discipline Referrals

SUSTAINED IMPACT



Kennedy Middle School





www.pbis.org

Horner, R., & Sugai, G. (2008). Is school-wide positive behavior support an evidence-based practice? OSEP Technical Assistance Center on Positive Behavioral Interventions and Support.

www.pbis.org

click “Research” “Evidence Base”



PBIS Messages

- Measurable & justifiable **outcomes**
- On-going **data-based** decision making
- Evidence-based **practices**
- **Systems** ensuring durable, high fidelity of implementation

