PBIS Forum 16 Practice Brief:
PBIS as a Driver of Inclusive School Reform

Operational Definition

What is it?

Key terms include positive behavior support, inclusive school reform, and School-wide Integrated Framework for Transformation (SWIFT).

Dr. Ted Carr defined positive behavior support as representing "an empirically driven concern with the quality of life (QOL), support through systems change, and linkage to multiple behavioral, social, and biomedical sciences" (Carr, 2007). On its website, the Office of Special Education Programs (OSEP) Technical Assistance Center for Positive Behavior Interventions and Supports (PBIS) states: "Positive behavior support is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual systems of support) that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional" (PBIS, 2016).

The term "inclusive school reform" can be defined in different ways and carries a long and varied history. SWIFT Center focuses on "inclusive practices" as a means to create schools that successfully support students with diverse strengths and needs. The whole school is the unit of transformation, and inclusive practices are designed and delivered in alignment with theories of support, that is a Multi-Tiered System of Support (MTSS) with Universal Design for Learning (UDL), PBIS, and Differentiation in every tier. When successfully implemented, students can stay in their neighborhood school, participating with same age/grade-level peers as appropriate, based on the students' strengths and needs.

SWIFT Center is a national K-8 technical assistance center funded by OSEP that builds school capacity to provide academic and behavioral support to improve outcomes for all students through equity-based inclusion (SWIFT Center, 2016). This Center is part of SWIFT Education Center, which supports states, districts, and schools in leveraging system strengths to pursue opportunities to bring about improved results for all students (SWIFT Education Center, 2016).

Rationale

Why is it important to use PBIS as a driver of school reform?

SWIFT believes that "together we can transform education so that it benefits each and every student, their families, and ultimately the communities in which they live." This belief is encapsulated in three key ideas (SWIFT Center, 2016):

Right to belong

U.S. public education laws establish the right of every child to a fair and equal opportunity for education. Equity-based inclusion works to ensure every child has a sense of belonging in that public education system.

All means all

Diversity is a natural part of the human experience, and students will always need varied support. Equity-based inclusion is about creating schools where all students-- including those with extensive needs--are fully valued, welcomed, well supported, and engaged in learning.
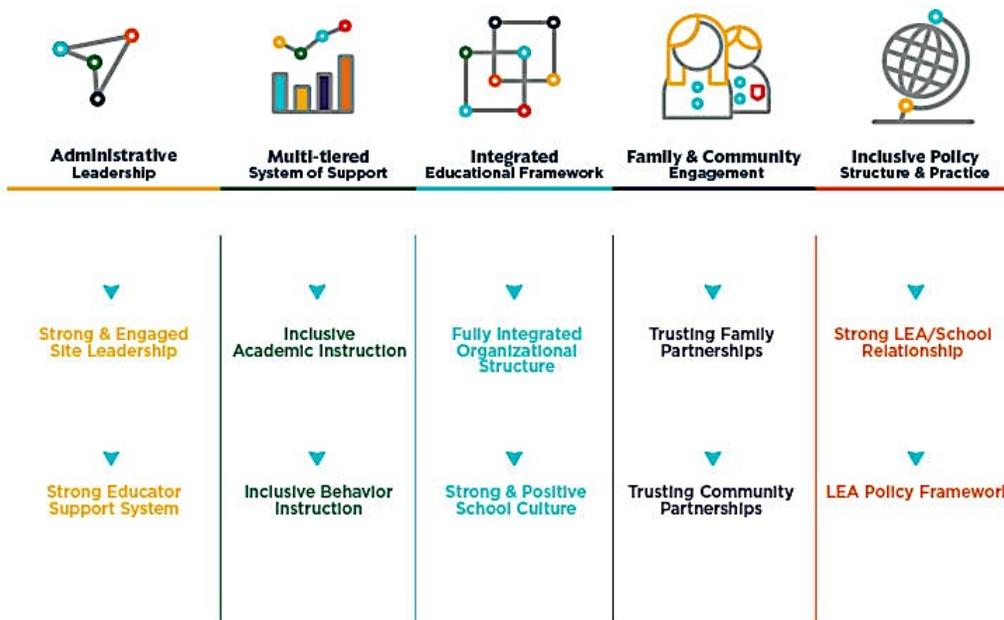
Better together

Research shows when students with different support needs learn together, they experience better academic and behavioral outcomes, social relationships, high school graduation rates, and post-school success.

Procedures

How do I go about it?

The SWIFT framework for education consists of five evidence-based domains, each with two core features as shown in the figure below.

Administrative Leadership	Multi-tiered System of Support	Integrated Educational Framework	Family & Community Engagement	Inclusive Policy Structure & Practice
Strong & Engaged Site Leadership	Inclusive Academic Instruction	Fully Integrated Organizational Structure	Trusting Family Partnerships	Strong LEA/School Relationship
Strong Educator Support System	Inclusive Behavior Instruction	Strong & Positive School Culture	Trusting Community Partnerships	LEA Policy Framework

SWIFT Field Guide is a free resource that:
- Provides a way for school teams to explore SWIFT features through the *SWIFT-in-60* video series and companion Discussion Guides.
- Contains high-quality annotated and narrated PowerPoint presentations for sharing SWIFT features with educators, families, and community members.
- Outlines steps for a school to get started and provides links to practical, downloadable resources.

Your school can take specific action to develop inclusive behavior instruction by clicking on steps outlined at guide.swiftschools.org/resource/steps-get-you-started-inclusive-behavior-instruction, including:

- Create and utilize teams to engage in data-based planning.
- Set and teach school-wide expectations across all environments. These expectations would be the same for students in a grade level, whether in classrooms or in common spaces like a lunchroom or playground.
- Determine a system for teaching and reinforcing positive behaviors using research-based instructional practices and/or curricula.
- Use a fidelity tool for measuring implementation of these universal behavior supports.

Specific Implementation Examples

SWIFT Center's website provides examples of schools utilizing PBIS as a driver of school reform, as well as many other examples of inclusive practices. Visit www.swiftschools.org/partners to see a map of SWIFT's partner states and read about their partner sites' successes implementing the SWIFT framework.

Other examples of PBIS practices driving inclusive school reform include:
- Making sure all-school celebrations and assemblies are truly for all students. Losing access to community-building events should not be used as a punishment. Anticipating that some students may have a hard time during such events, staff use direct behavior instruction to help students meet the expectations and provide alternative ways to meet student needs. Using high frequency reinforcers during longer events.
- Creating communiy by designing ways that all students can celebrate each other's improvements and successes. Ensure that group reinforcements don't set individual students up as targets among their peers because they weren't able to sustain appropriate behavior. Use a differentiated reward system to help students who struggle most to earn towards the class/group total.

Resources

- www.swiftschools.org
- www.tash.org
- www.pbis.org
- www.apbs.org

References

Carr, E.G. (2007). The expanding vision of positive behavior support: Research perspectives on happiness, helpfulness, hopefulness. *Journal of Positive Behavior Interventions, 9*(1)*,* 3-14.

Sailor, W. (2016). Equity as a basis for inclusive educational systems change. *Australasian Journal of Special Education*, pp. 1–17. doi: 10.1017/jse.2016.12

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