**School-wide Positive Behavior Support for All Students: Getting Started Overview**

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www.pbis.org  www.cber.org

**PURPOSE**
Overview of fundamentals for getting started with SWPBS implementation

**OUTCOME OBJECTIVES**
- Rationale for adopting SWPBS
- Features of SWPBS
- Description of implementation framework
- Examples

**End Goal**
- Common Language & Behaviors
- Effective Organizations
- Common Experience
- Quality Leadership

**Why SWPBS?**

**PBIS is about…**
- Improving classroom & school climate
- Integrating academic & behavior initiatives
- Decreasing reactive management
- Maximizing academic achievement
- Improving support for students w/ EBD

**PBIS** is about…
- Improving classroom & school climate
- Integrating academic & behavior initiatives
- Decreasing reactive management
- Maximizing academic achievement
- Improving support for students w/ EBD
PBIS (aka SWPBS) is a Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students.

Culturally Equitable Academic & Social Behavior Expectations

Culturally Knowledgeable Staff

Culturally Relevant & Effective Instruction

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

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

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

Vincent, Randall, Carlsdine, Tobin, & Swain-Bradway, 2011; Suppe, O'Keeffe, & Flook, 2012ab
Responsiveness to Intervention

Academic Systems
- Intensive, Individual Interventions
  - Technical Systems
    - Assessment-based
    - High Intensity
  - Targeted Group Interventions
    - Some students (at-risk)
      - High efficiency
      - Rapid response
  - Universal Interventions
    - Prevention, procedures
- Behavioral Systems
  - Intensive, Individual Interventions
    - Technical Systems
      - Assessment-based
      - Intense, durable procedures
    - Targeted Group Interventions
      - Some students (at-risk)
        - High efficiency
        - Rapid response
  - Universal Interventions
    - Prevention, procedures

Circa 1996
Academic-Behavior Connection


PBIS Implementation

“Train & Hope”

FUNDING
Visibility
Political Support
Policy

LEADERSHIP TEAM (Coordination)

Training
Coaching
Evaluation
Behavioral Expertise

Local School/District Implementation Demonstrations

CORE FEATURES:
School-Wide PBS (Tier 1)

Leadership team
Behavior purpose statement
Set of positive expectations & behaviors

Continuum of procedures for encouraging expected behavior
Procedures for teaching SW & classroom-wide expected behavior

PROCEDURES:
Procedures for on-going data-based monitoring & evaluation

Define
Simply

Adjust for Efficiency

Monitor & Acknowledge Continuously

Model

Practice In Setting

Teaching Academics & Behaviors

General Implementation Process: “Getting Started”

Team
Agreements

Data-based Action Plan “Plan”

Implementation “Do”

Evaluation “Check”

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General Implementation Process: “Getting Started”

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Data-based Action Plan “Plan”

Implementation “Do”

Evaluation “Check”
Teaching Matrix Activity

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Bus</th>
<th>Hallway</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Others</td>
<td>- Use inside voice</td>
<td>- Eat your own food</td>
<td>- Stay in your seat</td>
<td>- Arrive on time to speaker</td>
</tr>
<tr>
<td>Respect Environment &amp; Property</td>
<td>- Recycle paper</td>
<td>- Return books</td>
<td>- Keep feet on floor</td>
<td>- Take litter off floor</td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>- Do your best</td>
<td>- Wash your hands</td>
<td>- Do not use profanity</td>
<td>- Look at your teacher</td>
</tr>
<tr>
<td>Respect Learning</td>
<td>- Have materials ready</td>
<td>- Eat balanced diet</td>
<td>- Be on task from bell to class</td>
<td>- Discuss topic in class w/ partner</td>
</tr>
</tbody>
</table>

Essential Behavior Management Practices in Non-classroom Settings

See Non-classroom Behavior Management Self-Checklist

Non-classroom
- Positive expectations & routines taught & encouraged
- Active supervision by all staff
  - Scan, move, interact
- Precorrections & reminders
- Positive reinforcement
### Essential Behavior & Classroom Management Practices

See *Classroom Management Self-Checklist*

### Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Date</th>
<th>Class Start</th>
<th>Class End</th>
<th>Overall Supervision Score:</th>
<th># Yes</th>
<th># No</th>
</tr>
</thead>
</table>

#### Classroom-Wide Rules/Expectations

- **Respect Others**
  - Think, Act as intended.
  - Respect materials.
- **Respect Self**
  - Use inside voice.
- **Respect Property**
  - Keep feet on floor.
- **Respect Classmates**
  - Use materials as intended.
- **Respect Others’ Space**
  - Keep hands to self.

#### Problem to Solve

- **Independent Work**
  - Put materials first.
- **Teacher Directed**
  - Raise hand to answer.
- **Homework**
  - Do homework night.
- **Morning Meeting**
  - Put announcements in box.
- **Transition**
  - Give brief answers.
- **All**
  - Think, Act.

### Non-Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>Setting</th>
<th>Date</th>
<th>Time Start</th>
<th>Time End</th>
<th>Overall Classroom Management Score:</th>
<th># Yes</th>
<th># No</th>
</tr>
</thead>
</table>

- **Overall classroom management score:**
  - 10-8 = “Super”
  - 7-5 = “So-So”
  - <5 = “Improvement Needed”

#### Classroom Management Practice

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
<th># Yes</th>
<th># No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did I have at least 4 positive for 1 negative student contacts?</td>
<td>Yes/No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did the area I was supervising?</td>
<td>Yes/No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did I have at least 5 different students for displaying our school-wide expectations?</td>
<td>Yes/No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did I have at least 5 different students for displaying our school-wide expectations?</td>
<td>Yes/No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did I have at least 5 different students for displaying our school-wide expectations?</td>
<td>Yes/No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did I have at least 5 different students for displaying our school-wide expectations?</td>
<td>Yes/No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did I have at least 5 different students for displaying our school-wide expectations?</td>
<td>Yes/No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Did I have at least 5 different students for displaying our school-wide expectations?</td>
<td>Yes/No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Ratio of Positives to Negatives

- **Ratio of Positives to Negatives: _____ to 1**

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### Tally each Positive Student Contacts

- **Playground**
- **Other**

### Tally each Negative Student Contacts

- **Playground**
- **Other**
**Teachable Expectations (Classroom)**

<table>
<thead>
<tr>
<th>Native, Tribal Values</th>
<th>EXPECTATIONS</th>
<th>COURSE/CLASSROOM</th>
<th>INDEPENDENT WORK</th>
<th>TRUNK IN BOXES/SORTING THE ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kamaksrijiq</strong></td>
<td>Respect</td>
<td><strong>ENTRY</strong></td>
<td><strong>PROCEDURE</strong></td>
<td><strong>Lecture</strong></td>
</tr>
<tr>
<td>Students enter quietly, face classmates, personal space, use respectful language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Innuajigik</strong></td>
<td>Responsibility</td>
<td><strong>LEARN</strong></td>
<td><strong>SPEAK</strong></td>
<td><strong>ROAM</strong></td>
</tr>
<tr>
<td>Work quietly in pairs, in small groups, be on task, take turns, use appropriate language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Savagertiyuq</strong></td>
<td>Cooperation</td>
<td><strong>HELP</strong></td>
<td><strong>READ</strong></td>
<td><strong>WRITE</strong></td>
</tr>
<tr>
<td>Share ideas, work with others, help others, take turns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Coaching Evaluation Tools**

- **School-wide Evaluation Tool (SET)**
  - External
  - Tier I implementation

- **Team Implementation Checklist (TIC)**
  - Self-assessment
  - Tier I implementation

- **Benchmarks of Quality (BoQ)**
  - Team/coach self-assessment
  - Tier I implementation

- **Benchmarks of Advanced Tiers (BAT)**
  - Coach/team assessment
  - Tiers II/III

- **Individual Student Support Evaluation Tool (ISSET)**
  - Tier II/III implementation
  - External assessment

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**Getting Started:**

"Team Implementation Checklist" (TIC)

**Effective Behavior Support Team Implementation Checklists** (Quarterly)

<table>
<thead>
<tr>
<th>School</th>
<th>__________</th>
<th>District</th>
<th>County</th>
<th>__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:** The EBS team shall complete both checklists quarterly to monitor activities for implementation of EBS in the school.

- **EBS Team Members:**
- **Person(s) Completing Report:**

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**Self-Assessment**

- 1. Toward full implementation, EBS self-assessment survey.
- 2. Team summarizes existing school discipline plan.
- 3. Strengths, issues of immediate focus & action plan are identified.
- 4. 3-5 school-wide expectations are identified.
- 5. School-wide behavioral expectations are taught directly & formally.
- 6. System in place to acknowledge/give reinforcement school-wide expectations.
- 7. Clearly defined & consistent consequences and procedures for unacceptable behaviors are developed.
Data for Decision Making

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

Data-based Decision Making

Data used to:

- 1. Specify/define need
- 2. Select right evidence-based solution
- 3. Monitor implementation fidelity
- 4. Monitor progress
- 5. Improve implementation

**ORD Data Point**

1. School establishes policy for norm violating behavior
2. Kid caught engaging in norm-violating behavior
3. Educator opts to complete discipline referral
4. Administrator opts to formalize incident

4. Considerations!
• Reduced major disciplinary infractions
• Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
• Improvements in academic achievement
• Enhanced perception of organizational health & safety
• Reductions in teacher reported bullying behavior & peer rejection
• Improved school climate

<table>
<thead>
<tr>
<th>Implementation Fidelity</th>
<th>PRACTICE</th>
<th>IMPACT ON STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefit</td>
<td>Reduced Probability of Student Benefit</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Low Probability for Student Benefit</td>
<td>Low Probability for Student Benefit</td>
</tr>
</tbody>
</table>

Foxen & Blase, 2009

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**BASIC PBIS LOGIC**

- Systems
- Cultural/Context Considerations
- Data
- Practices
- Training & Coaching + Evaluation
- Implementation Fidelity
- Maximum Student Outcomes

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