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

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www.pbis.org www.cber.org www.neswpbs.org

PURPOSE
Overview of fundamentals for getting started with SWPBS (aka PBIS, MTBF, MTSS-B, RtI-B) implementation ... & importance of leadership

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

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

Why SWPBS?
HOW?

Establish positive school climate
Maximizing academic success
Teaching important social skills
Recognizing good behavior
Modeling good behavior
Active supervision
Communicating positively

PBIS (aka SWPBS) is
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

What is PBIS?
MTSS-B

IMPLEMENTATION W/ FIDELITY
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

Culturally Equitable Academic & Social Behavior Expectations
Culturally Relevant & Effective Instruction
Culturally Valid Information for Decisions
Culturally Knowledgeable Staff

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

All: Baker, 2005; JPBI; Eber, 2012
Responsive to Intervention

Academic Systems
- Intensive, Individual Interventions
  - High Intensity
- Targeted Group Interventions
  - High Efficiency
- Universal Interventions
  - Prevention, proactive

Behavioral Systems
- Intensive, Individual Interventions
  - High Intensity
- Targeted Group Interventions
  - High Efficiency
- Universal Interventions
  - Prevention, proactive

Circa 1996

Academic-Behavior Connection
SWPBS: Core Practice Features

PRIMARY PREVENTION
- Team-led implementation
- Behavior priority
- Social behavior expectations
- SW & CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data-based decision making

SECONDARY PREVENTION
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & precorrection
- Increased opportunities for reinforcement
- Continuous progress monitoring

TERTIARY PREVENTION
- Multi-disciplinary team w/ behavior expertise
- Function-based behavior support
- Wraparound, culture-driven, person-centered supports & planning
- School mental health
- Continuous monitoring of progress & implementation fidelity
- Increased precorrection, supervision, reinforcement

PBIS Implementation

"Train & Hope"

Implementing Drivers

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Alignment
- Personnel Selection

- Professional Development
- Coaching & Technical Assistance
- Evaluation & Performance Feedback
- Content Expertise

- Leadership Team Coordination, Readiness, Priority
- Local Implementation Demonstrations
**GENERAL IMPLEMENTATION PROCESS: “Getting Started”**

1. Representative of demographics of school and community
2. 1-2 individuals with behavior/classroom management competence
3. Administrator active member
4. Schedule for presenting to whole staff at least monthly
5. Schedule for team meetings at least monthly
6. Integration with other behavior related initiatives and programs
7. Appropriate priority relative to school and district goals
8. Rules and agreements established regarding voting, confidentiality and privacy, conflict/problem solving, record-keeping, etc.
9. Schedule for annual self-assessments
10. Coaching support (school and/or district/region)

Go to “SWPBS Team Workbook” p. 44

**Some Examples**

**Basic MTBF Implementation Framework**

- Leadership team
  - Behavior purpose statement
- School-Wide PBS (Tier 1)
  - Set of positive expectations & behaviors
  - Procedures for teaching SW & classroom-wide expected behavior
  - Continuum of procedures for encouraging expected behavior
  - Continuum of procedures for discouraging rule violations
- School Behavior Team
  - 2 yr. action plan
  - Leadership
  - Team meeting schedule
- District Behavior Team
  - SWPBS
  - CWPBS
  - Small group
  - Individual student
- School Staff
- Student Benefits
  - Accountability
  - Expectations & norms
  - Social skills
  - Self-management
- External Coaching Support
- Team Support
- Internal Coaching Support
- Regional/State Leadership

**Step 1 - Establish Team Membership**

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### Working Smarter

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Character Education</td>
<td></td>
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</tr>
<tr>
<td>Safety Committee</td>
<td></td>
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<tr>
<td>School Spirit Committee</td>
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<tr>
<td>Discipline Committee</td>
<td></td>
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<tr>
<td>DARE Committee</td>
<td></td>
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</tr>
<tr>
<td>EBS Work Group</td>
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</tr>
</tbody>
</table>

An outcome measurable?

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### ESTABLISHING CONTINUUM of SWPBS

- **TERTIARY PREVENTION**
  - Function-based support
  - Wraparound
  - Person-centered planning

- **SECONDARY PREVENTION**
  - Check in/out
  - Targeted social skills instruction
  - Peer-based supports
  - Social skills club

- **PRIMARY PREVENTION**
  - Teach SW expectations
  - Proactive SW discipline
  - Positive reinforcement
  - Effective instruction
  - Parent engagement

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### Sample Behavior Statements

**Ex. 1**

G. Ikuma School is a community of learners & teachers. We are here to learn, grow, & become good citizens.

**Ex. 2**

At Abrigato School, we treat each other with respect, take responsibility for our learning, & strive for safe and positive school for all!

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### Emphasizing & Teaching Positive Expectations

- Respect others
- Manage self
- Solve problems responsibly
Teaching social like academic skills

- Define simply
- Adjust instruction for efficiency & new settings
- Model & demonstrate range of examples
- Monitor & provide performance feedback & reinforcement
- Practice in range of natural settings

Teaching Matrix Activity

<table>
<thead>
<tr>
<th>Expectation</th>
<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>Get your own food</td>
<td>Stop in your seat</td>
<td>Stop by right</td>
<td>Announce to how to speak</td>
</tr>
<tr>
<td>Respect Environment &amp; Property</td>
<td>Recycle paper</td>
<td>Before cheat</td>
<td>Keep feet on floor</td>
<td>Put trash in can</td>
<td>Take trash with you</td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>Do your best</td>
<td>Wash your hands</td>
<td>Be on stop on time</td>
<td>Use your words</td>
<td>Listen to speaker</td>
</tr>
<tr>
<td>Respect Learning</td>
<td>Have machinists ready</td>
<td>Get balanced</td>
<td>Be directly from but to class</td>
<td>De directly to class</td>
<td>Discuss topic in class or others</td>
</tr>
</tbody>
</table>

PBS – Respect & Responsibility

- Others
  - Use civil & consider (e.g. thanks)  
  - Work as team collaboratively
- Self
  - Hydrate & stretch  
  - Self-assess  
  - Be safe
- Environment
  - Pre-cycle & recycle  
  - Maintain next working area

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Typical Home Situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Homework Time</td>
</tr>
<tr>
<td>Respect</td>
<td>• Try your best</td>
</tr>
<tr>
<td>Responsibility</td>
<td>• Put dishes in washer</td>
</tr>
<tr>
<td>Safety</td>
<td>• • •</td>
</tr>
</tbody>
</table>
School-Wide PBS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for discouraging rule violations

Continuum of procedures for encouraging expected behavior

Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist

Classroom Management: Self-Assessment

Teacher ____________________________  Rater _______________________

Date ____________________________

Instructional Activity ____________________________  Time Start ________  Time End ________

Tally each Positive Student Contacts  Total #  Tally each Negative Student Contacts  Total #

Ratio of Positives to Negatives: ______ to 1

Classroom Management Practice  Rating
1. I have arranged my classroom to minimize crowding and distraction  Yes  No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)  Yes  No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules)  Yes  No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page)  Yes  No
5. I provided each student with multiple opportunities to respond and participate during instruction  Yes  No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)  Yes  No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction  Yes  No
8. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.)  Yes  No
9. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses  Yes  No

Overall classroom management score:

6-8 “yes” = “Super”  5-4 “yes” = “So-So”  <4 “yes” = “Improvement Needed”

Typical Context/ Routines

Classroom-Wide Rules/Expectations

Respect Others  Respect Property  Respect Self

All Use inside voice.  Raise hand to answer tasks.  Respect Property

Morning Meeting Eyes on speaker.  Give brief answers.  Respect Self

Homework Do own work.  Turn in before lesson.  Respect Others

Transition Pulg materials first.  Keep hands to self.  Respect Self

“I Need Assistance” Have materials ready.  Have plan.  Ask if unclear

Teacher Directed Eye on speaker.  Keep hands to self.  Respect Others

Independent Work Use materials as intended.  Keep hands to self.  Respect Self

Problem to Solve Stop.  Step Back.  Think.  Act  Respect Others

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

Essential Behavior Management Practices in Non-classroom Settings

See Non-classroom Behavior Management Self-Checklist
Non-Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ____________</th>
</tr>
</thead>
</table>
| Setting □ Hallway □ Entrance □ Cafeteria □ Playground □ Other | Time Start _______
| Time End __________ |

<table>
<thead>
<tr>
<th>Tally each Positive Student Contacts</th>
<th>Total #</th>
<th>Ratio of Positives to Negatives: ____ : 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tally each Negative Student Contacts</th>
<th>Total #</th>
<th></th>
</tr>
</thead>
</table>

1. Did I have at least 4 positive for 1 negative student contacts? Yes No
2. Did I move throughout the area I was supervising? Yes No
3. Did I frequently scan the area I was supervising? Yes No
4. Did I positively interact with most of the students in the area? Yes No
5. Did I handle most minor rule violations quickly and quietly? Yes No
6. Did I follow school procedures for handling major rule violations? Yes No
7. Do I know our school-wide expectations (positively stated rules)? Yes No
8. Did I positively acknowledge at least 5 different students for displaying our school-wide expectations? Yes No

Overall active supervision score:
7-8 "yes" = “Super Supervision”
5-6 "yes" = “So-So Supervision”
<5 “yes” = “Improvement Needed”

When establishing a plan for implementing practices and systems in non-classroom settings, consider the following guidelines:

<table>
<thead>
<tr>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes No ? 1. Implementation is school-wide by all staff</td>
</tr>
<tr>
<td>Yes No ? 2. School-wide behavior expectations taught in context</td>
</tr>
<tr>
<td>Yes No ? 3. Administrator active member</td>
</tr>
<tr>
<td>Yes No ? 4. Context-specific expectations and routines taught directly and early in school year/term</td>
</tr>
<tr>
<td>Yes No ? 5. Regular opportunities for review, practice, &amp; positive reinforcement</td>
</tr>
<tr>
<td>Yes No ? 6. Team-based review, action planning, and implementation coordination</td>
</tr>
<tr>
<td>Yes No ? 7. Data-based progress monitoring and action planning</td>
</tr>
<tr>
<td>Yes No ? 8. Regular review of accuracy of intervention implementation</td>
</tr>
</tbody>
</table>

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 for on-going data-based monitoring & evaluation

Acknowledge & Recognize

Go to Workbook p. 51

Typical Home Situations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Morning</th>
<th>Homemork Time</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Responsibility</td>
<td>* Put dishes in washer</td>
<td>* Put homework in backpack</td>
<td>*</td>
<td>* Wash hands before coming to table</td>
<td>* Brush teeth</td>
</tr>
<tr>
<td>Safety</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Go to Workbook p. 51

Acknowledge & Recognize

Go to Workbook p. 51

Acknowledge & Recognize
School-Wide PBS (Tier 1)

Leadership team
Behavior purpose statement
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Continuum of procedures for encouraging expected behavior
Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

Getting Started:
“Team Implementation Checklist” (TIC)

Effective Behavior Support Team Implementation Checklists (Quarterly)

School __________________________  District __________________________  Date __________________________  County __________________________

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

EBS Team Members:

Person(s) Completing Report ____________________________________________

Self-Assessment

6. Faculty completes EBS self-assessment survey.
7. Team summarizes existing school disciplinary data.
8. Strengths, areas of immediate focus & action plan are identified.
9. School-wide behavior expectations are defined.
10. School-wide teaching matrix is developed.
11. Teaching plans for school-wide expectations are implemented.
13. System in place to unconditionally support school-wide expectations.
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.

Establish Information System

15. Discipline data are gathered, summarized, & reported.
16. Build capacity for function-based support.
17. Plan developed to identify and establish systems for teacher support, functional assessment, & support plan development & implementation.

Establish & Maintain Team

3. Team established (representative).
4. Team has regular meeting schedule, effective operating procedures.
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.

Checklist #2: Start-up Activity

<table>
<thead>
<tr>
<th>Complete &amp; submit Quarterly</th>
<th>Status</th>
<th>Date (month)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Faculty/Staff support (One of top 3 goals: 80% of faculty document support, 5 year timeline)</td>
<td>Status</td>
<td>Dec.</td>
</tr>
<tr>
<td>3. Team established (representative).</td>
<td>Status</td>
<td>Mar.</td>
</tr>
<tr>
<td>4. Team has regular meeting schedule, effective operating procedures.</td>
<td>Status</td>
<td>May</td>
</tr>
</tbody>
</table>

Team Implementation Checklist
Data-based Decision Making

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

Average Referrals/Day/Month w/ national data lines

Avg Ref/Day/Month
# Ref by Problem

# Ref by Location

# Ref by Time of Day

# Ref by Students

How long would it take to answer big 5 SW discipline questions in your school?
1. How many?
2. What?
3. Where?
4. When?
5. Who?

(7 min.)

RCT & Group Design PBIS Studies


August 2014

RCT & Group Design PBIS Studies


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

**IMPLEMENTATION**

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

**PRACTICE**

<table>
<thead>
<tr>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced Probability of Student Benefit</td>
<td></td>
</tr>
<tr>
<td>Low Probability for Student Benefit</td>
<td></td>
</tr>
</tbody>
</table>

**Fixsen & Blase, 2009**

**Reconceptualizing Culture**

Culture =

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from
- Predicting future behavior

**Sugai, O’Keeffe, & Fallon 2012**

**Individual Learning History & Context**

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

**References**

BASIC PBIS LOGIC

SYSTEMS  DATA  PRACTICES

Cultural/Context Considerations

Start w/ effective, efficient, & relevant, double

Prepare & support implementation

Training + Coaching + Evaluation

Implementation Fidelity

Improve "Fit"

Maximum Student Outcomes

Start w/ effective, efficient, & relevant, double

Prepare & support implementation

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