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

NEPBIS Leadership Network Forum

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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

Common Vision/Values

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Why SWPBS?

Presentations
PBIS is about:

- Improving classroom & school climate
- Integrating academic & behavior initiatives
- Decreasing reactive management
- Improving support for students with EBD
- Maximizing academic achievement

What is PBIS?

PBIS (aka SWPBS) is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

IMPLEMENTATION W/ FIDELITY

CONTINUOUS
PROGRESS MONITORING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

UNIVERSAL SCREENING

CONTENT EXPERTISE & FLUENCY

DATA-BASED DECISION MAKING & PROBLEM SOLVING

TEAM-BASED IMPLEMENTATION

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior
**Culturally Equitable Academic & Social Behavior Expectations**

Outcomes

Culturally Valid Information for Decisions

Culturally Relevant & Effective Instruction

Culturally Knowledgeable Staff

PRACTICES

SYSTEMS

DATA

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**Continuum of School-Wide Instructional & Positive Behavior Support**

Primary Prevention: School- and 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

~80% of Students

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**Continuum of Support for ALL: “Theora”**

Label behavior…not people

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**Continuum of Support for ALL: “Molcom”**

Label behavior…not people

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**Continuum of Support for ALL: “George”**

Label behavior…not people
Responsiveness to Intervention

Academic Systems
- Intensive, Individual Interventions
  - High Intensity
- Targeted Group Interventions
  - Some students (at-risk)
  - High-efficiency
  - Rapid response
- Universal Interventions
  - All students
  - Preventive, prosactive

Behavioral Systems
- Intensive, Individual Interventions
  - High Intensity
  - Assessment-based
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All settings, all students
  - Preventive, prosactive

Circa 1996

Academic-Behavior Connection


CORE FEATURES: 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 encouraging expected behavior
- Procedures for on-going data-based monitoring & evaluation
- Continuum of procedures for discouraging rule violations

CORE FEATURES: Targeted PBS (Tier 2)
- Increased social skills instruction & practice
- Continuous progress monitoring
- Increased opportunity for positive reinforcement
- Increased adult supervision
- Increased pre-correction

CORE FEATURES: Intensive PBS (Tier 3)
- Multi-disciplinary Team & data driven
- Behavior expertise
- Functional Based Behavior Support Planning
- Wraparound Supports & Culture Driven Person Centered Planning
- Comprehensive School Mental Health Supports

PBIS Implementation

"Train & Hope"
- WAIT for New Problem
- REACT to Problem Behavior
- Expect, But HOPE for Implementation
- Select & ADD Practice
- Hire EXPERT to Train Practice

LEADERSHIP TEAM (Coordination)
- Funding
- Visibility
- Political Support
- Policy
- Training
- Coaching
- Evaluation
- Behavioral Expertise

Local School/District Implementation Demonstrations
Basic Training Framework

District Leadership & Coordination Capacity
• SWPBS practices, data, systems
• Policy, funding, leadership

SWPBS Team
• SWPBS
• CWPBS
• Small group
• Individual student

School Staff

External Coaching Support

Factors Directly & Indirectly Contributing To Student Learning


GENERAL IMPLEMENTATION PROCESS: “Getting Started”

Teaching Academics & Behaviors

Teaching Matrix

Expectations
1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES

Teaching Math

Teaching Reading

Teaching Writing
Non-classroom Behavior & Classroom Management Practices

See Classroom Management Self-Checklist
### Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Rater</th>
<th>Date</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Time Start</th>
<th>Time End</th>
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### Tally each Positive Student Contacts

<table>
<thead>
<tr>
<th>Total #</th>
<th></th>
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</thead>
</table>

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

Ratio of Positives to Negatives: ____ to 1

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### Typical Context/Behavioral Routines

<table>
<thead>
<tr>
<th>All</th>
<th>Morning Meeting</th>
<th>Homework</th>
<th>Transition</th>
<th>Teacher Directed</th>
<th>Independent Work</th>
<th>Problem to Solve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use inside voice</td>
<td>Eyes on speaker</td>
<td>Do on own</td>
<td>Hand or show</td>
<td>Eyes on speaker</td>
<td>Use inside voice</td>
<td>Stop, Step Back, Think, Act</td>
</tr>
<tr>
<td>Raise hand to answer</td>
<td>Give brief answers</td>
<td>Turn in homework</td>
<td>Attendance Card</td>
<td>Keep hands</td>
<td>Keep hands</td>
<td>Stop, Step Back, Think, Act</td>
</tr>
<tr>
<td>Put materials</td>
<td>Homework</td>
<td>Transition</td>
<td>Teacher Directed</td>
<td>Independent Work</td>
<td>Problem to Solve</td>
<td>Stop, Step Back, Think, Act</td>
</tr>
<tr>
<td>Respect Others</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
</tr>
<tr>
<td>Respect</td>
<td>Property</td>
<td>Self</td>
<td>Others</td>
<td>Self</td>
<td>Others</td>
<td>Self</td>
</tr>
</tbody>
</table>

### Natural Context

1. **Social Skill**: Respect Others
2. **Behavioral Examples**: Use inside voice, respect others, keep hands to self, etc.

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### EXAMPLE

Teachable Expectations (Classroom)

<table>
<thead>
<tr>
<th>Motive, Tribal Values</th>
<th>Strategy</th>
<th>Expectations of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Savaqatigiiyujiq</td>
<td>Respect</td>
<td>Be engaged with materials, respect others, personal space, others</td>
</tr>
<tr>
<td>Kamaksrijiq</td>
<td>Responsibility</td>
<td>Be engaged with materials, respect others, personal space, others, self</td>
</tr>
<tr>
<td>Shishmaref</td>
<td>Cooperation</td>
<td>Be engaged with materials, respect others, personal space, others, self</td>
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### Team Implementation Checklist

- External
- Tier I implementation
- Self-assessment
- Tier I implementation
- Team/coach self-assessment
- Tier I implementation
- Coach/team assessment
- Tier II/III
- Tier II/III implementation
- External assessment

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### Action Planning Tools

- School-wide Evaluation Tool (SET)
- Team Implementation Checklist (TIC)
- Benchmarks of Quality (BoQ)
- Benchmarks of Advanced Tiers (BAT)
- Individual Student Support Evaluation Tool (ISSET)
Getting Started: “Team Implementation Checklist” (TIC)

Self-Assessment

7. Team summarizes existing school discipline data.
8. Strengths, areas of immediate focus & action plan are identified.
9. Establish School-wide Expectations
   9.1 School-wide behavior expectations are defined.
10. Teaching plans for school-wide expectations are developed.
11. School-wide behavioral expectations taught explicitly & formally.
12. System in place to acknowledge/honor school-wide expectations.
13. 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.

Effective Behavior Support Team Implementation Checklists (Quarterly)

School: ____________________________ County: ____________________________ Date of Report: ____________________________

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

ESS Team Members: ____________________________

People Completing Report: ____________________________

Complete & submit Quarterly: ____________________________ Status: ____________

1. ESS team has met at least monthly.
2. ESS team has given status report to faculty at least monthly.
3. Activities for ESS action plan implemented.
4. Accuracy of implementation of ESS action plan assessed.
5. Effectiveness of ESS action plan implementation assessed.
6. ESS data analyzed.

Checklist #1: Start-up Activity

<table>
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<tbody>
<tr>
<td>Establish Commitment: 1. Administrator’s support &amp; active involvement.</td>
<td>Status:</td>
<td></td>
<td></td>
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<tr>
<td>2. Faculty/Staff support (first 2 goals: 60% of faculty document support, 3 year timeline).</td>
<td>Status:</td>
<td></td>
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</tr>
<tr>
<td>Establish &amp; Maintain Team: 3. Team established (representation).</td>
<td>Status:</td>
<td></td>
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<tr>
<td>4. Team has regular meeting schedule, effective operating procedures.</td>
<td>Status:</td>
<td></td>
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<tr>
<td>5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.</td>
<td>Status:</td>
<td></td>
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Data for Decision Making
1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

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

ODR Data Point
4 considerations!

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RCT & Group Design PBIS Studies

• Reduced major disciplinary infractions
• Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
• Improvements in academic achievement, safety
• Enhanced perception of organizational health & peer rejection
• Improved school climate

BASIC PBIS LOGIC