School-wide Positive Behavior Support

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OSEP Center on Positive Behavioral Intervention & Supports
pbis.org

Missouri SW-PBS
pbismissouri.org
Where is Missouri???
U.S. Department of Education Center for Positive Behavioral Interventions and Supports

• Originated at the University of Oregon late 1980s
• 20 years of federal funding
• Over 30,000 schools implementing with fidelity in the U.S.
• All 50 states & territories
• Over 30 country partnerships
The Key

Behavior is functionally related to the teaching environment
The Challenge

• Approximately 1 in every 4 to 5 youth in the U.S. meets criteria for a mental disorder with severe impairment across their lifetime (Merikangas et al., 2010)

• Among those affected only 30% actually receive services (U.S. Public Health Service, 2000)
The Challenge

• The most common conditions include
  • Anxiety (31.9%)
  • Behavior disorders (19.1%)
  • Mood disorders (14.3%)
  • Substance use disorders (11.4%)

• Approximately 40% of individuals meet criteria for multiple disorders.

(Merikangas et al., 2010)
The Challenge

• The median age of onset occurs during school-age years
  • 6 years for anxiety
  • 11 years for behavior
  • 13 years for mood
  • 15 years for substance use disorders

(Merikangas et al., 2010)
The Challenge

• Current US prevalence of students receiving special education under SED category = 0.85% (9.7% of all students on IEP K-12)

• Estimated prevalence = 5-7%

• Implication (5%) = 2,201,943 students who could qualify might not be receiving services (456,407 SED on IEP / 53,167,000 students K-12)
First Week of Term One...

Design a vocabulary lesson:

• Assess current level
• Explicitly teach new terms
• Practice opportunities w/ feedback
  • During lesson
  • Independent work
• Test for mastery & provide feedback
Learning History & Risk Factors
Contributing Factors - Parent/Child Social Interactions

- Common Patterns of early learning found in homes of children at-risk for anti-social behavior
  - Inconsistent discipline
  - Punitive management
  - Lack of monitoring
Contributing Factors - Parent/Child Social Interactions

Social Learning

• Coercion/Negative Reinforcement (Patterson et al.)
  • Present an aversive, remove aversive once the person complies
  • “Social skills” to get need met
If antisocial behavior is not changed by the end of grade 3, it should be treated as a chronic condition much like diabetes. That is, it cannot be cured but managed with the appropriate supports and continuing intervention (Walker, Colvin, & Ramsey, 1995).
So what do we do?
Putting Evidence-Based Practices In Place: Systems

Prevention, Early Intervention and Individualized Student Supports through Positive Behavior Support
Starting Point....

• We cannot “make” students learn or behave

• We can create environments to increase the likelihood students learn and behave

• *Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity*
School-wide Positive Behavior Support

- Problem solving framework
- Systematic implementation of evidence-based practices
- Layers in increasingly more intensive environmental supports to increase the likelihood students are academically, emotionally, and socially successful
SW-Positive Behavior Support

- Supporting Staff Behavior
- Supporting Student Behavior

Supporting Decision Making

Social Competence & Academic Achievement

OUTCOMES
SYSTEMS
DATA
PRACTICES

Supporting Staff Behavior
Supporting Student Behavior
Making Data-Based Decisions

Purpose

• Needs Assessment (Where do we start/ how do we maintain)
  • Self Assessment Survey

• Help guide on-going instructional decisions (SWIS)
  • Are we impacting student academic & social behavior

• System Evaluation / Implementation fidelity (TFI)
  • What supports do the staff need
## Schoolwide SYSTEMS

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>Schoolwide is defined as involving all students, all staff, &amp; all settings.</td>
<td>High</td>
</tr>
<tr>
<td>Partially in Place</td>
<td></td>
<td>Med</td>
</tr>
<tr>
<td>Not in Place</td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>1. A small number (e.g. 3-5) of positively &amp; clearly stated student expectations or rules are defined.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Expected student behaviors are taught directly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Expected student behaviors are rewarded regularly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Consequences for problem behaviors are defined clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Distinctions between office v. classroom managed problem behaviors are clear.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Options exist to allow classroom instruction to continue when problem behavior occurs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Procedures are in place to address emergency/dangerous situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. A team exists for behavior support planning &amp; problem solving.</td>
<td></td>
</tr>
</tbody>
</table>
12. School has formal strategies for informing families about expected student behaviors at school.

7. Options exist to allow classroom instruction to continue when problem behavior occurs.

2. Expected student behaviors are taught directly.

15. All staff are involved directly and/or indirectly in school wide interventions.

10. School administrator is an active participant on the behavior support team.

5. Consequences for problem behaviors are defined clearly.

11. Staff receive regular (monthly/quarterly) feedback on behavior patterns.

6. Distinctions between office vs. classroom managed problem behaviors are clear.

1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.

14. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.

9. A team exists for behavior support planning & problem solving.

4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.

13. Booster training activities for students are developed, modified & conducted based on school data.

8. Procedures are in place to address emergency/dangerous situations.

3. Expected student behaviors are rewarded regularly.
“Big Five”

[Bar chart showing average referrals per day per month for different years (2002-03, 2003-04, 2004-05, 2005-06). The chart includes bars for each month from August to July, with data indicating variations in referrals throughout the academic year.]
Referrals By Student

Number of Referrals

98487 164953 211873 243122 347846 350785 475585 522827 525274 584017 599309 664333 664941 675941 684189 699307 753300 786070 786124 809326 825798 841031 851528 851926 165022 664957 675953

2 2 5

PBIS Positive Behavioral Interventions & Supports
OSEP Technical Assistance Center
SWPBIS Tiered Fidelity Inventory
version 2.1

Available from OSEP TA-Center www.pbis.org

Assessors Training PowerPoint
and
Assessors Training Video at www.pbisapps.org

Citation for this Publication

The Center is supported by a grant from the US Department of Education’s Office of Special Education Programs (H325G130004). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

---

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Universal School-Wide Features

• Clearly define expected behaviors (Rules)
  • All Settings
  • Classrooms

• Procedures for teaching & practicing expected behaviors

• Procedures for providing specific positive feedback

• Procedures for responding to problem behaviors

• Procedures for data-based decision making

• Family Awareness and Involvement
<table>
<thead>
<tr>
<th>Safe</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Keep bodies calm in line</td>
<td>• Maintain personal space</td>
<td>• Walk</td>
<td>• Stay to the right on stairs</td>
<td>• Wash hands with soap and water</td>
<td>• Use equipment for intended purpose</td>
<td>• Walk</td>
<td>• Enter and exit gym in an orderly manner</td>
</tr>
<tr>
<td>• Report any problems</td>
<td></td>
<td>• Pull in chairs</td>
<td>• Keep water in the sink</td>
<td>• Keep body to self</td>
<td>• Wood chips are for the ground</td>
<td>• Keep to the right on stairs</td>
<td></td>
</tr>
<tr>
<td>• Ask permission to leave any setting</td>
<td></td>
<td>• Place trash in trash can</td>
<td>• One person per stall</td>
<td>• Participate in school approved games only</td>
<td></td>
<td>• Be an active listener</td>
<td></td>
</tr>
<tr>
<td>Respectful</td>
<td></td>
<td>• Eat only your food</td>
<td>• Use a peaceful voice</td>
<td>• Allow for privacy of others</td>
<td>• Line up at first signal</td>
<td></td>
<td>• Applaud appropriately to show appreciation</td>
</tr>
<tr>
<td>• Treat others the way you want to be treated</td>
<td>• Be honest</td>
<td>• Eat quietly so others can continue learning</td>
<td>• Use a peaceful voice</td>
<td>• Clean up after self</td>
<td>• Invite others who want to join in</td>
<td>• Be an active listener</td>
<td></td>
</tr>
<tr>
<td>• Be an active listener</td>
<td>• Be honest</td>
<td>• Eat quietly so others can continue learning</td>
<td>• Use a peaceful voice</td>
<td>• Clean up after self</td>
<td>• Invite others who want to join in</td>
<td>• Applaud appropriately to show appreciation</td>
<td></td>
</tr>
<tr>
<td>• Follow adult direction(s)</td>
<td>• Take care of yourself</td>
<td>• Eat only your food</td>
<td>• Use a peaceful voice</td>
<td>• Clean up after self</td>
<td>• Invite others who want to join in</td>
<td>• Be an active listener</td>
<td></td>
</tr>
<tr>
<td>• Use polite language</td>
<td>• Help keep the school orderly</td>
<td>• Eat only your food</td>
<td>• Use a peaceful voice</td>
<td>• Clean up after self</td>
<td>• Invite others who want to join in</td>
<td>• Applaud appropriately to show appreciation</td>
<td></td>
</tr>
<tr>
<td>• Help keep the school orderly</td>
<td>• Be honest</td>
<td>• Eat only your food</td>
<td>• Use a peaceful voice</td>
<td>• Clean up after self</td>
<td>• Invite others who want to join in</td>
<td>• Be an active listener</td>
<td></td>
</tr>
<tr>
<td>A Learner</td>
<td>• Be an active participant</td>
<td>• Be a risk taker</td>
<td>• Return to class promptly</td>
<td>• Use proper manners</td>
<td>• Follow bathroom procedures</td>
<td>• Be a problem solver</td>
<td>• Raise your hand to share</td>
</tr>
<tr>
<td>• Give full effort</td>
<td>• Be a risk taker</td>
<td>• Return to class promptly</td>
<td>• Use proper manners</td>
<td>• Follow bathroom procedures</td>
<td>• Be a problem solver</td>
<td>• Keep comments and questions on topic</td>
<td></td>
</tr>
<tr>
<td>• Be a team player</td>
<td>• Be a risk taker</td>
<td>• Return to class promptly</td>
<td>• Use proper manners</td>
<td>• Follow bathroom procedures</td>
<td>• Be a problem solver</td>
<td>• Keep comments and questions on topic</td>
<td></td>
</tr>
<tr>
<td>• Do your job</td>
<td>• Be a risk taker</td>
<td>• Return to class promptly</td>
<td>• Use proper manners</td>
<td>• Follow bathroom procedures</td>
<td>• Be a problem solver</td>
<td>• Keep comments and questions on topic</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>Respect</td>
<td>Integrity</td>
<td>Determination</td>
<td>Excellence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>-----------</td>
<td>--------------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be prompt and prepared.</td>
<td>Be actively engaged.</td>
<td>Be positive and productive.</td>
<td>Be goal oriented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honor others’ right to learn.</td>
<td>Use electronics appropriately.</td>
<td>Treat others and property with courtesy.</td>
<td>Use appropriate language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice academic honesty.</td>
<td>Meet established deadlines.</td>
<td>Attend class every day on time.</td>
<td>Lead by example.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take initiative.</td>
<td>View mistakes as learning opportunities.</td>
<td>Welcome academic challenges.</td>
<td>Be a self advocate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think critically and ask questions.</td>
<td>Encourage positive behavior in others.</td>
<td>Aim high.</td>
<td>Strive for success.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Behavior Expectation Matrix

<table>
<thead>
<tr>
<th>Hallway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Responsible</strong></td>
</tr>
<tr>
<td>- <em>WALK</em> and talk</td>
</tr>
<tr>
<td>- Plan ahead</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td>- Talk quietly</td>
</tr>
<tr>
<td>- Go directly to your destination</td>
</tr>
<tr>
<td>- Stay to the right</td>
</tr>
<tr>
<td>- KHFOOTY</td>
</tr>
<tr>
<td><strong>Be Kind</strong></td>
</tr>
<tr>
<td>- Notice your neighbors</td>
</tr>
<tr>
<td>- Smile and greet others</td>
</tr>
<tr>
<td>- Take care of items in the hallways (e.g. posters, displays)</td>
</tr>
</tbody>
</table>
# Behavior Expectation Matrix

<table>
<thead>
<tr>
<th></th>
<th>Restroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Responsible</strong></td>
<td>• Use facility quickly and quietly&lt;br&gt; • Return to class promptly&lt;br&gt; • Wash hand with soap&lt;br&gt; • Report problems to staff</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>• Keep water in sink&lt;br&gt; • Put paper towels in trash cans&lt;br&gt; • KHFOOTY</td>
</tr>
<tr>
<td><strong>Be Kind</strong></td>
<td>• Use polite language and positive actions</td>
</tr>
</tbody>
</table>
McCluer Comet Expectations

**Behavior =**

- **BE READY**
  - Arrive on Time
  - Have proper materials
  - Be an active learner
  - Make eye contact

- **BE RESPONSIBLE**
  - Be accountable for own actions
  - Know your GPA and credits

- **BE RESPECTFUL**
  - Respect actions and opinions of others
  - Don’t claim another’s work as your own

- **BE PEACEFUL**
  - Solve problems with words
  - Allow time for quiet study

- **BE POSITIVE**
  - Use good manners
  - Give your personal best
HOLMAN F A M H I G H F O R A T T E N D A N C E

Graph showing attendance rates for 6th (blue), 7th (red), and 8th (green) grades.
Notable Deeds

Notable Deed

Person nominated: ___________________________ Date: ___________________________

Gender: M F Grade Level: 9 10 11 12

Demonstrated:

Purpose Ownership Work ethic Empathy Respect

In the: Classroom Hallway Library Gym Commons Other: ___________________________

Description:

__________________________

Nominated by: ___________________________
Power Acts

P.O.W.E.R. ACT

NAME: ____________________________

GRADE: _____  ID#: ________________

NOMINATED BY _________________

Turn in to Student Center, Main Office, or Library.
# Kirkville Early Childhood Learning Center

## Rules Matrix

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>In Line</th>
<th>Commons</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be safe</strong></td>
<td>• Walking feet</td>
<td>• Walking feet</td>
<td>• Walking feet</td>
<td>• Keep hands, feet and body to self</td>
</tr>
<tr>
<td></td>
<td>• Keep hands, feet and body to self</td>
<td>• Keep hands, feet and body to self</td>
<td>• Keep hands, feet and body to self</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Wash hands</td>
<td>• Wash hands</td>
<td>• Wash hands</td>
<td></td>
</tr>
<tr>
<td><strong>Be kind</strong></td>
<td>• Eyes watching</td>
<td>• Quiet voices</td>
<td>• Wait for our friends</td>
<td>• Ears listening</td>
</tr>
<tr>
<td></td>
<td>• Ears listening</td>
<td>• Eyes watching</td>
<td>• Clean up</td>
<td>• Clean up</td>
</tr>
<tr>
<td></td>
<td>• Clean up</td>
<td>• Ears listening</td>
<td>• Ears listening</td>
<td></td>
</tr>
<tr>
<td><strong>Be a friend</strong></td>
<td>• Share/Take turns</td>
<td>• Use nice words</td>
<td>• Push in chair</td>
<td>• Share/Take turns</td>
</tr>
<tr>
<td></td>
<td>• Use nice words</td>
<td></td>
<td></td>
<td>• Use nice words</td>
</tr>
</tbody>
</table>
Co-Teach Preschool Classroom Rules

1. We use inside voices
2. We use good listening bodies
3. We use good manners words
4. We touch gently
5. We use walking feet
"Be Respectful..."
Raise your hand

"Be Safe...",
Use walking feet
Arrival & Opening Activity

1. Say “Hello”
2. Hang up coat and bag
3. Wash hands

Then choose an activity:

- Puzzle
- Writing center
- Construction
Toileting Routine

1. Pull down your pants, then your underwear

2. Sit on the toilet and go potty

3. Wipe

4. Pull up your underwear, then your pants

5. Flush the toilet

6. Wash your hands

7. All done! Go downstairs and play!
Hand Washing Routine

1. Turn the water on
2. Put hands under water
3. Get a squirt of soap from dispenser
4. Scrub hands together
5. Rinse soap off hands
6. Get a paper towel and dry your hands
7. Turn the water off with our paper towel
8. Throw your paper towel in the garbage
"Be Responsible..."

Flush the toilet

Wash your hands
The colloquial/common understanding of Intrinsic Motivation:

“motivation that comes from inside an individual”

“the person choosing to do something for themselves”

The RESEARCH definition of Intrinsic Motivation:

“doing something because it is inherently interesting or enjoyable, with no expectation of it leading to a separable outcome.”

J. Payne, APBS 2016
<table>
<thead>
<tr>
<th>Regulatory style (type of motivation)</th>
<th>Extrinsic Motivation (4 subtypes of Extrinsic Motivation)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>External regulation</td>
</tr>
<tr>
<td>Associated processes</td>
<td>Salience of rewards/punishments, compliance, Reactance</td>
</tr>
<tr>
<td>Locus of control/regulation (Who is in charge?)</td>
<td>External</td>
</tr>
<tr>
<td>Typical thoughts</td>
<td>“I do this because someone or something is making me. As soon as that stops, I stop”</td>
</tr>
<tr>
<td>Example</td>
<td>Someone working a job they don’t really like because it pays well</td>
</tr>
</tbody>
</table>
Example of Extrinsic motivation #1

• Big Bang Theory Example
Example of Extrinsic motivation #2
“I hated every minute of training, but I said, “Don’t quit. Suffer now and live the rest of your life as a champion.”

- Muhammad Ali
Example of Extrinsic motivation # 4

WE CAN CHANGE THE WORLD AND MAKE IT A BETTER PLACE. IT IS IN YOUR HANDS TO MAKE A DIFFERENCE.

-NELSON MANDELA
Considerations for Discouraging Problem Behaviors

• CONSISTENCY in responding
• Clearly define problem behavior
• Clear distinctions between staff/classroom and office managed behavior
• Establish a continuum of procedures for correcting problem behavior (instructional focus)
• Establish data decision rules to identify repeated infractions / students in need of tier II/III supports
Saturday School
Classroom Supports
The Challenge

- Students spend majority of their school day in the classroom
- Majority of “discipline problems” originate in the classroom and often result in removal from instruction
- Remaining engaged in instruction essential to student academic and social success
- “Culture” of education often reinforces ineffective practices and creates barriers to implementing effective practices
Resources - pbismissouri.org

Improving outcomes for all students.
Positive, proactive, preventative behavior supports.

New to **MO SW-PBS**?
Setting up the Environment

Establishing expectations (Kameenui & Simmons, 1990):

- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today's society?
- How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?

✦ How can I change my instruction to help pupils develop the skills I am trying to teach?

Bottom line = ask yourself if students have pre-requisite and requisite skills to succeed based on each of your answers – if not, teach and practice
Classroom Universal Essential Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need
Challenge is to insure *everyone* implementing best practice with fidelity and intensity to match behavioral challenges
Start with Self-Assessment

ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:

1 = inconsistent or unpredictable ........ 5 = consistent and predictable

| Physical Space: Is physical space organized to allow access to instructional materials? |
|---------------------------------------------------------------|---------------------------------------------------------------|
| • Work centers are easily identified and corresponds with instruction | 1 2 3 4 5 |
| • Traffic flow minimizes physical contact between peers and maximizes teacher’s mobility | 1 2 3 4 5 |

| Attention: Does the teacher gain the attention of the students prior to instruction? |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------|
| • A consistent and clear attention signal is used across instructional contexts | 1 2 3 4 5 |
| • Uses a variety of techniques to gain, maintain, and regain student attention to task. | 1 2 3 4 5 |

| Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention? |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| • Materials are prepared and ready to go. | 1 2 3 4 5 |
| • Pre-corrects are given prior to transitions. | 1 2 3 4 5 |
| • Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on | 1 2 3 4 5 |
# Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Rater</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
</table>

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

Ratio of Positives to Negatives: ______ to 1

## Classroom Management Practice

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have arranged my classroom to minimize crowding and distraction</td>
<td>Yes No</td>
</tr>
<tr>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).</td>
<td>Yes No</td>
</tr>
<tr>
<td>3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</td>
<td>Yes No</td>
</tr>
<tr>
<td>4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).</td>
<td>Yes No</td>
</tr>
<tr>
<td>5. I provided each student with multiple opportunities to respond and participate during instruction.</td>
<td>Yes No</td>
</tr>
</tbody>
</table>
1. When the teacher __________________________, most students stop and listen.
   Yes     Sometimes     No

2. When class starts, the teacher has everything ready.
   Yes     Sometimes     No

3. Before we start a new activity, the teacher reminds us what we are supposed to do.
   Yes     Sometimes     No

4. When we are asked to work by ourselves, all students work quietly and do what they are supposed to do.
   Yes     Sometimes     No

5. I often finish my work and do not know what I should be doing while others are still working.
   Yes     Sometimes     No
CLASSROOM PROCEDURES AND ROUTINES

Identify, Teach, Practice, Encourage

Classroom Procedures and Routines Teacher Tool
What Are Procedures & Routines?

• Procedures are a method or process for how things are done within the classroom.

• Classroom procedures are patterns for accomplishing classroom tasks.

• Procedures form routines that help students meet expectations stated in classroom behaviors.
Discussion

• Turn to a partner and identify 3 examples of procedures that have become routines
• Think of in-school and out-of-school examples
Activity:
Creating a List of Classroom Procedures

• Think through the many activities of your day.
• Now, read through the lists of possible classroom procedures on *Lists of Classroom Procedures* handout.
• Put a check mark ✓ by any that you have applied in your classroom.
• Put an × by any that you think you need to develop.
• Add any that might be missing.
• Share with a partner.

*Lists of Classroom Procedures*
Classroom Systems

• Teach
  • Brief in-service, single topic focus
• Practice (performance feedback)
  • Peer coaching
  • Principal “walk through”
• Direct observation / data collection
Universal/Pre Tier II Classroom Examples
Baseline Behavior Data Spring

57 students with 9+ Referrals

1712 referrals

15% Tier 3
Goal 5%

6+ Referrals

16% Tier 2
Goal 15%

2-5 Referrals

69% Tier 1
Goal 80%

0-1 Referral

57 students with 9+ Referrals
Data-Practices-Systems

• Self-assessment / Review of behavioral infractions

• Literacy block
  • Teacher led small group
  • Independent work
  • Student work group

• Clear procedures & routines
  • Taught & practiced
Post Intensifying Tier I + Classrooms

16 Students with 9+ Referrals

- 7% Tier 3 Goal 5%
  - 6+ Referrals
- 10% Tier 2 Goal 15%
  - 2-5 Referrals
- 83% Tier 1 Goal 80%
  - 0-1 Referrals

516 Referrals
The Beginning – Background Info.

• School used a universal screening instrument in October of 2012.

• Results indicated that 32.3% of students were in the at-risk or high-risk range.

• Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.
Baseline Data Collection

• Classroom-Level Observations of Effective Classroom Practices
  - Expectations & Rules
  - Procedures & Routines
  - Encouraging Expected Behavior
  - Discouraging Inappropriate Behavior
  - Active Supervision
  - Opportunities to Respond

• Based on data, team identified 1 practice to improve upon.

Initial ratio of positive specific feedback to correctives: 1.85:1
October 2012 – Initial Observations, Ratio at 1.85:1

January 2013 – Staff Professional Development on Positive Specific Feedback

February 2013 – Follow-up Classroom Observations, Ratio at 2.44:1

March 2013 – Additional Staff Professional Development with Increased Practice and Supports

May 2013 – Final Classroom Observations of the School Year, Ratio at 6.55:1
End of Year Outcomes

• ODRs *decreased by 39.41%* from 2011-2012 to 2012-2013.

• Minor referrals *decreased by 34.8%* from 2011-2012 to 2012-2013.

• Classroom minor referrals *decreased by 33.5%* from 2011-2012 to 2012-2013.
Head Start Classrooms

• Support for “non-responders” (teaching staff)
• Students identified as at-risk for anti-social behavior

On-Task
Pre-Corrects General
Pre-Corrects Specific
Physical Aggression

Baseline
Intervention

Follow-up

Rate of Behavior

Percentage of Behavior

Teacher 1

Teacher 2

Teacher 3

Daily Sessions
Trussell, R. P., Lewis, T. J., & Stichter, J. P. (in press). The impact of universal classroom interventions and individually designed behavior interventions on problem behaviors of students with emotional/behavioral disorders. Behavioral Disorders,
Classroom Problem Solving

Study Basics

• Subject:
  • Seven years old
  • Identified with EBD and ADHD

• Setting
  • General education 2nd grade classroom with 19 other students
  • One licensed teacher and one student teacher

• Concern
  • Student exhibits high rates of off-task
  • Student shouts out answers and questions and comments at high rates and often inappropriate
“Function of Behavior”

• Descriptive (interviews and teacher reported ABC/ Scatterplot data)
  • Function identified as **Attention**
  • Significant antecedents: **multiple step direction and group settings**
  • Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection
“Environment Assessment”

Significant variables:

• clarity of expectations & directions
• consistency of expectations
• accessibility of class schedules
• lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)
Mean Percent of Teacher Behavior

Baseline Level 1 Level 1 & 2 Level 1, 2 & 3 Follow-Up

High Structure
Materials Accessibility
Rules Visible
Assistance Consistent
Answering Consistent
Classroom Problem Solving Process

- Develop intervention based on function of behavior
- Environment changes
  - Student skills to teach/practice/reinforce
- Monitor progress
  - Same data that brought them to your attention
  - Problem and Appropriate behavior
  - Teacher observations
Form D
Grade Level Team Tier 2 Function Based Matching Process

Student:________________________ Classroom Teacher:______________ Grade: ___
Date:_____

Complete the Brief Assessment of Function of Behavior & Matching Process **with your grade level team.**

1. **Summary of the Problem**

We have the most problems during ____________________________

__________________________ (Time of day/class/Activity/Routine)

<table>
<thead>
<tr>
<th>Antecedent Function/Pay Off (Trigger/Predictor)</th>
<th>Problem Behavior (Student Behavior of concern)</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>When...</td>
<td>The student will...</td>
<td>Then this happens (teacher does)</td>
</tr>
</tbody>
</table>

So, the function of behavior is to: **Get or Avoid** (circle one)

2. **Replacement Behavior** (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])
3. Student Goal (Measurable; Consider level of typical peer, see Matching Progress Monitoring Methods to Student Goals: Example, Page 25 of this handbook):

4. Intervention Plan (See Antecedent Interventions, Page 26 of handbook)

<table>
<thead>
<tr>
<th>Antecedent Interventions</th>
<th>Replacement Behavior / Skill (What we want the student to do instead)</th>
<th>Response / Consequence (What happens when student demonstrates behavior / skill)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)</td>
<td>Positive Specific Feedback</td>
<td>Corrective Feedback</td>
</tr>
</tbody>
</table>

5. Progress Monitoring
How will teacher monitor progress toward the student goal? (See example forms on pages 27-30)
# Antecedent Intervention Examples

<table>
<thead>
<tr>
<th>Function</th>
<th>Intervention Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Attention</td>
<td>Schedule adult attention</td>
<td>• Have adult work with student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have adult provide periodic attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lunch meeting with teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Behavior plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Grade level or teacher triage</td>
</tr>
<tr>
<td></td>
<td>Schedule peer attention</td>
<td>• Pair student with peer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use peer tutoring or mentoring</td>
</tr>
<tr>
<td></td>
<td>Increase proximity to student</td>
<td>• Move seating arrangement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Periodically move about classroom</td>
</tr>
<tr>
<td></td>
<td>Provide preferred activity</td>
<td>• When adult is occupied assign more preferred activity</td>
</tr>
<tr>
<td>Avoid</td>
<td>Adjust demand difficulty</td>
<td>• Provide easier work</td>
</tr>
<tr>
<td></td>
<td>Offer choices</td>
<td>• Allow student to choose:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Task to complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sequence of tasks to be completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Materials to use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Where to complete task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- When to complete task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- With whom to complete task</td>
</tr>
<tr>
<td></td>
<td>Increase student preference/interest in activity</td>
<td>• Incorporate student hobbies/interests into activities</td>
</tr>
<tr>
<td></td>
<td>Assure that activities have functional or meaningful outcome</td>
<td>• Provide activities with valued outcome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write and read Social Stories</td>
</tr>
<tr>
<td></td>
<td>Alter length of task</td>
<td>• Shorten activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide frequent breaks</td>
</tr>
<tr>
<td></td>
<td>Modify mode of task completion</td>
<td>• Change medium/materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Replace pencil and paper with computer, etc.</td>
</tr>
<tr>
<td></td>
<td>Use behavioral momentum, task dispersal</td>
<td>• Present easy requests prior to difficult requests.</td>
</tr>
<tr>
<td></td>
<td>Increase predictability</td>
<td>• Provide cues for upcoming or change in activities (instructional, visual, auditory)</td>
</tr>
<tr>
<td></td>
<td>Modify instructional delivery</td>
<td>• Use pleasant tone of voice</td>
</tr>
</tbody>
</table>
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers
HIGH-LEVERAGE PRACTICES IN SPECIAL EDUCATION
Tier II (small group)

• Efficient and effective way to identify at-risk students
  • Screen
  • Data decision rules
  • Teacher referral

• Informal assessment process to match intervention to student need
  • Small group Social Skill Instruction
  • Self-management
  • Academic Support

• Part of a continuum – must link to universal school-wide PBS system
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>INCORPORATE Trauma Informed Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R</strong>espectful</td>
<td>All Settings</td>
</tr>
<tr>
<td></td>
<td>Halls</td>
</tr>
<tr>
<td></td>
<td>Playgrounds</td>
</tr>
<tr>
<td><strong>R</strong>esponsible</td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Library/Computer Lab</td>
</tr>
<tr>
<td></td>
<td>Assembly</td>
</tr>
<tr>
<td></td>
<td>Bus</td>
</tr>
</tbody>
</table>

| **E**xpectations | Safe                                    |
|                  | All Settings                            |
|                  | Halls                                   |
|                  | Playgrounds                             |
| **E**xpectations | Classroom                               |
|                  | Library/Computer Lab                    |
|                  | Assembly                                |
|                  | Bus                                     |

| **E**xpectations | Responsible                             |
|                  | All Settings                            |
|                  | Halls                                   |
|                  | Playgrounds                             |
| **E**xpectations | Classroom                               |
|                  | Library/Computer Lab                    |
|                  | Assembly                                |
|                  | Bus                                     |

**Respectful**
- Be on task. Give your best effort. Be prepared.
- Walk.
- Have a plan.
- **Use your words**
- **Use safe hands**

**Safe**
- Be kind. Hands/feet to self. Help/share with others.
- Use normal voice volume. Walk to right.
- Share equipment. Include others.
- **Self Check Use Calming Strategy**
- Whisper. Return books.
- Listen/watch. Use appropriate applause.
- Use a quiet voice. Stay in your seat.

**Responsible**
- Recycle. Clean up after self.
- Pick up litter. Maintain physical space.
- Use equipment properly. Put litter in garbage can.
- **Ask for help Connect with Safe Person**
- Push in chairs. Treat books carefully.
- Pick up. Treat chairs carefully.
- Wipe your feet.
Tier III \textit{(individualized support)}

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies

- Part of a continuum – \textbf{must link to universal school-wide PBS system}
Connections to Mental Health and Community Agencies

www.pbis.org/school/school-mental-health/interconnected-systems
Impact
Positive School Climate and Academic Achievement

- In a study of 173 schools, it was found that the relationship between higher achievement scores and a positive school environment was stronger than the relationship between higher achievement scores and any of the following: parent support, teacher excellence, student commitment, school leadership, instructional quality, or resource management.

West. R.P., et al., Utah State Univ, 2007
Additional Impact of School-Wide PBS: Students on IEPs

- Schools implementing SW-PBS with fidelity have a lower mean percentage of students with IEPs
- Students with IEPs attending schools participating in SW-PBS have a higher average attendance rate
- On average, more students with disabilities spend 80% or more of their educational day in inclusive settings in schools participating in SW-PBS
RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions & aggressive behavior
- Improvement in 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
Review of Randomized Control Trials

WWC Standards

Methodological Rigor

• Formation of treatment and control groups
• Consideration of confounding factors
• Identification of relevant and reliable outcome measures
• Evidence of low attrition
• Evidence of baseline equivalence

Evidence of Effects

• Direction of effect
• Magnitude of effect
CEC Quality Indicators

Methodological Rigor
• Context and setting
• Participants
• Intervention agent(s)
• Description of practice
• Implementation fidelity
• Internal validity
• Outcome measures
• Data analysis

Evidence of Effect
• Direction of effect
• Magnitude of effect
## Included Studies

<table>
<thead>
<tr>
<th>Trial</th>
<th>Cite</th>
<th>Setting</th>
<th>Participants</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sprague et al., 2001</td>
<td>Pacific Northwest</td>
<td>N = 15 schools (9 tx)</td>
<td>Quasi-experimental, non-equivalent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>urban and suburban</td>
<td>elementary schools (6 tx)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>middle schools (3 tx)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Bradshaw, Koth, et al., 2008</td>
<td>Maryland</td>
<td>N = 37 schools (21 tx)</td>
<td>Longitudinal group randomized</td>
</tr>
<tr>
<td></td>
<td>Bradshaw, Reinke et al., 2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bradshaw et al., 2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bradshaw, Mitchell, &amp; Leaf, 2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bradshaw, Waasdorp, &amp; Leaf, 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Waasdorp, Bradshaw, &amp; Leaf, 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pas, Waasdorp, &amp; Bradshaw, 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bradshaw, Waasdorp, &amp; Leaf, 2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Horner et al., 2009</td>
<td>Hawaii</td>
<td>N = 63 schools (33 tx)</td>
<td>Randomized, wait-list control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Illinois</td>
<td>elementary schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Bradshaw et al., 2012</td>
<td>Maryland</td>
<td>N = 42 schools (20 tx)</td>
<td>Randomized control trial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NR</td>
<td>elementary schools</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ward &amp; Gersten, 2013</td>
<td>NR</td>
<td>N = 33 schools (17 tx)</td>
<td>Randomized, wait-list control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>urban</td>
<td>elementary schools</td>
<td></td>
</tr>
</tbody>
</table>
## Training Package Components

<table>
<thead>
<tr>
<th>Trial</th>
<th>Initial Training</th>
<th>Technical Assistance</th>
<th>Booster Training</th>
<th>Coach Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• 4 hour inservice on EBS model&lt;br&gt;• 8 hour inservice on Second Step curriculum</td>
<td>• 25-40 hours/school across 1 year</td>
<td>• 1-2 team trainings/month&lt;br&gt;• ~20 hours training total</td>
<td>• None</td>
</tr>
<tr>
<td>2</td>
<td>• 2 day summer inservice on critical features of PBIS&lt;br&gt;• 2 self-directed planning days</td>
<td>• monthly site visits from behavior coaches</td>
<td>• annual 2-day summer inservice</td>
<td>• initial 1 day inservice&lt;br&gt;• 4 training events/year</td>
</tr>
<tr>
<td>3</td>
<td>• 3-4 training events over 1 year (1-2 days/event) on SWPBS practices</td>
<td>• monthly site visits from behavior coaches</td>
<td>• 3-4 training events/year (1-2 days/event)</td>
<td>• Not reported</td>
</tr>
<tr>
<td>4</td>
<td>• 2 day inservice on core elements of PBISplus</td>
<td>• 4,234 hours of on-site coaching across all schools for the duration of the study</td>
<td>• annual 1 day summer inservice</td>
<td>• bi-weekly supervision sessions&lt;br&gt;• quarterly extended training sessions</td>
</tr>
<tr>
<td>5</td>
<td>• 7 days of inservice over the course of a year on Safe and Civil Schools procedures</td>
<td>• None</td>
<td>• None</td>
<td>• None</td>
</tr>
<tr>
<td>Trial</td>
<td>Implementation Fidelity</td>
<td>School Outcomes</td>
<td>Staff Outcomes</td>
<td>Student Outcomes</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| 1     | • Assessing Behavior Support Checklist | • Oregon School Safety Survey  
• School vandalism costs | • Teacher use reports (Second Step curriculum) | • Second Step content knowledge tests  
• Office discipline referrals (ODRs)  
• Attendance  
• ODRs  
• Suspension rates  
• State standardized academic achievement tests  
• Teacher Observation of Classroom Adaptation-Checklist (TOCA-C) |
| 2     | • School-wide Evaluation Tool (SET)  
• Effective Behavior Support Survey (EBS/SAS) | • Organizational Health Inventory for Elementary Schools (OHI) | • None | |
| 3     | • SET | • School Safety Survey (SSS) | • None | • ODRs  
• State standardized academic achievement tests  
• TOCA-C |
| 4     | • SET  
• Individual Student Systems Evaluation Tool (ISSET) | • None | • Schools and Staffing Survey  
• Maslach Burnout Inventory  
• OHI  
• None | • Suspension rates  
• State standardized academic achievement tests  
• CHKS (California Healthy Kids Survey) |
| 5     | • School-wide Benchmarks of Quality (BoQ)  
• Positive Behavior Support Assessment (district developed) | • None | • None |
### Design Details

<table>
<thead>
<tr>
<th></th>
<th>Trial 1</th>
<th>Trial 2</th>
<th>Trial 3</th>
<th>Trial 4</th>
<th>Trial 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are the intervention groups formed?</td>
<td>QE</td>
<td>RCT</td>
<td>RCT</td>
<td>RCT</td>
<td>RCT</td>
</tr>
<tr>
<td>Is the study free of factors that are confounded with either group?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Is there at least one relevant outcome that meets review requirements?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Is there at least one outcome, sample, or time point with low attrition at the cluster and subcluster level?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Is evidence of baseline equivalence provided for at least one analytic sample, including statistical adjustment for characteristics relevant to equating the groups as given in the protocol, if needed?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Study Rating

<table>
<thead>
<tr>
<th></th>
<th>Does not meet</th>
<th>Meets without reservations</th>
<th>Meets without reservations</th>
<th>Meets without reservations</th>
<th>Meets without reservations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Characterization of Findings

<table>
<thead>
<tr>
<th></th>
<th>Implementation Fidelity</th>
<th>School Outcomes</th>
<th>Staff Outcomes</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>Positive</td>
<td>n/a</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Positive</td>
<td>n/a</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>n/a</td>
<td>Positive</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Positive</td>
<td>Indeterminate</td>
<td>Positive</td>
</tr>
</tbody>
</table>
## CEC Appraisal

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Trial 1</th>
<th>Trial 2</th>
<th>Trial 3</th>
<th>Trial 4</th>
<th>Trial 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context and Setting</td>
<td>Meets</td>
<td>Meets</td>
<td>Meets</td>
<td>Meets</td>
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Principal Findings

• Training in SWPBIS v. implementation of SWPBIS
• Applicability of appraisal protocols
• Training in SWPBIS results in high fidelity implementation in elementary schools
• Generally positive outcomes
• State-level infrastructure may be necessary
• Limited generalizability given small number of studies
Improving outcomes for all students.
Positive, proactive, preventative behavior supports.

New to MO SW-PBS?
Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.