School-wide PBIS: Getting Started Overview

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PURPOSE
Provide brief overview of main implementation practices & systems of SWPBIS (Tier 1): Why, Definitions, & Tier 1 Main Features.

www.pbis.org

www.neswpbs.org

General Steps for Getting Started

Page 42
Why PBIS?

School Climate & Discipline

School Violence & Mental Health

Disproportionality & School-Prison Pipeline

Applied Challenge: Academic & behavior success (failure) are linked!

Teaching to Corner

"This is the worst class I've ever had."

SWPBS is about.... Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Maximizing academic achievement

Where is your classroom & school on the climate scale?

Academic success

Positive expectations

Teaching social skills

Positive expectations

Positive reinforcement

Teaching social skills

Positive expectations

PBIS goal to establish & maintain positive teaching & learning environment
Biglan, Colvin, Mayer, Patterson, Reid, Walker

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

HOW?

Prevention Logic for All
Redesign of teaching environments...not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

INCIDENCE

Prevention Actions
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

PREVALENCE

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Establishing Readiness

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

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

Definitions & Features
**IMPLEMENTATION W/ FIDELITY**

- **CONTINUOUS PROGRESS MONITORING**
- **CONTINUUM OF EVIDENCE-BASED INTERVENTIONS**
- **CORE FEATURES PBIS (RtI, MTSS MTBF)**
- **CONTENT EXPERTISE & FLUENCY**
- **TEAM-BASED IMPLEMENTATION**

**CONTINUOUS PROGRESS MONITORING**

**CONTINUUM OF EVIDENCE-BASED INTERVENTIONS**

**CORE FEATURES PBIS (RtI, MTSS MTBF)**

**CONTENT EXPERTISE & FLUENCY**

**TEAM-BASED IMPLEMENTATION**

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**Potential for cultural exchange & conflict**

- **Potential for cultural exchange & conflict**
  - **Group of individuals**
  - **Overt/verbal behavior**
  - **Shared learning history**
  - **Differentiates 1 group from others**
  - **Predicting future behavior**

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**Culture =**

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

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**EQUALITY vs. EQUITY**

- **Equality**: Giving everyone the same playing field
- **Equity**: Providing access to the same learning opportunities so everyone has the same chance to be successful

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**Discipline Handbook**

**Functional Equivalent of “Graffiti Hotline!”**
**Primary Prevention:**
School/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

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

~15% of Students

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

~5% of Students

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**Activity Establishing Continuum of SWPBS:** ~12 minutes

**Practice Investments**
1. What practices for all students, staff, & settings (T1)?
   - Implementation fidelity: HIGH, MEDIUM, LOW, ?
2. What practices for groups of students (T2)?
   - HIGH, MEDIUM, LOW, ?
3. What practices for individual students (T3)?
   - HIGH, MEDIUM, LOW, ?

~80% of Students

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**Team Implementation Checklist (TIC)**

Procedures for on-going data-based monitoring & evaluation

School-Wide PBS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Continuity of procedures for encouraging expected behavior

Continuity of procedures for discouraging rule violations

Procedures for teaching SW & classroom-wide expected behavior

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**General Implementation Process**

Agreements

Implementation

Data-based Action Plan "Plan"

Evaluation "Check"

Check

Do

---

**Team Implementation Checklist (TIC)**

State/Country

District

School

Principal, Superintendent

Students

Staff

All Staff, Students, Administrators

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**Team Implementation Checklist (TIC)**

This checklist is designed to be completed by the PBS Team once a quarter to ensure continuity for implementation of PBS in a school. The team should complete the Action Plan at the same time to track items that are in Progress or Not Yet Started areas.

School: [Name]

Couch: [Name]

Date of Report: [Date]

District: [Name]

County: [Name]

Status: [Status]

**Establish Commitment**

1. Administrator's Support & Active Involvement
   - [Criteria]
2. Faculty/Staff Support
   - [Criteria]

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

Intensive

Targeted

Some

Few

Universal

All

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**Dec 7, 2007**

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## Establish & Maintain Team

1. Team Established (December 2019)
   - Includes grade level teachers, specialists, paraprofessionals, parents, school police, nurses.

2. Team has regular meeting schedule, effective operating procedures
   - Agendas and meeting minutes are used.
   - Decisions are made and action plan developed.

3. Audit is completed for efficient integration of team with other initiatives addressing behavior support
   - Team has completed the “Working from” matrix.

## Self-Assessment

4. Team completes self-assessment of current PBIS practices being used in the school
   - The team has completed a T.A.C. (2.1a) or 3.1 within the past 12 months.

5. Team nominal existing school discipline data
   - The team uses prior discipline referral data (DRF), attended, & other behavioral data for decision-making.

6. Team uses self-assessment information to build
   - PBIS Action Plan (areas of immediate focus)
     - The team has an Action Plan guiding implementation of PBIS with specific areas identified.

## School-Wide Expectations: Prevention Systems

7. School-wide behavioral expectations are defined and communicated
   - The expectations are posted in public areas of the school.

8. School-wide teaching matrix developed
   - See attached matrix for details on school-wide expectations apply to specific school situations.

9. Teaching matrix developed & on line.

10. Teaching plans for school-wide expectations are developed
    - Lesson plans developed for teaching school-wide expectations as part of instruction.
    - Faculty is involved in development of lesson plans.

11. School-wide behavioral expectations taught directly & behaviorally
    - School-wide steps for teaching the steps for lessons plans for students are developed.
    - Staff and students know the defined expectations.
    - Behavior support teachers taught to all students.

## Classroom Design Support Systems

12. School has completed a school-wide behavior system audit
    - The teaching staff has completed a classroom assessment (Classroom Systems Survey, Classroom Systems Survey, etc.)

13. Action plan is in place to modify the classroom system identified as high priority for change
    - Many of the changes are used to plan self professional development and support.

## PBIS Action Plan

Only include those items in Team Implementation Checklist that are marked "In Progress" or "Not Yet Started"

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Task, Analysis (What)</th>
<th>Who</th>
<th>By Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students Support and Active Involvement</td>
<td>Details not specified</td>
<td></td>
<td></td>
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<tr>
<td>2. Parent Support and Active Involvement</td>
<td>Details not specified</td>
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<tr>
<td>3. Faculty/Staff Support</td>
<td>Details not specified</td>
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<tr>
<td>4. Team Established (Re上了)</td>
<td>Details not specified</td>
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</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 encouraging expected behavior
Continuum of procedures for discouraging rule violations
Procedures for on-going data-based monitoring & evaluation
Set of positive expectations & behaviors

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!
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

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

Emphasizing & Teaching Positive Expectations

Welcome to Westwood!

Respect Yourself
- Be kind.
- Hands/feet to self.
- Help/share with others.
- Use normal voice volume.
- Walk to right.
- Play safe.
- Include others.
- Share equipment.
- Practice good table manners.

Respect Others
- Be kind.
- Hands/feet to self.
- Help/share with others.
- Use normal voice volume.
- Walk to right.
- Play safe.
- Include others.
- Share equipment.
- Practice good table manners.

Respect Property
- Recycle.
- Clean up after self.
- Pick up litter.
- Maintain physical space.
- Use equipment properly.
- Put litter in garbage can.
- Replace trays & utensils.
- Clean up eating area.
- Push in chairs.
- Treat books carefully.
- Pick up.

Expectations

- All Skills Areas
- Bus Area
- Hallways
- Play Area
- Library/Computer Lab
- Cafeteria
- Assembly/Gym
- Restrooms

Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Skills Areas</td>
<td>Respect yourself: Be kind, hands/feet to self, help/share, use normal voice volume, walk to right, play safe, include, share, practice good table manners.</td>
</tr>
<tr>
<td>Hallways</td>
<td>Respect others: Be kind, hands/feet to self, help/share, use normal voice volume, walk to right, play safe, include, share, practice good table manners.</td>
</tr>
<tr>
<td>Play Area</td>
<td>Respect property: Recycle, clean up after self, pick up litter, maintain physical space, use equipment properly, put litter in garbage can, replace trays &amp; utensils, clean up eating area, push in chairs, treat books carefully, pick up.</td>
</tr>
<tr>
<td>Library/Computer Lab</td>
<td>Respect yourself: Be kind, hands/feet to self, help/share, use normal voice volume, walk to right, play safe, include, share, practice good table manners.</td>
</tr>
</tbody>
</table>

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES
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></td>
<td></td>
<td></td>
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<tr>
<td>Use inside voice</td>
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<tr>
<td>Be your best self</td>
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<tr>
<td>Arrive on time to speaker</td>
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<tr>
<td>Respect Environment &amp; Property</td>
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<tr>
<td>Return trash can</td>
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<tr>
<td>Take other property</td>
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<tr>
<td>Respect Yourself</td>
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<tr>
<td>Wash your hands</td>
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<tr>
<td>Use restroom promptly</td>
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<tr>
<td>Respect Learning</td>
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<tr>
<td>Be relaxed</td>
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<tr>
<td>Do directly from book to class</td>
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<tr>
<td>Discuss topic with others</td>
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</tbody>
</table>

Define Expectations for Each Setting & Routine

<table>
<thead>
<tr>
<th>Setting</th>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Bus</th>
<th>Hallway</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Be Respectful</td>
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<tr>
<td>Be on time for class</td>
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<tr>
<td>Stay seated</td>
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<tr>
<td>Do your best</td>
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<tr>
<td>Recycle paper</td>
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<tr>
<td>Return trash can</td>
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<tr>
<td>Take other property</td>
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</tbody>
</table>

North Hill Behavior Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>All Day</th>
<th>Lunch</th>
<th>Playyard</th>
<th>Hallway</th>
<th>Bathroom</th>
<th>CAFeteria</th>
<th>Schoolyard</th>
<th>Office</th>
<th>Activity</th>
<th>Desk</th>
<th>Playground</th>
<th>Cafeteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful</td>
<td>Say please</td>
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<td>Responsible</td>
<td>Finish all work</td>
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<td>Manners</td>
<td>Wash your hands</td>
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<tr>
<td>Respectful</td>
<td>Use your voice</td>
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<tr>
<td>Respectful</td>
<td>Be respectful</td>
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<tr>
<td>Respectful</td>
<td>Use kind words</td>
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<tr>
<td>Respectful</td>
<td>Use quiet voices</td>
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<tr>
<td>Respectful</td>
<td>Be quiet</td>
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</tbody>
</table>

Expectations & behavioral skills are taught & recognized in natural context

Highline School District, Washington May 2011

Douglas County S.D., CO 4-08

RAH – at Adams City High School

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Cafeteria</th>
<th>Hallway/ Commons</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be an outstanding role model</td>
<td>Be an outstanding role model</td>
<td>Be an outstanding role model</td>
<td>Be an outstanding role model</td>
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<tr>
<td>Achievement</td>
<td>Be an outstanding role model</td>
<td>Be an outstanding role model</td>
<td>Be an outstanding role model</td>
<td>Be an outstanding role model</td>
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<tr>
<td>Honor</td>
<td>Be an outstanding role model</td>
<td>Be an outstanding role model</td>
<td>Be an outstanding role model</td>
<td>Be an outstanding role model</td>
</tr>
</tbody>
</table>
**Basic Behavior Teaching Processes**

**DEFINE** simply

**MODEL**
- Demonstrate w/range of examples
- Provide positive feedback & reinforcement

**ACQUISITION**
- PRAC TICE in range of natural settings

**DEVELOPMENT**
- REINFORCE & Reteach
- MONITOR & provide positive feedback & reinforcement
- PRECORRECT Positively

**FLUENCY BUILDING & GENERALIZED RESPONDING**

**ACTIVITY: Teaching School-wide Expectations**

**Typical/Contextual Routines**

<table>
<thead>
<tr>
<th>Typical/Contextual Routines</th>
<th>Classroom-Wide Roles/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Meeting</td>
<td>Raise hands. Give brief answer/turn in work. Keep hands to self. Have plan.</td>
</tr>
<tr>
<td>Homework</td>
<td>Keep hands to self. Keep hands to self. Have plan. Ask if unclear.</td>
</tr>
<tr>
<td>Transition</td>
<td>Goal: Keep hands to self. Have plan. Ask if unclear.</td>
</tr>
<tr>
<td>“I Need Assistance”</td>
<td>Have plan. Ask if unclear.</td>
</tr>
<tr>
<td>Teacher Directed</td>
<td>Keep hands to self. Have plan. Ask if unclear.</td>
</tr>
<tr>
<td>Independent Work</td>
<td>Keep hands to self. Have plan. Ask if unclear.</td>
</tr>
<tr>
<td>Problem to Solve</td>
<td>Keep hands to self. Have plan. Ask if unclear.</td>
</tr>
</tbody>
</table>

**Supporting and Responding to Behavior**

Evidence-Based Classroom Strategies for Teachers

[www.obie.org]
Classroom Practices & Systems Self-Assessment

1. Classroom Interventions and Supports Self-Assessment:
   - The classroom is physically designed to meet the needs of all students.
   - Classroom routines are developed, taught, and practiced.
   - Three to five effective classroom expectations are posted, defined, and explicitly taught.
   - Procedural and social skills practices are used proactively.
   - Opportunities to respond are varied and are provided at high rates.
   - Specific rules and other strategies are used to acknowledge behavior.
   - Teachers are consistently given before a behavior might occur.
   - The responses to misbehavior in the classroom are appropriate and systematic.

2. Classroom Practices & Systems Decision Making:
   - Leadership team
   - Behavior purpose statement
   - Set of positive expectations & behaviors
   - Procedures for teaching SW & classroom-wide expected behavior
   - Procedures for discouraging rule violations
   - Continuum of procedures for encouraging expected behavior
   - Procedures for on-going data-based monitoring & evaluation
4 Main Data Concerns

- Student outcomes
- Systems integration
- Practice selection
- Practice implementation

School Behavior Team Meeting
24 May 2016

Tentative Agenda

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITIES AND OUTCOMES</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Training objectives:</td>
<td>24 May</td>
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<tr>
<td></td>
<td>- Behavior objectives</td>
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<td>- Behavior goals</td>
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<td>- Behavior strategies</td>
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<td>- Behavior outcomes</td>
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<td>- Behavior indicators</td>
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<td>- Behavior changes</td>
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<td>- Behavior results</td>
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<td>- Behavior trends</td>
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<td>- Behavior patterns</td>
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<td>- Behavior interactions</td>
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<td>- Behavior associations</td>
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<td>- Behavior consortiums</td>
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<td>- Behavior partnerships</td>
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<td>- Behavior services</td>
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<td>- Behavior resources</td>
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<td>- Behavior facilities</td>
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<td>- Behavior management</td>
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<td>- Behavior administration</td>
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<td>- Behavior supervision</td>
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<td>- Behavior staff</td>
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<td>- Behavior volunteers</td>
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<td>- Behavior board</td>
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<td>- Behavior networks</td>
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<td>- Behavior collaborations</td>
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<td>- Behavior initiatives</td>
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Review what’s in place of discipline:
1. __Behavior leadership team
2. __Behavior data collection
3. __Behavior behavior service statement
4. __Behavior behavior verification matrix
5. __Behavior behavior management system
6. __Behavior behavior system
7. __Behavior behavior service statement
8. __Behavior behavior management system

Training Outcomes
1. __Develop behavior leadership roles and responsibilities
2. __Develop behavior behavior service statement
3. __Develop behavior behavior service statement
4. __Develop behavior behavior service statement
5. __Develop behavior behavior service statement
6. __Develop behavior behavior service statement
7. __Develop behavior behavior service statement
8. __Develop behavior behavior service statement
9. __Develop behavior behavior service statement
10. __Develop behavior behavior service statement

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