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

Expected Learning Outcomes

- Describe defining rationale, implementation FEATURES, & student outcomes for high fidelity implementation of SWPBS.
- Describe commitments & supports required to achieve high fidelity implementation of SWPBS practices & systems.
- Describe DATA required to guide implementation decision-making: STUDENT OUTCOMES & IMPLEMENTATION FIDELITY.
- Describe STEPS for team implementation of SWPBS-TIER1.
- Determine school READINESS to explore adoption of SWPBS practices & systems.

Factors Directly & Indirectly Contributing To Student Learning

MTSS

Common Language & Behaviors
Effective Organizations
Common Experience
Quality Leadership

End Goal

Why SWPBS?

PBIS is about improving classroom & school climate, decreasing reactive management, improving support for students with EBD, and maximizing academic achievement.

KID: Negative School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardiness, & truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

SCHOOL: Negative School Climate
- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organizational support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

Why is negative school climate undesirable?
- Shifts accountability away from school
- Devalues child-adult relationship
- Creates environments of control
- Triggers & reinforces antisocial behavior
- Weakens academic & social behavior development

Coercive Cycle

Positive Reinforcement Cycle

What's It Take to Shift from Negative to Positive School Climate???
General School Climate
5 min.

1. What % of students display positive social skills daily: >90%, 80%, 70%, <60%? (What do kids do?)
2. What % of students experience daily positive social interaction w/ adult: >90%, 80%, 70%, <60%? (What do adults do?)
3. Can every student identify an adult who they can talk to?
4. How would you rate overall school climate: Excellent, Good, Average, Poor?

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
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION
CORE FEATURES MTSS/MTBF
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

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

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O’Keeffe, & Fallon, 2013ab
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

~80% of Students

~15%

~5%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

All: Baker, 2005; JPBI; Eber, 2012

SWPBS Continuum (5 Minutes)

1. What % of students had 0-1 major office discipline referrals?
2. What % had 2-5 ODR?
3. What % had 6 or more?

1 Minute

Continuum of Support for ALL

Universal

Targeted

Intensive

Some

Few

All

Dec 7, 2007

Continuum of Support for "Theora"

Universal

Targeted

Intensive

Dec 7, 2007

Label behavior…not people

Continuum of Support for ALL: "Molcom"

Universal

Targeted

Intensive

Dec 7, 2007

Label behavior…not people

Continuum of Support for ALL: “________”

Universal

Targeted

Intensive

Dec 7, 2007

Continuum of Support for "________”

Universal

Targeted

Intensive

Universal

Targeted

Intensive

Dec 7, 2007

Label behavior…not people
### Academic-Behavior Connection


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**SWPBS Review**

5 Min.

- SWPBS is a ____________
- What 4 elements define SWPBS in action?
- What is a ____________ of SWPBS?
- How do SWPBS & MTSS relate?
**Core Features**

- Intensive PBS (Tier 3)
- Multi-disciplinary Team & data driven
- Behavior expertise
- Functional Based Behavior Support Planning
- Continuous progress monitoring, positive reinforcement & adult supervision
- Wraparound Supports & Culture Driven Person Centered Planning
- Comprehensive School Mental Health Supports

**Secondary Prevention**

- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & pre-correction
- 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 pre-correction, supervision, reinforcement

**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

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**PBIS Implementation**

**“Train & Hope”**

- Wait for new problem
- Expect, but HOPE for implementation
- Hire EXPERT to train practice
- Select & ADD Practice
- React to problem behavior

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**Implementation Drivers**

- Funding
- Visibility & Dissemination
- Policy & Systems Alignment
- Personal Selection
- Professional Development
- Coaching & Technical Assistance
- Evaluation & Performance Feedback
- Content Expertise
- Leadership Team Coordination, Readiness, Priority
- Local Implementation Demonstrations
General Implementation Process

Team

Agreements

Data-based Action Plan "Plan"

Implementation "Do"

Evaluation "Check"

State District School

Students Staff Principal, Superintendent

All Staff, Students, Administrators

Coaching

Basic MTBF Implementation Framework

Regional/State Leadership

Internal Coaching Support

School Behavior Team

District Behavior Team

External Coaching Support

Team Support

Student Benefits

Some Examples

PBIS Domains

School-Wide

Classroom

Individual Student

Non-Classroom

Family-Community

Leadership team

Behavior purpose statement

School-Wide PBS (Tier 1)

Set of positive expectations & behaviors

Continuum of procedures for encouraging expected behavior

Procedures for on-going data-based monitoring & evaluation

Continuum of procedures for discouraging rule violations

Procedures for teaching SW & classroom-wide expected behavior

School-wide PBS statement

General Implementation Process: "Getting Started"

Team

Agreements

Data-based Action Plan "Plan"

Evaluation "Check"

Implementation "Do"
STEP 1 - Establish Team Membership

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

Sample Teaming Matrix

<table>
<thead>
<tr>
<th>Initiative Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students absentee</td>
<td>Eric, Ellen</td>
<td>80%</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Character Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to violations</td>
<td>Dangerous students</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase academics, enhance engagement, improve grades</td>
<td>All students</td>
<td>Goal #3</td>
<td></td>
</tr>
</tbody>
</table>

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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disciplinary Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DARE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ESTABLISHING CONTINUUM of SWPBS

TERTIARY PREVENTION

SECONDARY PREVENTION

PRIMARY PREVENTION

STEP 2 – Develop Behavior Purpose Statement

1. Positively stated
2. 2-3 sentences in length
3. Supportive of academic achievement
4. Contextually/culturally appropriate (e.g., age, level, language)
5. Comprehensive in scope (school-wide – ALL students, staff, and settings)
6. Agreement by >80% faculty and staff
7. Communicated to stakeholders (e.g., families, community members, district administrators)
8. Included in school publications (e.g., handbook, posters, newsletters)

Go to Workbook p. 49
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!

STEP 3 – Identify Positive SW Expectations

1. Linked to social culture of school (e.g., community, mascot).
2. Considerate of social skills and rules that already exists.
3. 3-5 in number
4. 1-3 words per expectation
5. Positively stated
6. Supportive of academic achievement
7. Comprehensive in scope (school-wide – ALL students, staff, and settings)
8. Mutually exclusive (minimal overlap)
9. Contextually/culturally appropriate (e.g., age, level, language)
10. Agreement by >80% faculty and staff
11. Communicated to stakeholders (e.g., families, community members, district administrators)
12. Included in school publications (e.g., handbook, posters, newsletters)

Go to Workbook p. 51

School Expectations 5 min.

1. Do you have 3-5 positively stated expectations in your school? If yes, what are they?
2. What % of your students could state behavior example for each based on setting: >90%, 80%, 70%, <60%?

Teaching how to determine hypotenuse of triangle

“Work w/ another partner & do these 4 examples….”
“Work w/ your partner & calculate hypotenuse of triangle for these 3 examples….”
“Watch me… If A = 3 & B = 4, then C² = A² + B² & C = 5…”
“I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle…”
Teaching social behaviors like academic skills

“You got it. Tomorrow let’s figure out how to handle cyber-teasing.”

“If someone won’t stop teasing your friend, you should look cool & walk away w/ your friend…”

“That was great. What would that look like if you were stuck in the classroom?

“Watch. This is how I would do it at a concert.”

“How do you think I would do it if I were at school dance.”

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STEP 4 – Develop Lesson Plan for Teaching SW Positive Expectations

1. Considerate of main school settings and contexts (e.g., classroom, common areas, hallways, cafeteria, bus)
2. Considerate of lessons that already exist
3. Specification of 2-3 positive observable behavior examples for each expectation and each setting/context
4. Procedures in place for identifying and supporting students whose behaviors do not respond to instruction
5. Procedures for informing others (e.g., families, community, district administrators, substitute teachers & staff)
6. Procedures for providing instruction to new faculty, staff, students
7. Schedule for initial instruction in natural and typical contexts
8. Schedule for regular review, practice, and follow-up instruction
9. Feedback (corrections and positive acknowledgements) for displays of behaviors in natural contexts and settings
10. Procedures for including others (e.g., parents, community, district administrators, substitute teachers & staff)
11. Agreement by 80% faculty and staff
12. Schedule for continuous evaluation of effectiveness, efficiency, and relevance of teaching
13. Procedures in place for identifying and supporting students whose behaviors do not respond to teaching school-wide behavior expectations
14. Inclusion in school publications (e.g., handbooks)

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PBS – Respect & Responsibility

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 social like academic skills

CONTEXT

SW Positive Expectations

1. SOCIAL SKILL

Go to Workbook p. 54

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Teaching Matrix Activity

<table>
<thead>
<tr>
<th>Setting</th>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Hallway</th>
<th>Bus</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Others</td>
<td>Use whole voice</td>
<td>Use your own utensils</td>
<td>Be in line</td>
<td>Stop in your seat</td>
<td>Arrive on time for class</td>
</tr>
<tr>
<td>Respect Environment &amp; Property</td>
<td>Reduce noise</td>
<td>Return items on time</td>
<td>Be at stop on bus</td>
<td>&amp; do directly to class</td>
<td></td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>Comfy with self</td>
<td>Wash your hands</td>
<td>Be at stop on bus</td>
<td>&amp; do directly to class</td>
<td></td>
</tr>
<tr>
<td>Respect Learning</td>
<td>Use materials properly</td>
<td>Use your words</td>
<td>Use your words</td>
<td>Listen to teacher</td>
<td></td>
</tr>
</tbody>
</table>

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PBS – Respect & Responsibility

Teaching social like academic skills

Contextually/culturally appropriate (e.g., age, level, language)

Involvement by staff, students, families in development

Teach social behavior like academic skills.

Specification of 2-3 positive observable behavior examples for each expectation and each setting/

Considerate of lessons that already exists.

In natural contexts, examples of teaching social behaviors like academic skills.
Learning School Expectations
5 min.

1. How do students learn behavioral expectations in your school?
2. What curriculum is used, if any?
3. How could/does teaching matrix work in your school?

Essential Behavior & Classroom Management Practices
See Classroom Management Self-Checklist

Classroom Management: Self-Assessment

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

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

| Tally each Positive Student Contacts | Total | Tally each Negative Student Contacts | Total |

Ratio of Positives to Negatives: _____ to 1

STEP 5 – Develop Lesson Plans for Teaching Positive CW Expectations

1. School-wide action plan for classroom management practices and procedures based on results from Classroom Self-Assessment
2. Definitions and processes for responding to classroom versus office-managed (minor) or administrator-managed (major) violations of behavior expectations.
3. Teaching matrix, procedures, and schedules developed for teaching school-wide behavior expectations in typical classroom contexts and routines.
4. Data system in place to monitor office discipline referral that come from classrooms
5. Procedures in place for obtaining behavior support for students whose behaviors are not responsive to classroom-wide management
6. Prompts (reminders and precorrections) for display of behaviors in natural contexts and routines
7. Feedback (corrections and positive acknowledgements) for displays of behaviors in natural contexts and routines
8. Involvement by staff, students, and families in development
9. Contextually/culturally appropriate (e.g., age, level, language)
10. Schedule for initial instruction
11. Schedule for regular review, practice, feedback, and follow-up
12. Agreement by >80% faculty and staff
13. Schedule for continuous evaluation of effectiveness, efficiency, and relevance of teaching
14. Included in school publications (e.g., handbooks)
Overall classroom management score: 10.

In general, I have provided:

- 8. Did I move throughout the area I was supervising? Yes No
- 7. Did I follow school procedures for handling minor rule violations? Yes No
- 6. Did I follow school procedures for handling major rule violations? Yes No
- 5. Did I handle most minor rule violations quickly and quietly? Yes No
- 4. Did I handle most minor rule violations quickly and quietly? Yes No
- 3. Did I have at least 4 positive for 1 negative student contacts? Yes No
- 2. Did I have at least 4 positive for 1 negative student contacts? Yes No
- 1. Did I have at least 4 positive for 1 negative student contacts? Yes No

Non-classroom

- Positive expectations & routines taught & encouraged
- Active supervision by all staff
  - Scan, move, interact
- Precorrections & reminders
- Positive reinforcement

Essential Behavior Management Practices in Non-classroom Settings

See Non-classroom Behavior Management Self-Checklist

Non-Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Setting</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Playground</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ratio of Positives to Negatives</th>
<th># Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Typical Context/Routine

<table>
<thead>
<tr>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Class Area</th>
<th>Classroom-Wide Rules/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallway</td>
<td>Respect yourself. Keep hands to self.</td>
</tr>
<tr>
<td>Entrance</td>
<td>Respect others. Keep hands to self.</td>
</tr>
<tr>
<td>Playground</td>
<td>Respect setting. Do your best.</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Respect self. Scan, move, interact.</td>
</tr>
<tr>
<td>Setting</td>
<td>Respect classmates. Keep feet on floor.</td>
</tr>
<tr>
<td>Teacher Directed</td>
<td>Respect materials. Take materials as intended.</td>
</tr>
<tr>
<td>Independent Work</td>
<td>Respect self. Put materials first.</td>
</tr>
<tr>
<td>Problem to Solve</td>
<td>Respect others. Raise hand to answer/ask.</td>
</tr>
</tbody>
</table>

Problem to Solve

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

Classroom-Wide Rules/Expectations

<table>
<thead>
<tr>
<th>Positive Reinforcement</th>
<th>Respect Skills</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Respect others. Keep hands to self.</td>
<td></td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Respect property. Keep hands to self.</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>Respect Self. Scan, move, interact.</td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td>Respect setting. Do your best.</td>
<td></td>
</tr>
<tr>
<td>&quot;I Need Assistance&quot;</td>
<td>Respect Self. Have plan.</td>
<td></td>
</tr>
<tr>
<td>Teacher Directed</td>
<td>Respect materials. Have plan.</td>
<td></td>
</tr>
<tr>
<td>Independent Work</td>
<td>Respect Self. Ask.</td>
<td></td>
</tr>
<tr>
<td>Problem to Solve</td>
<td>Respect others. Have plan.</td>
<td></td>
</tr>
</tbody>
</table>

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

Classroom-Monitoring Practices

<table>
<thead>
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<table>
<thead>
<tr>
<th># Yes</th>
</tr>
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<tbody>
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</tbody>
</table>

Non-classroom Behavior Management Self-Checklist

- Positive expectations & routines taught & encouraged
- Active supervision by all staff
  - Scan, move, interact
- Precorrections & reminders
- Positive reinforcement

1. Improvement Needed
2. So-So Supervision
3. Super Supervision
4. "yes" = "Super"
5-6 "yes" = "So-So"
7-8 "yes" = "Super"
9-10 "yes" = "Improve"

Overall classroom management score: 10.
Non-Classroom Settings
8 min.

- Are nonclassroom settings safe, respectful & responsible? Why?
- Do at least 80% of staff members participate in positive supervision?
- How could you use Nonclassroom Self-Assessment?

Classroom Settings
8 min.

- Are classroom settings safe, respectful & responsible? Why?
- Do at least 80% of staff members participate in basic classroom management practices?
- How could you use Classroom Self-Assessment?

Family

- Continuum of positive behavior support for all families
- Frequent, regular positive contacts, communications, & acknowledgements
- Formal & active participation & involvement as equal partner
- Access to system of integrated school & community resources

Tom Dishion – “Family Resource Center”

Classroom Behavior Management
5 min.

1. What % of staff teach & acknowledge SW expectations in their classrooms: >90%, 80%, 70%, <60%?
2. What % of staff greet their students daily at beginning of class: >90%, 80%, 70%, <60%?
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

Are “Rewards” Dangerous?

“…our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”

– Cameron, 2002
  • Cameron & Pierce, 1994, 2002
  • Cameron, Banko & Pierce, 2001

Reinforcement Wisdom!

• “Knowing” or saying “know” does NOT mean “will do”
• Students “do more” when “doing works”…appropriate & inappropriate!
• Natural consequences are varied, unpredictable, undependable,…not always preventive

Reinforcement Wisdom

“Student does not need extrinsic reinforcement if he(she) is successful”  
Skinner 1960

STEP 6 – Develop Continuum of Procedures for Encouraging SW Expectations

1. School-wide action plan for classroom management practices and procedures based on results from Classroom Self-Assessment
2. Definitions and processes for responding to classroom versus office-managed (minor) or administrator-managed (major) violations of behavior expectations.
3. Teaching matrix, procedures, and schedules developed for teaching school-wide behavior expectations in typical classroom contexts and routines.
4. Data system in place to monitor office discipline referral that come from classrooms
5. Procedures in place for obtaining behavior support for students whose behaviors are not responsive to classroom-wide management
6. Prompt (reminders and precorrections) for display of behaviors in natural contexts and routines
7. Feedback (corrections and positive acknowledgements) for displays of behaviors in natural contexts and routines
8. Involvement by staff, students, and families in development
9. Contextually/culturally appropriate (e.g., age, level, language)
10. Schedule for initial instruction
11. Schedule for regular review, practice, follow-up instruction
12. Agreement by >80% faculty and staff
13. Schedule for continuous evaluation of effectiveness, efficiency, and relevance (monitoring)
14. Included in school publications (e.g., handbooks)

Acknowledgements

5 min.

• What positive feedback do students receive for their prosocial behavior displays?
• What % students receive at least daily acknowledgements for their prosocial behavior: >90%, 80%, 70%, <60%?

Go to Workbook p. 64
School-Wide PBS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for teaching SW & classroom-wide expected behavior

Procedures for on-going data-based monitoring & evaluation

STEP 7 – Develop Continuum of Procedures for Discouraging Behavior Rule Violations

1. Specification of Definitions for Violations of School-wide Behavior Expectations
   a. Contextually appropriate labels/names
   b. Definitions represent continuum of severity (e.g., minor, major, illegal)
   c. Definitions comprehensive in scope (school-wide)
   d. Definitions in measurable terms
   e. Mutually exclusive (minimal overlap)

2. Specification of Procedures for Processing Violations of School-wide Behavior Expectations
   a. Agreement regarding office staff versus teacher/staff responsibilities
   b. Office discipline form for tracking discipline events
   c. Agreement regarding options for continuum of consequences
   d. Data decision rules for intervention and support selection

Go to Workbook p. 67

3. Implementation of Procedures
   a. Use by all staff (e.g., office, security, supervisors, bus drivers)
   b. Schedule for teaching to students and staff members
   c. Schedule for regular review of use and effectiveness
   d. Procedures for providing orientation to new faculty, staff, students
   e. Procedures for informing others (e.g., families, community, district administrators, substitute teachers & staff)
   f. Agreement by >80% faculty and staff
   g. Included in school publications (e.g., handbooks)
   h. Means for keeping track of number of acknowledgements versus number of disciplinary or corrective actions for violations of behavior expectations.
   i. Schedule and procedures for regular review and enhancement of acknowledgements.
   j. Schedule for daily, weekly, monthly, quarterly feedback to students and staff
   k. Included in school publications (e.g., handbook, posters, newsletters)
   l. Procedures in place for identifying and supporting students whose behaviors do not respond to school-wide continuum of consequences for violations of behavior expectations

Discouraging Rule Violations

5 min.

What % staff have clear & consistent understanding of difference between classroom & office managed rule violations?

Getting Started: “Team Implementation Checklist” (TIC)

Effective Behavior Support Team Implementation Checklists

Quarterly

School__________________________ County__________ Date of Report__________

District__________________________ County__________ Date of Report__________

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________________________

Team Implementation Checklist
Data for Decision Making

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

<table>
<thead>
<tr>
<th>How long would it take to answer big 5 SW discipline questions in your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many?</td>
</tr>
<tr>
<td>2. What?</td>
</tr>
<tr>
<td>3. Where?</td>
</tr>
<tr>
<td>4. When?</td>
</tr>
<tr>
<td>5. Who?</td>
</tr>
</tbody>
</table>

(7 min.)

## RCT & Group Design PBIS Studies


Bradshaw, C. P., Pas, E. T., Rose, M. M., Bevans, K. B., & Leaf, P. J. (2010). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Preventive Medicine, 47(3), 299-307.


## Implementation Fidelity

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

Fixsen & Blase, 2009
Culture =
Group of individuals
Overt/verbal behavior
Shared learning history
Differentiates 1 group from others
Predicting future behavior

References


Upcoming Events

<table>
<thead>
<tr>
<th>Event Name</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association of Positive Behavior Support</td>
<td>March 11-14 2015</td>
<td>Boston, MA</td>
</tr>
<tr>
<td>NESWPBIS</td>
<td>May 21-22 2015</td>
<td>Groton, MA</td>
</tr>
<tr>
<td>PBIS Leadership Conference</td>
<td>October 21-24 2015</td>
<td>Chicago, IL</td>
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<tr>
<td>New England PBIS Forum</td>
<td>November 2015</td>
<td>Norwood, MA</td>
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