Positive Behavior Interventions & Supports at ASV
Board of Governors' Meeting

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

- Michael Smith, Ann Kox, Kristy Beam, Felicitas Berazay
- ASV Faculty & Staff, Board of Governors
- Students, Children, Families, Educators

Praise & Acknowledgement

Questions
1. Why are classroom & school climate important to academic success?
2. What is ASV doing to link positive climate & academic success?
3. How will PBIS be implemented at ASV?

BIG IDEAS
- Academic success can be enhanced by establishing positive classroom & school climates
- Students need effective social skills for success in work, college, family, & community
- Social skills can be taught like academic skills...directly, explicitly, deliberately
- PBIS is framework for promoting social skills & behavior & academic success

Family Involvement has been associated with...
- Higher grades, test scores, graduation rates
- Better school attendance
- Increased motivation, self-esteem
- Lower rates of suspension
- Decreased use of drugs and alcohol
- Fewer instances of violent behavior

Henderson & Mapp (2002) – A New Generation of Evidence
What is PBIS?

PBIS is a framework for enhancing adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students.

PBIS is about improving classroom and school climate, reducing reactive management and punishment, improving education for students with BD, and maximizing academic achievement.

Supporting important culturally equitable academic and social behavior competence.

Doing Business

Continuum of School-Wide Instructional & Positive Behavior Support

Universal: All kids, staff, & settings

Targeted: Small group

Intensive: Individualized

Intensive of Support for All

Universal

~60% of Students

Targeted

Some

Few

Dec 7, 2007
SCHOOL CLIMATE

- Individual & group level “label” or descriptor
- Refers to shared beliefs, values, behaviors & attitudes
- Shapes interactions between & among students, teachers, parents, & administrators
- Sets norms of acceptable behavior


Classroom-Wide & School-Wide PBS (Tier 1)

- Leadership team
- Behavior purpose statement
- Procedures for on-going data-based monitoring & evaluation
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging rule violations
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behavior

HOW?

Establish positive school climate
Maximizing academic success
Teaching important social skills
How?

- Communicating positively
- Supervising actively
- Modeling good behavior
- Recognizing good behavior

Academic-Behavior Connection


**Expectations**

- **Respect Ourselves**
  - Be on task.
  - Be prepared.
  - Walk.
  - Have a plan.
- **Respect Others**
  - Be kind.
  - 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.

**Typical Home Routines**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>say “good morning”</td>
<td>try your best</td>
<td>use your words</td>
<td>say “thank you”</td>
<td>say “good night”</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>put clothes in washer</td>
<td>put backpack &amp; homework by back door</td>
<td>put toys in room when done</td>
<td>keep chair legs on floor</td>
<td>put toys on shelf</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>return items to drawer</td>
<td>set table &amp; wash dishes</td>
<td>pick up trash</td>
<td>wash hands</td>
<td>brush teeth</td>
</tr>
</tbody>
</table>

**PBIS at ASV**

- Support academic mission
- Develop student social competence
- Integrate social & academic skill instruction
- Establish & maintain positive classroom & school climate
- Ensure all students receive social behavior supports

**Common Language**

- **Common Vision/Values**
- **Common Experience**
- **Quality Leadership**

**Goal:** Effective School, Family, Community Organizations
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