SWPBS for New Implementers (Tier 1)

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www.pbis.org  www.cber.org

PURPOSE
Overview of fundamentals for getting started with SWPBS implementation

OUTCOME OBJECTIVES
- Rationale for adopting SWPBS
- Features of SWPBS
- Description of implementation framework
- Examples

Why SWPBS?

PBIS is about....
- Improving classroom & school climate
- Integrating academic & behavior initiatives
- Improving support for students w/ EBD
- Decreasing reactive management
- Maximizing academic achievement

End Goal
- Common Language & Behaviors
- Common Experience
- Common Vision/Values
- Quality Leadership
- Effective Organizations
**How?**

- Establish positive school climate
- Maximizing academic success
- Teaching important social skills
- Modeling good behavior
- Recognizing good behavior

**Modeling good behavior**

- Communicating positively
- Active supervision

**What is PBIS?**

- **Basics**
  - Universal
  - Targeted
  - Intensive

- **Continuum of Support for**
  - All
  - Some
  - Few

- **Continuum of School-Wide Instructional & Positive Behavior Support**
  - All
  - ~80% of Students
  - SOME
  - ~15%
  - FEW
  - ~5%

- **CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**
  - 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

**IMPLEMENTATION W/ FIDELITY**

- Continuous progress monitoring
- Universal screening
- Data-based decision making & problem solving
- Team-based implementation
- Content expertise & fluency
- Continuum of evidence-based interventions

**PBIS (aka SWPBS) IS**

- Framework for enhancing adoption & implementation of

- Continuum of evidence-based interventions to achieve
  - Academically & behaviorally important outcomes for
  - All students

**Implementations**

- Baker, 2005; JPBI; Eber, 2012
- Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O'Keeffe, & Fallon, 2012ab

**Culturally Equitable Academic & Social Behavior Expectations**

**Culturally Relevant & Effective Instruction**

**Culturally Knowledgeable Staff**

**Culturally Valid Information for Decisions**
Responsiveness to Intervention

### Academic Systems

<table>
<thead>
<tr>
<th>Type of Intervention</th>
<th>Intensive</th>
<th>Targeted Group</th>
<th>Universal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Students</td>
<td>High Intensity</td>
<td>Assessment-based</td>
<td>Prevention, proactive</td>
</tr>
<tr>
<td>High Intensity</td>
<td>Assessment-based</td>
<td>Intense, durable procedures</td>
<td>Prevention, proactive</td>
</tr>
<tr>
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<td>Assessment-based</td>
<td>HIGH EFFICIENCY</td>
<td>Prevention, proactive</td>
</tr>
<tr>
<td>High Intensity</td>
<td>High Efficiency</td>
<td>RAPID RESPONSE</td>
<td>Prevention, proactive</td>
</tr>
</tbody>
</table>

### Behavioral Systems

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Circa 1996

### Academic-Behavior Connection

SECONDARY PREVENTION
• Team-led implementation w/ behavior expertise
• Increased social skills instruction, practice
• Increased supervision & precorrection
• Increased opportunities for reinforcement
• Continuous progress monitoring

TERTIARY PREVENTION
• Multi-disciplinary team w/ behavior expertise
• Increased social skills instruction, practice
• Increased supervision & precorrection
• Continuous progress monitoring

PRIMARY PREVENTION
• Team-led implementation
• Social behavior expectations
• Consistency in responding to problem behavior
• Data-based decision making

PBIS Domains
- School-Wide
- Classroom
- Individual Student
- Non-Classroom
- Family-Community

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

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**Teaching Matrix Activity**

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Bus</th>
<th>Hallway</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect Others</strong></td>
<td>Use inside voice</td>
<td>Eat your own food</td>
<td>Stop at right</td>
<td>Arrive on time to speaker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respect environment &amp; property</td>
<td>Respect team</td>
<td>Keep feet on floor</td>
<td>Use inside voice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respect Others</td>
<td>Respect others</td>
<td>Use appropriate speech</td>
<td>Use inside voice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respect Learning</td>
<td>Respect learning</td>
<td>Be at stop on time</td>
<td>Use your words</td>
<td></td>
</tr>
</tbody>
</table>

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**Respect Yourself**

- Do your best
- Wash your hands
- Keep feet on floor
- Be at stop on time
- Use your words
- Be directly to class
- Be directly to class

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**Respect Learning**

- Have materials ready
- Eat balanced diet
- Be at stop on time
- Use your words
- Be directly to class
- Be directly to class
- Discuss topic in class or other
Essential Behavior Management Practices in Non-classroom Settings

See Non-classroom Behavior Management Self-Checklist

Non-classroom

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

Non-Classroom Management: Self-Assessment

Name:____________________ Date:____________

Setting: Hallway □ Entrance □ Cafeteria
□ Playground □ Other

Time Start:________ Time End:________

Tally each Positive Student Contacts Total #
Tally each Negative Student Contacts Total #
Ratio of Positives to Negatives:_____:1

1. Did I have at least 4 positive for 1 negative student contacts? Yes  No
2. Did I move throughout the area I was supervising? Yes  No
3. Did I frequently scan the area I was supervising? Yes  No
4. Did I positively interact with most of the students in the area? Yes  No
5. Did I handle most minor rule violations quickly and quietly? Yes  No
6. Did I follow school procedures for handling major rule violations? Yes  No
7. Did I positively acknowledge at least 5 different students for displaying our school-wide expectations? Yes  No

Overall active supervision score:
7-8 "yes" = "Super Supervision"
5-6 "yes" = "So-So Supervision"
<5 "yes" = "Improvement Needed"

Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist

Classroom Management: Self-Assessment

Teacher:____________________ Date:________

Rater:____________________

Instructional Activity

Time Start:________
Time End:________

Tally each Positive Student Contacts Total #
Tally each Negative Student Contacts Total #

Ratio of Positives to Negatives:_____:1
Teachable Expectations (Classroom)

**Environment/Behavior Management Strategies and Systems**

| Expectation | Benchmark | Typical Contexts/Routines | Teachers' Champion/Coach | What Students Must Do to Earn | What Students Must Do to Lose | What Students Must Do to Maximize | Examples
|-------------|-----------|---------------------------|--------------------------|-----------------------------|-------------------------------|----------------------------------|---------
| Respect    | Emakabagrij | Morning Meeting            | Eyes on speaker          | Give brief answers; keep hands to self; Ask | Do not interrupt; keep hands to self | Be prepared to be repaired | Raise hand to answer
| Responsibility | Ikayuutijiq | Homework                  | Do own turn in box       | Have materials ready; Have plan; Ask if unclear; | Have materials ready; Have plan; Ask if unclear | Have materials ready | Put announcements in box
| Cooperation | Sayaranigiyyiff | Transition                | Turn materials; Put materials in box | Help students; Help the class | Help the class; Help the class; Help the class | Help the class; Help the class; Help the class | Put materials in box

**Example**

Shishmaref School AK, Lyon Johnson, Aug 9, 2011

Coaching Evaluation Tools

- TIRED Framework Inventory (TFI)
- School-wide Evaluation Tool (SET)
- Team Implementation Tool (TIT)
- Benchmarks of Quality (BoQ)
- Benchmarks of Advanced Tiers (BAT)
- Individual Student Support Evaluation Tool (ISSET)

Getting Started:

**Team Implementation Checklist**

**Effective Behavior Support Team Implementation Checklists**

Date of Report: 11/4/14

- Tier I implementation
- Tier II implementation
- Tier III implementation
- Tier IV implementation
- Tier V implementation

- Problem to Solve
- Shop, Step Back, Think, Ask
- Shop, Step Back, Think, Act
Data for Decision Making

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation
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BASIC PBIS LOGIC

SYSTEMS  DATA  PRACTICES

Cultural/Context Considerations

Implementation Fidelity

Training + Coaching + Evaluation

Maximum Student Outcomes

Start w/ effective, efficient, relevant, doable

Prepare & support implementation

Improve “Fit”

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