School-Wide Positive Behavior Support: Getting Started

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PURPOSE
Enhance capacity of school teams to provide the best behavioral supports for all students and maximize academic & social achievement.
SWPBS is about:

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

CBER
MAIN OUTCOME OBJECTIVES

• Establish leadership team
• Establish staff agreements
• Build working knowledge of SW-PBS practices & systems
• Develop individualized action plan for SW-PBS
  – Data: Discipline Data, EBS Self-Assessment Survey, Team Implementation Checklist
  – Presentation for school
• Organize for upcoming school year
Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable for all students

(Zins & Ponti, 1990)
Context Matters!

Examples

Individual Student vs. School-wide
Fortunately, we have a science that guides us to...

• Assess these situations
• Develop behavior intervention plans based on our assessment
• Monitor student progress & make enhancements

All in ways that can be culturally & contextually appropriate

Crone & Horner, 2003
However, context matters....

What factors influence our ability to implement what we know with accuracy, consistency, & durability for students like Rachel, Reiko, Mitch, & Kiyoshi?
Messages Repeated!

1. Successful Individual student behavior support is linked to host environments or schools that are effective, efficient, relevant, & durable

2. Learning & teaching environments must be redesigned to increase the likelihood of behavioral & academic success
2 Worries & Ineffective Responses to Problem Behavior

• Get Tough (practices)

• Train-&-Hope (systems)
Worry #1

“Teaching” by Getting Tough

Runyon: “I hate this f_____ing school, & you’re a dumbf______.”

Teacher: “That is disrespectful language. I’m sending you to the office so you’ll learn never to say those words again….starting now!”
Immediate & seductive solution…. "Get Tough!"

- Clamp down & increase monitoring
- Re-re-re-re-review rules
- Extend continuum & consistency of consequences
- Establish “bottom line”

...Predictable individual response
Reactive responses are predictable…. 

When we experience aversive situation, we want select interventions that produce immediate relief

- Remove student
- Remove ourselves
- Modify physical environment
- Assign responsibility for change to student &/or others
When behavior doesn’t improve, we “Get Tougher!”

- Zero tolerance policies
- Increased surveillance
- Increased suspension & expulsion
- In-service training by expert
- Alternative programming

......Predictable systems response!
Erroneous assumption that student…

• Is inherently “bad”

• Will learn more appropriate behavior through increased use of “aversives”

• Will be better tomorrow…….
But .... *false* sense of safety/security!

- Fosters environments of control
- Triggers & reinforces *antisocial* behavior
- Shifts accountability *away* from school
- Devalues child-adult relationship
- Weakens relationship between academic & social behavior programming
Science of behavior has taught us that students….

• Are **NOT** born with “bad behaviors”
• Do **NOT** learn when presented contingent aversive consequences

........**Do learn better ways of behaving** by being **taught** directly & receiving positive feedback....consider function
Non-examples of Function-Based approach

“Function” = outcome, result, purpose, consequence

• “Lantana, you skipped 2 school days, so we’re going to suspend you for 2 more.”

• “Phloem, I’m taking your book away because you obviously aren’t ready to learn.”

• “You want my attention?! I’ll show you attention,…let’s take a walk down to the office & have a little chat with the Principal.”
Worry #2:

“Train & Hope”

WAIT for New Problem

REACT to Problem Behavior

Expect, But HOPE for Implementation

Select & ADD Practice

Hire EXPERT to Train Practice

Expect, But HOPE for Implementation
Development “Map”

• 2+ years of team training
• Annual “booster” events
• Coaching/facilitator support @ school & district levels
• Regular self-assessment & evaluation data
• Development of local/district leadership teams
• State/region & Center on PBIS for coordination & TA
Role of “Coaching”

• Liaison between school teams & PBS leadership team
• Local facilitation of process
• Local resource for data-based decision making
Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

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

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

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students
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
Main Messages

STUDENT ACHIEVEMENT

Good Teaching ↔ Behavior Management

Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems
Responsiveness-to-Intervention: Defining Features

IMPLEMENTATION W/ FIDELITY

DATA-BASED DECISION MAKING & PROBLEM SOLVING

CONTINUOUS PROGRESS MONITORING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

STUDENT PERFORMANCE
RTI Continuum of Support for ALL

Universal
Targeted
Intensive

Few
Some
All

Dec 7, 2007
**Intensive Level**
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

**Targeted Level**
Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make

**Universal Level**
ALL students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.
WHAT DO WE KNOW ABOUT PREVENTING VIOLENCE?

- Positive, predictable school-wide climate
- High rates of academic & social success
- Formal social skills instruction
- Positive active supervision & reinforcement
- Positive adult role models
- Multi-component, multi-year school-family-community effort

- Coordinated Social Emotional & Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)
GENERAL IMPLEMENTATION PROCESS: “Getting Started”

Team

Agreements

Data-based Action Plan

Evaluation

Implementation
1. Common **purpose** & approach to discipline
2. Clear set of **positive expectations & behaviors**
3. Procedures for **teaching** expected behavior
4. Continuum of procedures for **encouraging** expected behavior
5. Continuum of procedures for **discouraging** inappropriate behavior
6. Procedures for on-going **monitoring** & evaluation
Non-classroom

- **Positive expectations & routines taught & encouraged**
- **Active supervision by all staff**
  - Scan, move, interact
- **Precorrections & reminders**
- **Positive reinforcement**
• Classroom-wide positive expectations taught & encouraged
• Teaching classroom routines & cues taught & encouraged
• Ratio of 6-8 positive to 1 negative adult-student interaction
• Active supervision
• Redirections for minor, infrequent behavior errors
• Frequent precorrections for chronic errors
• Effective academic instruction & curriculum
Individual Student

Behavioral competence at school & district levels

Function-based behavior support planning

Team- & data-based decision making

Comprehensive person-centered planning & wraparound processes

Targeted social skills & self-management instruction

Individualized instructional & curricular accommodations
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
Team-led Process

- Family
- Non-Teaching
- Specialized Support
- Administrator
- Student
- Teaching
- Community

Start with Team that “Works.”

Representation
## 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 attending daily</td>
<td>All students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Character Committee</td>
<td>Improve character</td>
<td>Improve character</td>
<td>All students</td>
<td>Marlee, J.S.,</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Character Committee</td>
<td>Improve character</td>
<td>Improve character</td>
<td>All students</td>
<td>Ellen</td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
<td>Has not met</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Spirit Committee</td>
<td>Enhance school spirit</td>
<td>Improve morale</td>
<td>All students</td>
<td>Has not met</td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, antisocial students, repeat offenders</td>
<td>Ellen, Eric, Marlee, Otis</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Prevent drug use</td>
<td></td>
<td>High/at-risk drug users</td>
<td>Don</td>
<td></td>
</tr>
<tr>
<td>Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance academic</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Goal #2, Goal #3</td>
</tr>
</tbody>
</table>
CONTINUUM of SWPBS

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Special Education
- Audit

SECONDARY PREVENTION
- Check in/Check out
- Targeted social skills instruction
- Peer-based supports
- Evaluate implementation accuracy & outcome

PRIMARY PREVENTION
- Teach & encourage positive SW expectations
- Proactive SW discipline
- Eliminate/integrate based on outcomes
- Establish decision rules (RtI)

Audit
1. Identify existing efforts by tier
2. Specify outcome for each effort
3. Evaluate implementation accuracy & outcome effectiveness
4. Eliminate/integrate based on outcomes
5. Establish decision rules (RtI)
3-4 Year Commitment

Top 3 School-Wide Initiatives

3-Tiered Prevention Logic

Agreements & Supports

Coaching & Facilitation

Administrative Participation

Dedicated Resources & Time

CBER
Self-Assessment

Efficient Systems of Data Management

Team-based Decision Making

Data-based Action Plan

Multiple Systems

Evidence-Based Practices

Existing Discipline Data
Office Referrals per Day per Month

Last Year and This Year

School Months
Referrals by Location

School Locations

- Bath R
- Bus A
- Bus
- Caf
- Class
- Comm
- Gym
- Hall
- Libr
- Play G
- Spec
- Other
Referrals by Problem Behavior

Referrals per Prob Behavior

Number of Referrals

Types of Problem Behavior

- Defian
- Disrupt
- Dress
- Agg/fgt
- Theft
- Harass
- Prop D
- Skip
- Tardy
- Tobac
- Vand
- Weap
Referrals per Location

Referrals by Location

Number of Office Referrals

School Locations
Referrals per Student
Referrals by Time of Day

Number of Referrals by Time of Day:

- Referrals peak around 12:00 and 12:30.
- There are fewer referrals between 11:00 and 11:30.
- Referrals are relatively low from 7:00 to 9:00 and from 1:00 to 2:30.
Office Discipline Referrals

- Definition
  - Kid-Teacher-Administrator interaction
  - Underestimation of actual behavior

- Improving usefulness & value
  - Clear, mutually exclusive, exhaustive definitions
  - Distinction between office v. classroom managed
  - Continuum of behavior support
  - Positive school-wide foundations
  - W/in school comparisons
Few positive SW expectations defined, taught, & encouraged
Welcome to Westwood!

- Be Kind
- Be a Positive Learner
- Be Safe
- Be Your Best

It's The Westwood Way!
It's The Westwood Way!

Magnets

Westwood Elementary
5800 Ridgewood Road
St. Cloud, MN 56303
Phone (320) 253-1350
Fax (320) 529-4340
Office Hours: 7:30-4:00
http://isd742.org/westwood.html
<table>
<thead>
<tr>
<th>Respect Ourselves</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Respect Others</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Respect Property</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
</table>
# 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>spect hers</strong></td>
<td>Use inside voice</td>
<td>Eat your own food</td>
<td>Stay in your seat</td>
<td>Stay to right</td>
<td>Arrive on time to speaker</td>
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<tr>
<td><strong>spect vironment Property</strong></td>
<td>Recycle paper</td>
<td>Return trays</td>
<td>Keep feet on floor</td>
<td>Put trash in cans</td>
<td>Take litter with you</td>
</tr>
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<tr>
<td><strong>spect urself</strong></td>
<td>Do your best</td>
<td>Wash your hands</td>
<td>Be at stop on time</td>
<td>Use your words</td>
<td>Listen to speaker</td>
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</tr>
<tr>
<td><strong>spect arning</strong></td>
<td>Have materials ready</td>
<td>Eat balanced diet</td>
<td>Go directly from bus to class</td>
<td>Go directly to class</td>
<td>Discuss topic in class w/others</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
# RAH – at Adams City High School

(RRespect  – Achievement  – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/ Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time; attend regularly; follow class rules</td>
<td>Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass</td>
<td>Put trash in cans, push in your chair, be courteous to all staff and students</td>
<td>Keep area clean, put trash in cans, be mindful of others’ personal space, flush toilet</td>
</tr>
<tr>
<td>Achievement</td>
<td>Do your best on all assignments and assessments, take notes, ask questions</td>
<td>Keep track of your belongings, monitor time to get to class</td>
<td>Check space before you leave, keep track of personal belongings</td>
<td>Be a good example to other students, leave the room better than you found it</td>
</tr>
<tr>
<td>Honor</td>
<td>Do your own work; tell the truth</td>
<td>Be considerate of yours and others’ personal space</td>
<td>Keep your own place in line, maintain personal boundaries</td>
<td>Report any graffiti or vandalism</td>
</tr>
</tbody>
</table>
## RAH – Athletics

<table>
<thead>
<tr>
<th>Practice</th>
<th>Competitions</th>
<th>Eligibility</th>
<th>Lettering</th>
<th>Team Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to coaches directions; push yourself and encourage teammates to excel.</td>
<td>Show positive sportsmanship; Solve problems in mature manner; Positive interactions with refs, umps, etc.</td>
<td>Show up on time for every practice and competition.</td>
<td>Show up on time for every practice and competition; Compete x%.</td>
<td>Take care of your own possessions and litter; be where you are directed to be.</td>
</tr>
<tr>
<td>Set example in the classroom and in the playing field as a true achiever.</td>
<td>Set and reach for both individual and team goals; encourage your teammates.</td>
<td>Earn passing grades; Attend school regularly; only excused absences</td>
<td>Demonstrate academic excellence.</td>
<td>Complete your assignments missed for team travel.</td>
</tr>
<tr>
<td>Demonstrate good sportsmanship and team spirit.</td>
<td>Suit up in clean uniforms; Win with honor and integrity; Represent your school with good conduct.</td>
<td>Show team pride in and out of the school. Stay out of trouble – set a good example for others.</td>
<td>Suit up for any competitions you are not playing. Show team honor. Cheer for teammates.</td>
<td>Remember you are acting on behalf of the school at all times and demonstrate team honor/pride.</td>
</tr>
</tbody>
</table>
LC: Expected behaviors are visible throughout Middle School
C: Expected behaviors are visible

Rosa Lee Carter's Paw Prints....

Respect SELF

Respect PROPERTY

Respect OTHERS

FLUSH, WASH, & GO!
Teaching Academics & Behaviors

- ADJUST for Efficiency
- DEFINE Simply
- MONITOR & ACKNOWLEDGE Continuously
- MODEL
- PRACTICE In Setting
Reviewing Strive for Five

• Be respectful.
• Be safe.
• Work peacefully.
• Strive for excellence.
• Follow directions.
“Traveling Passports”

- Precorrecting new kids in Tigard, Oregon
- Procedures
  - Meet with key adults
  - Review expectations
  - Go to class
Character Education

- Easy to change moral knowledge.....
  ...difficult to change moral conduct

- To change moral conduct...
  - Adults must model moral behavior
  - Students must experience academic success
  - Students must be taught social skills for success
Acknowledge & Recognize
Acknowledging SW Expectations: Rationale

• To learn, humans require regular & frequent feedback on their actions

• Humans experience frequent feedback from others, self, & environment
  – Planned/unplanned
  – Desirable/undesirable

• W/o formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors
Cougar Traits in the Community

Student Name ____________________________________________

played the Cougar Trait of:

- Respect
- Responsibility
- Caring
- Citizenship

(Circle the trait you observed)

Nature _______________________________________________________

You would like to write on the back the details of what you observed.

Thank you for supporting our youth.
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
“Good morning, class!”

Teachers report that when students are greeted by an adult in morning, it takes less time to complete morning routines & get first lesson started.
“Bus Bucks”

- Springfield P.S., OR
- Procedures
  - Review bus citations
  - On-going driver meetings
  - Teaching expectations
  - Link bus bucks w/ schools
  - Acknowledging bus drivers
“Super Sub Slips”

• Empowering subs in Cottage Grove, OR

• Procedures
  – Give 5 per sub in subfolder
  – Give 2 out immediately
“Positive Office Referral”

- Balancing positive/negative adult/student contacts in Oregon
- Procedures
  - Develop equivalent positive referral
  - Process like negative referral
“Piece of Paper”

In one month, staff recorded 15 office discipline referrals for rule violations, & 37 for contributing to safe environment
Team Managed

Staff Acknowledgements

Continuous Monitoring

Implementation

Effective Practices

Administrator Participation

Staff Training & Support

Staff Support

CO PBS

FCPS
“Golden Plunger”

• Involve custodian

• Procedure
  – Custodian selects one classroom/hallway each week that is clean & orderly
  – Sticks gold-painted plunger with banner on wall
Presented to: Beth Wilson

For...
Getting our new AR books processed and on the shelf as quick as she could!
Colleen
“Staff Dinger”

- Reminding staff to have positive interaction
- Procedures
  - Ring timer on regular, intermittent schedule
  - Engage in quick positive interaction
“1 Free Period”

- Contributing to a safe, caring, effective school environment

- Procedures
  - Given by Principal
  - Principal takes over class for one hour
  - Used at any time
“G.O.O.S.E.”

- “Get Out Of School Early”
  - Or “arrive late”
- Procedures
  - Kids/staff nominate
  - Kids/staff reward, then pick
Relevant & Measurable Indicators

Team-based Decision Making & Planning

Continuous Monitoring

Regular Review

Efficient Input, Storage, & Retrieval

Effective Visual Displays

Evaluation

SWIS

FRMS
What does SWPBS look like?

• >80% of students can tell you what is expected of them & give behavioral example because they have been taught, actively supervised, practiced, & acknowledged.

• Positive adult-to-student interactions exceed negative

• Function based behavior support is foundation for addressing problem behavior.

• Data- & team-based action planning & implementation are operating.

• Administrators are active participants.

• Full continuum of behavior support is available to all students
PBIS Messages

- Measurable & justifiable outcomes
- On-going data-based decision making
- Evidence-based practices
- Systems ensuring durable, high fidelity of implementation
MS Total Office Discipline Referrals

Sustained Impact

Academic Years

Setting
- All Settings
- Hallways
- Playgrounds
- Cafeteria
- Library/Computer Lab
- Assembly
- Bus

Behavior
- Be on task
- Respect
- Ourselves
- Task
- Respect
- Others
- Be kind
- Hands/fet to self
- Help/share with others
- Use normal voice volume
- Walk to right
- Play safe
- Include others
- Share equipment
- Practice good table manners
- Whisper
- Return books
- Listen/watch
- Use appropriate applause
- Use a quiet voice
- Stay in your seat
- 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
- Treat chairs appropriately
- Wipe your feet
- Sit appropriately