**PURPOSE**

First/everyday strategies for maximizing academic & social behavior success, school climate & safety & student-
staff relations

- Rationale
- Response to Intervention
- Nonclassroom Settings
- Classroom Behavior Management
- Data

**VIOLENCE PREVENTION**

- 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

**SWPBS is framework for**

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

- Framework for enhancing adoption & implementation of
- Evidence-based interventions to achieve
- Academically & socially important outcomes for
- All students

**Integrated Elements**

Supporting Social Competence & Academic Achievement

- OUTCOMES
  - Supporting Staff Behavior
  - Supporting Student Behavior

Supporting Decision Making

**Public Health & Disease Prevention**

Kutash et al., 2006; Larson, 1994

- Tertiary (FEW)
  - Reduce complications, intensity, severity of current cases
- Secondary (SOME)
  - Reduce current cases of problem behavior
- Primary (ALL)
  - Reduce new cases of problem behavior

**BIG IDEA**

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, durable, & scalable

(Zins & Pinnel, 1996)

**Response-to-Interventions** aka: “scientifically research based interventions”

“Response-to-Intervention”

IMPLEMENTATION

- Universal Screening
- Data-Based Decision Making & Problem Solving
- Continuous Progress Monitoring

FIDELITY

RtI

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

PREVENTION & EARLY INTERVENTION

RtI: Good “IDEIA” Policy

Approach or framework for redesigning & establishing teaching & learning environments that are effective, efficient, relevant, & durable for all students, families & educators

- NOT program, curriculum, strategy, intervention
- NOT limited to special education
- NOT new
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

RtI Application Examples

EARY/PRIM/SECONDARY

SOCIAL BEHAVIOR

TEAM
General educator, special educator, reading specialist, Title I, school psychologist, etc.

SECONDARY SCREENING
Curriculum based measurement

SECONDARY INTERVENTIONS
Specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension

DECISION RULES
Core, strategic, intensive

Universal Interventions
All students
Preventive, proactive

Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

Intensive, Individual Interventions
Individual Students
Assessment-based
High Intensity

Universal Interventions
All settings, all students
Preventive, proactive

RESPONSIVENESS TO INTERVENTION

Academic Systems
Behavioral Systems

Circa 1996

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

**Effective Behavioral Interventions**

**Continuous & Efficient Data-based Decision Making**

**Systems for Durable & Accurate Implementation**

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**Elementary School Suspension Rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>7.13</td>
<td>4.37</td>
<td>2.98</td>
</tr>
</tbody>
</table>

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**Elementary School Pass Rate for Reading at Third Grade**

- 2003-04: 54.2%
- 2004-05: 87.7%
- 2005-06: 82.2%

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**NC Positive Behavior Support Initiative**

- Dr. Bob Algozzine

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**www.pbis.org**


www.pbis.org

Click “Research” “Evidence Base”
Examples

Classroom SWPBS Subsystems
- Student
- Family
- Non-classroom

Non-classroom Family Student

School-wide School Rules
- NO Food
- NO Weapons
- NO Backpacks
- NO Drugs/Smoking
- NO Bullying

Redesign Learning & Teaching Environment

Saying & doing it “Positively!”

Employee Entrance at Tulsa Downtown Doubletree

Keep off the grass!

Employee Entrance at Tulsa Downtown Doubletree

Welcome to Westwood

Few positive SW expectations defined, taught, & encouraged

Respect others. Manage self. Solve problems responsibly.
Establish 3 to 5 Clearly Stated, Positive Expectations

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES

Non-Classroom SWPBS

Janney Jan 05
Basics

“Active Supervision: Self-Assessment”

YES or NO

“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.

Active Supervision Strategies

10 minutes

• Work with 2-3 colleagues
• Identify 1-2 minutes
• Attentively non-classroom settings in your school each day

Classroom SWPBS

Monitoring Dismissal

McComick Elementary School, MD

“4 POSITIVE FOR 1 NEGATIVE INTERACTION”

• Authentic
• Culturally/developmentally appropriate
• Equally distributed across all
• More for some

Non-Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Setting</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallway</td>
<td>Time Start</td>
<td>Time End</td>
</tr>
<tr>
<td>Entrance</td>
<td>Time Start</td>
<td>Time End</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Time Start</td>
<td>Time End</td>
</tr>
<tr>
<td>Playground</td>
<td>Time Start</td>
<td>Time End</td>
</tr>
<tr>
<td>Other</td>
<td>Time Start</td>
<td>Time End</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratio of Positives to Negatives:  _____: 1

Tally each Positive Student Contacts
Total #

Tally each Negative Student Contacts
Total #

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. Do I know our school-wide expectations (positively stated rules)?
   Yes    No

8. 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”

# Yes______
Effective Behavioral Interventions
Continuous & Efficient Data-based Decision Making
Systems for Durable & Accurate Implementation

POSITIVE, EFFECTIVE SCHOOL CULTURE (SWPBS)

Five Guiding Principles

GP #1: Remember that good teaching one of our best behavior management tools

GP #2: Apply three tiered prevention logic to classroom setting

GP #3: Link classroom to school-wide
  - School-wide expectations
  - Classroom v. office managed rule violations

GP #4: Teach academic like social skills

GP #5: Build systems to support sustained use of effective practices
### Classroom Routine Lesson Plan

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Start</th>
<th>Time End</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

#### 15 minutes

- **Attention**: 1 Minute
- **Pickle**: 1 Minute

#### 1 Minute

- Setting teacher attention
- Making transition to next activity
- Showing readiness to learn
- ...........

#### 1 Minute

- Work with...grade level
- Identify...time needed to support literacy instruction of 2 minutes
- Develop...plan for teaching

### Data & Outcomes

![Graph or chart related to data and outcomes]

### References

- Longman.
- Utah State University.
ODR Admin. Benefit
Springfield MS, MD
2001-2002  2277
2002-2003  1322
= 955  42% improvement
= 14,325 min. @15 min.
= 238.75 hrs
= 40 days  Admin. time

ODR Instruc. Benefit
Springfield MS, MD
2001-2002  2277
2002-2003  1322
= 955  42% improvement
= 42,975 min. @ 45 min.
= 716.25 hrs
= 119 days  Instruc. time

Odds Ratio (OR)

Central Illinois Elem. Middle Schools
Triangle Summary 03-04

ODR rates vary by level
First/Every Day

1. Greet every kid at door
2. Schedule time to teach, practice, & acknowledge 1-2 expected routines
3. Maximize academic engagement & success
4. Actively supervise
5. Have 8 positives for each negative each hour
6. Acknowledge every student at end of day/period.

Working Smarter

- Invest in smallest evidence-based practice with biggest documented impact
- Adapt to local culture/context
- Establish support for accurate & fluent implementation
- Use data for decision making
- Give equal priority to academic & social behaviors
- Respond early & positively to errors

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