

**School-wide Positive Behavior Support:
Prevention, Early Intervention & Inclusion**

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Purposes

- Define School-wide Positive Behavioral Supports (PBIS/PBS)
- Describe PBIS Elements: Outcomes, Practices, Data, Systems
- Emphasize implications for early intervention, prevention, & inclusion

“Take a Number”

Office Discipline Referral
= Recording of student behavior that violates stated school rule & requiring action

Intermediate/senior high school with 880 students reported over **5,100 office discipline referrals** in one academic year. **Nearly 2/3** of students had received at least 1 office discipline referral.

Administrative Impact

5,100 referrals (odr)

@ 15 min/odr = 76,500 min

= 1,275 hrs admin time

@ 8 hr/day 159 days

Instructional Impact

5,100 referrals (odr)

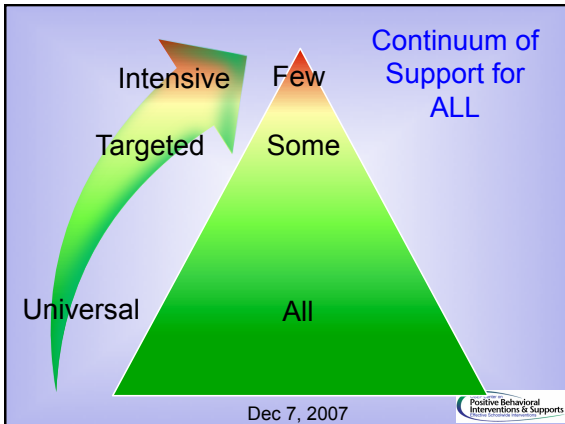
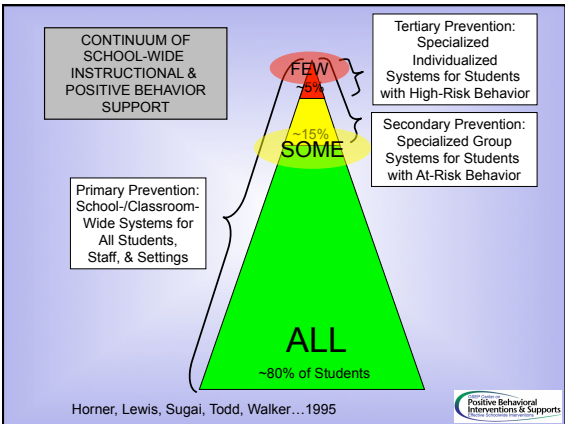
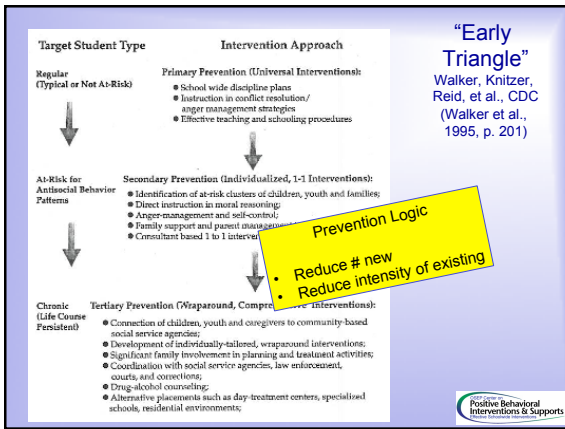
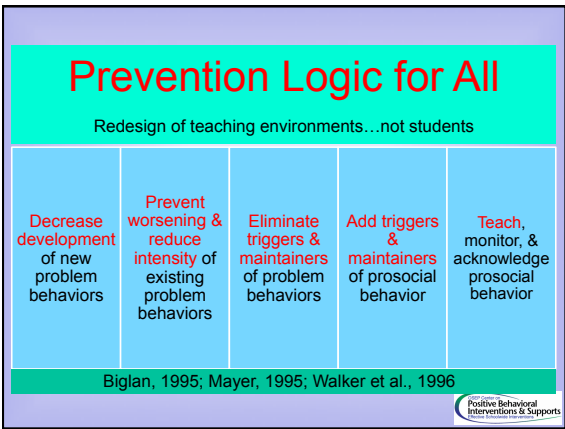
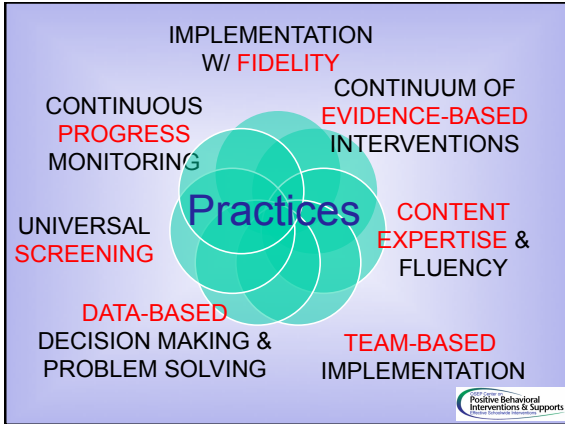
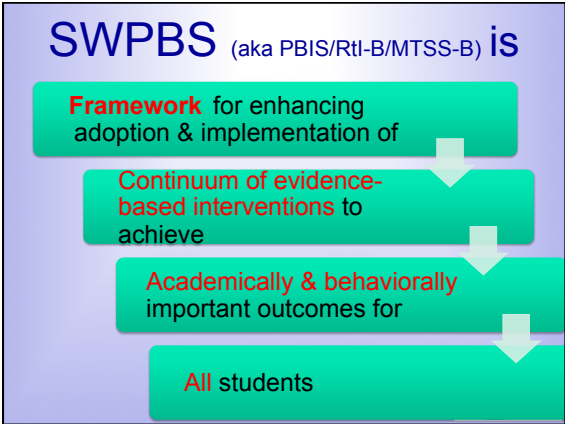
@ 45 min/odr = 229,500 min

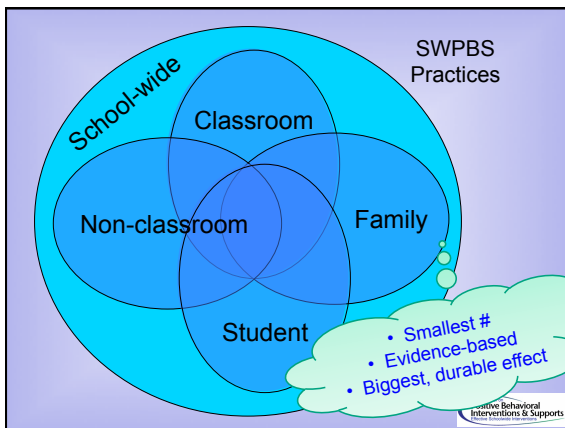
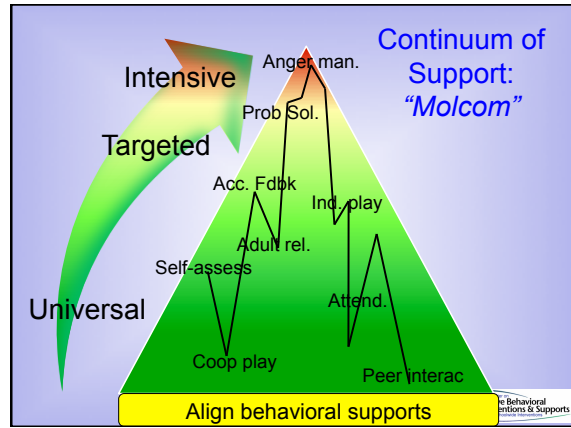
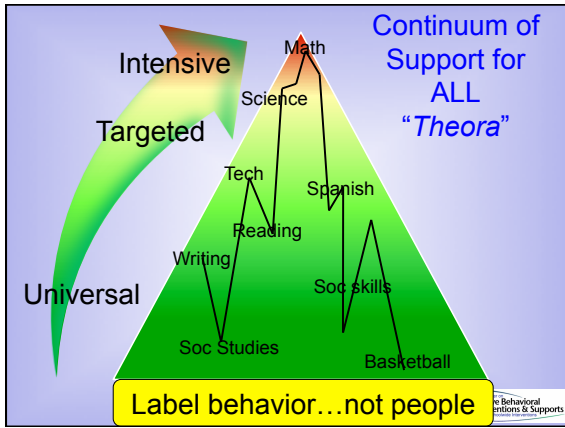
= 3,825 hrs instruction

@ 7 hr/day = 548 days

Give Priority to Effective Practices

| Less Effective | More Effective |
|--------------------|---------------------------------------|
| Label Student | Invest in School-Wide |
| Exclude Student | Teach & Reinf Soc Sk |
| Blame Family | Actively Supervise & Prevent |
| Punish Student | Individualization based on Competence |
| Assign Restitution | Consider Culture & Context |
| Require Apology | |

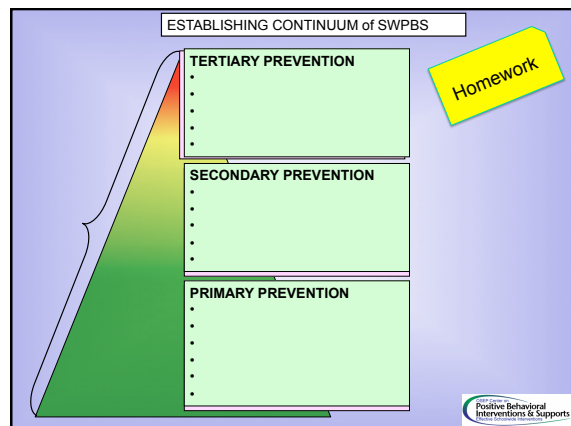




| SCHOOL-WIDE | EVIDENCE-BASED INTERVENTION PRACTICES | CLASSROOM |
|--|---|--|
| <ol style="list-style-type: none"> 1.1. Leadership team 2. Behavior purpose statement 3. Set of positive expectations & behaviors 4. Procedures for teaching SW & classroom-wide expected behavior 5. Continuum of procedures for encouraging expected behavior 6. Continuum of procedures for discouraging rule violations 7. Procedures for on-going data-based monitoring & evaluation | | <ol style="list-style-type: none"> 1. All school-wide 2. Maximum structure & predictability in routines & environment 3. Positively stated expectations posted, taught, reviewed, prompted, & supervised. 4. Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices 5. Continuum of strategies to acknowledge displays of appropriate behavior. 6. Continuum of strategies for responding to inappropriate behavior. |
| INDIVIDUAL STUDENT | NONCLASSROOM | FAMILY ENGAGEMENT |
| <ol style="list-style-type: none"> 1. Behavioral competence at school & district levels 2. Function-based behavior support planning 3. Team- & data-based decision making 4. Comprehensive person-centered planning & wraparound processes 5. Targeted social skills & self-management instruction 6. Individualized instructional & curricular accommodations | <ol style="list-style-type: none"> 1. Positive expectations & routines taught & encouraged 2. Active supervision by all staff (Scan, move, interact) 3. Pre-corrections & reminders 4. Positive reinforcement | <ol style="list-style-type: none"> 1. Continuum of positive behavior support for all families 2. Frequent, regular positive contacts, communications, & acknowledgements 3. Formal & active participation & involvement as equal partner 4. Access to system of integrated school & community resources |

Fixsen & Blase, 2009

| "Making a turn" | | IMPLEMENTATION | |
|-----------------|---------------|---------------------------------|---------------|
| | | Effective | Not Effective |
| PRACTICE | Effective | Maximum Student Benefits | |
| | Not Effective | | |



Academic-Behavior Connection

- Algozzine, B., Wang, C., & Violette, A. S. (2011). Reexamining the relationship between academic achievement and social behavior. *Journal of Positive Behavioral Interventions, 13*, 3-16.
- Burke, M. D., Hagan-Burke, S., & Sugai, G. (2003). The efficacy of function-based interventions for students with learning disabilities who exhibit escape-maintained problem behavior: Preliminary results from a single case study. *Learning Disabilities Quarterly, 26*, 15-25.
- McIntosh, K., Chard, D. J., Boland, J. B., & Horner, R. H. (2006). Demonstration of combined efforts in school-wide academic and behavioral systems and incidence of reading and behavior challenges in early elementary grades. *Journal of Positive Behavioral Interventions, 8*, 146-154.
- McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., and Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. *Journal of Special Education, 42*, 131-147.
- Nelson, J. R., Johnson, A., & Marchand-Martella, N. (1996). Effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders: A comparative analysis. *Journal of Emotional and Behavioral Disorders, 4*, 53-62.
- Wang, C., & Algozzine, B. (2011). Rethinking the relationship between reading and behavior in early elementary school. *Journal of Educational Research, 104*, 100-109.

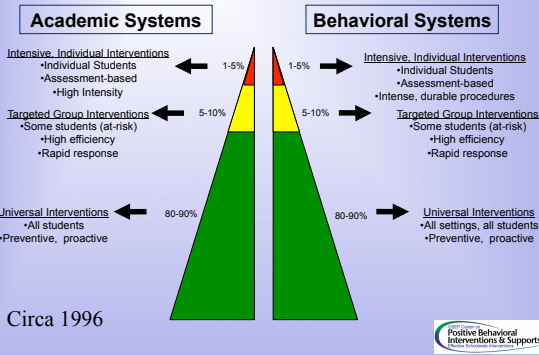


“Viewed as outcomes, **achievement and behavior** are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, **as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power** underlying PBS and other preventive interventions in America’s schools.”

Algozzine, Wang, & Violette (2011, p. 16).



Responsiveness to Intervention



RCT & Group Design PBIS Studies

- Bradshaw, C. P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115.
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- Bradshaw, C. P., Mitchell, M. M., & 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. *Journal of Positive Behavior Interventions, 12*, 133-148.
- Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31*, 1-26.
- Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (in press). Effects of school-wide positive behavioral interventions and supports on child behavior problems. *Pediatrics*.
- Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*, 133-145.
- Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.
- Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (in press). The impact of school-wide positive behavioral interventions and supports (SWPBIS) on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine*.



- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & **emotional regulation**
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- **Reductions in teacher reported bullying behavior & peer rejection**
- Improved school climate



Supporting Social Competence & Academic Achievement

