**PURPOSE**
Consider important roles & functions SSW have in multi-tiered prevention frameworks.

**Main Questions**
What does PBIS have to do with SSW?
What is "positive behavioral interventions & support" (PBIS)?
What is a "multi-tiered prevention framework"?

**Invest in......**

**What is PBIS?**

**改善 classroom & school climate for all**

Improve support for students w/ EBD
Maximize academic achievement
Increase active prevention
Decrease reactive management
**PBIS (SWPBS) is**

- Framework for enhancing adoption & implementation of
- Continuum of evidence-based interventions to achieve
- Academically & behaviorally important outcomes for

**All students**

---

**SWPBS Theoretical Foundations**

- Behaviorism
- ABA
- PBS
- SWPBS aka PBIS

---

**Prevention Logic for All**

Redesign of teaching environments...not students

- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

*Biglan, 1995; Mayer, 1995; Walker et al., 1996*

---

**VIOLENCE PREVENTION**

- Coordinated Social Emotional Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)

---

**What is a multi-tiered prevention framework?**

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

- Primary Prevention: Specialized Group Systems for Students with High-Risk Behavior
- Secondary Prevention: Specialized Group Systems for Students with High-Risk Behavior
- Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

- ~80% of Students
- ~15% of Students
- ~5% of Students
Universal

Targeted

Intensive

Few

Some

All

Continuum of Support for ALL

Dec 7, 2007

Universal

Targeted

Intensive

Few

Some

All

Continuum of Support for ALL “Theora”

Label behavior...not people

Universal

Targeted

Intensive

Few

Some

All

Continuum of Support for ALL: “Molcom”

Align behavioral supports

IMPLEMENTATION W/ FIDELITY

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTENT EXPERTISE & FLUENCY

TEAM-BASED IMPLEMENTATION

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING

ESTABLISHING CONTINUUM of SWPBS

TERTIARY PREVENTION

SECONDARY PREVENTION

PRIMARY PREVENTION

Homework

Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Decision Making

Supporting

Decision

Making

Supporting

Student

Behavior

Homework

Supporting Staff Behavior

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Algozzine, B., Wang, C., & Violette, K. (2011). "Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior 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).

Academic-Behavior Connections: Effective, Not Effective

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>IMPLEMENTATION</th>
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</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
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<tr>
<td>Not Effective</td>
<td></td>
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</table>

Fixsen & Blase, 2009

Why Continuous Implementation Supports “Train & Hope”

SCHOOL-WIDE

1. Leadership team
2. Behavior protocol established
3. Plan of positive expectations & behaviors
4. Procedures for teaching SW & classroom-wide expected behavior
5. Handouts of procedures for managing expected behavior
6. Procedures for encouraging expected behavior
7. Procedures for on-going data-based monitoring & evaluation

EVIDENCE-BASED INTERVENTION PRACTICES

CLASSROOM

1. All school-wide
2. Maximum structure & predictability in routines & environments
3. Positive student expectations: ample, lengthy, reinforced, non-contingent
4. Maximum engagement through high rates of opportunities to internal, delivery of evidence-based instruction curriculum & procedures
5. Continuance of strategies to enhance positive display of appropriate behavior
6. Continuance of strategies for responding to inappropriate behavior

INDIVIDUAL STUDENT

1. Behavioral competency at school & home is known
2. Function-based behavior support system
3. Data-based decision making
4. Comprehensive person-centered planning & support program
5. Targeted social skills & self-management instruction
6. Link social skills instruction & curricular instruction

NONCLASSROOM

1. Position expectations & routines taught & monitored
2. Active supervision by all staff (form, role, training)
3. Procedures & outcomes
4. Position reinforcement

FAMILY ENGAGEMENT

1. Continuum of parent behavior support for all families
2. Parent, regular parent contacts, consultation, parent involvement
3. Formal & active participation & involvement of superintendents
4. Access to systems of integrated school & community services

Academic-Behavior Connection

WAIT for New Problem

REACT to Behavior

Expect, But HOPE for Implementation

Select & ADD Practice

Hire EXPERT to Train Practice

Teach social like academic skills

1. Define & describe variations
2. Model variations in context
3. Provide practice in multiple contexts

Frequent, regular positive contacts, encompassing, academic, social skills, community resources
Respect

- Ourselves
- Be on task.
- Give your best effort.
- Be prepared. "Walk. Have a plan."

- Eat all your food.
- Select healthy foods.
- Study, read, compute.
- Sit in one spot.
- Watch for your stop.

Respect

- Others
- Be kind.
- Hands/feet 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.

Expectations

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


Funding
Visibility
Political Support
Policy

SWPBS Implementation Blueprint
www.pbis.org

LEADERSHIP TEAM (Coordination)

Training
Coaching
Evaluation
Behavioral Expertise

Local School/District Implementation Demonstrations

Working Smarter

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/ etc</th>
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<tbody>
<tr>
<td>Attendance Committee</td>
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<td>Character Education</td>
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<td>School Spirit Committee</td>
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<td>DARE Committee</td>
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<td>EBS Work Group</td>
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Are outcomes measurable?
Invest in leadership


Effective managers must do 4 things well

- When selecting someone, they select for talent...not simply experience, intelligence, or determination.
- When setting expectations, they define right outcomes...not the right steps.
- When motivating someone, they focus on strengths...not on weaknesses.
- When developing someone, they help him find right fit...not simply the next rung on ladder.

Buckingham & Coffman 2002, Gallup, p. 67

RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions
- Enhanced perception of organizational health
- Improved school climate
- Reductions in teacher reported bullying
- Improvements in academic achievement & safety
- Positive behavioral supports
- Better climate

CULTURE is extent to which group of individuals engage in overt & verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, & predicting how individuals within the group act in specific setting conditions.  
Sugai, O’Keeffe, & Fallon, in press; Fallon, Sugai, & O’Keeffe, in press.

ORGANIZATION = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.  

SSWAA is defined by our PRACTICES, SYSTEMS, OUTCOMES, & DATA.
### Upcoming Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>Date</th>
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<tbody>
<tr>
<td>NE PBIS Leadership</td>
<td>Cromwell, CT</td>
<td>17-18 May 2012</td>
</tr>
<tr>
<td>PBIS Leadership</td>
<td>Chicago, IL</td>
<td>18-19 Oct 2012</td>
</tr>
<tr>
<td>Association for PBS</td>
<td>San Diego, CA</td>
<td>28-30 Mar 2013</td>
</tr>
<tr>
<td>Association for PBS</td>
<td>Chicago, IL</td>
<td>6-8 Mar 2014</td>
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