**School-wide Positive Behavior Support**

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www.pbis.org  www.cber.org  www.swis.org

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Some Challenges & Issues

- Emphasis on punishment
- Poor implementation fidelity
- Non-constructive
- Limited effects
- Inefficient systems
- Reactive

Some Challenges & Issues

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

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July 2009

- # SWPBS Schools National
- (21.3%)
- (10.2%)
- 931
- 124
- 137
- 1943
- 5669 (92%)
- Presch
- Elem
- Middle
- High
- K-8 (9-12)
- Alt I
**SWPBS Foundations**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Details</th>
</tr>
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**Teaching Academics & Behaviors**

- **DEFINE Simply**
- **ADJUST for Efficiency**
- **MONITOR & ACKNOWLEDGE Continuously**
- **PRACTICE In Setting**
- **MODEL**

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**“Early Triangle”** (p. 201) Walker, Knitzer, Neid, et al., CDC

- Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, durable, salable, & logical for all students. (Zins & Ponti, 1990)

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**Host Environment Features**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Achieve desired outcome?</td>
</tr>
<tr>
<td>Efficient</td>
<td>Doable by real implementer?</td>
</tr>
<tr>
<td>Relevant</td>
<td>Contextual &amp; cultural?</td>
</tr>
<tr>
<td>Durable</td>
<td>Lasting?</td>
</tr>
<tr>
<td>Scalable</td>
<td>Transportable?</td>
</tr>
<tr>
<td>Logical</td>
<td>Conceptually Sound?</td>
</tr>
</tbody>
</table>

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**SWPBS Logic!**

Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for all students.
Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

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

~80% of Students

~15%

~5%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

ALL

~80% of Students

IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING

CONTENT EXPERTISE & FLUENCY

PREVENTION & EARLY INTERVENTION

Responsiveness to Intervention

Academic Systems

Behavioral Systems

Circa 1996

Dec 7, 2007
Universal Targeted Intensive

Continuum of Support for ALL

Label behavior...not people

SCHOOL-WIDE
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 ongoing data-based monitoring & evaluation

CLASSROOM
1. All school-wide
2. Maximizes teacher & student predictability in routines & environments
3. Positively stated expectations posted, taught, reviewed, prompted, & supervised
4. Maximizes engagement through high rates of opportunities to respond to evidence-based instructional curriculum & practices
5. Continuum of strategies to acknowledge displays of appropriate behavior
6. Continuum of strategies for responding to inappropriate behaviors

EVIDENCE-BASED INTERVENTION PRACTICES

NONCLASSROOM
1. Positive expectations & routines taught & managed
2. Action expectation by all staff (behavior coaches)
3. Procedures & routines
4. Positive reinforcement

INDIVIDUAL STUDENT
1. Behavioral competence at school & district levels
2. Function-based behavior support planning
3. Positive & data-based decisions making
4. Comprehensive person-centered planning & implementation processes
5. Targeted social skills & self-management instruction
6. Individualized accommodations

FAMILY ENGAGEMENT
1. Continuum of positive behavior support for all families
2. Regular, regular positive contact, communication, & collaboration
3. Formal & active participation & involvement as equal partner
4. Access to system of integrated school & community resources

“Is SWPBS evidence-based practice?”


www.pbis.org

Visible, Taught, & Acknowledged Positive Expectations
Development & Sustainability

- Invest in 1-3 yrs of on-going professional development
- Provide annual boosters
- Establish school & district/regional coaching
- Annual self-assessment of integrity & outcomes
- Integrate initiatives with similar outcomes
- Establish local behavioral expertise

GENERAL IMPLEMENTATION PROCESS: “Getting Started”

Team
Agreements
Data-based Action Plan
Evaluation
Implementation

www.scalingup.org

Dean Fixsen
Karen Blase
UNC

“Scale-worthy” Evidence-based Practice
Horner & OR 2009

- Sufficient scope to affect multiple outcomes
- Scientifically verified
- Local feasibility, acceptability & effectiveness
- Described for high implementation integrity
- Professional development for sustainability
- Measurable benchmarks for progress monitoring
- Systems for continuous improvement & sustained use

Funding
Visibility
Political Support
Policy

LEADERSHIP TEAM
(Coordination)

Training
Coaching
Evaluation
Behavioral Expertise

Local School/District Implementation Demonstrations
4 Main Data Concerns

- Student outcomes
- Practice selection
- Practice implementation
- Progress monitoring & systems integration

Key-to-Success Project

PBIS in Pennsylvania

PBIS in Pennsylvania

Elementary School Suspension Rate

PBIS in Virginia

Elementary School

Pass Rate for Reading at Third Grade

PBIS in Virginia
**PBIS in Vermont**

**Vermont Middle School**

Distribution of Out of Class Referrals by Student
Aug 06 - March 07 vs. Aug 07 - March 08

<table>
<thead>
<tr>
<th>% of Students Pre and Post PBS Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Implement</td>
</tr>
<tr>
<td>0-1</td>
</tr>
<tr>
<td>2-6</td>
</tr>
<tr>
<td>8+</td>
</tr>
</tbody>
</table>

**PBIS in Illinois**

**Central Illinois Elem, Middle Schools**

Triangle Summary 03-04

<table>
<thead>
<tr>
<th>Mean Proportion of Students</th>
</tr>
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<tbody>
<tr>
<td>Met SET (N = 3)</td>
</tr>
<tr>
<td>05%</td>
</tr>
<tr>
<td>22%</td>
</tr>
<tr>
<td>20%</td>
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</tbody>
</table>

**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

**NC Positive Behavior Support Initiative**

Bob Algozzine

**Office Discipline Referrals per 100 Students**

**PBIS in North Carolina**

**Trends in Suspension Rates for PBS Schools Implementing w/ Fidelity & Maturity**

**PBIS in Virginia**
FC, MD Trends in Black & Hispanic Suspension Rates for PBS Schools Implementing w/ Fidelity & Maturity

Special Education Referrals

PBIS in Virginia

PBIS in Michigan

SWIS summary 08-09 (Majors ODR Only)
3,410 schools; 1,737,432 students; 1,500,770

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Number of Schools</th>
<th>Mean Enrollment per school</th>
<th>Mean ODRs per 100 per school day</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>2,162</td>
<td>450</td>
<td>.34</td>
</tr>
<tr>
<td>6-9</td>
<td>602</td>
<td>657</td>
<td>.85</td>
</tr>
<tr>
<td>9-12</td>
<td>215</td>
<td>887</td>
<td>1.27</td>
</tr>
<tr>
<td>K-(8-12)</td>
<td>431</td>
<td>408</td>
<td>1.06</td>
</tr>
</tbody>
</table>

SWIS Mean Percentage Students (2008-09) (Majors Only)

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>10%</th>
<th>22%</th>
<th>28%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>6%</td>
<td>7%</td>
<td>14%</td>
</tr>
<tr>
<td>K-8</td>
<td>8%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>9-12</td>
<td>7%</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td>K8-12</td>
<td>6%</td>
<td>14%</td>
<td>17%</td>
</tr>
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SWIS Mean Percentage ODR (2008-2009) Majors Only

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>74%</th>
<th>83%</th>
<th>83%</th>
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<tbody>
<tr>
<td>Elem</td>
<td>32%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>Mid</td>
<td>42%</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>High</td>
<td>26%</td>
<td>17%</td>
<td>17%</td>
</tr>
</tbody>
</table>
**PBIS in Maryland**

- **Systematic Expansion**
  - PBIS Maryland
  - 741 schools trained by cohort

**PBIS in Illinois**

- **Number of Illinois Schools & Districts Adopting PBIS FY99-FY10**
  - 1200 Schools
  - 299 Districts

- **Number of Illinois Districts Adopting PBIS & Number of External Coaches**
  - (as of January 2010)

**Reductions in OSS from 2006-07 to 2008-09**

- Burr Oak Elementary School, Calumet PSD
  - All Students
  - African American Students Only
  - 2006-07
  - 2007-08
  - 2008-09
Illinois High Schools Implementing PBIS

 Discipline Data 2007-2009
Willowbrook High School

MN SWPBS Sustainability Goal

7 Implementation Big Ideas!!

Effective Social & Academic School Culture

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