School-Wide Positive Behavior Support: Tier I Overview

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PURPOSE

Why Tier 1 SWPBS?

What Does T1 Look Like?

What Steps to Get T1 in Place?

How Is T1 Progress Monitored?

Why Tier 1 SWPBS?

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

“159 Days!”

5,100 referrals =
76,500 min @15 min =
1,275 hrs =
159 days @ 8 hrs

Why Tier 1 SWPBS....

Improving classroom & school climate for all

Improving support for students w/ EBD

Decreasing reactive management

Maximizing academic achievement

Increasing active prevention

Improve academic achievement

Maximize active prevention

Decrease reactive management

Support students w/ EBD
**Prevention Logic for All**

Redesign of teaching environments…not students

<table>
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<tr>
<th>Decrease development of new problem behaviors</th>
<th>Prevent worsening &amp; reduce intensity of existing problem behaviors</th>
<th>Eliminate triggers &amp; maintainers of problem behaviors</th>
<th>Add triggers &amp; maintainers of prosocial behavior</th>
<th>Teach, monitor, &amp; acknowledge prosocial behavior</th>
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Biglan, 1995; Mayer, 1995; Walker et al., 1996

**Academic-Behavior Connection**


**RCT & Group Design PBIS Studies**


**SWPBS is**

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

• Reduced major disciplinary infractions
• Improvements in academic achievement & safety
• Improved school climate
• Reductions in teacher reported bullying behavior
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

Universal

Targeted

Intensive

“All: Theora”

Label behavior...not people

Universal

Targeted

Intensive

“All: Molcom”

Align behavioral supports

Dec 7, 2007

Supporting Social Competence & Academic Achievement

CULTURAL EQUITY

CULTURAL KNOWLEDGE

CULTURAL RELEVANCE

CULTURAL VALIDITY

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Vincent, Randall, Cartridge, Tobin, & Swain-Broadway 2011

Basic “Logic”

Culture/Context Considerations

Maximum Student Outcomes

Data

Practices

Implementation Fidelity

Training + Coaching + Evaluation

Start as effective, efficient, & relevant, disable

Prepare & support implementation

Improve “fit”
What does T1 SWPBS look like?

Affecting Student Learning


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 on-going data-based monitoring & evaluation

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EVIDENCE-BASED INTERVENTION PRACTICES
1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Positive planned expectations social, height, distance, proximity, & supervision
4. Minimum engagement through high rates of opportunities for success, delivery of evidence-based instructional curriculum & positive academic
5. Continuum of strategies to encourage displays of appropriate behavior
6. Continuum of strategies for responding to inappropriate behavior

CLASSROOM
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6. Continuum of strategies for responding to inappropriate behavior

NONCLASSROOM
1. Function-based behavior support planning
2. Functional & data based decision making
3. Comprehensive person-centered planning & supports
4. Targeted social skills & self-management instruction
5. Individually instruction & curriculum accommodations

INDIVIDUAL STUDENT
1. Function-based behavior support planning
2. Functional & data based decision making
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FAMILY ENGAGEMENT
1. Continuum of positive behavior support for all families
2. Frequent, regular phone contacts, communication, & involvement
3. Parent & family participation & involvement in school & community
4. Access to system of integrated school & community resources

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Sample Behavior Statements

Ex. 1
G. Ikuma School is a community of learners & teachers. We are here to learn, grow, & become good citizens.

Ex. 2
At Abrigato School, we treat each other with respect, take responsibility for our learning, & strive for safe and positive school for all!
~80% of Students

ESTABLISHING CONTINUUM of SWPBS

SECONDARY PREVENTION

• Check in/out
• Targeted social skills instruction
• Peer-based supports
• Social skills club

TERTIARY PREVENTION

• Function-based support
• Wraparound
• Person-centered planning

PRIMARY PREVENTION

• Teach SW expectations
• Proactive SW discipline
• Positive reinforcement
• Effective instruction
• Parent engagement

What steps to get T1 SWPBS in place?

T1 SWPBS Implementation Activities

Implementation leadership team
  • Define need & priority
  • Conduct EBS Self-Assessment
  • Review discipline data
  • Administrative authority

Secure agreements
  • Principal, staff members, parents, students
  • District leadership

Develop 2-4 yr. prof. dev. & implementation action plan
  • Audit of T1 committees, initiatives, programs, practices, etc.
  • Specific internal & external coaching

Develop progress monitoring plan
  • Student responsiveness across continuum
  • Implementation fidelity

EBS Self-Assessment Survey

Team

Agreements

Data-based Action Plan

Evaluation

Implementation

GENERAL IMPLEMENTATION PROCESS

Implementation leadership team
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EBS Self-Assessment Survey
How is T1 SWPBS progress monitored?

1. Specify/define need
2. Select right evidence-based solution
3. Ensure implementation fidelity
4. Monitor progress
5. Improve implementation

GENERAL IMPLEMENTATION PROCESS

Team

Agreements

Data-based Action Plan

Data used to:

Evaluation

Implementation