Purpose
Provide brief overview of PBIS implementation for all (Tier 1 or universal)

Why Tier 1 SWPBS?

Improving classroom & school climate for all

Why Tier 1 SWPBS?

Improving support for students with EBD

Maximizing academic achievement

Decreasing reactive management

Increasing active prevention

SWPBS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

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%

ALL

SOME

FEW
What does T1 SWPBS look like?

**What does T1 SWPBS look like?**
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

School-wide

Classroom

- All school-wide
- Maximum structure & predictability in routines & environment
- Positively stated expectations posted, taught, reviewed, prompted, & supervised.
- Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
- Continuum of strategies to acknowledge displays of appropriate behavior, including contingent & specific praise, group contingencies, behavior contracts, token economies
- Continuum of strategies for responding to inappropriate behavior, including specific, contingent, brief corrections for academic & social behavior errors, differential reinforcement of other behavior, planned ignoring, response cost, & timeout.

Non-classroom

- Positive expectations & routines taught & encouraged
- Active supervision by all staff
  - Scan, move, interact
- Precorrections & reminders
- Positive reinforcement

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!

Emphasizing & Teaching Positive Expectations

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

Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
</table>
**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>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Character Education Committee</td>
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<tr>
<td>Safety Committee</td>
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<tr>
<td>School Spirit Committee</td>
<td></td>
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<tr>
<td>Discipline Committee</td>
<td></td>
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<td></td>
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<tr>
<td>DARE Committee</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td></td>
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**Sample Teaming Matrix**

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</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>All students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Character Education Committee</td>
<td>Improve character</td>
<td>Improve character</td>
<td>All students</td>
<td></td>
<td>Goal #3</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threats/crisis</td>
<td>Dangerous students</td>
<td></td>
<td>Goal #3</td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Enhance school spirit</td>
<td>Improve morale</td>
<td>All students</td>
<td></td>
<td>Goal #3</td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullying, antisocial students, repeat offenders</td>
<td>Ellen, Eric, Marlee, Otto</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE</td>
<td>Prevent drug use</td>
<td>Improve school</td>
<td>All students</td>
<td>Otto</td>
<td>Goal #3</td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance academic engagement, improve grades</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Otto, Emma</td>
<td>Goal #2, Goal #3</td>
</tr>
</tbody>
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