Implementing School-Wide Positive Behavior Support: Tier I Overview

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

**Why Tier 1 SWPBS?**
- Improving classroom & school climate for all
- Decreasing reactive management
- Increasing active prevention
- Maximizing academic achievement
- Improving support for students w/ EBD
- Why Tier 1 SWPBS?

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**

ALL ~80% of Students

SOME ~15% of Students

FEW ~5% of Students

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

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings
What does T1 SWPBS look like?

School-wide

Classroom

Non-classroom

Family

Student

SWPBS Practices

SCHOOL WIDE

1. Leadership team
2. Behavior purpose statement
3. List 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

EVIDENCE-BASED INTERVENTION PRACTICES

1. Positive expectations & behaviors taught
2. Active supervision by all staff (concrete, consistent)
3. Positive interventions & strategies
4. Positive reinforcement

CLASSROOM

1. All school-wide
2. Positive behavior-probable to be modeled & reinforced
3. Positive stated expectations: pointed, taught, reinforced, monitored, & evaluated
4. Continuum of strategies to advance displays of appropriate behavior
5. Continuum of strategies to advance displays of inappropriate behavior

NONCLASSROOM

1. Positive expectations & behaviors
2. Active supervision by all staff (concrete, consistent)
3. Positive interventions & strategies
4. Positive reinforcement

FAMILY ENGAGEMENT

1. Continuum of positive behavior support for all families
2. Foster, regular positive contact, communication, & acknowledgment
3. Formal & active participation & involvement in school & other
4. Access to systems of integrated school & community resources
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

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 Abrigo School, we treat each other with respect, take responsibility for our learning, & strive for safe and positive school for all!

Emphasizing & Teaching Positive Expectations

Teaching Matrix

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES
Perseverance
Holding to a course of action despite obstacles
- Stay positive
- Set goals
- Learn from mistakes

Respect
To value and honor the worth of others
- Treat others with dignity
- Be considerate

Integrity
Honesty and adherence to principles
- Be truthful
- Be responsible

Discipline
Control and self-regulation
- Follow procedures
- Maintain standards

Excellence
Striving for the highest level of performance
- Set high goals
- Work hard

RAH – at Adams City High School
(Respect – Achievement – Honor)

Respect
- Be on time; attend regularly; follow class rules
- Keep location neat, keep to the right, use appropriate language, monitor noise level, allow others to pass
- Put trash in cans, push in your chair, be courteous to all staff and students

Achievement
- Do your best on all assignments and assessments, take notes, ask questions
- Keep track of your belongings, monitor time to get to class
- Check space before you leave, keep track of personal belongings

Honor
- Do your own work; tell the truth
- Be considerate of yours and others’ personal space
- Report any graffiti or vandalism

PBS – Respect & Responsibility
- Use cells & converse @ breaks
- Work as team collaboratively

RAH – Athletics

Respect
- Listen to coaches’ directions; push yourself and encourage teammates to excel
- Show positive sportsmanship; solve problems in mature manner; positive interactions with refs, umpires, etc.
- Show up on time for every practice and competition

Achievement
- Set example in the classroom and on the playing field as a true scholar
- Set and reach for both individual and team goals; encourage your teammates
- Demonstrate academic excellence

Honor
- Demonstrate good sportsmanship and team spirit
- Suit up in clean uniforms; win with honor and integrity; represent your school with good conduct
- Show team pride in and out of school. Stay out of trouble – set a good example for others

Arabic Expectations at Awsaj Academy Elementary 2011-2012

Norwegian, 2010
ACKNOWLEDGE & RECOGNIZE

GENERAL IMPLEMENTATION PROCESS

Team

Agreements

Data-based Action Plan

Evaluation

Implementation