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? What? How?

Why Tier 1 SWPBS?

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

SWPBS is
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students
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

All

Dec 7, 2007

Continuum of Support for ALL

Intensive

Few

Targeted

Some

Vincent, Randall, Cartledge, Tobin, & Swan-Bradway 2011

Supporting Staff Behavior

CULTURAL EQUITY

CULTURAL KNOWLEDGE

Supporting Social Competence & Academic Achievement

Supporting Student Behavior

CULTURAL RELEVANCE

CULTURAL Validity

Supporting Decision Making

“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 Connection


What does T1 SWPBS look like?
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 Abrigato School, we treat each other with respect, take responsibility for our learning, & strive for safe and positive school for all!
Acknowledge & Recognize


RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

What steps to get T1 SWPBS in place?

GENERAL IMPLEMENTATION PROCESS

Team

Agreements

Data-based Action Plan

Evaluation

Implementation

LEADERSHIP TEAM (Coordination)

SWPBS Implementation Blueprint

Funding

Visibility

Political Support

Policy

Training

Coaching

Evaluation

Behavioral Expertise

Local School/District Implementation Demonstrations

Local School/District Implementation Demonstrations

www.pbis.org

Support in place.
### 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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</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
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<td>Character Education Committee</td>
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<td>Safety Committee</td>
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<td>School Spirit Committee</td>
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<td>Discipline Committee</td>
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<td>DARE Committee</td>
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<td>EBS Work Group</td>
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### Sample Teaming Matrix

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</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>
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<tr>
<td>Character</td>
<td>Improve character</td>
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<tr>
<td>Safety</td>
<td>Improve safety</td>
<td>Predictable response to threats/crises</td>
<td>Dangerous students</td>
<td></td>
<td>Goal #3</td>
</tr>
<tr>
<td>School Spirit</td>
<td>Improve morale</td>
<td></td>
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<tr>
<td>Discipline</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Students, particularly students, repeat offenders</td>
<td>Eric, Ellen, Marlee, Otis</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE</td>
<td>Prevent drug use</td>
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<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase academic engagement, improve grades</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Goal #2</td>
</tr>
</tbody>
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### Upcoming Events

- **New England PBIS**
  - Norwood, MA
  - 2 Nov 2012

- **NW PBIS Implementation Forum**
  - Bellevue, WA
  - 5-6 Nov 2012

- **Association for PBS**
  - San Diego, CA
  - 27-30 Mar 2013

- **Northeast PBIS Leadership**
  - Cromwell, CT
  - 16-17 May 2013

- **PBIS Leadership**
  - Chicago, IL
  - 17-18 Oct 2013

### Guide to Working Smarter

1. If we do IT, what 2 things can we stop doing?
2. Does IT align with our most important student outcomes?
3. Does IT have high probability of delivering expected outcomes?
4. Do we have capacity to implement IT with high sustainable/durable fidelity?