School-Wide Positive Behavior Support: Tier I Overview

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PURPOSE
Provide brief overview of Tier I SWPBS for all

Why Tier 1 SWPBS?

“159 Days!”
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.

Why Tier 1 SWPBS….

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

Improving classroom & school climate for all

Decreasing reactive management

Maximizing academic achievement

Increasing active prevention

Improving support for students w/ EBD
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

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

SWPBS Continuum of Support
Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings
Secondary Prevention: Specialized Group Systems for Students with High-Risk Behavior
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

INSTRUCTIONAL &
CONTINUUM OF
POSITIVE BEHAVIOR SUPPORT

FEW

ALL

~80% of Students

SOME

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

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

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

Archives of Pediatrics and Adolescent Medicine
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

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!

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.

Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have arranged my classroom to minimize crowding and distraction</td>
<td>Yes</td>
</tr>
<tr>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)</td>
<td>Yes</td>
</tr>
<tr>
<td>3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).</td>
<td>Yes</td>
</tr>
<tr>
<td>4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page)</td>
<td>Yes</td>
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<tr>
<td>5. I provided each student with multiple opportunities to respond and participate during instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>6. My instruction actively engaged students in observable ways (e.g., writing, verbally)</td>
<td>Yes</td>
</tr>
<tr>
<td>7. I actively supervised my classroom (e.g., moving, scanning) during instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>8. I ignored or provided quick, direct, explicit reminders/reinforcement in response to inappropriate behavior</td>
<td>Yes</td>
</tr>
<tr>
<td>9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.)</td>
<td>Yes</td>
</tr>
<tr>
<td>10. In general, I have provided specific feedback in response to social and academic behavior errors, differential reinforcement of other behavior, planned ignoring, response cost, &amp; timeout.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Overall classroom management score: __________

Non-classroom

• Positive expectations & routines taught & encouraged
• Active supervision by all staff
  – Scan, move, interact
• Precorrections & reminders
• Positive reinforcement
Non-Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Setting</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallway</td>
<td></td>
<td></td>
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<tr>
<td>Entrance</td>
<td></td>
<td></td>
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<tr>
<td>Cafeteria</td>
<td></td>
<td></td>
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<tr>
<td>Playground</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tally each Positive Student Contacts: Total #

Tally each Negative Student Contacts: Total #

Ratio of Positaves to Negatives: _____: 1

Typical Contexts/Routines

1. **Social Skill**
   - Be on task.
   - Respect others.
   - Use normal voice.
   - Put materials first.
   - Respect property.

2. **Natural Context**
   - Expectations.
   - Supervision.
   - Positive Reinforcement.

3. **Behavior Examples**
   - Positive reinforcement.
   - Peer-based supports.
   - Check in/out.

1. **Social Skill**
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   - Use normal voice.
   - Put materials first.
   - Respect property.

2. **Natural Context**
   - Expectations.
   - Supervision.
   - Positive Reinforcement.

3. **Behavior Examples**
   - Positive reinforcement.
   - Peer-based supports.
   - Check in/out.

Ratio of Positives to Negatives: _____: 1

Time Start_________  Time End_________

Date_____________

# Yes______  # No________

Overall active supervision score:

1. Did I have at least 4 positive for 1 negative student contacts?  Yes No
2. Did I move throughout the area I was supervising?  Yes No
3. Did I frequently scan the area I was supervising?  Yes No
4. Did I positively interact with most of the students in the area?  Yes No
5. Did I handle most minor rule violations quickly and quietly?  Yes No
6. Did I follow school procedures for handling major rule violations?  Yes No
7. Did I positively acknowledge at least 5 different students for displaying our school-wide expectations?  Yes No

Positive reinforcement:

- Parent engagement
- Effective instruction
- Proactive SW discipline

Secondary Prevention:

- Positive reinforcement
- Peer-based supports
- Check in/out

Tertiary Prevention:

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

**Context**

1. **Social Skill**
   - Think, Act

2. **Natural Context**
   - Expectations.
   - Supervision.
   - Positive Reinforcement.

3. **Behavior Examples**
   - Positive reinforcement.
   - Peer-based supports.
   - Check in/out

**Example**

Teach SW expectations.
What steps to get T1 SWPBS in place?

1. Assess for Need
2. Match intervention for need
3. Establish capacity to implement w/ fidelity
4. Monitor outcomes & implementation fidelity
5. Enhance implementation based on data

T1 SWPBS Implementation Activities

Implementation leadership team
- Define need & priority
- Conduct EBS Self-Assessment
- Review discipline data
- Gain administrative authority
- Secure agreements
  - Principal, staff members, parents, students
  - District leadership
- Develop 2-4 yr. proficiency & 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

Evidence-based practices
Continuous data-based monitoring
Coaching facilitation
Administrative participation
Multi-tiered implementation logic
Priority implementation 3-4 years
Team-directed implementation
Differentiated staff support
Staff acknowledgments
Why Continuous Implementation Supports “Train & Hope”

- Wait for New Problem
- React to Problem Behavior
- Expert, But HOPE for Implementation
- Select & ADD Practice
- Hire EXPERT to Train Practice

Basic “Logic”

- Systems
- Data
- Practices

Maximum Student Outcomes

- Training
- Coaching
- Evaluation

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>
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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>
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<tr>
<td>Discipline Committee</td>
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<tr>
<td>DARE Committee</td>
<td></td>
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<tr>
<td>EBS Work Group</td>
<td></td>
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</tr>
</tbody>
</table>

Sample Teaming Matrix

<table>
<thead>
<tr>
<th>Initiative, 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>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>Eric, Ellen, Otis</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>Character Committee</td>
<td>Improve attendance</td>
<td>Improve character</td>
<td>Eric, Ellen, Otis</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threats</td>
<td>Mature students</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Enhance school</td>
<td>Improve morale</td>
<td>All students</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, behavioral students, repeat offenders</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>DARE</td>
<td>Prevent drug use</td>
<td>Improve school</td>
<td>Eric, Ellen, OTS</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance student engagement, improve grades</td>
<td>All students</td>
<td>Goal #2</td>
<td></td>
</tr>
</tbody>
</table>

Guides

- If we do IT, what 2 things can we stop doing?
- Does IT align with our most important student outcomes?
- Does IT have high probability of achieving outcomes?
- Do we have capacity to implement IT w/ sustainable/durable fidelity?
Basic Meeting Structure

See Appendices

How is T1 SWPBS progress monitored?

GENERAL IMPLEMENTATION PROCESS

Team

Agreements

Data-based Action Plan

Evaluation

Implementation

Implementation Fidelity

Progress Monitoring

Practice Selection

Efficiency & Sustainability

Practice Need

Scaling
Data Enhancement Guidelines

- Collect on important student outcomes & adult implementation
- Take no more than 1% of time to collect & manipulate data
- Access data by teams in easy read formats w/in 1 minute
- Use data as central part of implementation framework
- Evaluate data w/in local classroom & school context

Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Decision Making

Supporting Student Behavior

New SWIS Graph – Average Referrals/Day/Month (National data lines)

Office Referrals/School Day by Month


# Ref by Problem

# Ref by Location
How long would it take to answer big 5 SW discipline questions in your school?

1. How many?
2. What?
3. Where?
4. When?
5. Who?

(7 min.)