

Why it's Prudent and Practical to Implement School-wide Positive Behavior

Support (SW-PBS)

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School districts must carefully consider which initiatives will best fit their needs and district characteristics. Below is Fact Sheet that may be useful to district administrators when considering the benefits of utilizing SW-PBS.

No Child Left Behind (NCLB) Compliance:

- Provides for Increased Likelihood of a Safe School Climate
- Encourages Parental Involvement
- Addresses Equitable Achievement across Ethnic and socio-economic status (SES) Groups
- Supports Improved Academic Achievement

Individuals with Disabilities Education Improvement Act (IDEA) 2004 Compliance:

- Increases the Likelihood of Accurate Identification of Students Eligible to Receive Special Education Services
- Structure of SW-PBS is Based on a Response to Intervention (RTI) Model
- Supports least restrictive environment (LRE) Guidelines
- Supports free appropriate public education (FAPE) Guidelines
- Provides Research-based Recommendations for Early Intervention
- Directly Instructs School Personnel in how to Implement and Maintain Proactive Discipline Systems
- Reduce Disproportionate Numbers of Students Identified Due To:
 - Lack of appropriate instruction
 - Ethnicity
 - SES status

MSIP (Missouri School Improvement Plan) Alignment:

- 12 Indicators are supported through SW-PBS:
 - 6.2 (use of data for decision-making)
 - 6.3 (effective instructional programs, practices and procedures)
 - 6.5 (positive climate for learning)
 - 6.6 (orderly and safe schools)
 - 6.7 (intensive, appropriate, on-going professional development)
 - 7.1 (comprehensive and appropriate services for all children)
 - 7.2 (gifted/talented differentiated instruction suitable for their intellectual and social maturity)
 - 7.3 (effective transition to the workplace or continuing education)
 - 7.5 (parental opportunities to learn about developmental needs)
 - 7.7 (adherence to regulations associated with state and federal programs)
 - 8.1 (regularly scheduled reviews & reports of goals and objectives)
 - 8.2 (ongoing plan related to vision and belief statements; analysis of student performance; and specific, measurable goals)

Missouri State Performance Plan (SPP) Indicators Alignment:

- SW-PBS helps to create school environments in which students are more likely to be successful in general education classroom environments (#5) to graduate (#1), and to be successful in meeting their post-secondary goals (#13 & #14) and who are less likely to be suspended, expelled or to drop out (#2 & #4)
- SW-PBS includes programs for pre-school aged children (#6 & #7)
- Parental involvement is an integral component of SW-PBS (#8)
- SW-PBS addresses issues of disproportionality and participation in general education settings through creating proactive school environments (#5, #9 & #10) where appropriate social and behavioral skills are directly taught and reinforced, and where inappropriate social and behavioral skills are directly addressed and remediated.

Missouri Comprehensive Guidance Curriculum Alignment:

- CG 1: understanding self as an individual and as a member of diverse local and global communities
- CG 2: interacting with others in ways that respect individual and group differences
- CG 3: applying personal safety skills
- CG 4: applying skills needed for educational achievement
- CG 5: applying the skills of transitioning between educational levels
- CG 6: developing and monitoring personal educational plans
- CG9: applying employment readiness skills and the skills for on-the-job success

National Staff Development Council Standards for Staff Development:

- Context Standards (#1, #2, #3): organizing adults into learning communities with skillful leadership and required resources provided
- Process Standards (#4, #5, #6, #7, #8, #9): using multiple sources of information and data, preparing educators to apply research to decision-making, applying knowledge about human learning and change, provide educators with knowledge & skills to collaborate
- Content Standards (#10, #11, #12): understand and appreciate all students while creating safe & orderly environments with high expectations, provide educators with research-based instructional strategies, provide educators with knowledge & skills to involve families and stakeholders

Response to Intervention (RTI) Alignment:

- SW-PBS is structured on a three-tiered model of prevention and intervention related to the implementation and sustainability of systems, practices and data-based decision-making. The evidence-base for SW-PBS's effectiveness in establishing proactive school environments where the services provided to students appropriately match their needs and abilities is growing. (See numerous resources at the OSEP Technical Assistance Center on Positive Behavior Interventions and Supports' website: www.pbis.org)

Academic Achievement and SW-PBS:

- Recent studies have highlighted the interconnectedness of academic and social/behavioral outcomes.
- Studies and reports across the fields of general and special education have recognized the relationship between students' academic failure and increased incidents of inappropriate behavior (Mayer, 1995; O'Neill, Johnson, O'Donnell, & McDonnell, 2001; Porch & Protheroe, 2002; Praisner, 2003; Smith & Katsiyannis, 2004).

Training to Assist High School Students to Successfully Transition to Post-Secondary Environments:

- Two in-depth studies have highlighted the importance of appropriate social and behavioral skills for students, particularly those who have been served through special education, to successfully transition to post-secondary employment and training. These studies are; (1) The National Longitudinal Transition Study 2 Fact Sheets, and (2) The Social Security Administration's Efforts to Promote Employment for People with Disabilities: New Solutions for Old Problems.

Improved Teacher Satisfaction and Retention:

- Those teachers who receive adequate support, particularly related to issues of classroom management and discipline, have higher rates of satisfaction regarding inclusion of students with special needs and are more likely to remain in the field of education (Charles, 1999; Cook, Semmel, & Gerber, 1999; DiPaola & Walter-Thomas, 2003, Gersten, Keating, Yovanoff, & Harniss, 2001; Richards, 2003).

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