School-wide Positive Behavior Support for All Students: Getting Started Overview

9th MO SW-PBS Summer Training Institute
MO PBIS
June 11, 2014

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Center on Positive Behavioral Interventions & Supports
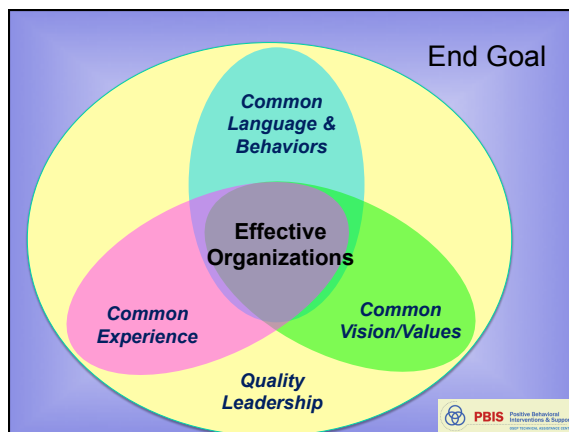Center on Behavioral Education & Research

11 June 2014

www.pbis.org   www.cber.org

Positive Behavioral Interventions & Supports

PURPOSE

Overview of fundamentals for getting started with SWPBS implementation

PBIS Positive Behavioral Interventions & Supports

OUTCOME OBJECTIVES ★

- Rationale for adopting SWPBS
- Features of SWPBS
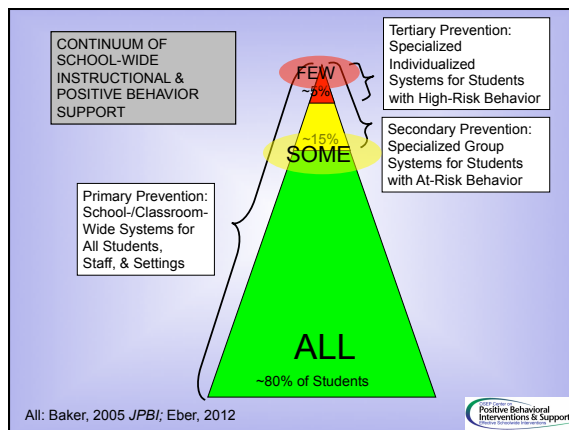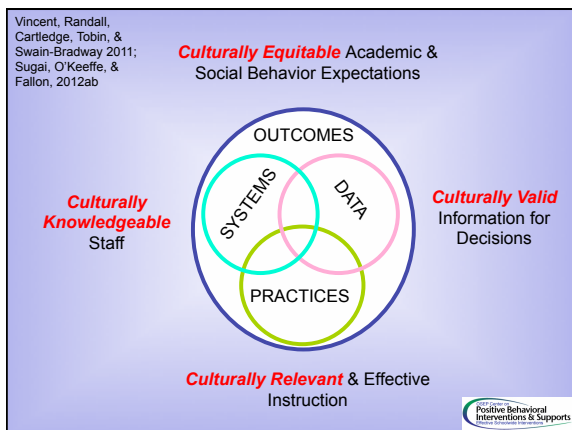- Description of implementation framework
- Examples

Positive Behavioral Interventions & Supports

End Goal

Common Language & Behaviors

Effective Organizations

Common Experience

Common Vision/Values

Quality Leadership

PBIS Positive Behavioral Interventions & Supports

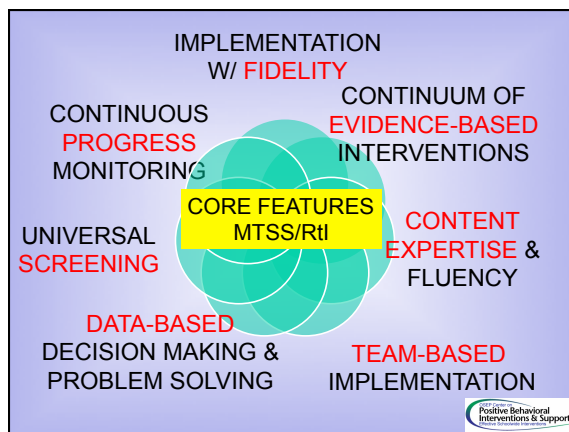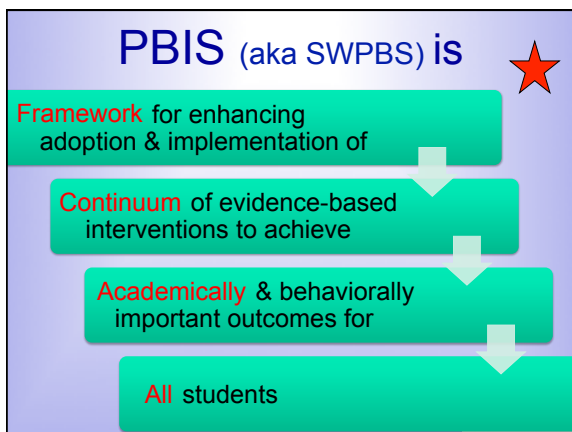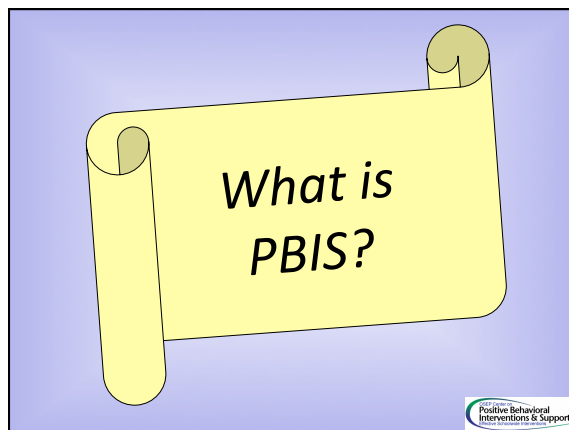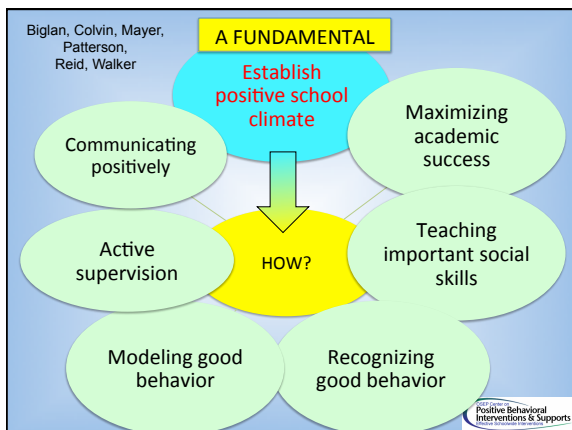Why SWPBS?

Positive Behavioral Interventions & Supports

PBIS is about….

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Improving support for students w/ EBD

Maximizing academic achievement

Positive Behavioral Interventions & Supports

Slide 1

Biglan, Colvin, Mayer, Patterson, Reid, Walker

A FUNDAMENTAL

Establish positive school climate

Communicating positively

Maximizing academic success

Active supervision

HOW?

Teaching important social skills

Modeling good behavior

Recognizing good behavior

Slide 2

What is PBIS?

Slide 3

PBIS (aka SWPBS) is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Slide 4

IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

UNIVERSAL SCREENING

CORE FEATURES MTSS/RtI

CONTENT EXPERTISE & FLUENCY

DATA-BASED DECISION MAKING & PROBLEM SOLVING

TEAM-BASED IMPLEMENTATION

Slide 5

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab

Culturally Equitable Academic & Social Behavior Expectations

OUTCOMES

SYSTEMS

DATA

Culturally Knowledgeable Staff

Culturally Valid Information for Decisions

PRACTICES

Culturally Relevant & Effective Instruction

Slide 6

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

FEW ~5%

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

~15% SOME

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

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

ALL ~80% of Students

All: Baker, 2005 *JPBI;* Eber, 2012

Continuum of Support for ALL

Intensive — Few
Targeted — Some
Universal — All

Dec 7, 2007

Continuum of Support "Theora"

Intensive — Math, Science
Targeted — Writing, Spanish, Comprehension, Soc skills, Decoding
Universal — Soc Studies, Technology, Basketball

Label behavior…not people

Continuum of Support for ALL: "Molcom"

Intensive — Anger man.
Targeted — Prob Sol.
Technology, Ind. play, Adult rel., Attend., Self-assess
Universal — Coop play, Homework, Peer Interac

Label behavior...not people

Continuum of Support for ALL: "George"

Intensive — Catalan
Targeted — Statistics, Expressing Emotions
Technology, Lawn Mowing, Tennis, Reading Comprehension, Cooking
Universal — Teaching, Billiards, Bicycle Touring

Label behavior...not people

Continuum of Support for ALL:

Intensive
Targeted
Universal

"_____"

Dec 7, 2007

Responsiveness to Intervention

Academic Systems	Behavioral Systems

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•High Intensity — 1-5%

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response — 5-10%

Universal Interventions
•All students
•Preventive, proactive — 80-90%

1-5% — Intensive, Individual Interventions
•Individual Students
•Assessment-based
•Intense, durable procedures

5-10% — Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

80-90% — Universal Interventions
•All settings, all students
•Preventive, proactive

Circa 1996

3

Academic-Behavior Connection

Algozzine, B., Wang, C., & Violette, A. S. (2011). Reexamining the relationship between academic achievement and social behavior. *Journal of Positive Behavioral Interventions, 13,* 3-16.
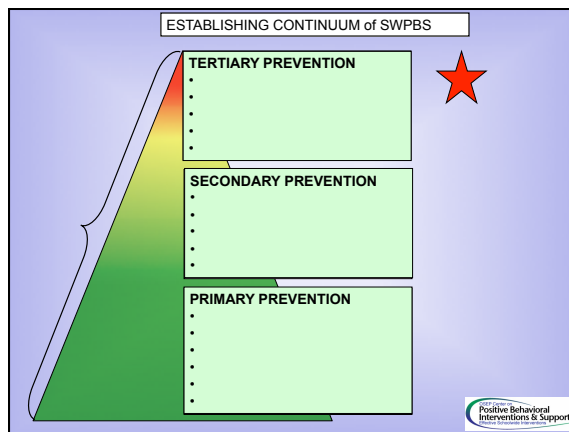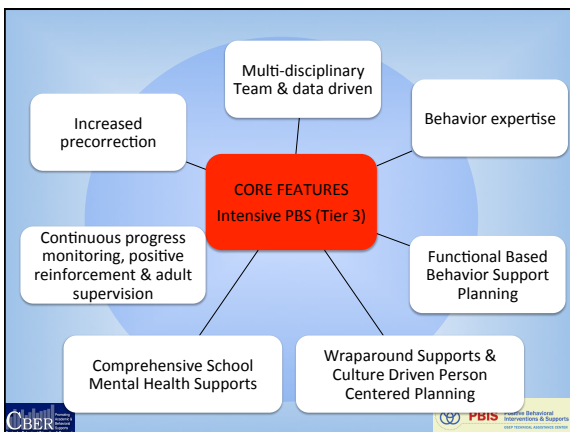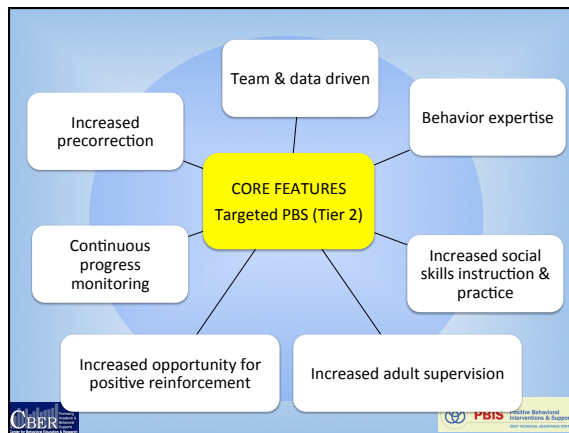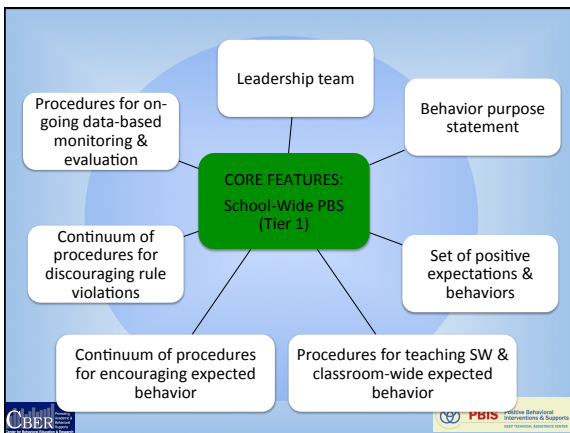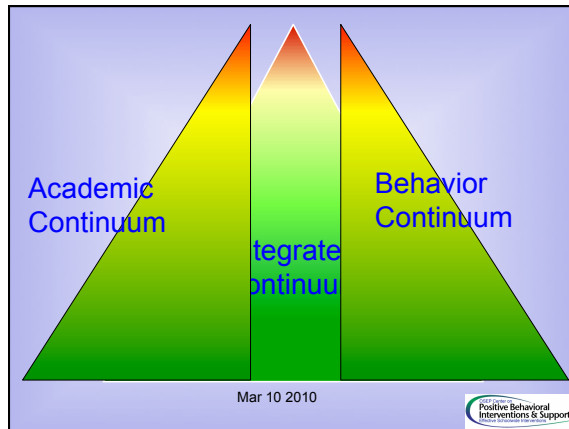
Burke, M. D., Hagan-Burke, S., & Sugai, G. (2003). The efficacy of function-based interventions for students with learning disabilities who exhibit escape-maintained problem behavior: Preliminary results from a single case study. *Learning Disabilities Quarterly, 26,* 15-25.
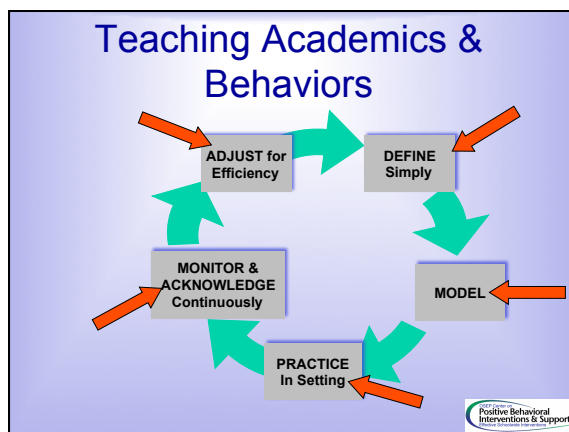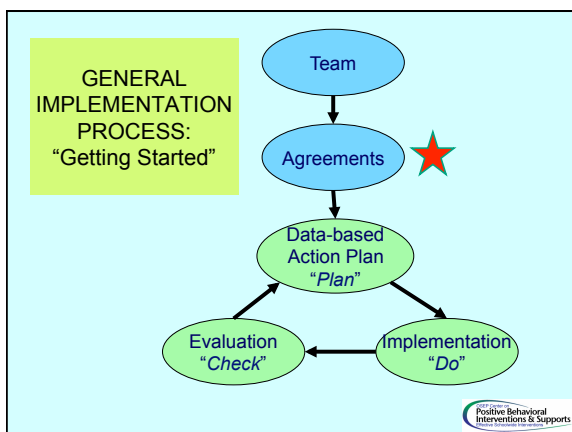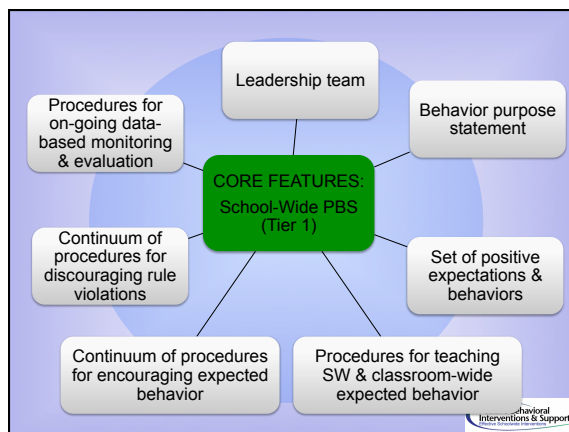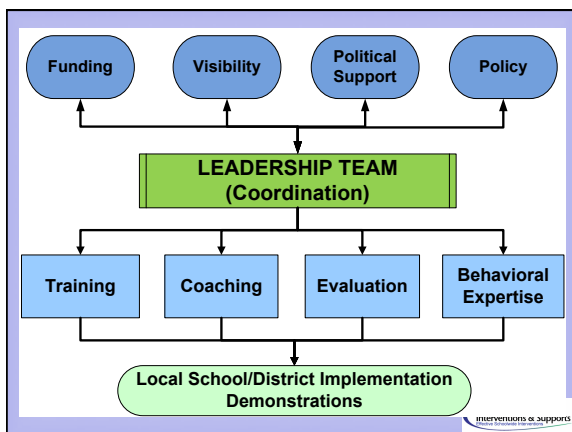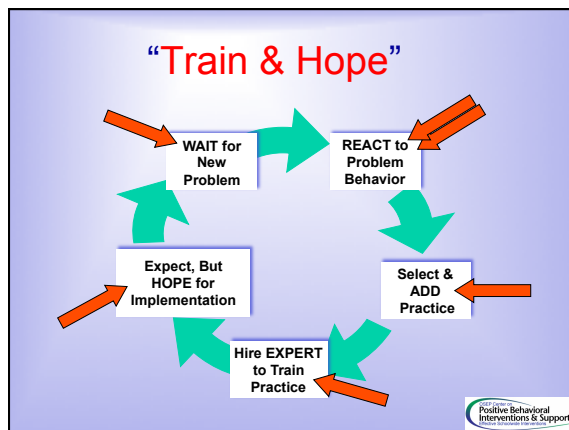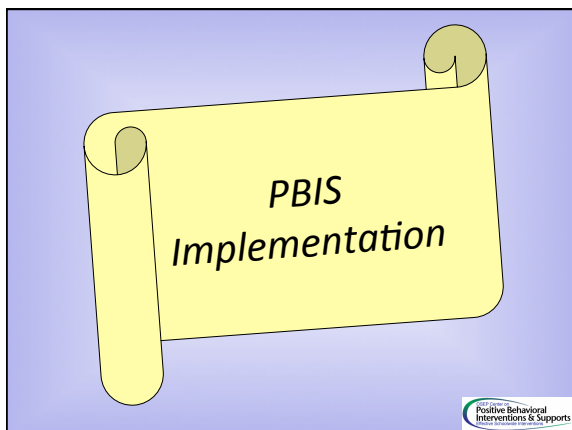
McIntosh, K., Chard, D. J., Boland, J. B., & Horner, R. H. (2006). Demonstration of combined efforts in school-wide academic and behavioral systems and incidence of reading and behavior challenges in early elementary grades. *Journal of Positive Behavioral Interventions, 8,* 146-154.

McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., and Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. *Journal of Special Education, 42,* 131-147.

Nelson, J. R., Johnson, A., & Marchand-Martella, N. (1996). Effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders: A comparative analysis. *Journal of Emotional and Behavioral Disorders, 4,* 53-62.

Wang, C., & Algozzine, B. (2011). Rethinking the relationship between reading and behavior in early elementary school. *Journal of Educational Research, 104,* 100-109.

Academic Continuum

Behavior Continuum

Integrated continuum

Mar 10 2010

CORE FEATURES: School-Wide PBS (Tier 1)

- Leadership team
- Behavior purpose statement
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging rule violations
- Procedures for on-going data-based monitoring & evaluation

CORE FEATURES Targeted PBS (Tier 2)

- Team & data driven
- Behavior expertise
- Increased social skills instruction & practice
- Increased adult supervision
- Increased opportunity for positive reinforcement
- Continuous progress monitoring
- Increased precorrection

CORE FEATURES Intensive PBS (Tier 3)

- Multi-disciplinary Team & data driven
- Behavior expertise
- Functional Based Behavior Support Planning
- Wraparound Supports & Culture Driven Person Centered Planning
- Comprehensive School Mental Health Supports
- Continuous progress monitoring, positive reinforcement & adult supervision
- Increased precorrection

ESTABLISHING CONTINUUM of SWPBS

TERTIARY PREVENTION

SECONDARY PREVENTION

PRIMARY PREVENTION

PBIS Implementation

"Train & Hope"

- WAIT for New Problem
- REACT to Problem Behavior
- Select & ADD Practice
- Hire EXPERT to Train Practice
- Expect, But HOPE for Implementation

Leadership Team / Coordination

- Funding
- Visibility
- Political Support
- Policy

LEADERSHIP TEAM (Coordination)

- Training
- Coaching
- Evaluation
- Behavioral Expertise

Local School/District Implementation Demonstrations

CORE FEATURES: School-Wide PBS (Tier 1)

- Leadership team
- Behavior purpose statement
- Procedures for on-going data-based monitoring & evaluation
- Continuum of procedures for discouraging rule violations
- Set of positive expectations & behaviors
- Continuum of procedures for encouraging expected behavior
- Procedures for teaching SW & classroom-wide expected behavior

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GENERAL IMPLEMENTATION PROCESS: "Getting Started"

- Team
- Agreements
- Data-based Action Plan "*Plan*"
- Implementation "*Do*"
- Evaluation "*Check*"

Teaching Academics & Behaviors

- ADJUST for Efficiency
- DEFINE Simply
- MODEL
- PRACTICE In Setting
- MONITOR & ACKNOWLEDGE Continuously

Teaching Matrix

Teaching Matrix	SETTING					
	All Settings	Hallways	Playground	Cafeteria	Assembly	Bus
Expectations · Respect Ourselves	Be on task. Give your best effort.			Eat all your food. Select healthy foods.	Study, read, compute.	
Respect Others	... to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice ... table	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
Respect Property	Recycle. Clean up after self.	Pick up ...	... ...age can.	... utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

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

Teaching Matrix Activity

	Classroom	Lunchroom	Bus	Hallway	Assembly
Respect Others	• Use inside voice • _____	• Eat your own food • _____	• Stay in your seat • _____	• Stay to right • _____	• Arrive on time to speaker • _____
Respect Environment & Property	• Recycle paper • _____	• Return trays	• Keep feet on floor • _____	• Put trash in cans • _____	• Take litter with you • _____
Respect Yourself	• Do your best • _____	• Wash your hands	• Be at stop on time	• Use your words • _____	• Listen to speaker
Respect Learning	• Have materials ready • _____	• Eat balanced diet • _____	• Go directly from bus to class • _____	• Go directly to class • _____	• Discuss topic in class w/ others • _____

Acknowledge & Recognize
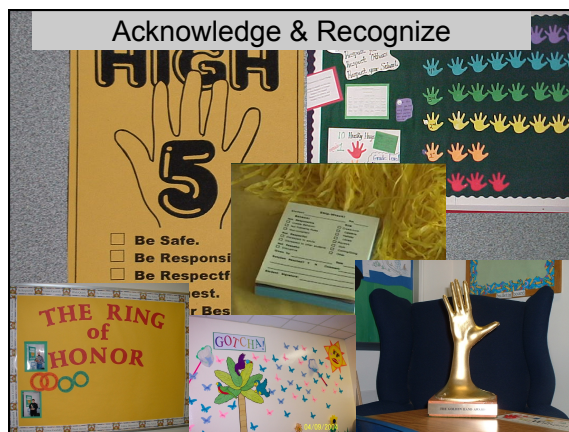
Essential Behavior Management Practices in Non-classroom Settings

See *Non-classroom Behavior Management Self-Checklist*

Non-classroom

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

Non-Classroom Management: Self-Assessment

Name_____ Date_____

Setting □ Hallway □ Entrance □ Cafeteria
□ Playground □ Other_____
Time Start_____
Time End _____

Tally each Positive Student Contacts	Total #	Ratio of Positives to Negatives: _____ : 1
Tally each Negative Student Contacts	Total #	

Positive Behavioral Interventions & Supports

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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. Do I know our **school-wide expectations** (positively stated rules)?	Yes No
8. Did I **positively acknowledge** at least 5 different students for displaying our school-wide expectations?	Yes No

Overall active supervision score:

7-8 *"yes"* = *"Super Supervision"*

5-6 *"yes"* = *"So-So Supervision"*   # Yes_____

<5 *"yes"* = *"Improvement Needed"*

Essential Behavior & Classroom Management Practices

See *Classroom Management Self-Checklist*

Positive Behavioral Interventions & Supports

Classroom Management: Self-Assessment

Teacher_____ Date_____
Rater_____

Instructional Activity		Time Start_____ Time End_____	
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio of Positives to Negatives: _____ to 1			

Positive Behavioral Interventions & Supports

Classroom Management Practice	Rating
1. I have arranged my classroom to **minimize crowding and distraction**	Yes No
2. I have **maximized structure and predictability** in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 **positively stated expectations** (or rules).	Yes No
4. I provided **more frequent acknowledgement** for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with **multiple opportunities to respond** and participate during instruction.	Yes No
6. My instruction **actively engaged** students in observable ways (e.g., writing, verbalizing)	Yes No
7. I **actively supervised** my classroom (e.g., moving, scanning) during instruction.	Yes No
8. I **ignored** or provided **quick, direct, explicit reprimands/redirections** in response to inappropriate behavior.	Yes No
9. I have **multiple strategies/systems** in place to **acknowledge** appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
10. In general, I have provided **specific feedback** in response to social and academic behavior errors and correct responses.	Yes No

Overall classroom management score:

10-8 *"yes"* = *"Super"*   7-5 *"yes"* = *"So-So"*   <5 *"yes"* = *"Improvement Needed"*

Yes____

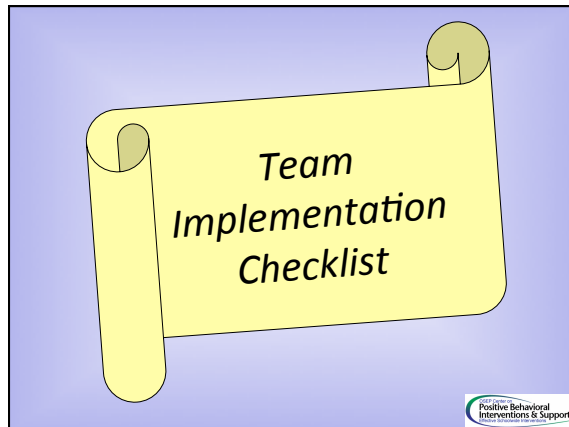| Typical Contexts/ Routines	Classroom-Wide Rules/Expectations		
	Respect Others	Respect Property	Respect Self
All	Use inside voice. Raise hand to answer/ talk.	Recycl... Put writing... de...	Do your best. Ask.
Morning Meeting	Eyes on speaker. Give brief answers.	Put announ... des... Keep feet on floo...	...check by my ...cements.
Homework	Do own wo... Turn in be...	...mework neatly in box. ...your work only.	...time. D...
Transition	...to self.	Put/get materials first. Keep hands to self.	Have p... Go directly...
"I Need Ass...	...hand or show "Assistance Card". Wait 2 minutes & try again.	Have materials ready.	Have plan. Ask if unclear.
Teacher Directed	Eyes on speaker. Keep hand...		Have plan. Ask.
Independent Work	Use inside... Keep hands...	...Return with done.	...e time as planned. Ask.
Problem to Solve	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

EXAMPLE
Teachable Expectations (Classroom)

Native, Tribal Values	RULES WITHIN CLASSROOM ROUTINES _____ EXPECTATIONS	ENTRY PROCEEDURE	LECTURE	INDEPENDENT WORK	TURNING IN WORK/EXITING THE ROOM
Kamaksriñiq	Respect	Enter quietly Treat equipment with care Mind others personal space	Quietly Your self and others around you	Quietly Your self and others around you	Your self and others around you Quietly
Inuuiaqatiuni ikayuutiñiq	Responsibility	Have a seat Be prepared with materials Be alert	Raise hand if a question Take notes when necessary Listen	Work on your class assignment quietly Raise hand if you have a question	Put equipment away in proper place
Savaqatigiiyuñiq	Cooperation	Help other's with class materials	Raise hand if you can explain it to the others in a different way	Help other if needed	Help others clean up Help clean the class

Shishmaref School AK, Lyon Johnson, Aug 9, 2011

Positive Behavioral Interventions & Supports

Team Implementation Checklist

Positive Behavioral Interventions & Supports

Coaching Evaluation Tools

School-wide Evaluation Tool (SET)	• External • Tier I implementation
Team Implementation Checklist (TIC)	• Self-assessment • Tier I implementation
Benchmarks of Quality (BoQ)	• Team/coach self-assessment • Tier I implementation
Benchmarks of Advanced Tiers (BAT)	• Coach/team assessment • Tiers II/III
Individual Student Support Evaluation Tool (ISSET)	• Tier II/III implementation • External assessment

Positive Behavioral Interventions & Supports

Getting Started:
"Team Implementation Checklist" (TIC)

Effective Behavior Support Team Implementation Checklists (Quarterly)

School_____ Date of Report _____

District_____ County _____ State _____

INSTRUCTIONS: The EBS team should complete both checklists quarterly to monitor activities for implementation of EBS in the school.

EBS Team Members _____
_____
_____

Person(s) Completing Report _____

Positive Behavioral Interventions & Supports

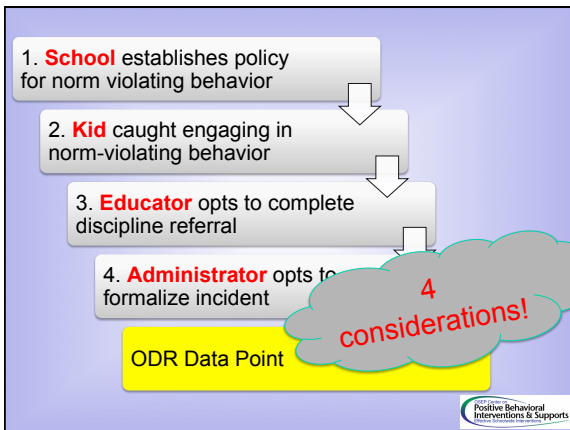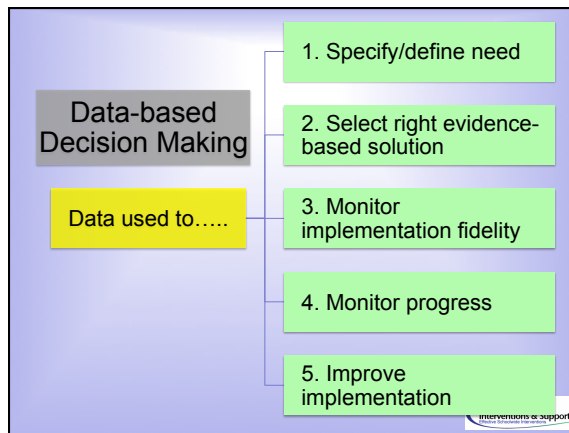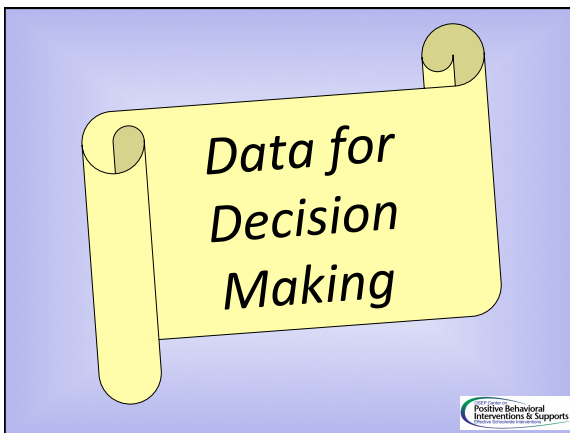| Checklist #1: Start-Up Activity					
Complete & submit **Quarterly.**		**Status: A**chieved, **I**n Progress, **N**ot Started			
Date: (MM/DD/YY)		Oct.	Dec.	Mar.	May
Establish Commitment 1. Administrator's support & active involvement.	Status:				
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:				
Establish & Maintain Team 3. Team established (representative).	Status:				
4. Team has regular meeting schedule, effective operating procedures.	Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:				

Positive Behavioral Interventions & Supports

Self-Assessment 6. Team/faculty completes EBS self-assessment survey.	Status:				
7. Team summarizes existing school discipline data.	Status:				
8. Strengths, areas of immediate focus & action plan are identified.	Status:				
Establish School-wide Expectations 9. 3-5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:				
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				

Positive Behavioral Interventions & Supports

Establish Information System					
15. Discipline data are gathered, summarized, & reported.	Status:				
Build Capacity for Function-based Support					
16. Personnel with behavioral expertise are identified & involved.	Status:				
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				

Complete & submit **Quarterly.**		**Status: A**chieved, **I**n Progress, **N**ot Started			
1. EBS team has met at least monthly.	Status:				
2. EBS team has given status report to faculty at least monthly.	Status:				
3. Activities for EBS action plan implemented.	Status:				
4. Accuracy of implementation of EBS action plan assessed.	Status:				
5. Effectiveness of EBS action plan implementation assessed.	Status:				
6. EBS data analyzed.	Status:				

Data for Decision Making

Data-based Decision Making

Data used to…..

1. Specify/define need

2. Select right evidence-based solution

3. Monitor implementation fidelity

4. Monitor progress

5. Improve implementation

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1. **School** establishes policy for norm violating behavior

2. **Kid** caught engaging in norm-violating behavior

3. **Educator** opts to complete discipline referral

4. **Administrator** opts to formalize incident

4 considerations!

ODR Data Point

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6 Nov 2013

RCT & Group Design PBIS Studies

Bradshaw, C.P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115

Bradshaw, C. P., Koth, C. W., Bevans, K. B., Ialongo, N., & Leaf, P. J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12*, 133-148.

Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M. S., & Leaf, P. J. (2012). Integrating school-wide positive behavioral interventions and supports with tier 2 coaching to student support teams: The PBISplus model. *Advances in School Mental Health Promotion 5*, 177-193.

Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31*, 1-26.

Bradshaw, C. P., Waasdorp, T. E. & Leaf, P. J. (2012). Effects of School-Wide Positive Behavioral Interventions and Supports on child behavior problems. *Pediatrics, 130*(5), 1136-1145.

Goldweber, A., Waasdorp, T. E., & Bradshaw, C. P. (in press). Examining the link between forms of bullying behaviors and perceptions of safety and belonging among secondary school students. *Journal of School Psychology.*

Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J., (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*, 133-145.

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.

Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of School-wide Positive Behavioral Interventions and Supports (SWPBIS) on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine, 116*(2), 149-156

Slide 1

- 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

OSEP Center Positive Behavioral Interventions & Supports

Slide 2

Implementation Fidelity		IMPLEMENTATION	
		Effective	Not Effective
PRACTICE	Effective	*Maximum Student Benefit*	Reduced Probability of Student Benefit
	Not Effective	Low Probability for Student Benefit	Low Probability for Student Benefit

Fixsen & Blase, 2009

OSEP Center Positive Behavioral Interventions & Supports

Slide 3

Readiness

Northeast PBIS Network &
Massachusetts PBIS Academy
**Implementation Readiness Checklist:
School Leadership Training**

To document district and school leadership readiness and commitment to PBIS training and implementation, please review, complete, and initial the following implementation readiness checklist, and submit to your PBIS Coordinator by _____.

Date Completed: _____ School Name: _____

Leadership	Print Name	Signature
Superintendent		
District Coordinator		
District External Coach/Facilitator		
School Principal		
School Internal Coach/Facilitator		

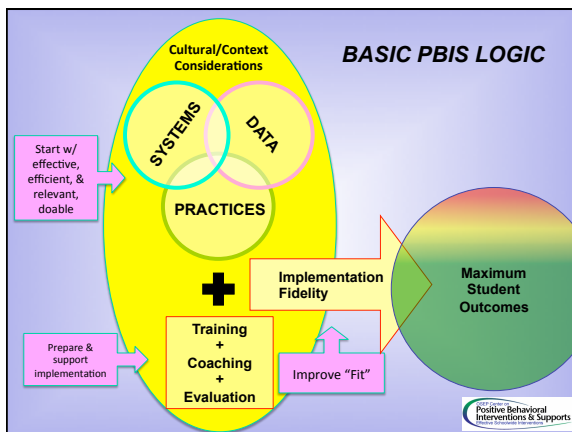| Superintendent Initial	District Readiness Commitment
_____	1. District Coordinator named: _____
_____	2. District Coach/Facilitator named: _____
_____	3. District PBIS Leadership Team representing behavior-related personnel named:
_____	4. District approves school use of SWIS.org
_____	5. District Coordinator & Coach attend team training

Ver. 10 June 2014
An alternative may be approved if SWIS readiness & reporting requirements are met upon entering training.

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Principal Initial	School Readiness Commitment
_____	6. Principal attends all team training
_____	7. Principal participates in team meetings
_____	8. Principal commits to use of SWIS.org
_____	9. Principal gives priority & resources to implementation of PBIS action plan
_____	10. School Coach/Facilitator named:
_____	11. Majority (>80%) of staff agree to support PBIS School Leadership Team
_____	12. Majority (>80%) of staff agree to support use of SWIS.org
_____	13. PBIS School Leadership Team representing staff named:
_____	14. Majority (>80%) of staff agree to participate in implementation of PBIS action plan

School Principal must indicate agreement by initialing all items in this section. For items #6-9, Principal may assign an alternate administrator who has decision-making authority w/r to school-wide policy, scheduling, meetings, etc.

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BASIC PBIS LOGIC

Cultural/Context Considerations

SYSTEMS — DATA
PRACTICES

Start w/ effective, efficient, & relevant, doable

Prepare & support implementation

+

Training + Coaching + Evaluation

Improve "Fit"

Implementation Fidelity

Maximum Student Outcomes

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