

Why it's Prudent and Practical to Implement Schoolwide Positive Behavior Support (SW-PBS)

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

Every Student Succeeds Act (ESSA) Compliance:

- Provides for increased likelihood of a safe school climate
- Encourages parental involvement
- Addresses equitable achievement across ethnic, cultural and socio-economic status (SES) groups
- Supports improved academic achievement
- Utilizes scientifically-based principles and practices
- Create safe and supportive learning environments free from bullying and harassment.
- Support students' mental and behavioral health.
- Implement effective discipline policy and practice.
- Multi-tiered Systems of Support (MTSS) for behavior
 - Importantly, ESSA recognizes the effectiveness of MTSS. States and districts can use various funding streams (e.g., Title I, Title II, and Title IV) to support the implementation of MTSS and provide all school staff with the necessary and ongoing professional development.

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

- Increases the likelihood of accurate identification of students eligible to receive special education services
- Structures prevention and intervention on a multi-tiered systems of support model that includes principles of RTI (response to intervention)
- Supports least restrictive environment (LRE) guidelines
- Supports free appropriate public education (FAPE) guidelines
- Provides research-based recommendations for early intervention
- Instructs school personnel in the implementation and maintenance of proactive discipline systems
- Reduces disproportionate numbers of students identified due to:
 - Lack of appropriate instruction
 - Ethnicity
 - SES status

Missouri School Improvement Plan (MSIP 5) Performance & Process Standards

Compliance:

- Performance Standard 1: Academic Achievement
 - 1.3 Growth data – supports productive academic environments
- Performance Standard 2: Subgroup Achievement

- 2.1 Improved outcomes –creates environments conducive to meeting the needs of students in identified subgroups
- Performance Standard 3: College and Career Readiness
 - 3.3 Improved participation – promotes interagency planning to assure students have the supports to meet career/college goals
- Performance Standard 4: Attendance Rate
 - 4.1 Attendance increases – promotes improved attendance over time
- Performance Standard 5: Graduation Rate
 - 5.1 Successful completion of high school – promotes improved graduation rates over time
- Process Standards
 - Teacher Leader
 - (TL-2): Professional learning drives and supports instructional practices - 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
 - Instruction
 - I-1 Instructional staff routinely provide effective instruction designed to meet the needs of all learners: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9
 - I-2 Instructional staff use effective assessment practices to monitor student learning and adjust instruction: 2.1, 2.2, 2.3, 2.4
 - I-3 The district identifies and provides effective differentiated learning and behavioral support systems for all students: 3.1, 3.2, 3.3, 3.4, 3.5
 - I-4 The district administers state-required and other assessments and uses disaggregated and longitudinal data to inform and adjust systems, curriculum, and instructional practices: 4.2, 4.3, 4.4
 - I-6 Integrated guidance and counseling – see specific indicators below
 - I-7 The district establishes a culture focused on learning, characterized by high academic and behavioral expectations for all students: 7.1, 7.2, 7.3
 - I-8 The district provides a safe and orderly environment for all students and staff: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6
 - I-9 High quality, fully integrated career education is available to all secondary students – see specific information about High School Transition studies below
 - Governance
 - G-1 The local board of education, district leadership, and staff contribute to the success of every student by being ethical and acting with fairness and integrity: 1.3
 - G-2 The local board of education adopts and district leadership implement a CSIP to ensure the achievement and success of all students: 2.1, 2.4
 - G-3 The local board of education and district leadership collect qualitative and/or quantitative data to guide and monitor the development and implementation of a shared mission and vision

with systemic goals that ensure high expectations for every student: 3.1, 3.2

- G-4 The local board of education and district leadership promote the achievement and success of all students by monitoring and continuously improving all programs and services that support the mission and vision of the district: 4.1, 4.3, 4.4, 4.5
- G-6 The local board of education and district leadership ensure collaboration with state and local agencies that have responsibility for the success, health, safety, and welfare of students: 6.1, 6.2, 6.3, 6.4
- G-8 The local board of education and district leadership manages organizational systems and resources for a safe, high-performing learning environment: 8.1, 8.2, 8.8, 8.10
- G-9 The local board of education, district leadership, and staff collaborate with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning: 9.1, 9.2, 9.3
- G-11 The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education: 11.1, 11.2

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 (#3 & #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 and coping strategies
- 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
- CG 9: Applying employment readiness skills and the skills for on-the-job success

[Learning Forward \(National Staff Development Council\) 2011 Standards for Staff Development:](#)

- Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.
- Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and systems data to plan, assess, and evaluate professional learning.
- Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
- Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Multi-tiered Systems of Support and Response to Intervention (RTI) Alignment:

- SW-PBS is structured on a multi-tiered model of prevention and intervention related to the implementation and sustainability of systems, practices and data-based decision-making. Dr. Hill Walker and colleagues at the University of Oregon published one of the original conceptualizations of a tiered model of support in education as early as 1996.
- The [RTI Action Network](#) has provided further guidance associated with the integration of academic and social/behavioral strategies:
- 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 substantial. (See numerous resources at the [OSEP Technical Assistance Center on Positive Behavior Interventions and Supports' website](#).)

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 (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Lassen, Steele, & Sailor, 2006; 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:

- 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 social/behavioral or academic needs and are more likely to remain in the field of education (Bradshaw, Koth, Thornton, & Leaf, 2009; Charles, 1999; Cook, Semmel & Gerber, 1999; DiPaola & Walter-Thomas, 2003; Gersten, Keating, Yovanoff, & Harniss, 2001; Grayson & Alvarez, 2008; Oliver & Reschly, 2010; Richards, 2003; White & Mason, 2006).

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U.S. Department of Education: Every Student Succeeds Act (ESSA):

<https://ed.gov/policy/elsec/leg/essa/index.html>

U.S. Department of Education: Individuals With Disabilities Act (IDEA) 40th Anniversary:

<https://www2.ed.gov/about/offices/list/osers/idea40/index.html>

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