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

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Center on Behavioral Education & Research
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www.pbis.org  www.cber.org

PURPOSE
Overview of fundamentals for getting started with SWP PBS implementation

OUTCOME OBJECTIVES
- Rationale for adopting SWP PBS
- Features of SWP PBS
- Description of implementation framework
- Examples

End Goal
- Common Language & Behaviors
- Effective Organizations
- Common Experience
- Quality Vision/Values

Why SWP PBS?

PBIS is about…
- Improving classroom & school climate
- Decreasing reactive management
- Integrating academic & behavior initiatives
- Maximizing academic achievement
- Improving support for students w/ EBD

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PBIS is about…
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PBIS (aka SWPBS) is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Culturally Equitable Academic & Social Behavior Expectations

Culturally Relevant & Effective Instruction

Culturally Knowledgeable Staff

OUTCOMES
SYSTEMS
DATA
PRACTICES

All: Baker, 2005; JPBI; Eber, 2012
Universal Targeted Intensive Continuum of Support for ALL

Dec 7, 2007

Theora

Jan 1, 2007

Continuum of Support for ALL:
“Molcom”

Dec 7, 2007

Continuum of Support for ALL:
“George”

Dec 7, 2007

Responsiveness to Intervention

Academic Systems

Intensive, Individual Interventions
- Assessment-based
- High intensity

Targeted Group Interventions
- High efficiency
- Rapid response

Universal Interventions
- Prevention, procedures

Behavioral Systems

Intensive, Individual Interventions
- Assessment-based
- High intensity

Targeted Group Interventions
- High efficiency
- Rapid response

Universal Interventions
- Prevention, procedures

Circa 1996
Academic-Behavior Connection


PBIS Implementation

“Train & Hope”

CORE FEATURES: School-Wide PBS (Tier 1)
- Leadership team
- Behavior purpose statement
- Set of positive expectations & behaviors
- Continuum of procedures for encouraging expected behavior
- Procedures for teaching SW & classroom-wide expected behavior

GENERAL IMPLEMENTATION PROCESS: “Getting Started”
- Team
- Agreements
- Data-based Action Plan
- “Plan”
- Evaluation “Check”
- Implementation “Do”

Teaching Academics & Behaviors
- DEFINE Simply
- MODEL
- PRACTICE In Setting
- MONITOR & ACKNOWLEDGE Continuously
- ADJUST for Efficiency
Teaching Matrix Activity

<table>
<thead>
<tr>
<th>Setting</th>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Bus</th>
<th>Hallway</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Others</td>
<td>- Use inside voice</td>
<td>- Eat your own food</td>
<td>- Stop in your seat</td>
<td>- Arrive on time to speaker</td>
<td></td>
</tr>
<tr>
<td>Respect Environment &amp; Property</td>
<td>- Put trash in can</td>
<td>- Wash your hands</td>
<td>- Sit in your seat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>- Do your best</td>
<td>- Do it right</td>
<td>- Listen to speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect Learning</td>
<td>- Have materials ready</td>
<td>- Do your best</td>
<td>- Scan, move, interact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Acknowledge & Recognize

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

Effective Behavior Management Practices in Non-classroom Settings

See Non-classroom Behavior Management Self-Checklist
10-8  "yes"  =  

Overall classroom management 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 quietly and quickly?  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:
<5  "yes"  =  "Improvement Needed"
5-6 "yes"  =  "So-So Supervision"
7-8 "yes"  =  "Super Supervision"
8-10 "yes"  =  "Better Supervision"

Ratio of Positives to Negatives:  _____ to 1

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

Non-Classroom Management: Self-Assessment
Name: __________________________  Date: __________
Setting  □ Play □ Hall □ Entrance □ Cafeteria
□ Playground  □ Other________________________
Time Start_________  Time End _________
Tally each Positive Student Contacts  Total #
Tally each Negative Student Contacts  Total #
Ratio of Positives to Negatives: _____ to 1

Essential Behavior & Classroom Management Practices
See Classroom Management Self-Checklist

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did I have at least 4 positive for 1 negative student contacts?</td>
<td>Yes No</td>
</tr>
<tr>
<td>2. Did I move throughout the area I was supervising?</td>
<td>Yes No</td>
</tr>
<tr>
<td>3. Did I frequently scan the area I was supervising?</td>
<td>Yes No</td>
</tr>
<tr>
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</tr>
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Ratio of Positives to Negatives:  _____ to 1

Classroom-Wide Rules/Expectations

<table>
<thead>
<tr>
<th>Typical Context/Routine</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Raise hand</td>
<td>Keep materials</td>
<td>Do your best, Ask.</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Eyes on speaker</td>
<td>Put announcements in box</td>
<td>Check my comments.</td>
</tr>
<tr>
<td>Homework</td>
<td>Eyes on speaker</td>
<td>Keep hands to self</td>
<td>Have materials ready.</td>
</tr>
<tr>
<td>Transitions</td>
<td>Eyes on speaker</td>
<td>Have plan. Go directly</td>
<td>Have plan. Ask if unclear.</td>
</tr>
<tr>
<td>&quot;I Need Assistance&quot;</td>
<td>Eyes on speaker</td>
<td>Have materials ready</td>
<td>Have plan. Ask.</td>
</tr>
<tr>
<td>Teacher Directed</td>
<td>Eyes on speaker</td>
<td>Turn in before lesson</td>
<td>Keep materials.</td>
</tr>
<tr>
<td>Independent Work</td>
<td>Eyes on speaker</td>
<td>Have plan. Ask</td>
<td>Think, Act.</td>
</tr>
<tr>
<td>Problem to Solve</td>
<td>Eyes on speaker</td>
<td>Have materials ready</td>
<td>Have materials.</td>
</tr>
</tbody>
</table>

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

Total #

Ratio of Positives to Negatives:  _____ to 1

Student Contacts

Total #

Teacher__________________________  Date__________
Rater_______________________
EXAMPLE

Teachable Expectations (Classroom)

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Enter/</th>
<th>Lecture</th>
<th>Independent Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamaskiixq</td>
<td>Procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inuigiguyiq</td>
<td>Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savigejiyiq</td>
<td>Cooperation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kamaskiixq
- Respect
  - Treat others with respect, even if they make mistakes.
  - Your self and others around you.
  - Your self and others around you.
  - Your self and others around you.
  - Your self and others around you.

Inuigiguyiq
- Responsibility
  - Take ownership.
  - Take your responsibility seriously.
  - If you have a question, ask.
  - In a respectful place.

Savigejiyiq
- Cooperation
  - Help others with school materials.
  - Take your responsibility seriously.
  - Help others in need.
  - Help others in need.

Shishmaref School AK, Lyon Johnson, Aug 9, 2011

Coaching Evaluation Tools

- School-wide Evaluation Tool (SET)
- Team Implementation Checklist (TIC)
- Benchmarks of Quality (BoQ)
- Benchmarks of Advanced Tiers (BAT)
- Individual Student Support Evaluation Tool (ISSET)

Getting Started:
“Team Implementation Checklist” (TIC)

Effective Behavior Support Team Implementation Checklists
(Quarterly)

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th>County</th>
<th>Date of Report</th>
</tr>
</thead>
</table>

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

Shishmaref School AK, Lyon Johnson, Aug 9, 2011

Self-Assessment

1. Team efficacy completes EBS self-assessment survey.
2. Team summaries existing school discipline data.
3. Strengths, areas of immediate focus & action plan are identified.
4. 3-5 school-wide expectations are identified.
5. School-wide behavioral expectations are taught directly & formally.
6. System is in place to acknowledge/implement school-wide expectations.

Establish School-wide Expectations

Establish Team

Teamutasutqi
- Team established (representatives)
- Team meets regularly.
- Effective operating procedures.
- Team completes evaluation form.
- Team establishes school-wide behavioral expectations.

Completed & submit Quarterly:

Checklist #1: Startup Activity

<table>
<thead>
<tr>
<th>Date (Month)</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish Commitment</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
</tr>
<tr>
<td>1. Administration &amp; active involvement</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
</tr>
<tr>
<td>2. Faculty/student (One of top 3 goals, 80% of faculty support, 3 year timeline)</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
</tr>
<tr>
<td>Establish &amp; Maintain Team</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
</tr>
<tr>
<td>3. Team established (representatives)</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
</tr>
<tr>
<td>4. Team meets regularly (meeting schedule, effective operating procedures)</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
</tr>
<tr>
<td>5. Audit is completed (efficient integration of teachers with other team members) addressing behavioral support.</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
<td>Status</td>
</tr>
</tbody>
</table>
Data for Decision Making

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

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

**ODR Data Point**
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

IMPLEMENTATION

<table>
<thead>
<tr>
<th>Implementation Fidelity</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td><strong>Maximum Student Benefit</strong></td>
<td>Reduced Probability of Student Benefit</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Low Probability for Student Benefit</td>
<td>Low Probability for Student Benefit</td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009

SYSTEMS PRACTICES DATA

Training + Coaching + Evaluation
Improve “Fit”

BASIC PBIS LOGIC

Cultural/Context Considerations
Prep & support implementation
Start w/ effective, efficient, & relevant, double

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