

School-wide Positive Behavior Support

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www.pbis.org

www.swis.org



Goals/ Materials for today

- Define the logic and core features of School-wide PBS
- Define the implementation approach
- Conduct a self-assessment and build action plan for SWPBS implementation
- Define core features of classroom management within SWPBS

- Materials
 - Powerpoint slides
 - References
 - Discipline matrix
 - Teaching plan formats
 - Office discipline referral definitions and forms
 - Team Matrix
 - Team Implementation Checklist
 - Classroom management self-assessment
 - Rewards



Logic for School-wide PBS

- Schools face a set of difficult challenges today
 - Multiple expectations (Academic accomplishment, Social competence, Safety)
 - Students arrive at school with widely differing understandings of what is socially acceptable.
 - Traditional “get tough” and “zero tolerance” approaches are insufficient.
- Individual student interventions
 - Effective, but can't meet need
- School-wide discipline systems
 - Establish a social culture within which both social and academic success is more likely

The Challenge

- More than 50% of all crime in the United States is committed by 5-7% of youth between the ages of 10-20
 - APA Commission on Youth Violence, 1993

- Each school day 100,000 students in the United States bring weapons to school
 - Walker, 1994

The Challenge

- Lack of discipline is viewed as one of the most serious challenges facing public schools
 - National Education Goals Report (1995)

- Teachers report that “uncivil” behavior is increasing and is a threat to effective learning
 - Skiba and Peterson, (2000)

- There is a link between general level of disruptive behavior and more extreme acts of violence
 - Skiba and Peterson, (2000)

The Challenge

- Exclusion and punishment are the most common responses to conduct disorders in schools.
 - Lane & Murakami, (1987)
 - Rose, (1988)
 - Nieto, (1999)
 - Sprick, Borgmeier, & Nolet, (2002)
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior
 - Costenbader & Markson (1998)



The Challenge

□ “Exposure to exclusionary discipline has been shown, not to improve school outcomes, but in fact to be associated with higher rates of school dropout.”

- Skiba, Peterson and Williams, 1997
- Ekstrom, Goertz, Pollack, & Rock, 1986
- Wehlage & Rutter, 1986
- Sprick, Borgmeier, Nolet, (2002)

The Challenge

- Punishing problem behaviors (without a proactive support system) is associated with **increases** in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out.
 - Mayer, 1995
 - Mayer & Sulzar-Azaroff, 1991
 - Skiba & Peterson, 1999

Research Findings

- Reviews of over 600 studies on how to reduce school discipline problems indicate that the **least** effective response to school violence are:
 - Talking therapies
 - Psychotherapy
 - Punishment
 - Gottfredson, 1997
 - Lipsey, 1991; 1992
 - Tolan & Guerra, 1994
 - Elliott, Hamburg, Williams, 1998

Research Findings

- The same research reviews indicate that the **most effective** responses to school violence are:
 - Social Skills Training
 - Academic Restructuring
 - Behavioral Interventions
 - Gottfredson, 1997
 - Elliot, Hamburg, & Williams, 1998
 - Tolan & Guerra, 1994
 - Lipsey, 1991; 1992

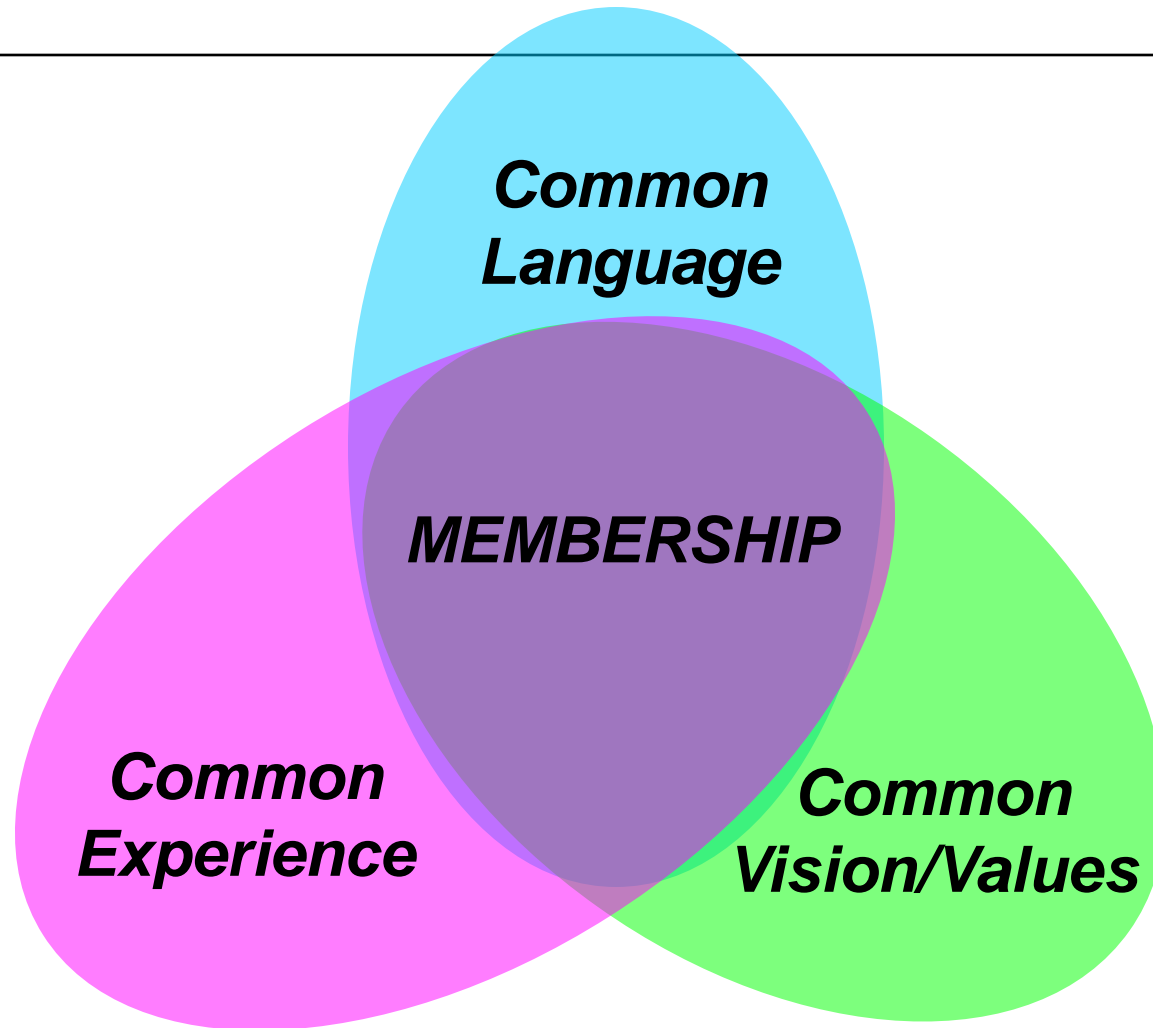


What is School-wide Positive Behavior Support?

- School-wide PBS is:
 - A systems approach for establishing the **social culture** and individualized behavioral supports needed for schools to be effective learning environments for all students.

- Evidence-based features of SW-PBS
 - Prevention
 - Define and teach positive social expectations
 - Acknowledge positive behavior
 - Arrange consistent consequences for problem behavior
 - On-going collection and use of data for decision-making
 - Continuum of intensive, individual interventions.
 - Administrative leadership – Team-based implementation (Systems that support effective practices)

Establishing a Social Culture

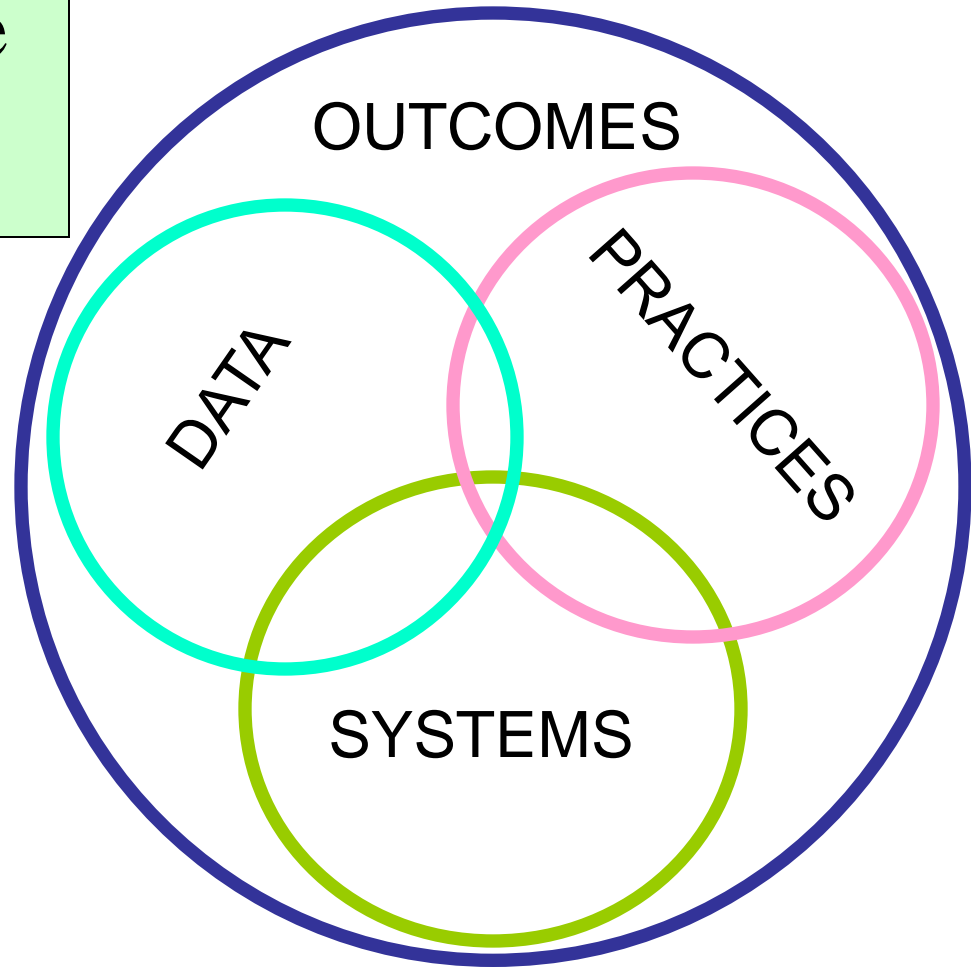




Supporting Social Competence, Academic Achievement and Safety

School-wide
PBS

Supporting
Decision
Making

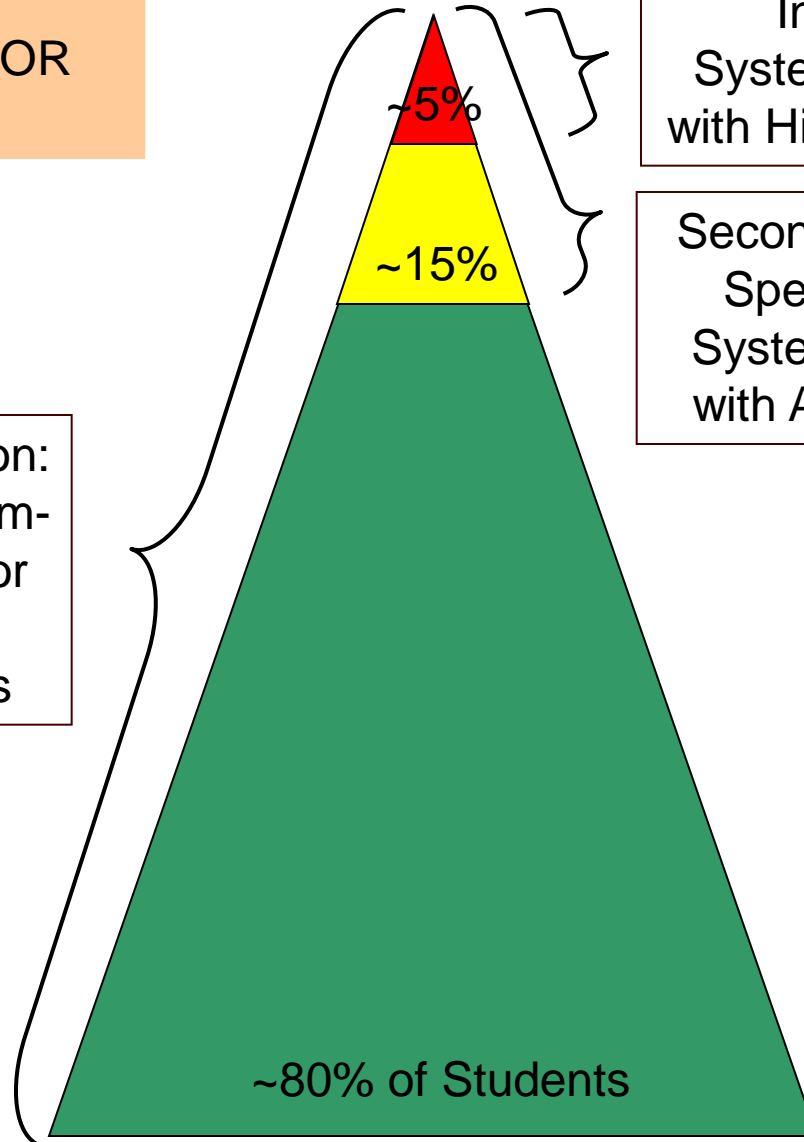


Supporting
Student
Behavior

Supporting
Staff Behavior

SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT

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

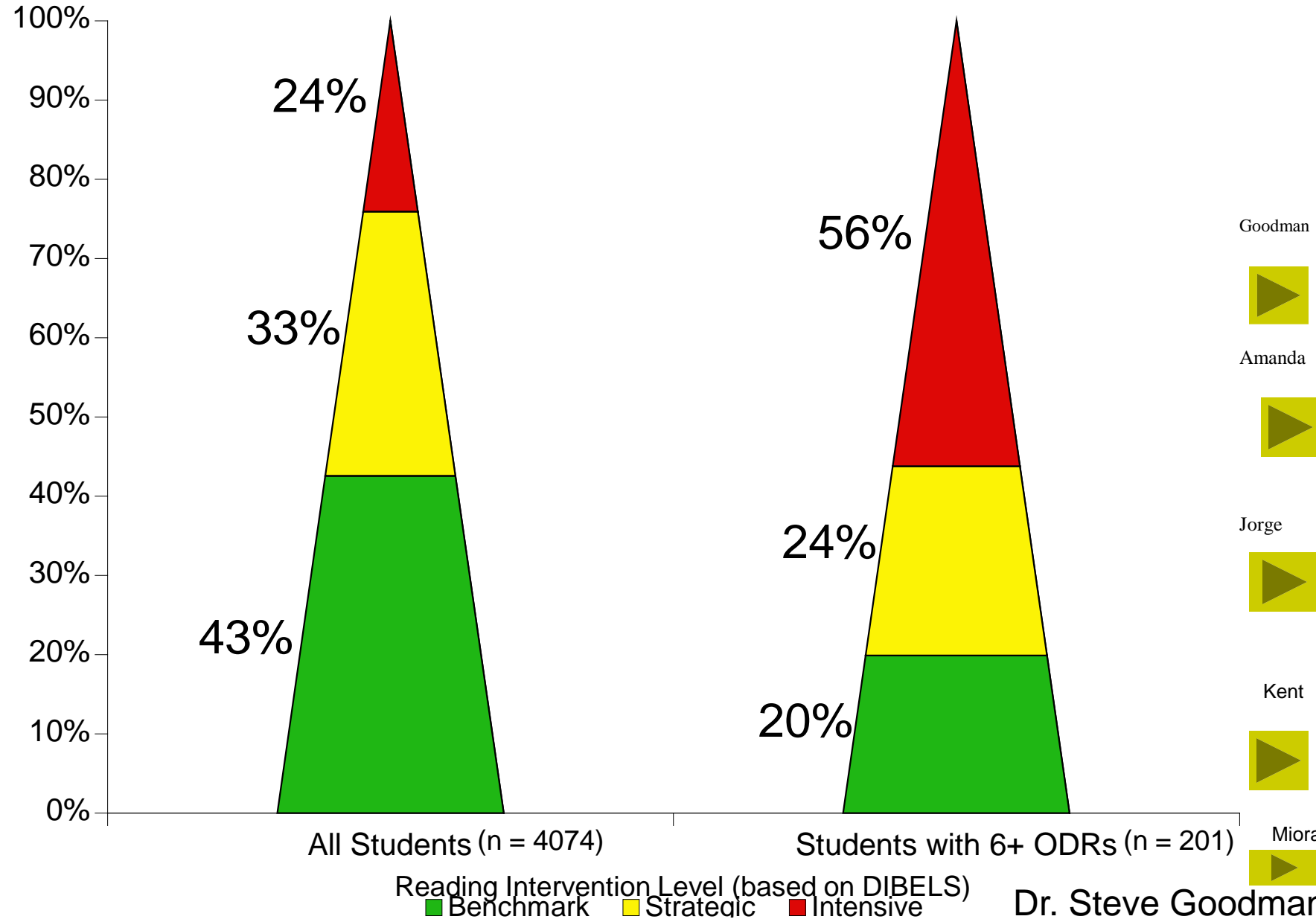


Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

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



Michigan: Distribution of Elementary Reading Intervention Level





School-wide Systems

(All students all settings all times)

Create a positive school culture:

School environment is predictable

1. common language
2. common vision (understanding of expectations)
3. common experience (everyone knows)

School environment is positive

regular recognition for positive behavior

School environment is safe

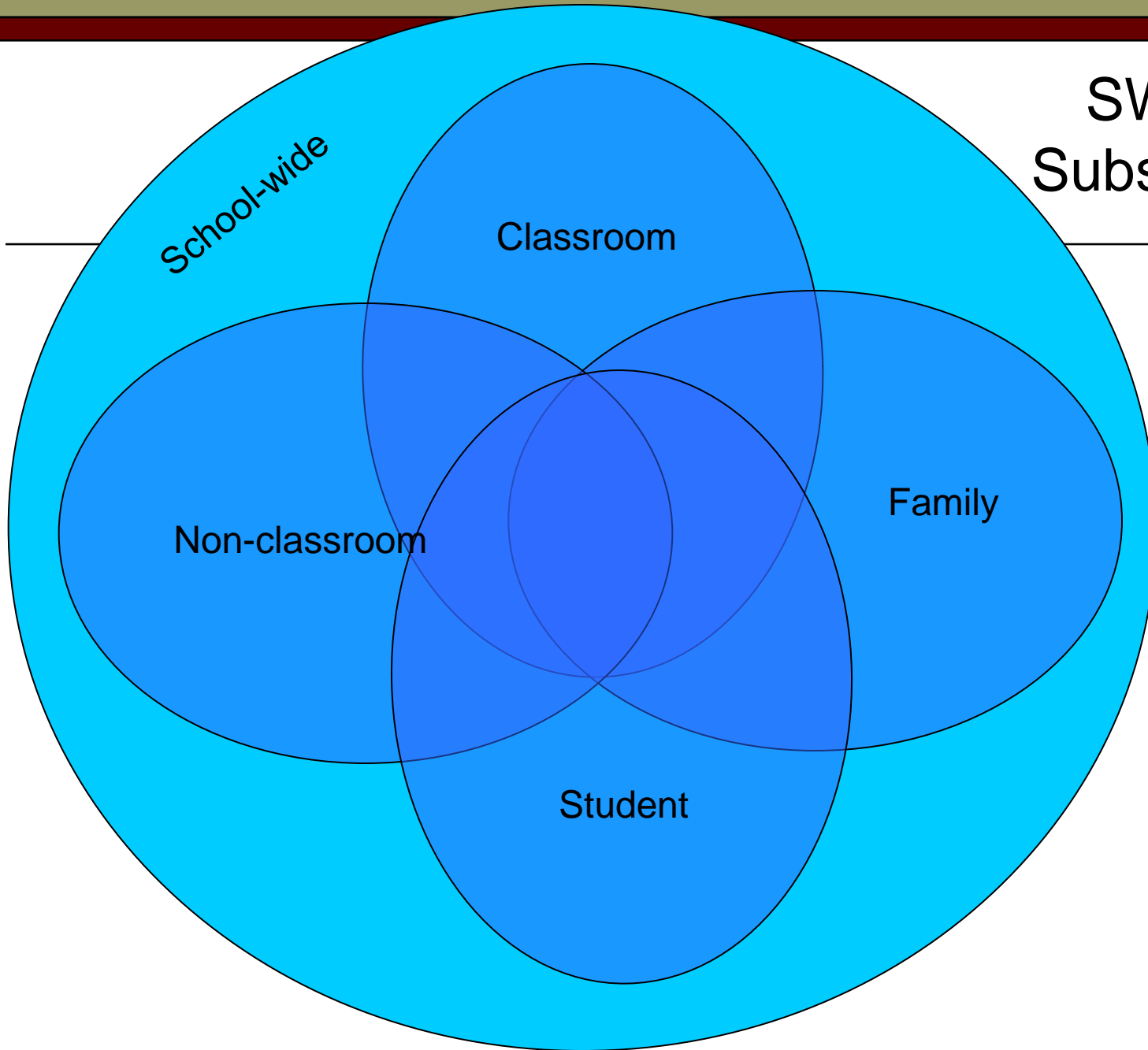
violent and disruptive behavior is not tolerated

School environment is consistent

adults use similar expectations.



SWPBS Subsystems





Invest in Prevention (school-wide)

Build a Culture of Competence

- **Define** behavioral expectations
- **Teach** behavioral expectations
- **Monitor and reward** appropriate behavior
- Provide **corrective consequences** for behavioral errors.
- Information-based **problem solving**
- Do not expect school-wide efforts to affect students with chronic problem behavior.

Activity

- Define three-five core behavioral expectations you would recommend for your school.
 - Core value
 - Positive – Short
 - Memorable
- How would you include families, students, community members in the process?
- How would you assess if the teaching had been effective?



Teach Behavioral Expectations

- Transform broad school-wide Expectations into specific, observable behaviors.
 - Use the Expectations by Settings Matrix
- Teach in the actual settings where behaviors are to occur
- Teach (a) the words, and (b) the actions.
- Build a social culture that is predictable, and focused on student success.

	CLASS	HALL	GYM	COMMONS	BUS	OFFICE
Be Respectful						
Be Responsible						
Be-There Be-Ready						
Follow Directions						
Hands and Feet to self						

	CLASS	HALL	GYM	COMMONS	BUS	OFFICE
Be Respectful	Positive comments to each other	Talk Quietly	Share			Use white phone to call home
Be Responsible	Have books and pencil	Walk on Right	Wear Soft-Soled Shoes			Sit quietly
Be-There Be-Ready	Get to Class on Time	Get to Class on Time				
Follow Directions			Stop play when asked			
Hands and Feet to self		Keep hands and feet to self		Hand holding only		

RAH – at Adams City High School

(Respect – Achievement – Honor)

RAH	Classroom	Hallway/ Commons	Cafeteria	Bathrooms
Respect	Be on time; attend regularly; follow class rules	Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass	Put trash in cans, push in your chair, be courteous to all staff and students	Keep area clean, put trash in cans, be mindful of others' personal space, flush toilet
Achievement	Do your best on all assignments and assessments, take notes, ask questions	Keep track of your belongings, monitor time to get to class	Check space before you leave, keep track of personal belongings	Be a good example to other students, leave the room better than you found it
Honor	Do your own work; tell the truth	Be considerate of yours and others' personal space	Keep your own place in line, maintain personal boundaries	Report any graffiti or vandalism

Teaching Matrix Activity

(Identify cells that you would change)

	Classroom	Lunchroom	Bus	Hallway	Assembly
Respect Others	<i>No food in class</i>	<i>Eat your own food</i>	<i>Stay in your seat</i>	<i>No harassment No violence</i>	<i>Arrive on time to speaker</i>
Respect Environment & Property	<i>Recycle paper</i>	<i>Return trays</i>	<i>Keep feet on floor</i>	<i>Do not litter</i>	<i>Leave the auditorium as clean as you find it.</i>
Respect Yourself	<i>Do your best</i>	<i>Wash your hands</i>	<i>Be at stop on time</i>	<i>Use your words</i>	<i>No hats No gum</i>
Respect Learning	<i>Have materials ready</i>	<i>Eat balanced diet</i>	<i>Go directly from bus to class</i>	<i>Go directly to class</i>	<i>Discuss topics in class w/ others</i>

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Teaching Behavioral Expectations

Define the Expectation(s):

Provide a Rationale:

Teach the Critical Discrimination:

Demonstrate Appropriate Behavior

Demonstrate Unacceptable Behavior

Practice telling the difference with multiple examples

If there is a “signal” teach the signal (when should the appropriate behavior occur?)

Teach for fluency (practice)?

Reinforcement.

How will this skill be maintained?



Activity: Teaching Matrix

- Define your school-wide expectations
- Define a set of possible locations
- Select 1 location:
 - Define the best example of behaving appropriately.
 - Identify the most common behavioral error in that location, and identify the positive alternative.
 - Write these two positive behaviors in each cell of the matrix.

Learning Matrix

	Location 1	Location 2	Location 3	Location 4	Location 5	Location 6
Expectation 1						
Expectation 2						
Expectation 3						
Expectation 4						
Expectation 5						

Discipline Matrix

	Location 1 Lunch	Location 2	Location 3 Classroom	Location 4	Location 5	Location 6
Expectation 1 Respect	Sit with your class		Listen when others speak/			
Expectation 2 Responsible	Clean up your area		Be on task			
Expectation 3						
Expectation 4						
Expectation 5						

Activity

- As a team (your table)
- Use the behavioral expectations from one member of the team as the standard for your “school”
- Select a location in the school
- Write a teaching plan that can be delivered to 20-60 students in 15-18 min.

Continuum of Consequences for Behavioral Errors

- Do not ignore problem behavior.
 - (unless ignoring is part of a specific program)
- Define specific teacher responses for “minor” and “major” problem behavior.
- Define a general “rule” for when a teacher should send a student to the office.
- Do NOT expect office referrals to change behavior.
 - Use office referrals to (a) prevent problem behavior from being rewarded, (b) prevent escalation, and (c) prevent problem behavior from interrupting on-going instruction.
 - Use teaching to change behavior
 - See www.swis.org for a list of behavioral definitions for problem behavior.

On-going Reward of Appropriate Behavior

- Every faculty and staff member acknowledges appropriate behavior.
 - **5 to 1 ratio** of positive to negative contacts
- System that makes acknowledgement easy and simple for students and staff.
- Different strategies for acknowledging appropriate behavior (small frequent rewards more effective)
 - Beginning of class recognition
 - Raffles
 - Open gym
 - Social acknowledgement



Form 1040
U.S. Individual Income Tax Return

Personal Information

Name: _____
Address: _____
City: _____ State: _____ Zip: _____

Income

Wages, salaries, tips: _____
Dividends: _____
Interest: _____
Capital gains: _____
Other income: _____

Deductions

Standard deduction: _____
Charitable contributions: _____
State and local taxes: _____
Medical expenses: _____
Other deductions: _____

Credits

Child tax credit: _____
Earned income credit: _____
Other credits: _____

Tax

Total tax: _____
Refundable credits: _____
Total refund: _____
Total amount paid: _____

Signature

Date: _____

Cougar Traits in the Community

Student Name _____

Displayed the Cougar Trait of:

Respect

Responsibility

Caring

Citizenship

(Circle the trait you observed)

Signature _____

If you would like to write on the back the details of what you observed feel free! Thank you for supporting our youth.



Brag Box

I would like to share that Mr./Mrs. Miss _____,

To build staff moral we began recognizing the positive things we were seeing among the adults in our building.

Are Rewards Dangerous?

- “...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”

Judy Cameron, 2002



Use of rewards in
Education

- Cameron, 2002
- Cameron & Pierce, 1994, 2002
- Cameron, Banko & Pierce, 2001

- **“The undermining effect of extrinsic reward on intrinsic motivation remains unproven”**



Steven Reiss, 2005

- Akin-Little, K. A., Eckert, T. L., Lovett, B. J., & Little, S. G. (2004). Extrinsic reinforcement in the classroom: Bribery or best practices. School Psychology Review, 33, 344-362

“What the Worlds Greatest Managers Do Differently”

-- Buckingham & Coffman 2002, Gallup

Interviews with 1 million workers, 80,000 managers, in 400 companies.

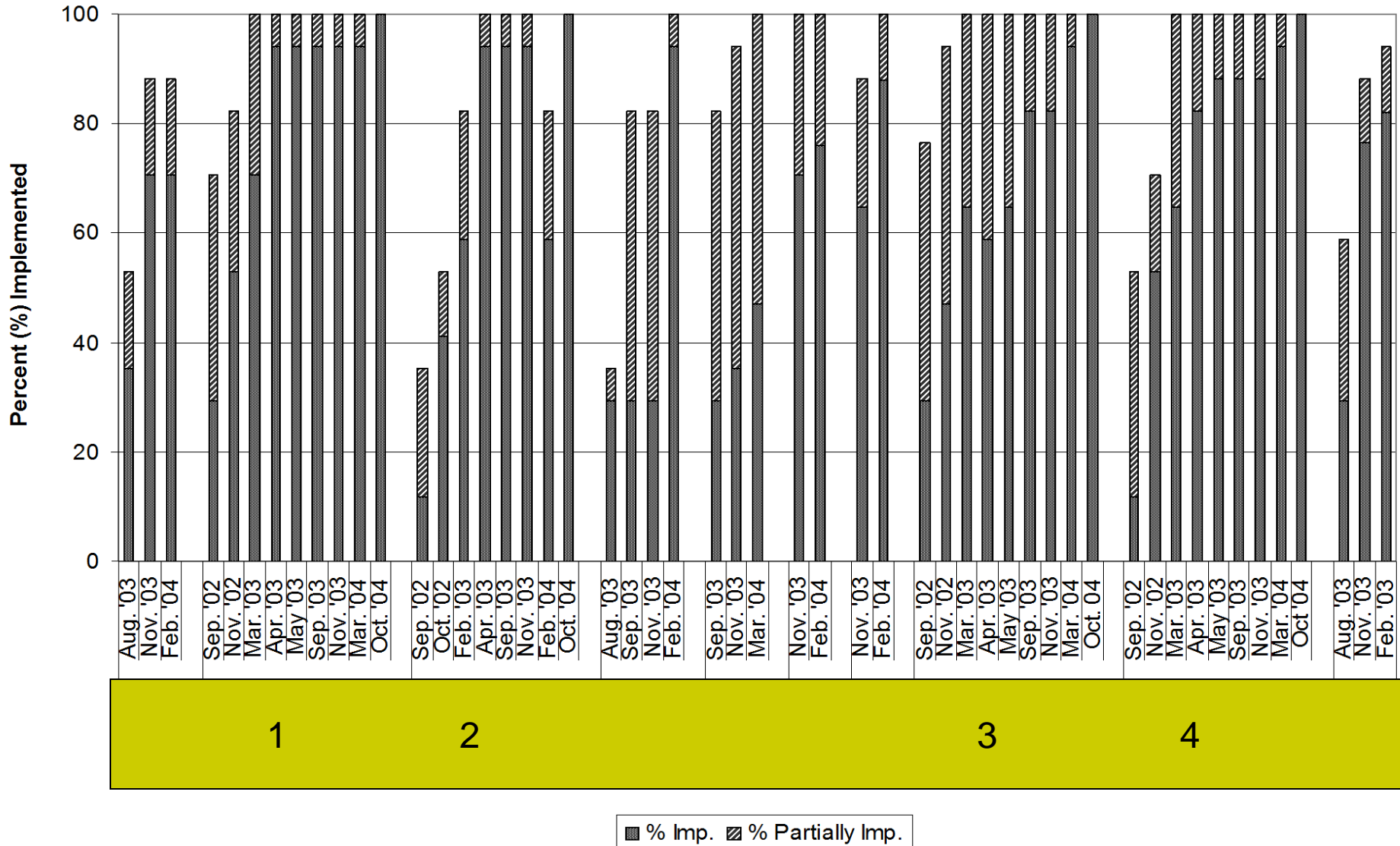
- Create working environments where employees:
 - 1. Know what is expected
 - 2. Have the materials and equipment to do the job correctly
 - 3. Receive recognition each week for good work.
 - 4. Have a supervisor who cares, and pays attention
 - 5. Receive encouragement to contribute and improve
 - 6. Can identify a person at work who is a “best friend.”
 - 7. Feel the mission of the organization makes them feel like their jobs are important
 - 8. See the people around them committed to doing a good job
 - 9. Feel like they are learning new things (getting better)
 - 10. Have the opportunity to do their job well.

Use of Data for Decision-making

- Use of data to guide implementation
 - Team Implementation Checklist

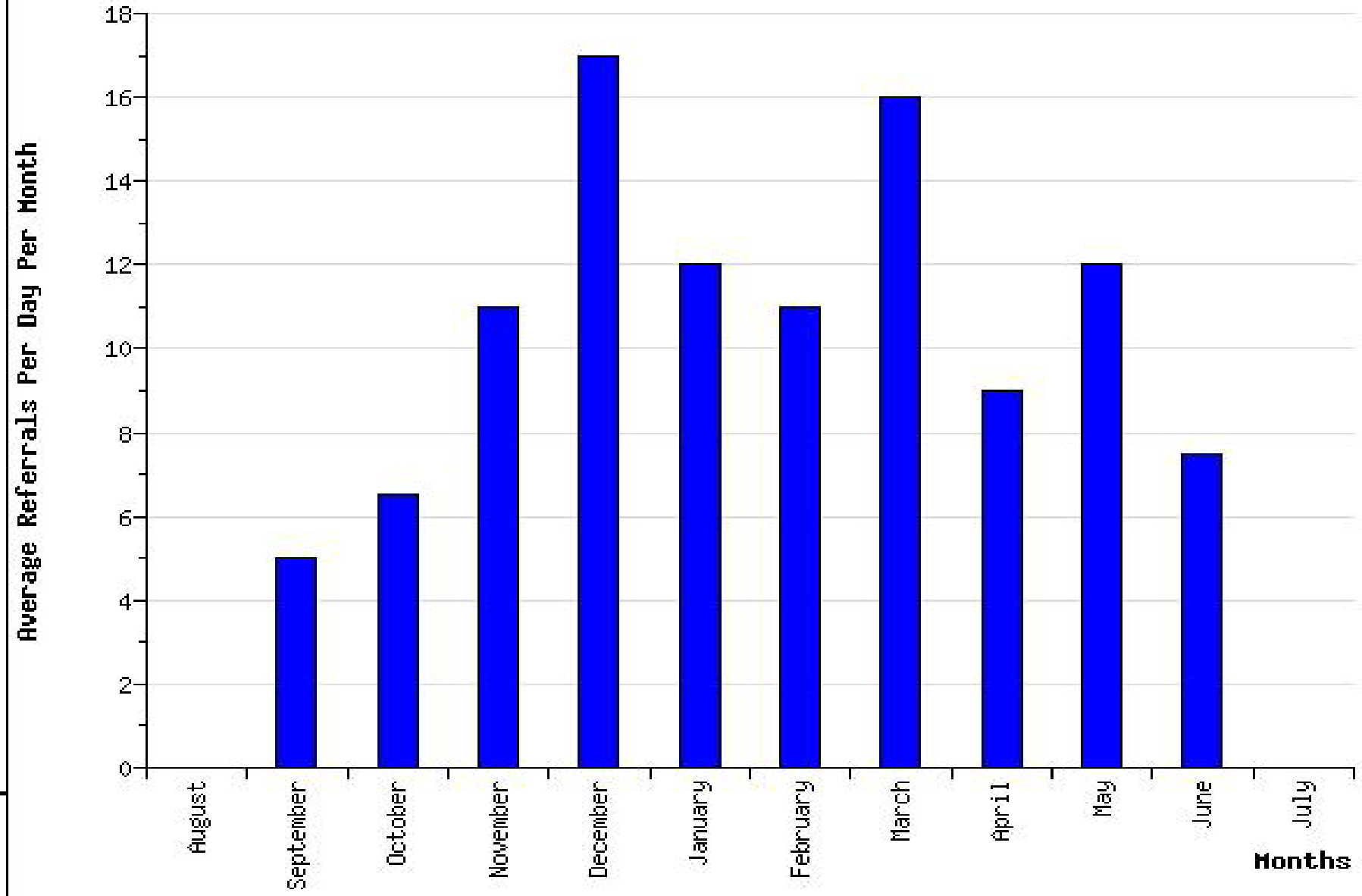
- Use of student data (office discipline referrals) to assess impact.
 - www.swis.org

Iowa Elementary Schools Team Checklists 02-04, % Items Fully & Partially Implemented



Average Referrals Per Day Per Month

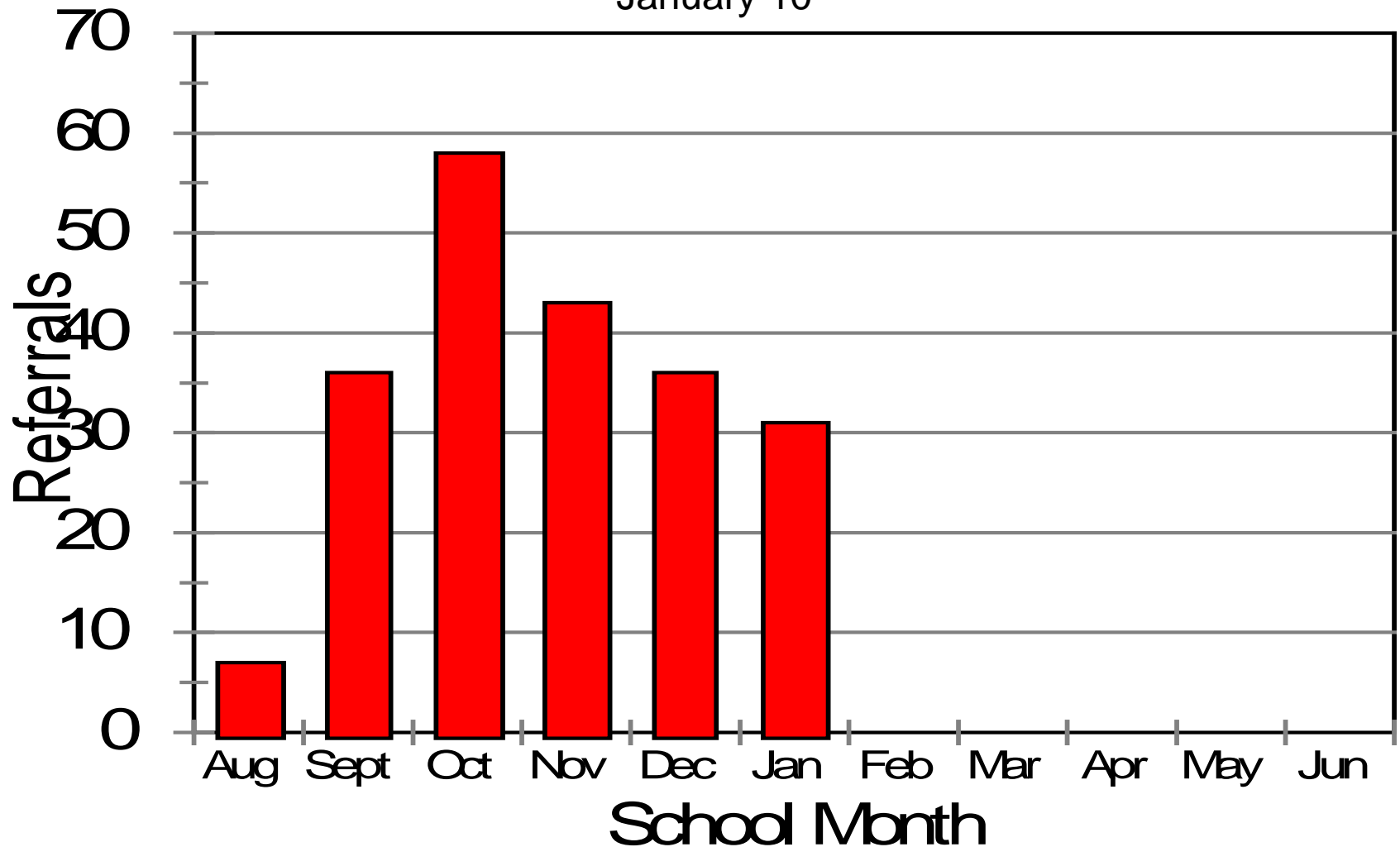
Middle School with 500 students



Total Ref versus Ref/Day/Mo

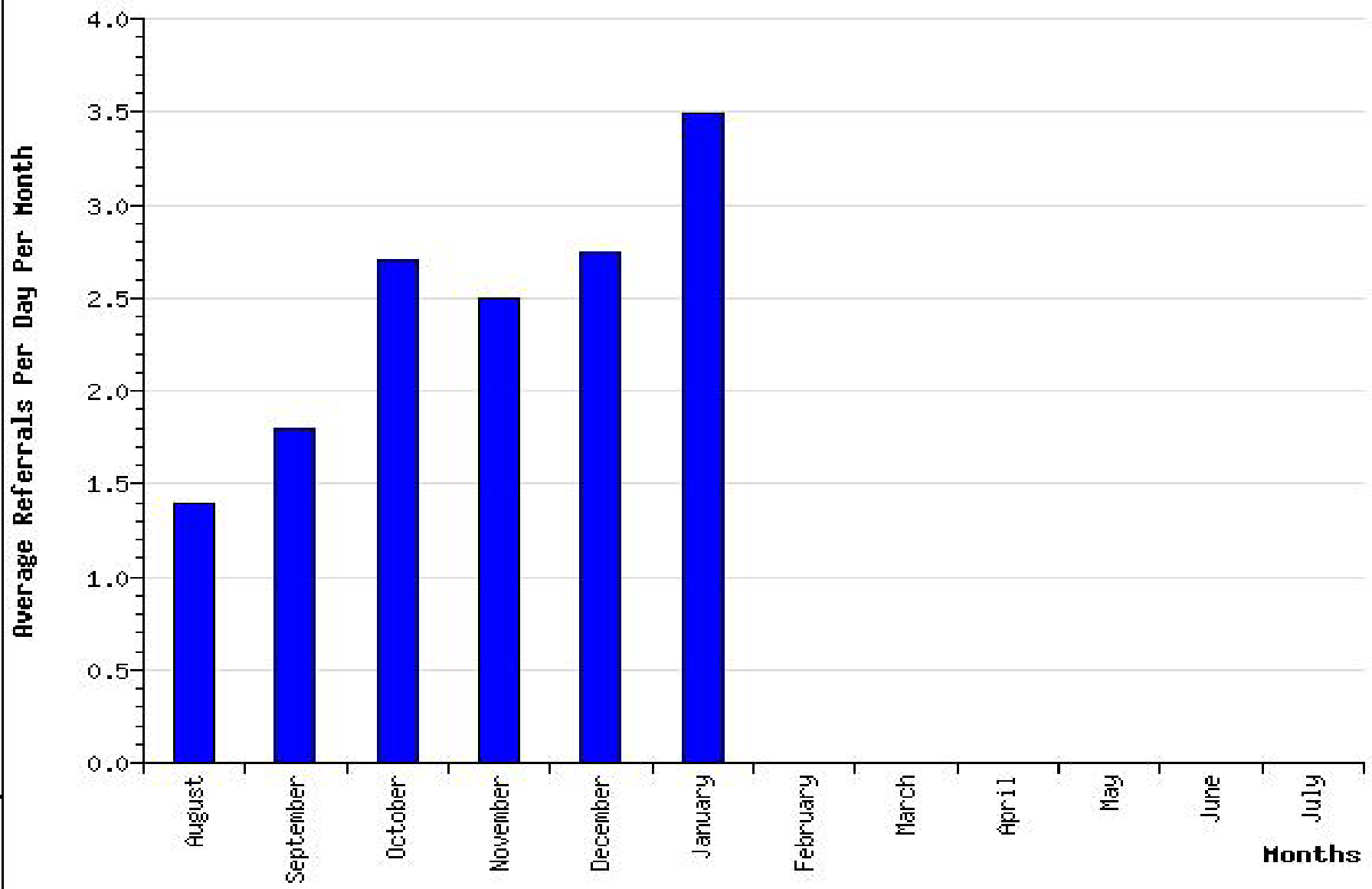
NV High School

January 10



Average Referrals Per Day Per Month

Data As of Jan 10th

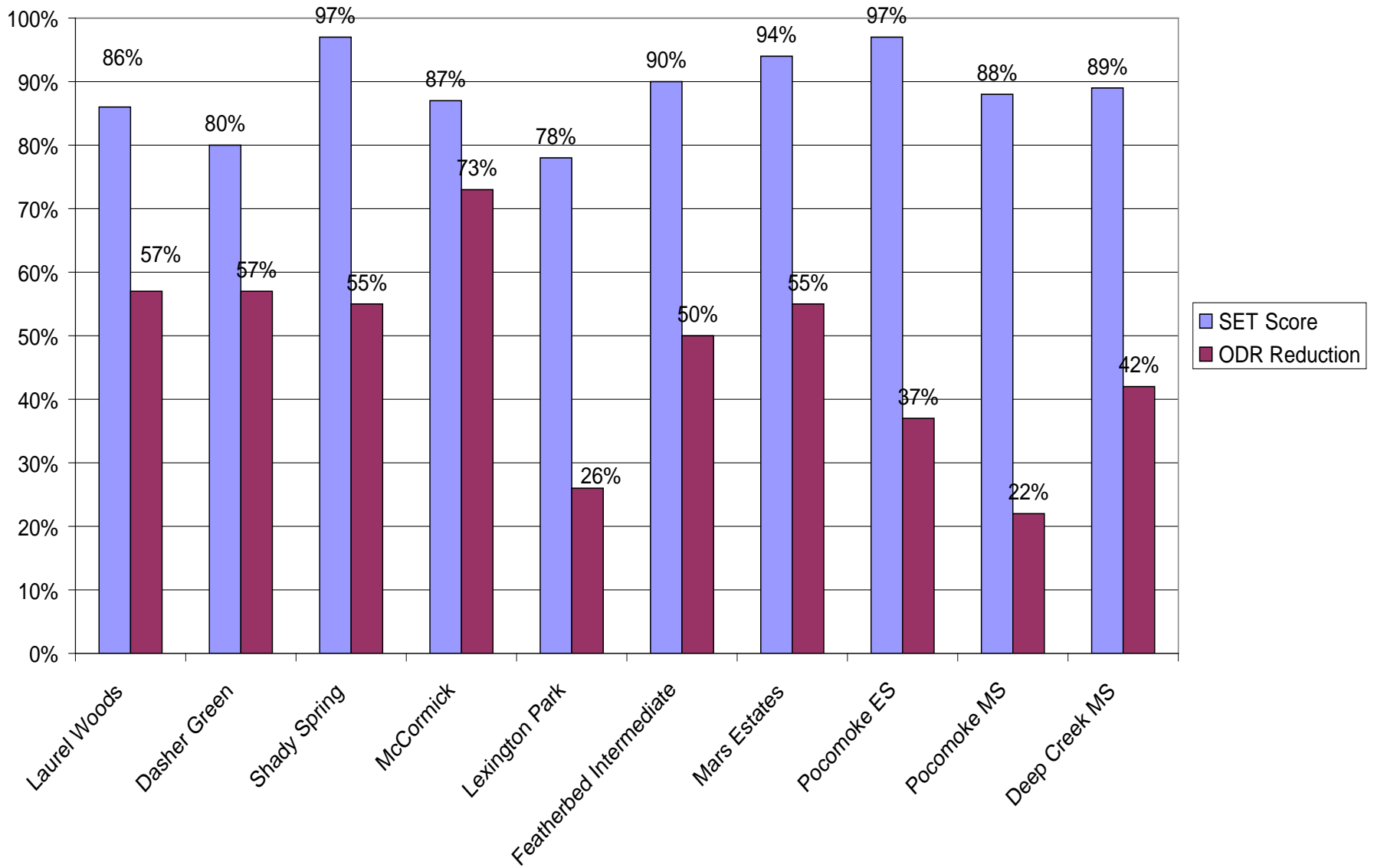


Why should we be committed to implementation of SWPBS?

□ SWPBS benefits children

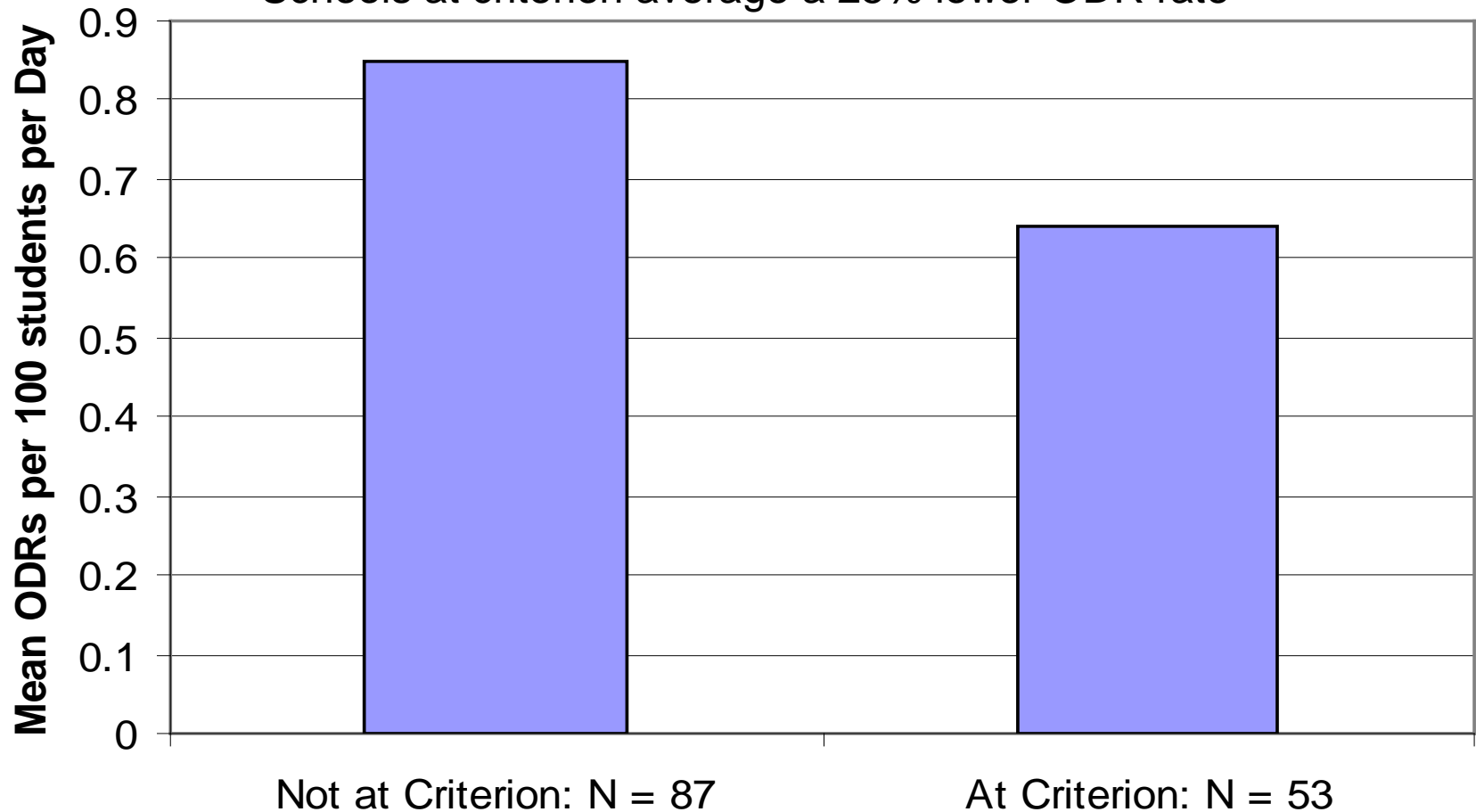
- Reduction in problem behavior
 - Office discipline referrals
 - Suspensions
 - Expulsions
 - Improved effectiveness for intensive interventions
- Increased student engagement
 - Risk and protective factors improve
 - Students perceive school as a safer, more supportive environment
- Improved academic performance
 - When coupled with effective instruction
- Improved family involvement

Comparison of SET Score and Reduction in ODR Maryland



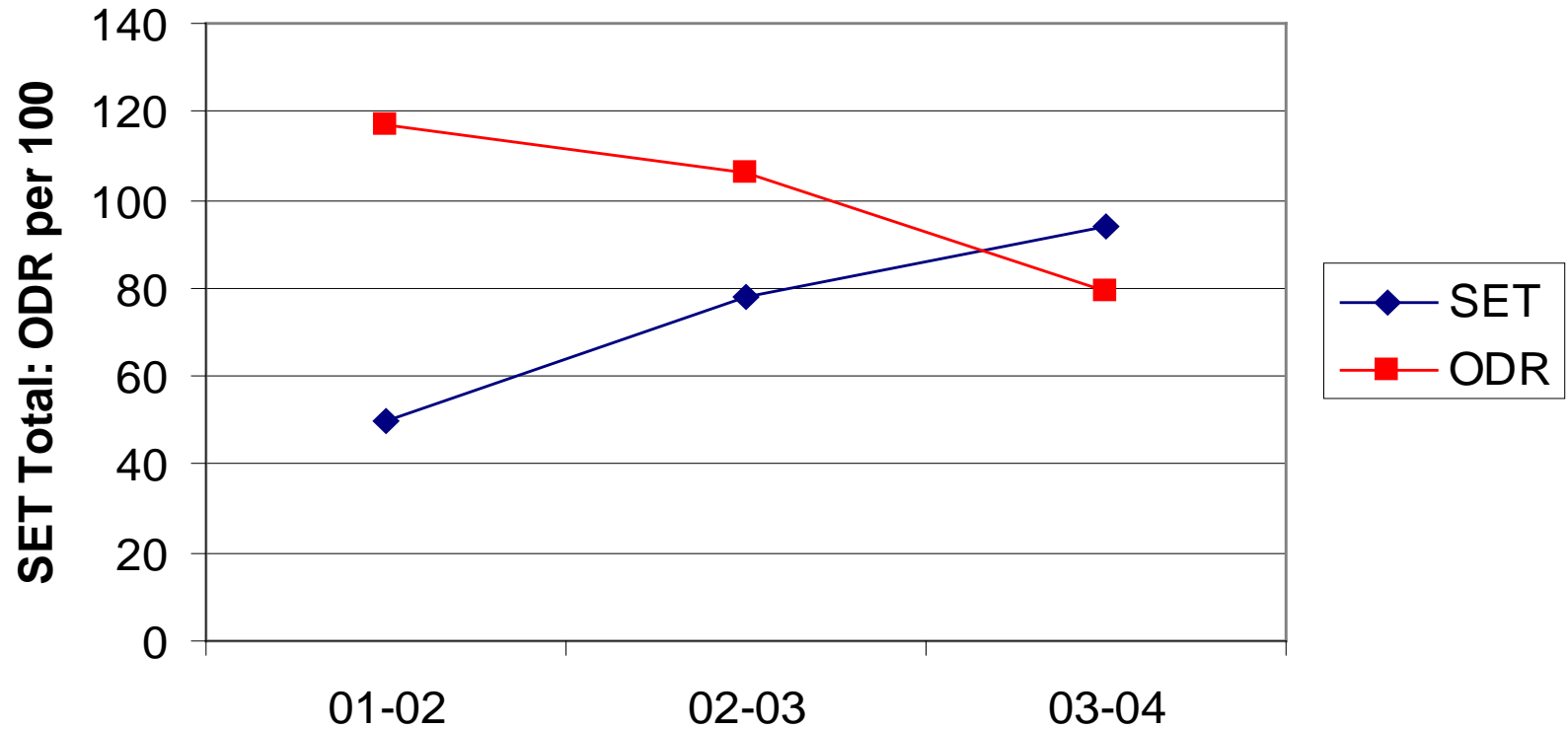
ODR rates (Majors only) for Schools Meeting and Not Meeting PBS Implementation Criteria: Illinois Elementary Schools

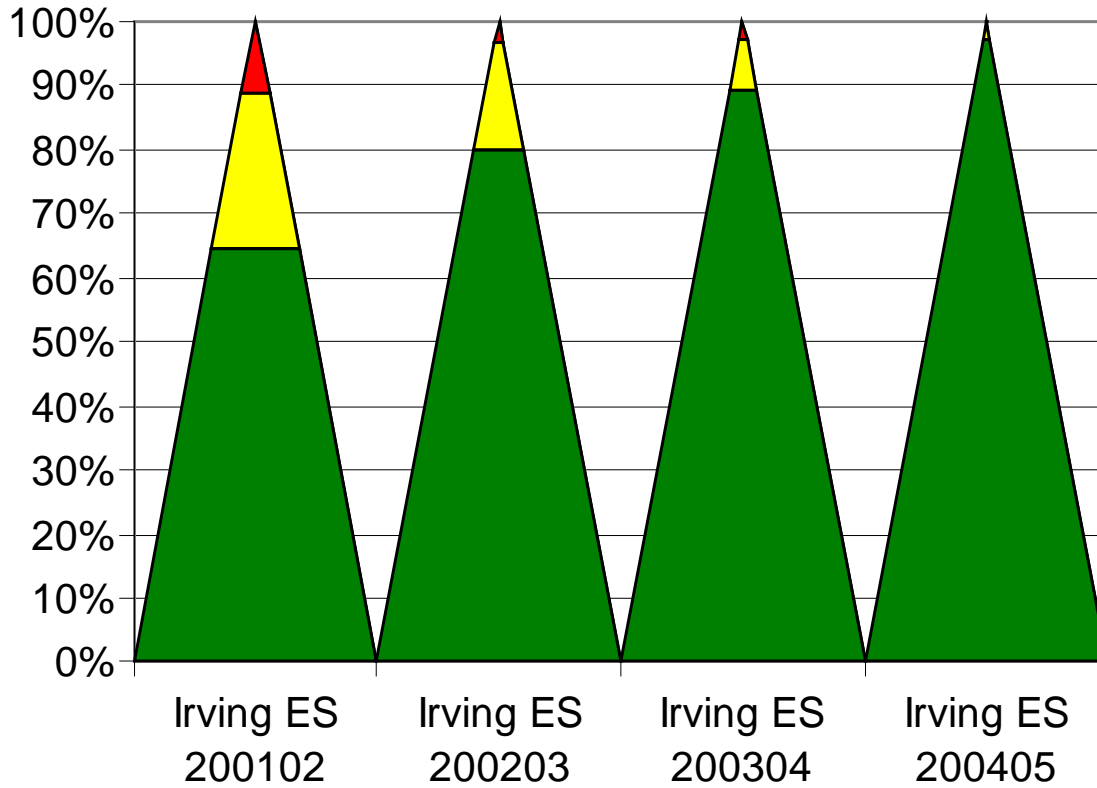
Schools at criterion average a 25% lower ODR rate



Implementing PBIS is related to reduction in Office Discipline Referrals

**SET Total Score and ODR/100 Students/Year:
One Chicago School**



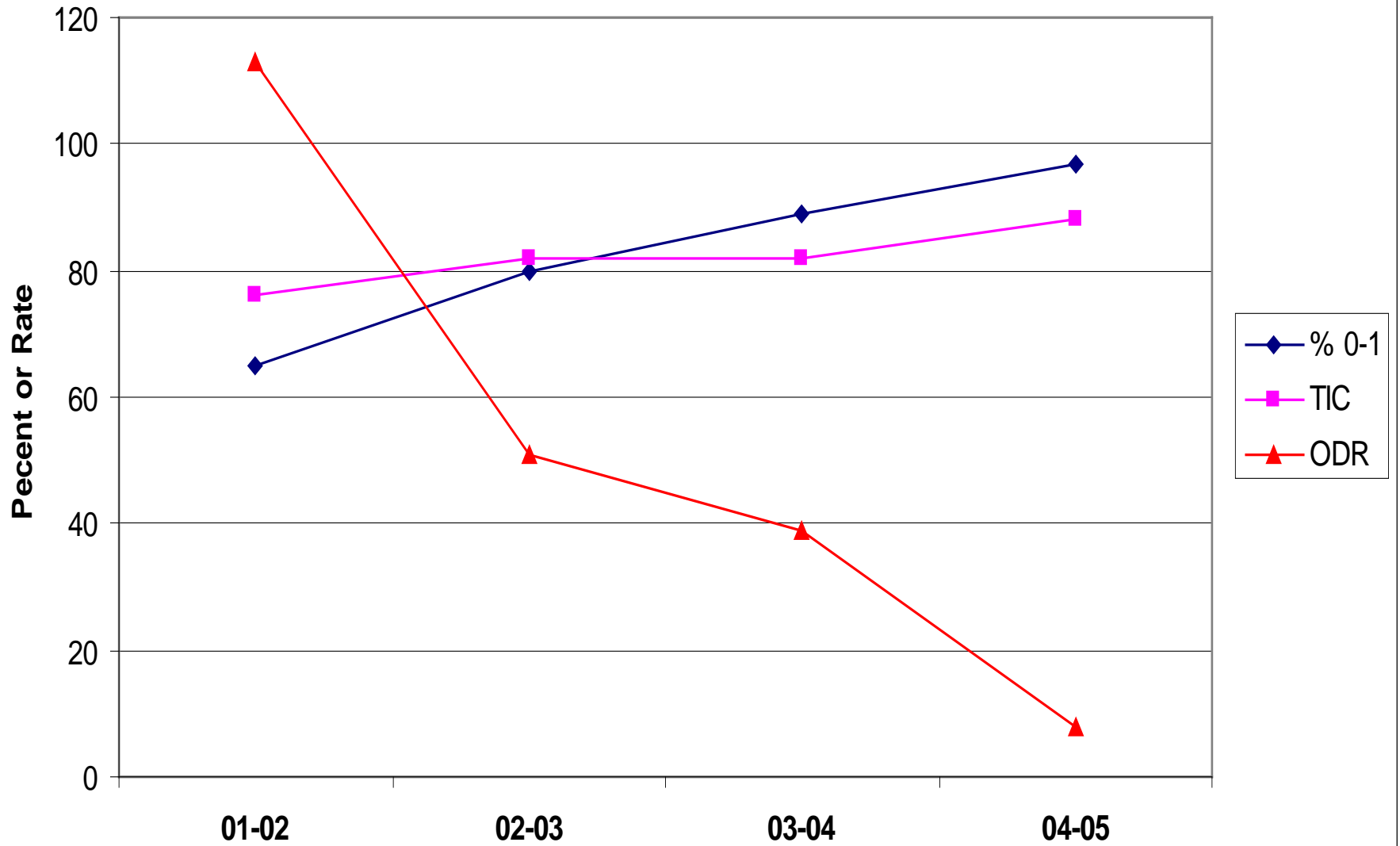


	Irving ES 200102	Irving ES 200203	Irving ES 200304	Irving ES 200405
■ Pct6up	12%	3%	3%	0%
■ Pct2to5	24%	17%	8%	3%
■ Pct0to1	65%	80%	89%	97%

ODR/100 1.13 .51 .39 .08

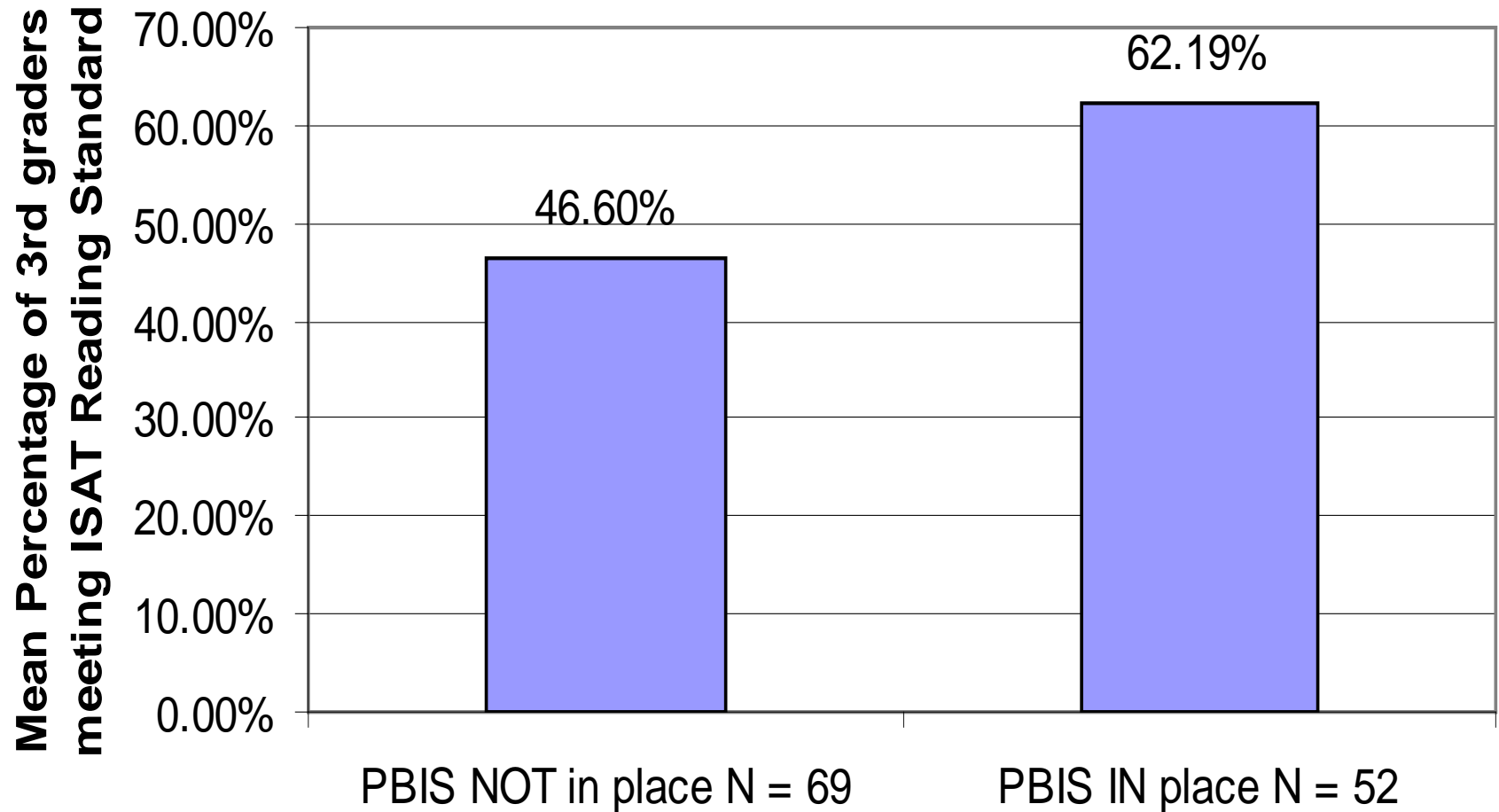
TIC Total 76% 82% 82% 88%

Irving Triangle (0-1); SET and ODR Summary

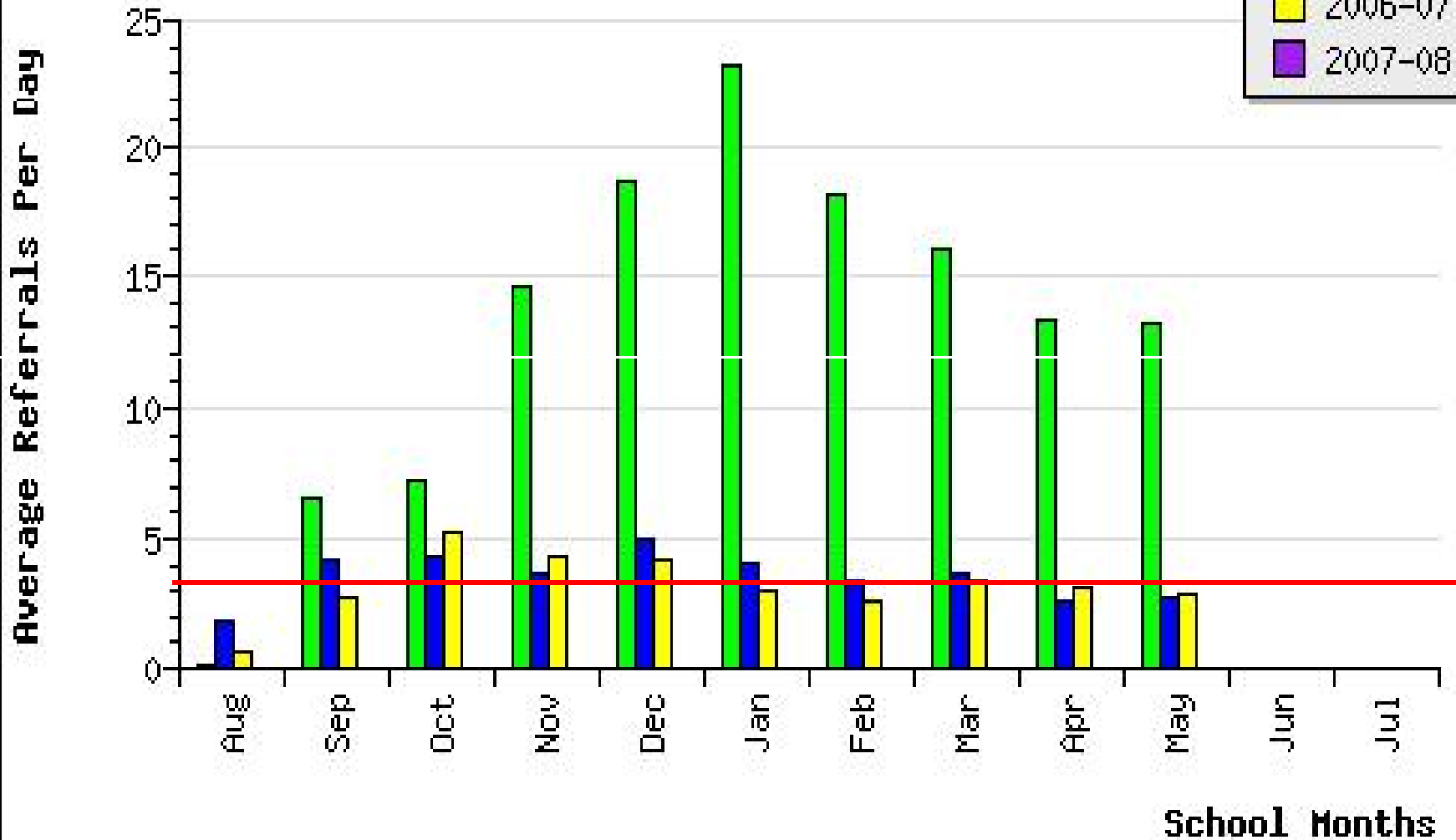


Illinois Mean Proportion of Students Meeting ISAT Reading Standard

t test (df 119) $p < .0001$



Iowa Elementary School





Randomized Control Trials

- Illinois and Hawaii
- Bradshaw et al (Maryland)
- Sprague et al (middle schools)

Examples



Video link



FRMS

Why should we be committed to implementation of SW-PBIS?

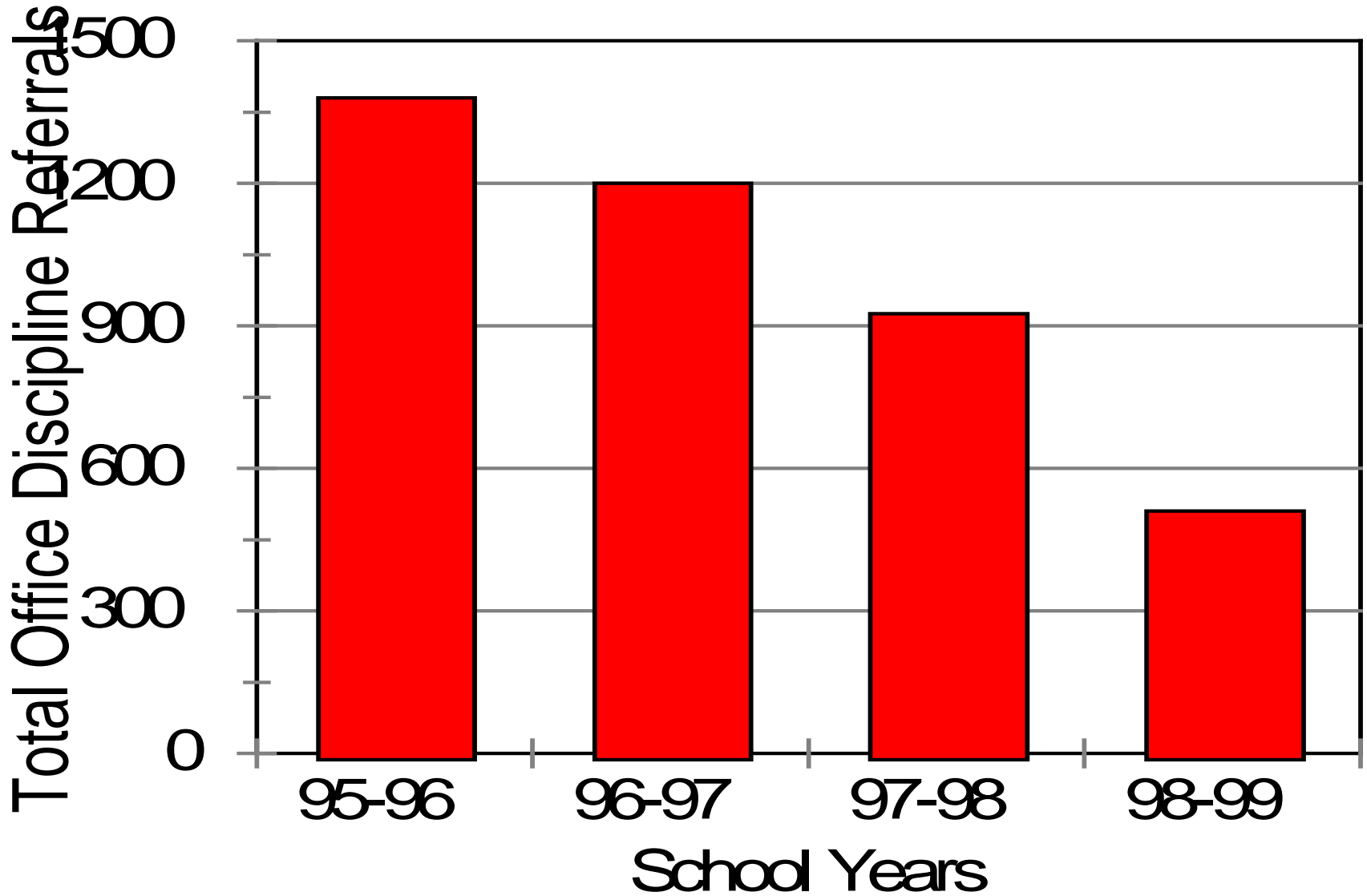
- Benefits to faculty and staff:
 - Improved consistency across faculty
 - Better collaboration in support of individual students
 - Improved classroom management
 - Classroom routines
 - Strategies for preventing and pre-empting problem behavior
 - Reduced faculty absenteeism
 - Increased faculty retention
 - Improved substitute performance/perception
 - Increased ratings of faculty “effectiveness”
 - Staff perceive themselves as more effective due to coherent planning, improved student behavior, effective strategies for addressing problems.

Why should we be committed to implementation of SW-PBIS?

□ Benefits to District/Community

- Improved cost effectiveness
 - 1 ODR = 15 min staff time; 45 min student time
- Sustained effects across administrator, faculty, staff, student change.
 - Cost of re-creating systems draws away from effective education.
- Administrative benefits of scale
 - Cost savings for data systems
 - Effective transitions among faculty when they shift from one school to another.
- Effective innovation
 - Data systems promote innovation.
 - Focus on research-based practices

Kennedy Middle School



What does a reduction of 850 office referrals and 25 suspensions mean?

Kennedy Middle School

□ Savings in Administrative time

- ODR = 15 min
- Suspension = 45 min

□ 13,875 minutes

□ 231 hours

□ 29, 8-hour days

□ Savings in Student Instructional time

- ODR = 45 min
- Suspension = 216 min

□ 43,650 minutes

□ 728 hours

□ 121 6-hour school days

CONTINUUM of SWPBS

TERTIARY PREVENTION

- *Function-based support*
- *Wraparound*
- *Special Ed*
-
-

~5%

SECONDARY PREVENTION

- *Check in/out*
- *Targeted support*
- *Peer-based*
- *Social skills*
-

~15%

PRIMARY PREVENTION

- *Teach & expect*
- *SW expectations*
- *Proactive*
- *Effective i*
- *Parent engagement*
-

~80% of Students

Audit

1. Identify existing practices by **tier**
2. Specify **outcome** for each effort
3. **Evaluate** implementation accuracy & outcome effectiveness
4. Eliminate/integrate based on **outcomes**
5. Establish **decision** rules (RtI)

Summary

- ❑ Invest in prevention
- ❑ Build a social culture of competence
- ❑ Focus on different systems for different challenges
- ❑ Build local capacity through team processes, and adaptation of the practices to fit the local context
- ❑ Use data for decision-making
- ❑ Begin with active administrative leadership

