

# School-Wide Positive Behavioral Interventions and Supports (SWPBIS)

**Northeast PBIS (NEPBIS) School-Wide Team Training**

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# Understanding the Function of Behavior: Part 2

School-wide Positive  
Behavior Support

Getting Started Workbook

Center on Positive Behavioral Interventions and Supports  
University of Oregon & Connecticut

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PBIS

# ***ALL BEHAVIOR SERVES A FUNCTION:***

## ***GET OR OBTAIN***

- desired activities,
- tangible items,
- attention, or
- sensory stimulation

## ***AVOID OR ESCAPE***

- aversive activities,
- tangible items,
- attention, or
- sensory stimulation

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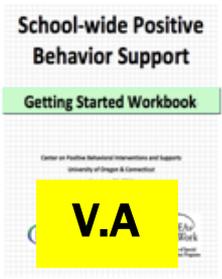
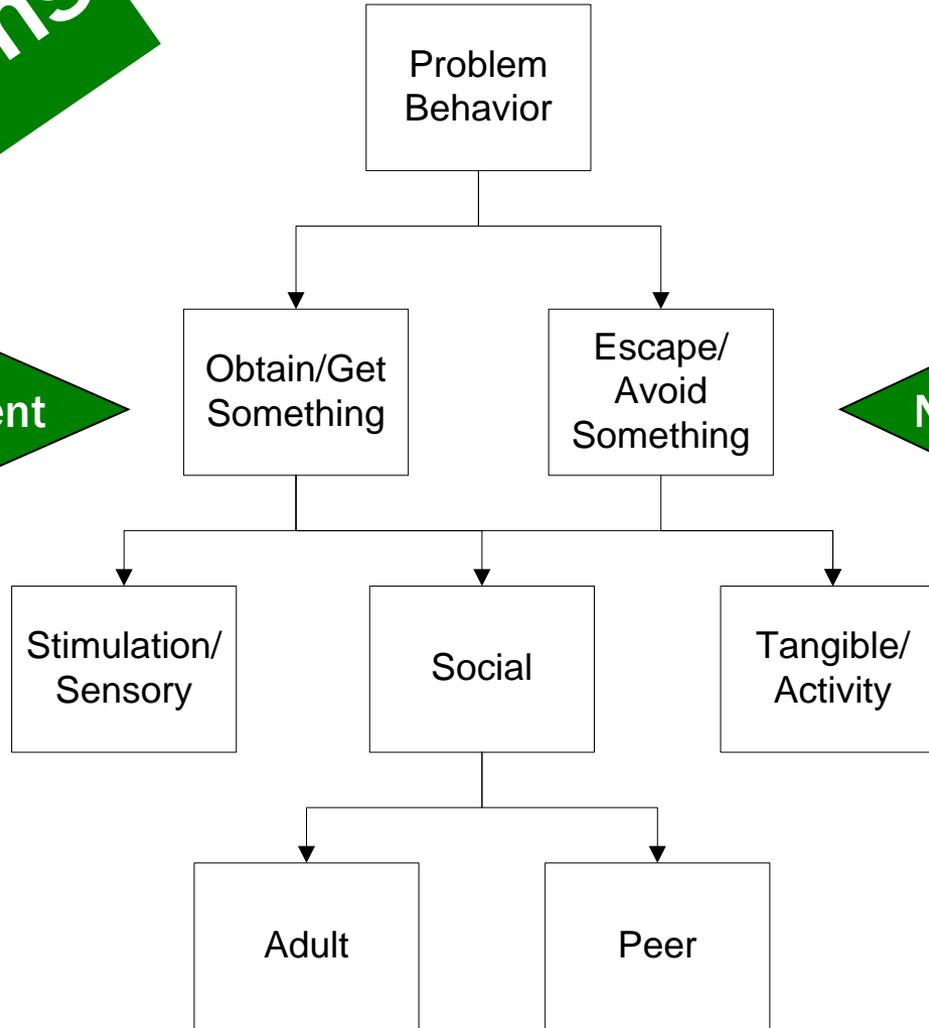
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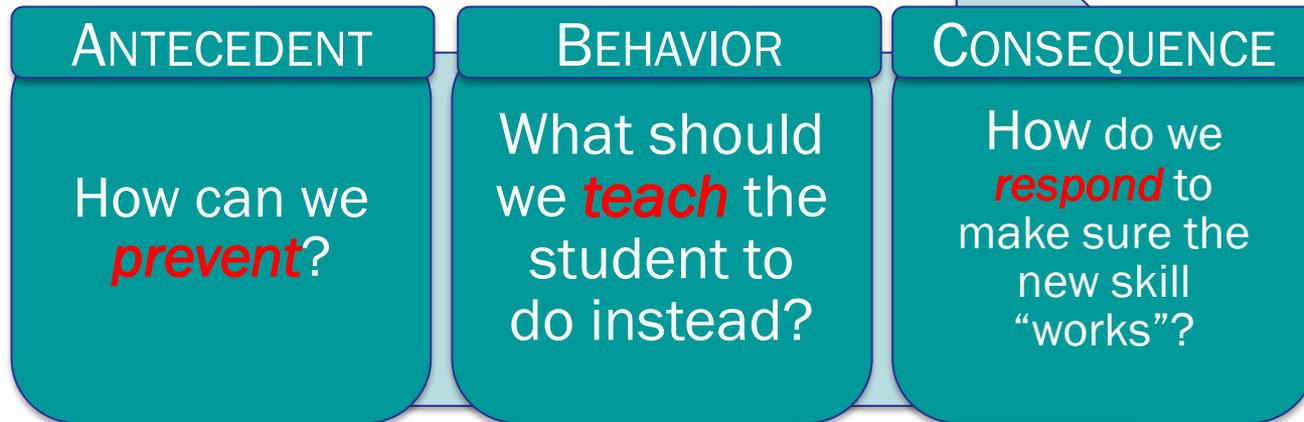
# Functions

Pos Reinforcement

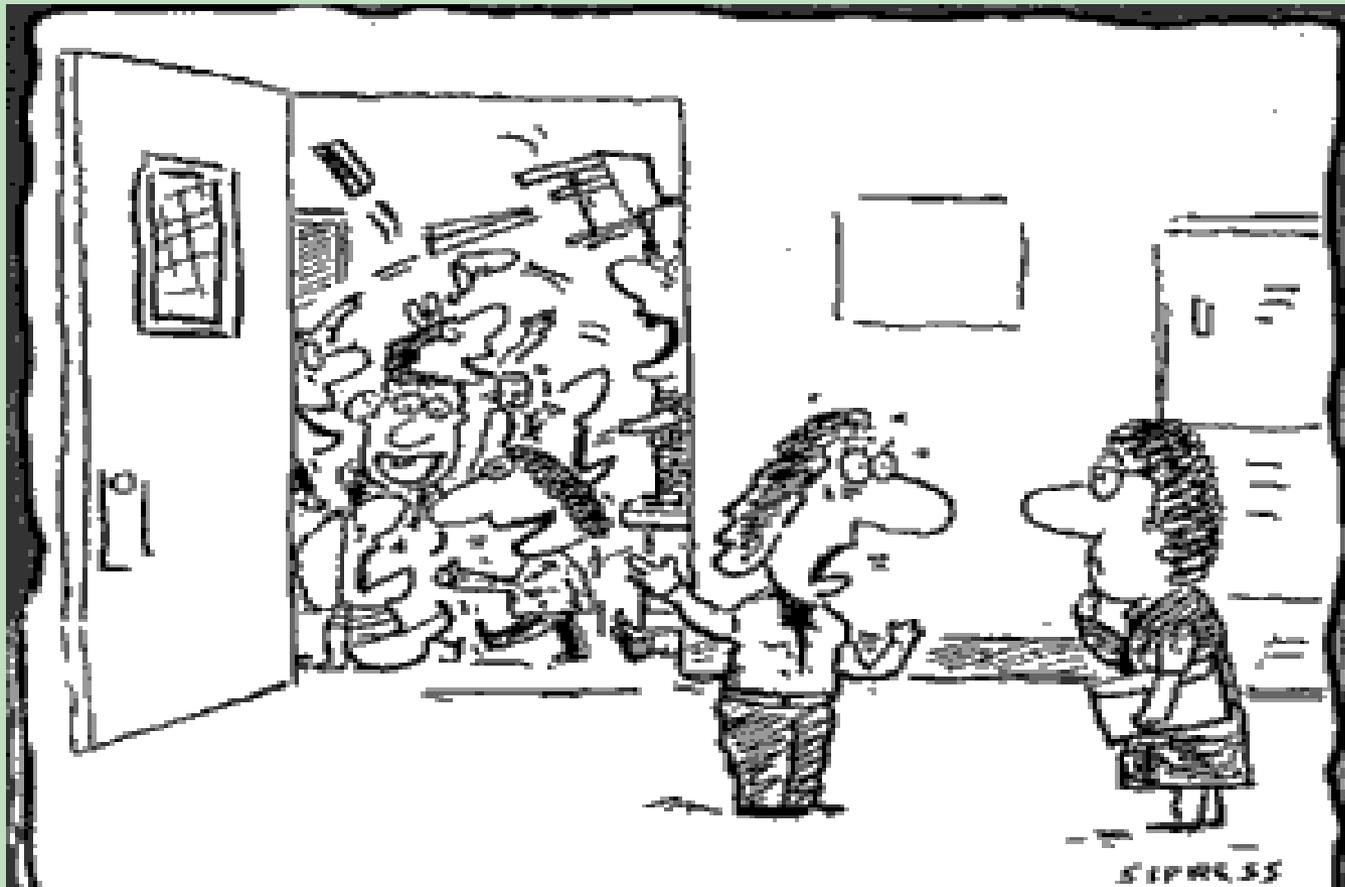
Neg Reinforcement



By understanding function, we can intervene more effectively.



We can make simple tweaks to the antecedents, behaviors, and consequences, to prevent, teach, and respond, respectively.



I'm sending my whole class to the office!

**What if we need to consider  
function across students?**



Attention to environmental context

Emphasis on purpose (or history of reinforcement) of behavior

Focus on teaching behaviors

Foundations in behavioral theory, ABA, and PBIS

Function Based Support

Attention to implementers (adult behaviors) & redesign of teaching & learning environments

# To Determine Function of Behavior



**Based on observing patterns across time, we can infer the probable function of behavior.**

# Let's practice

In the hallway with peers and few adults around, Tim and a group of other boys often bump, shove, or put up the hoods of other students. Each time, Tim's peers laugh and 'high five' him. When asked about the behavior, they say "we're just kidding around."

Antecedent?

Behavior?

Consequence?

**What Function?**

Peer attention

# Function Based Supports

In the hallway with peers and few adults around, Tim and a group of other boys often bumps, shoves, or puts up the hoods of other students. Each time, Tim's peers laugh and 'high five' him. When asked about the behavior, they say "we're just kidding around."

Prevent?

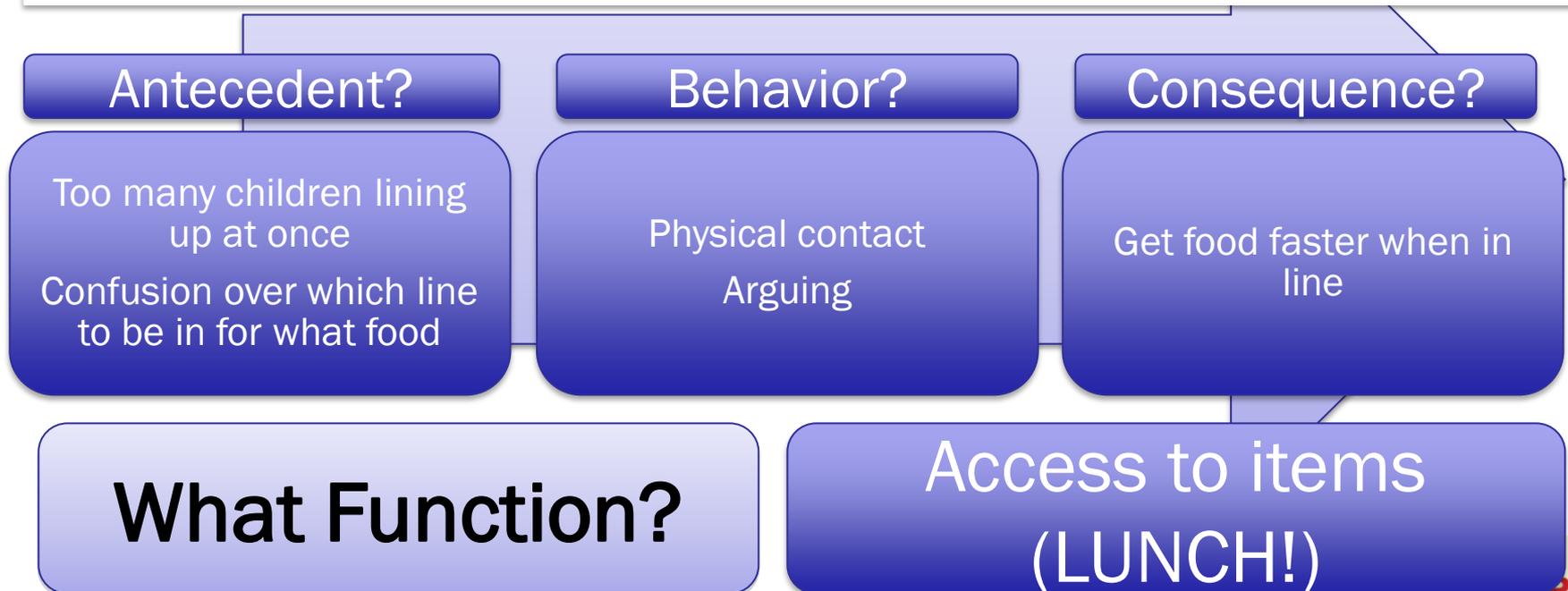
Teach?

Respond/  
Reinforce?

With these strategies, we've (a) increased the likelihood of respectful behavior and (b) minimized attention for disrespectful behavior.

# Let's practice

An assistant principal found that over 30% of their behavioral incident reports were coming from the cafeteria, many of which included issues around personal space while waiting in line for food or to head back to class.



# Function Based Supports

An assistant principal found that over 30% of their behavioral incident reports were coming from the cafeteria, many of which included issues around personal space while waiting in line for food or to head back to class.

Prevent?

Change the way students line up and improve visuals for each line

Teach?

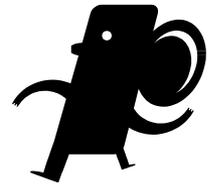
Teach and prompt waiting behavior (how to keep busy while waiting)

Respond/  
Reinforce?

Reinforce waiting and moving quickly through the lunch line



# Why is function important?



- Use your school-wide data to look for patterns in behavior
- Select strategies that “connect” to function
- Modify environments to focus on prevention and prompting the use of more effective skills
- Determine what adults need to help reinforce new skills



# Activity: Function of Behavior

Apply to Common Student Behavior Problem

Antecedent	Behavior	Consequence
Strategies to Prevent	Strategies to Teach	Strategies to Reinforce (appropriate behavior)

- Consider a common problem behavior in your non-classroom settings
- Describe the “ABCs”
- Identify strategies to prevent, teach, and respond/reinforce

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# Other School-wide Examples

A school nurse is concerned that “too many students were asking to use her restroom” during class transitions.

Over 50% of referrals occur on bus rides to school when students are traveling up to 45 minutes

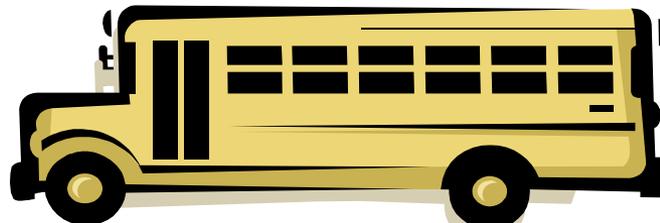
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# Thank you

- If you have questions on how to apply this function-based support, reach out to your trainers for assistance.