

School-wide Positive Behavior Interventions and Supports (SWPBIS)



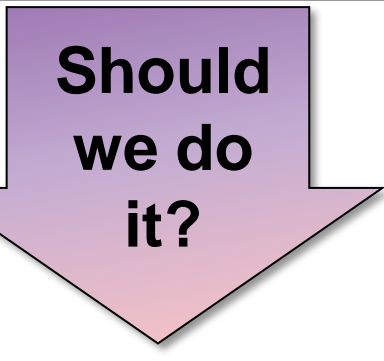


OVERVIEW OF PBIS

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STAGES OF IMPLEMENTATION

Focus	Stage	Description
 <p>Should we do it?</p>	<p>Exploration/ Adoption</p> <p>Year 1</p>	<p>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</p>
 <p>Work to do it right!</p>	<p>Installation</p> <p>Years 2-3</p>	<p>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</p>
	<p>Initial Implementation</p>	<p>Try out the practices, work out details, learn and improve before expanding to other contexts.</p>
 <p>Work to do it better!</p>	<p>Elaboration</p> <p>Years 3-5</p>	<p>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</p>
	<p>Continuous Improvement/ Regeneration</p>	<p>Make it easier, more efficient. Embed within current practices.</p>

Effective Organizations

POSITIVE SCHOOL-WIDE CLIMATE FOR ALL

(Students, Family, School, Community)



PBIS

Positive Behavioral
Interventions & Supports


OSEP TECHNICAL ASSISTANCE CENTER

School-wide PBIS (SWPBIS) is a...

Framework for enhancing adoption & implementation of



Continuum of evidence-based interventions to achieve



Academically & behaviorally important **outcomes** for



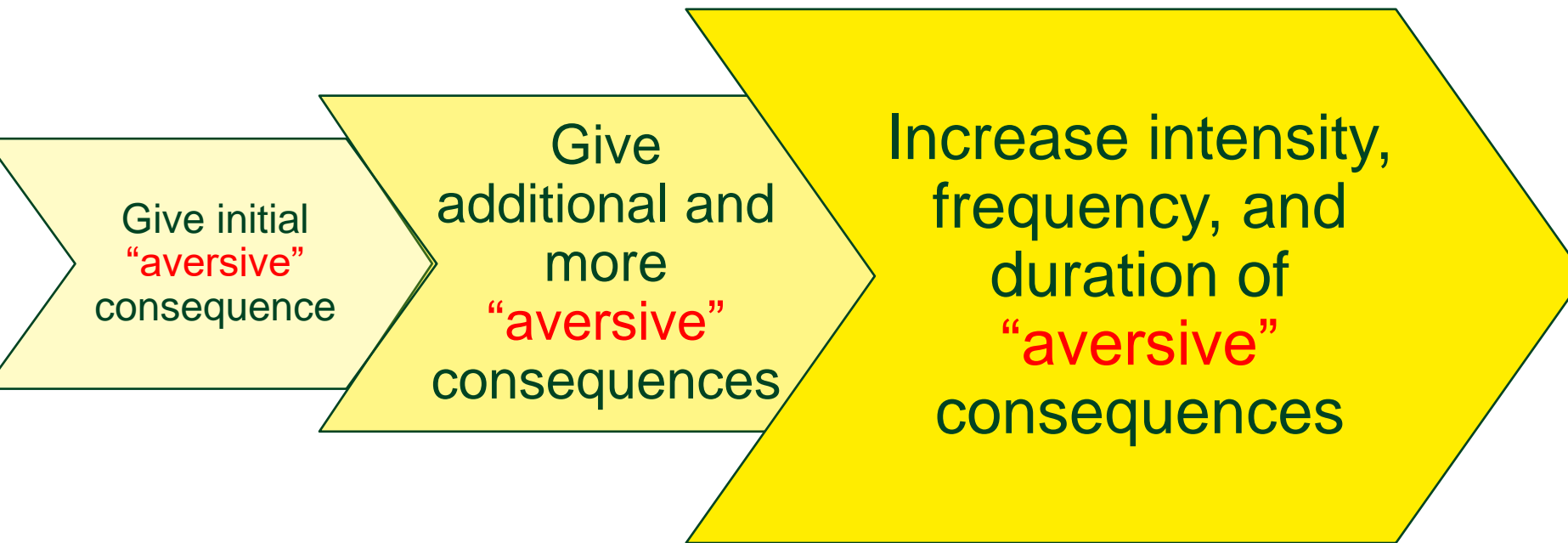
All students

**Think about a student who has
exhibited concerning behavior.**

How did adults respond?



Immediate & seductive solution... “Get Tough!”



False sense of safety and security!

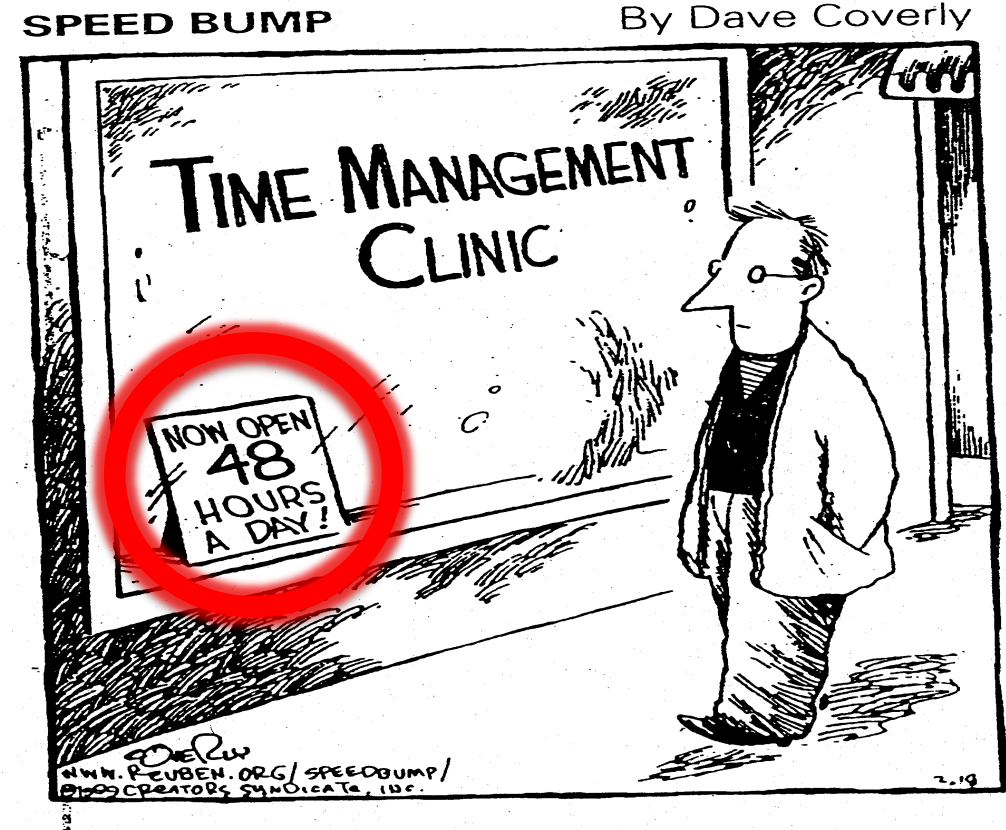
- Fosters environments of **control**
- Triggers & reinforces **antisocial** behavior
- Shifts accountability **away** from school
- **Devalues** child-adult relationship
- **Weakens** relationship between academic & social behavior programming

Science of behavior has taught us that students...

The *power* of SWPBIS
is not in the rewards,
it is in the teaching!

Competing, Inter-related National Goals

- Common core
- Improve literacy, math, geography, science, etc.
- Make schools safe, caring, & focused on teaching & learning
- Improve student character & citizenship
- Eliminate bullying
- Prevent drug use
- College & career readiness
- Free & appropriate education for all
- Prepare viable workforce
- Affect rates of high risk, antisocial behavior
- Standards-based education
- Etc....



Research says...

Implementing Tier 1 SWPBS is associated with positive outcomes such as....

- Prosocial behavior
- Organizational health/climate
- State-wide test scores

- Office discipline referrals
- Suspensions
- Reported bullying

(e.g., Bradshaw et al., 2009; Bradshaw et al., 2008; Bradshaw, Mitchell, & Leaf, 2010; Bradshaw, Waasdorp, & Leaf, 2012; Horner et al., 2009; Waasdorp, Bradshaw, & Leaf, 2012)



Critical Features of PBIS

*Adapt the PBIS framework to **your** school:*

*The **look, feel and sound** of PBIS should vary based on contexts and learning histories of students, staff, and family members!*

(Vincent, R. & Swain-Bradway, 2011, & Fallon 2012 ab)

Continuum of School-Wide Instructional & Positive Behavior Support

Primary Prevention:

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

~5%

Tertiary Prevention:

Specialized Individualized Systems for Students with High-Risk Behavior

~15%

Secondary Prevention:

Specialized Group Systems for Students with At-Risk Behavior

~80% of Students

Getting Started with SWPBIS

1. Establish an **effective and representative** leadership team
2. Develop brief statement of behavioral purpose
3. Identify positive SW behavioral expectations
4. Develop procedures for teaching SW expectations
5. Develop procedures for teaching class-wide expectations
6. Develop continuum for strengthening appropriate behavior
7. Develop continuum for discouraging violations of expectations
8. Develop data-based procedures for monitoring
9. Develop systems to support staff
10. Build routines to ensure on-going implementation



Activity:

Why SWPBIS In Your School?

Talk with
others

- **Consider these questions:**
 - Is improving student behavior a priority for your school?
 - What are the current strengths in your school for supporting appropriate student behavior?
 - What are some needs that your school has with regards to supporting appropriate student behavior?
 - How can PBIS help meet those needs?
 - What do you still want to know about PBIS?

