

School-wide Positive Behavior Support: Reaching All Students

George Sugai

OSEP Center on Positive Behavioral
Interventions & Supports

Center for Behavioral Education and Research

University of Connecticut

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www.pbis.org

www.cber.org

George.sugai@uconn.edu

PURPOSE

Briefly describe main principles of School-wide Positive Behavior Support approach.

“141 Days!”

Intermediate/senior high school with 880 students reported over 5,100 office discipline referrals in one academic year. Nearly 2/3 of students have received at least one office discipline referral.

5,100 referrals =

76,500

MESSAGE:

Context Matters

159 days @ 8 hrs

BIG IDEA

*Successful individual student behavior support is linked to **host environments** or school climates that are **effective, efficient, relevant, durable, & scalable***

(Zins & Ponti, 1990)

Evaluation Criteria

Effective

- *Desired Outcomes?*

Efficient

- *Doable?*

Relevant

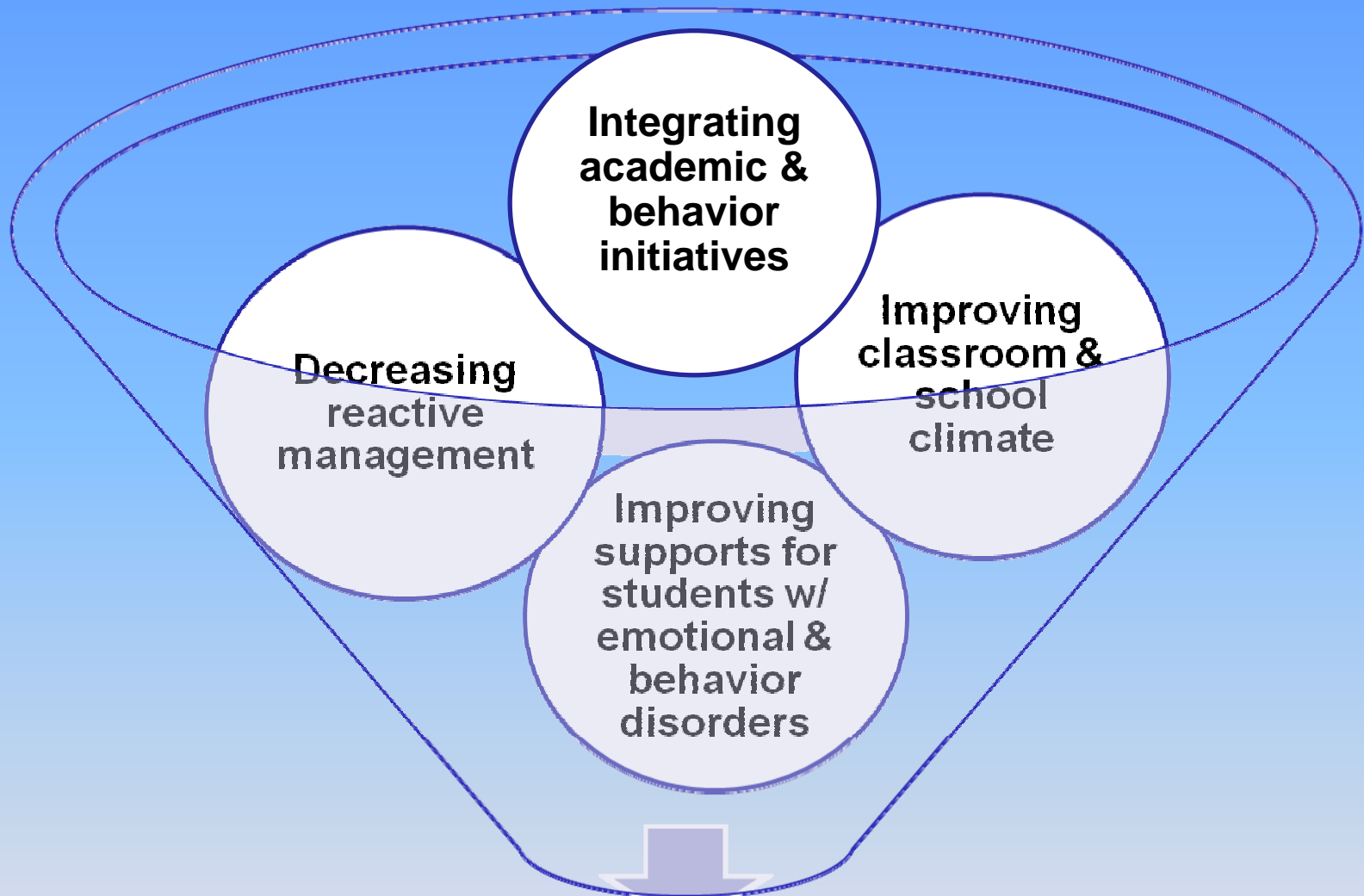
- *Contextual & Cultural?*

Durable

- *Lasting?*

Scalable

- *Transportable?*



**Maximizing academic
engagement &
achievement**

WHAT DO WE KNOW ABOUT PREVENTING VIOLENCE?

- Positive, predictable **school-wide climate**
- High rates of **academic & social success**
- Formal **social skills** instruction
- Positive **active supervision & reinforcement**
- Positive **adult role models**
- **Multi-component, multi-year school-family-community effort**

- Surgeon General's Report on Youth Violence (2001)
- Coordinated Social Emotional & Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)

What is SWPBS?

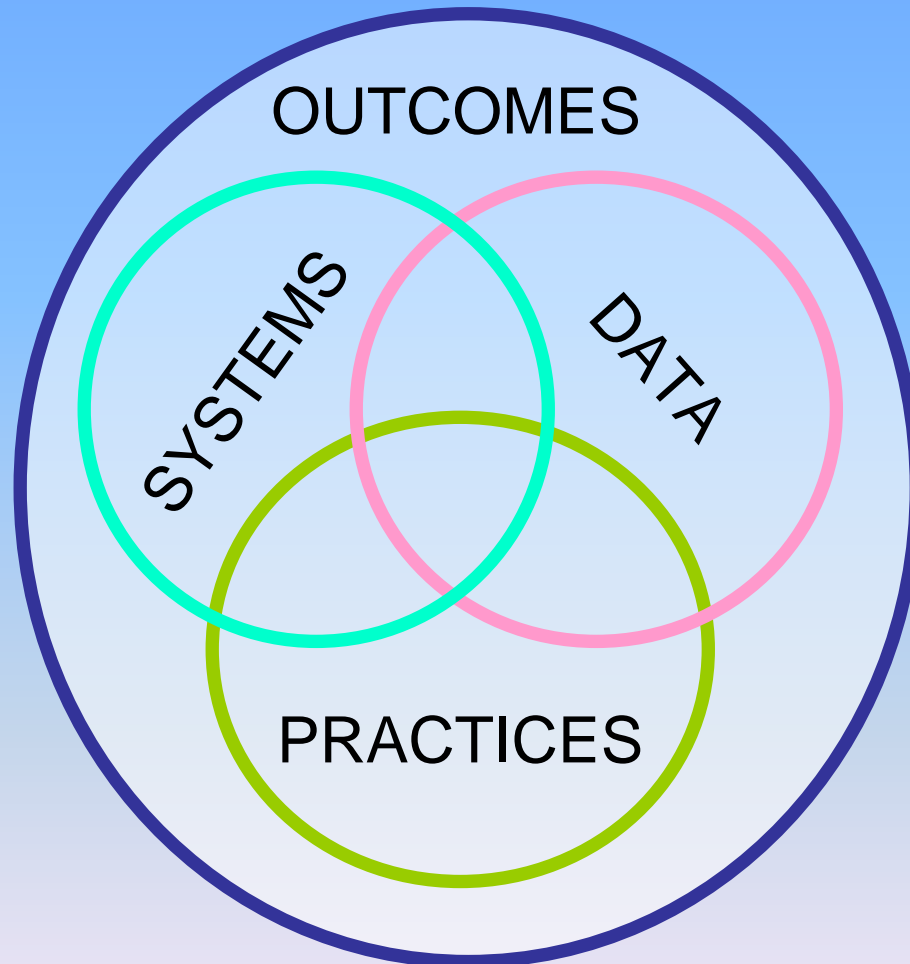
Decision making **framework** that guides selection, integration, & implementation of best **scientifically-based** academic & behavioral practices & interventions for improving student academic & behavior outcomes for **all students**

- Not curriculum
- Not intervention
- Not practice

Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

IMPLEMENTATION
INTEGRITY &
ACCOUNTABILITY

TEACHING &
ENCOURAGING

CONTINUUM OF
EVIDENCE-BASED
INTERVENTIONS

DATA-BASED
DECISION MAKING
& PROBLEM
SOLVING

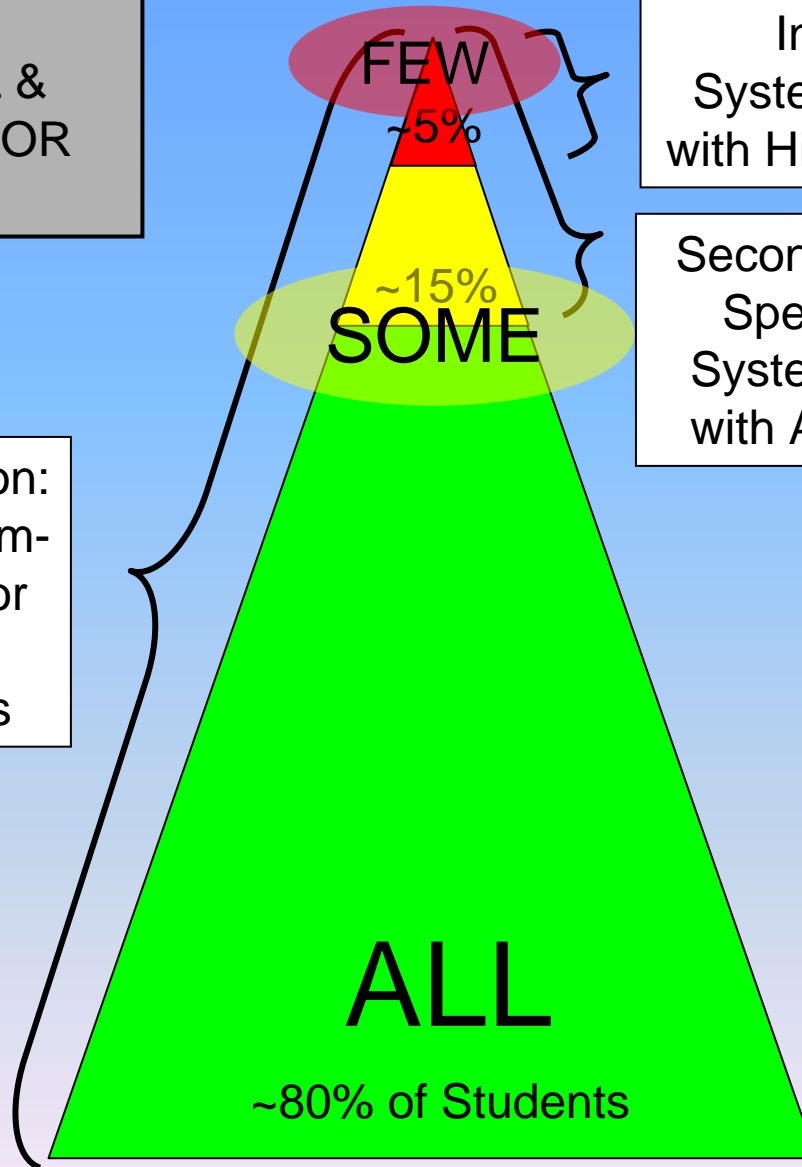
PBIS
Features

PREVENTION

CONTINUOUS
PROGRESS
MONITORING

CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT

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

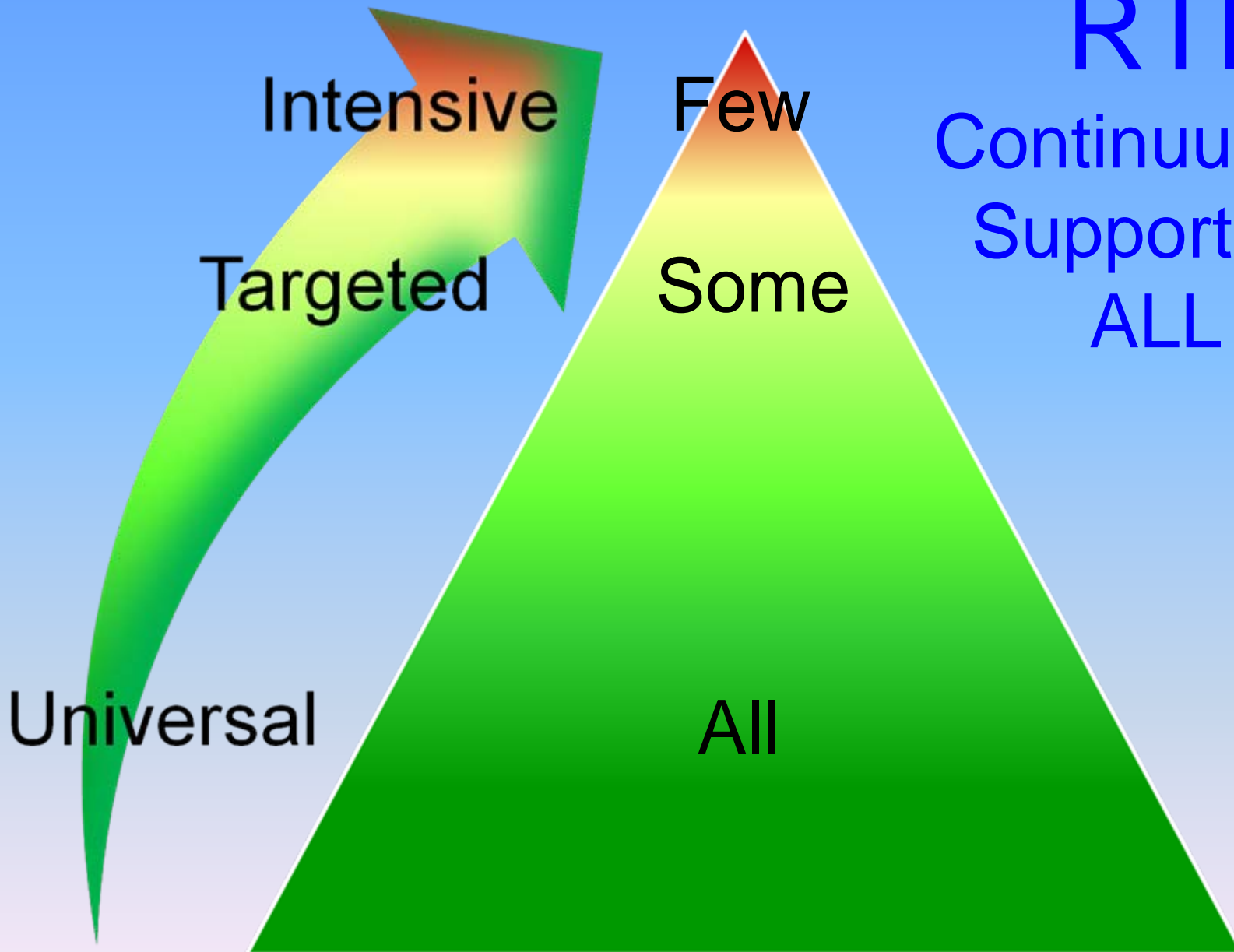


Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

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

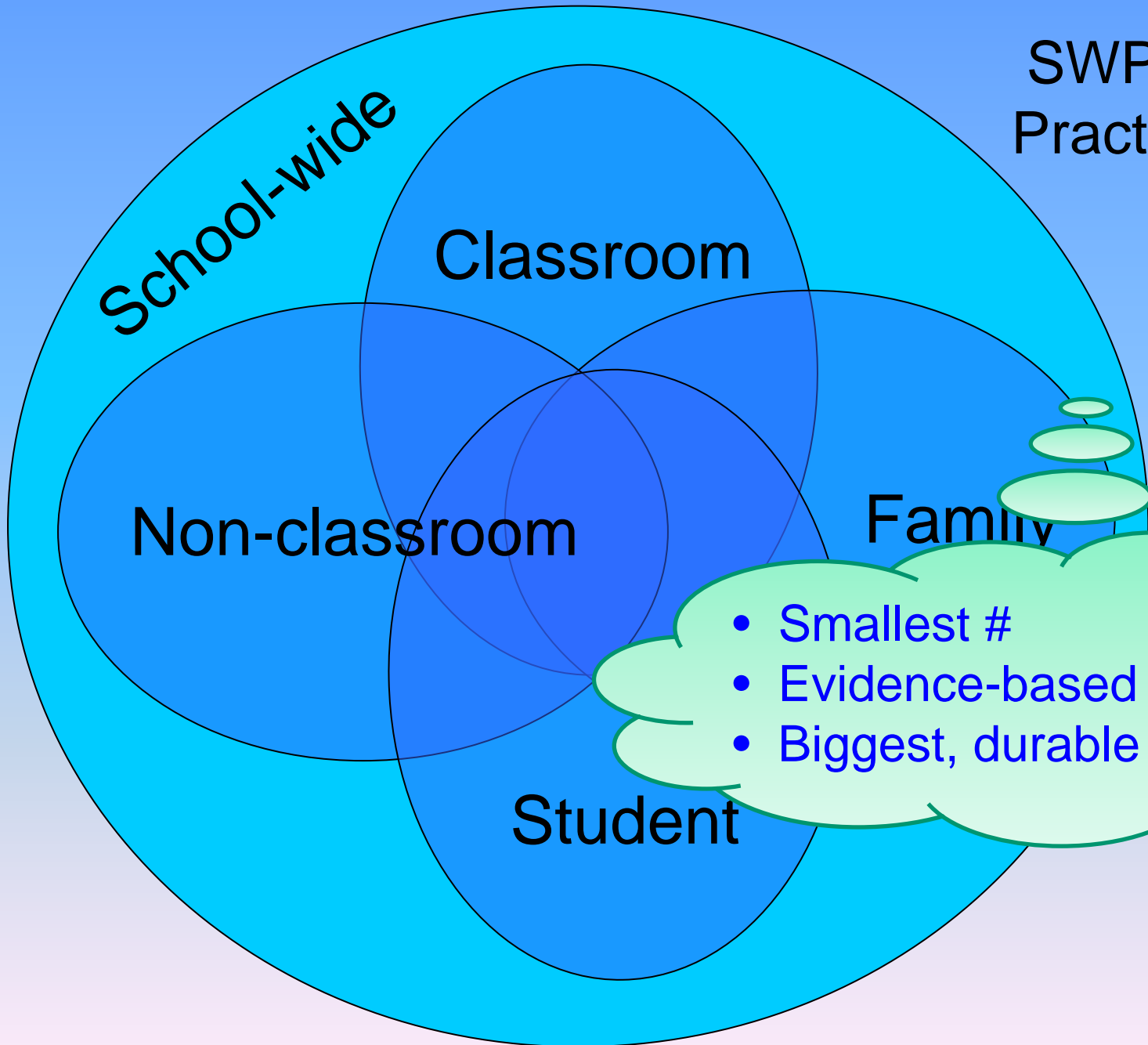
RTI

Continuum of
Support for
ALL



Dec 7, 2007

SWPBS Practices



- Smallest #
- Evidence-based
- Biggest, durable effect

SCHOOL-WIDE

1. Common purpose & approach to discipline
2. Clear set of positive expectations & behaviors
3. Procedures for teaching expected behavior
4. Continuum of procedures for encouraging expected behavior
5. Continuum of procedures for discouraging inappropriate behavior
6. Procedures for on-going monitoring & evaluation

INDIVIDUAL STUDENT

1. Behavioral competence at school & district levels
2. Function-based behavior support planning
3. Team- & data-based decision making
4. Comprehensive person-centered planning & wraparound processes
5. Targeted social skills & self-management instruction
6. Individualized instructional & curricular accommodations

INTERVENTION PRACTICES

NONCLASSROOM

1. Positive expectations & routines taught & encouraged
2. Active supervision by all staff (Scan, move, interact)
3. Precorrections & reminders
4. Positive reinforcement

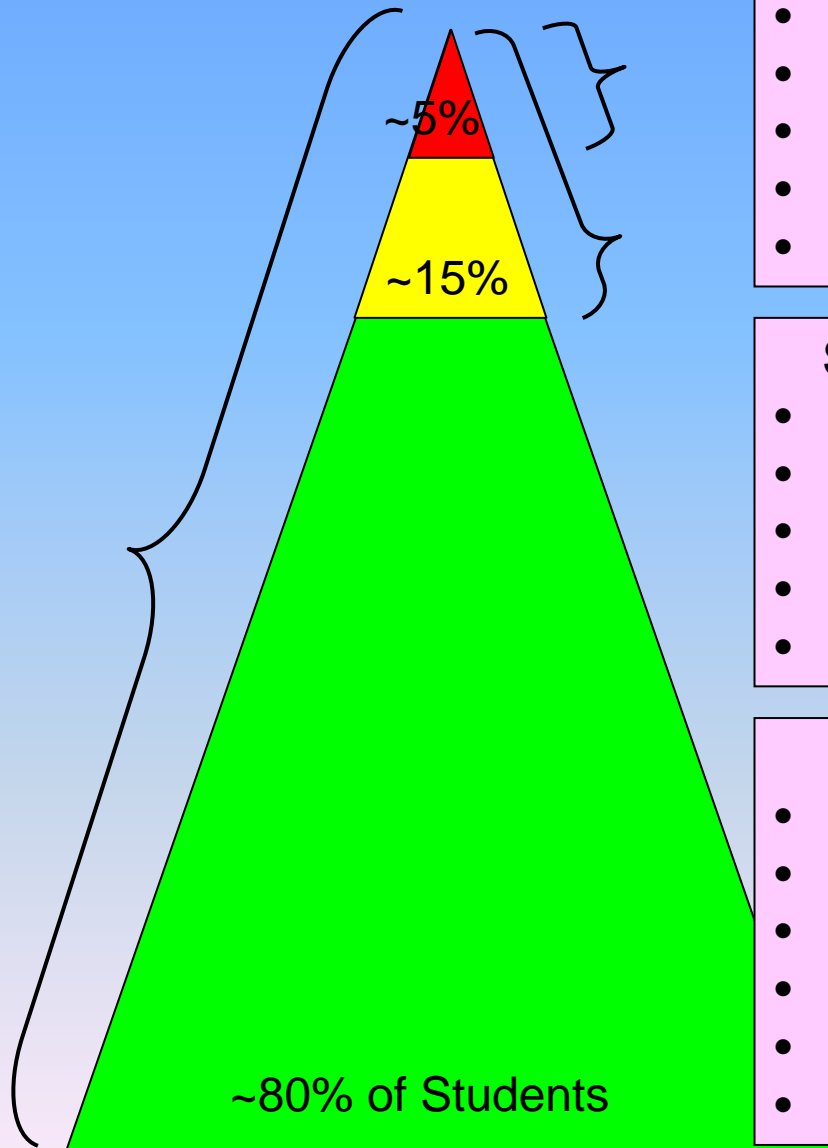
CLASSROOM

1. Classroom-wide positive expectations taught & encouraged
2. Teaching classroom routines & cues taught & encouraged
3. Ratio of 6-8 positive to 1 negative adult-student interaction
4. Active supervision
5. Redirections for minor, infrequent behavior errors
6. Frequent precorrections for chronic errors
7. Effective academic instruction & curriculum

FAMILY ENGAGEMENT

1. Continuum of positive behavior support for all families
2. Frequent, regular positive contacts, communications, & acknowledgements
3. Formal & active participation & involvement as equal partner
4. Access to system of integrated school & community resources

ESTABLISHING CONTINUUM of SWPBS



TERTIARY PREVENTION

-
-
-
-
-

SECONDARY PREVENTION

-
-
-
-
-

PRIMARY PREVENTION

-
-
-
-
-
-

CONTINUUM of SWPBS

TERTIARY PREVENTION

- Function-based support
- Wraparound
- Specially designed
-
-

~5%

SECONDARY PREVENTION

- Check in/out
- Targeted social skills
- Peer-based
- Social skills
-

~15%

PRIMARY PREVENTION

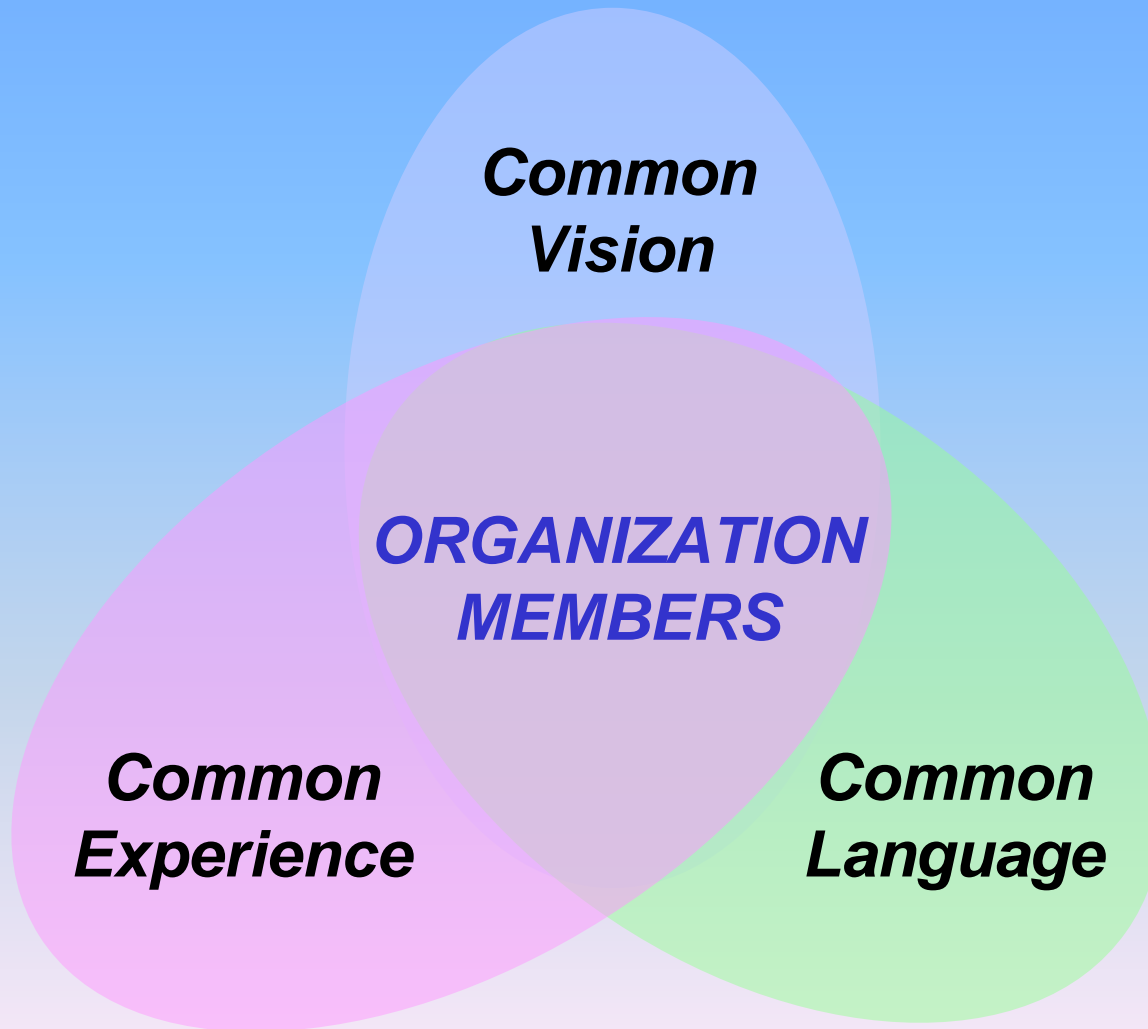
- Teach & expect
- SW expectations
- Proactive
- Effective
- Parent engagement
-

~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)

Organization Outcomes



Q1: 3 Behavior Management Practices

1. Teach & encourage what you want?
2. Actively supervise
3. Prevent/precorrect

Q2: 3 Policy Priorities

1. Invest in continuum of evidence-based practices for all students
2. Invest in building local expertise for implementation capacity
3. Invest in efficient integration of academic & behavior supports

Q3: 3 Priorities for Action Planning

1. Base decisions on examination of local data
2. Establish SW leadership team that includes school administrator
3. Invest in 2-3 year on-going professional development & high fidelity implementation