

School-wide Positive Behavior Supports

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*OSEP Center on Positive
Behavioral Intervention & Supports*
pbis.org

Exclusionary “Punishment”

- Isn't always “punishment”
- Doesn't teach what to do instead
- Assumes child needs to change, not the environment in which the behavior occurred

So what do we do instead?

Systems

Putting Evidence-Based Practices

In Place

Systems

Prevention, Early Intervention and

Individualized Student Supports

through Positive Behavior Support

Systems

Good News

Executive Order -- Using Behavioral Science Insights to Better Serve the American People

EXECUTIVE ORDER

USING BEHAVIORAL SCIENCE INSIGHTS TO
BETTER SERVE THE AMERICAN PEOPLE

<https://www.whitehouse.gov/the-press-office/2015/09/15/executive-order-using-behavioral-science-insights-better-serve-american>

Starting Point....

- We cannot “make” students learn or behave
- We can create **environments** to increase the likelihood students learn and behave
- ***Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity***

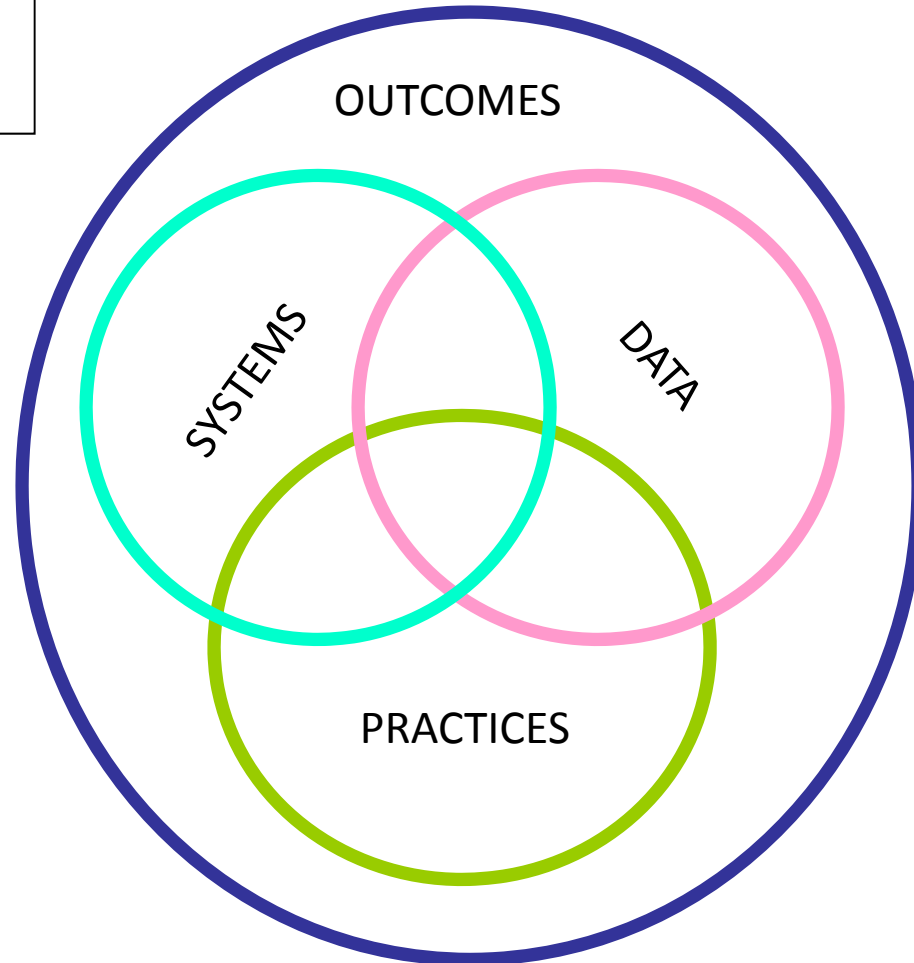
School-wide Positive Behavior Support

- Problem solving framework
- Systematic implementation of evidence-based practices
- Layers in increasingly more intensive environmental supports to increase the likelihood students are academically, emotionally, and socially successful

**SW-Positive
Behavior
Support**

Social Competence &
Academic Achievement

Supporting
Staff Behavior



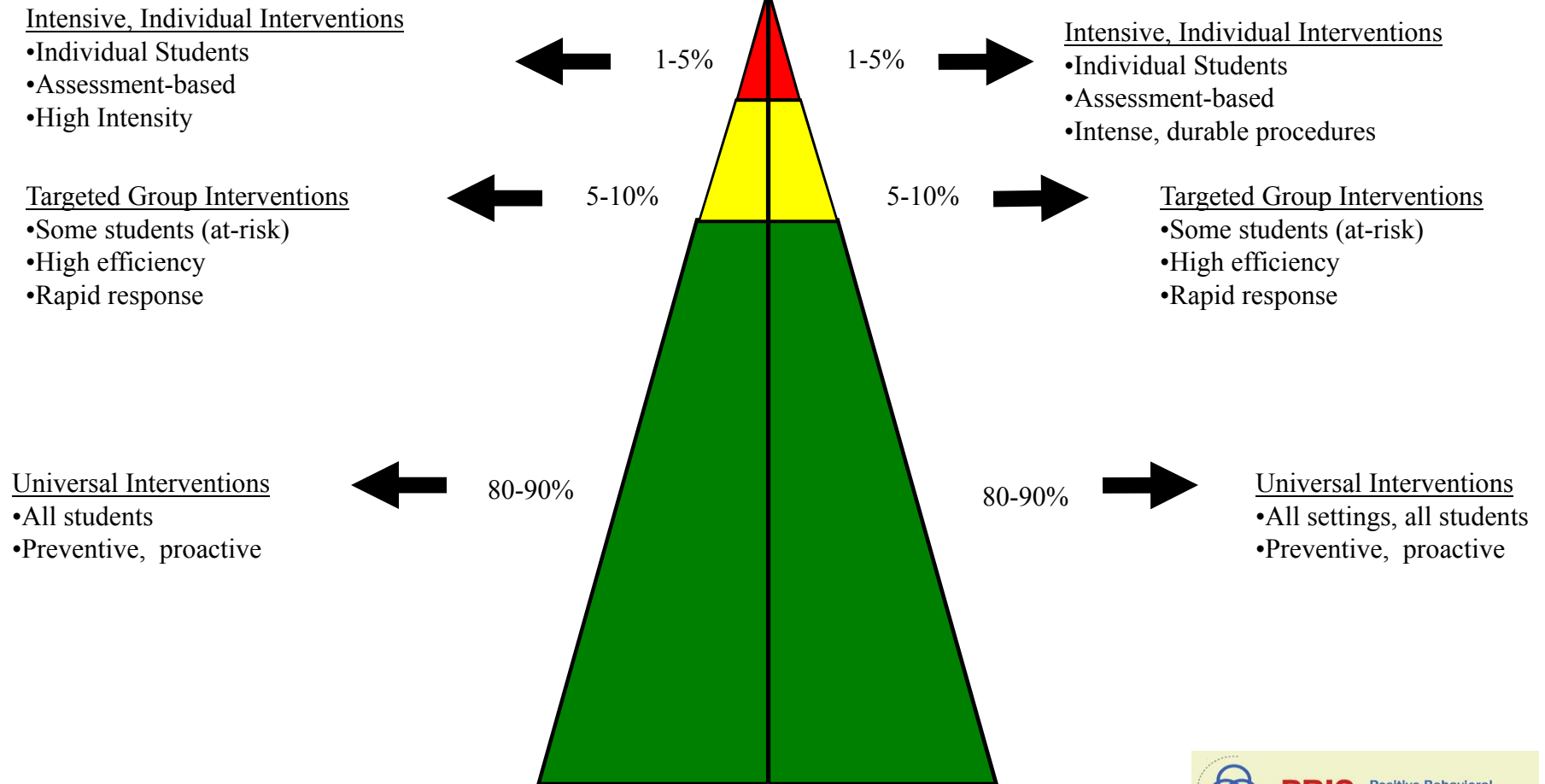
Supporting
Decision
Making

Supporting
Student Behavior

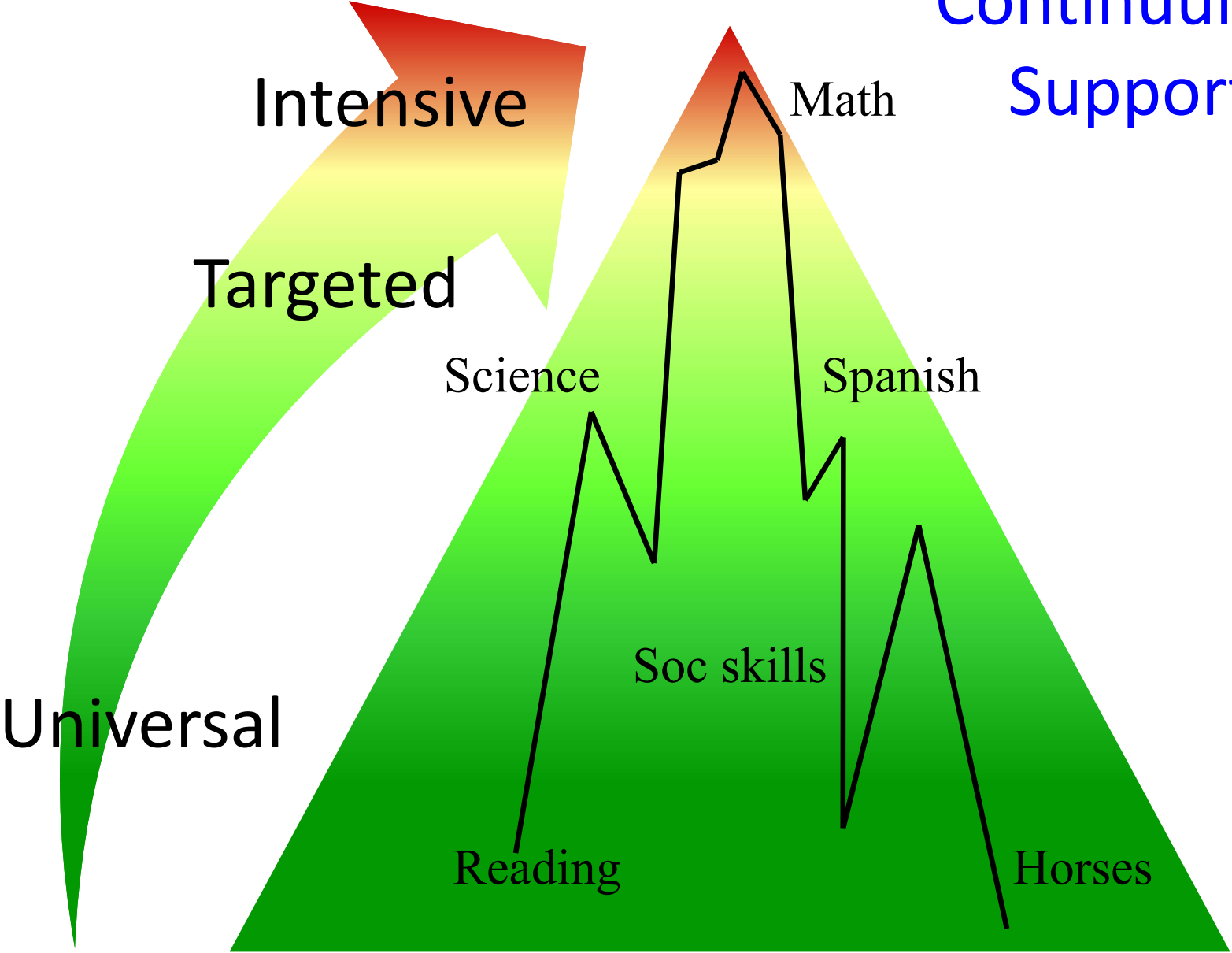
Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems



Continuum of Supports



Essential Features at the School Level

- Teams of educators within the school (**administrator**)
- Data-based decision making
- Instructional Focus
 - Teach & Practice
- Acknowledge student mastery of social skills
 - Positive Feedback
- Readiness across Tiers (**universals always a priority**)
- Access to on-going Technical Assistance

Universal School-Wide Features

- Clearly define expected behaviors (Rules)
 - All Settings
 - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- **Family Awareness and Involvement**

Benton Elementary School

I am....	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
Safe	<ul style="list-style-type: none"> •Keep bodies calm in line •Report any problems •Ask permission to leave any setting 	<ul style="list-style-type: none"> •Maintain personal space 	<ul style="list-style-type: none"> •Walk •Stay to the right on stairs •Banisters are for hands 	<ul style="list-style-type: none"> •Walk •Push in chairs •Place trash in trash can 	<ul style="list-style-type: none"> •Wash hands with soap and water •Keep water in the sink •One person per stall 	<ul style="list-style-type: none"> •Use equipment for intended purpose •Wood chips are for the ground •Participate in school approved games only •Stay in approved areas •Keep body to self 	<ul style="list-style-type: none"> •Walk •Enter and exit gym in an orderly manner
Respectful	<ul style="list-style-type: none"> •Treat others the way you want to be treated •Be an active listener •Follow adult direction(s) •Use polite language •Help keep the school orderly 	<ul style="list-style-type: none"> •Be honest •Take care of yourself 	<ul style="list-style-type: none"> •Walk quietly so others can continue learning 	<ul style="list-style-type: none"> •Eat only your food •Use a peaceful voice 	<ul style="list-style-type: none"> •Allow for privacy of others •Clean up after self 	<ul style="list-style-type: none"> •Line up at first signal •Invite others who want to join in •Enter and exit building peacefully •Share materials •Use polite language 	<ul style="list-style-type: none"> •Be an active listener •Applaud appropriately to show appreciation
A Learner	<ul style="list-style-type: none"> •Be an active participant •Give full effort •Be a team player •Do your job 	<ul style="list-style-type: none"> •Be a risk taker •Be prepared •Make good choices 	<ul style="list-style-type: none"> •Return to class promptly 	<ul style="list-style-type: none"> •Use proper manners •Leave when adult excuses 	<ul style="list-style-type: none"> •Follow bathroom procedures •Return to class promptly 	<ul style="list-style-type: none"> •Be a problem solver •Learn new games and activities 	<ul style="list-style-type: none"> •Raise your hand to share •Keep comments and questions on topic

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

Creating Environments

- Focus on socially important behaviors
- Inviting atmosphere / Friendly & Helpful
- Connections / relationships between:
 - Staff-staff
 - Staff-students
 - Students- adults

Is your school a place where you would want your own child to attend?

Tier II

Tier II (small group)

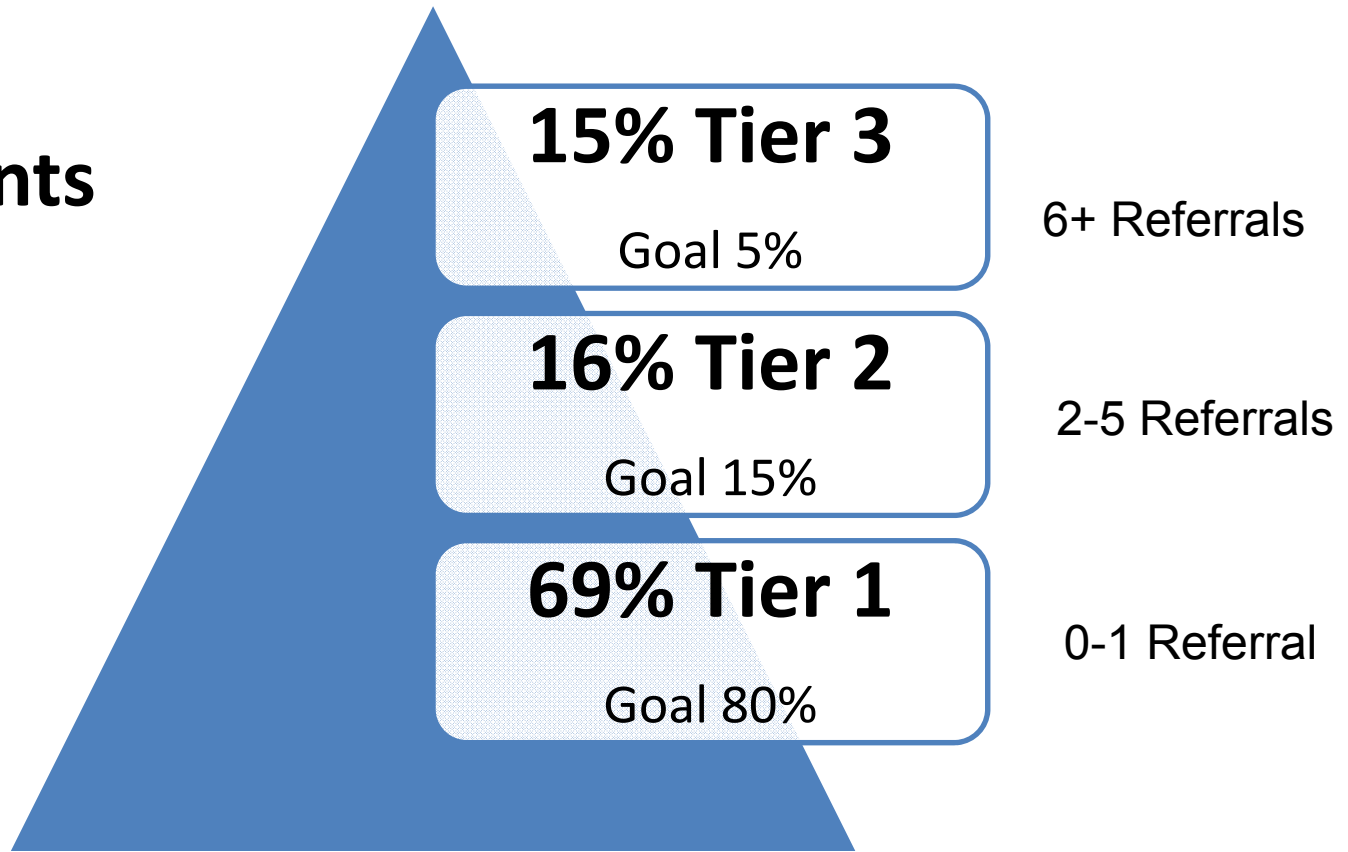
- Efficient and effective way to identify at-risk students
 - Screen (*pbissmissouri.org*)
 - Data decision rules
 - Teacher referral
- Informal assessment process to match intervention to student need
 - Small group Social Skill Instruction
 - Self-management
 - Academic Support
- Part of a continuum – **must link to universal school-wide PBS system**

Tier II/III Systems

- **Step 1 – Insure Universals, including Classroom, in place**
- Step 2 – Student Identification Process
 - Decision Rules
 - Referral
 - Screen
- Step 3 **Classroom Problem Solving Team**
 - Classroom supports (function-based)
 - Progress monitor
- Step 4 - Tier II/III supports
 - Non-responders to classroom supports
 - Match function of student behavior to intervention
 - Progress monitor
- Step 5 - Evaluate Process

Baseline Behavior Data Spring

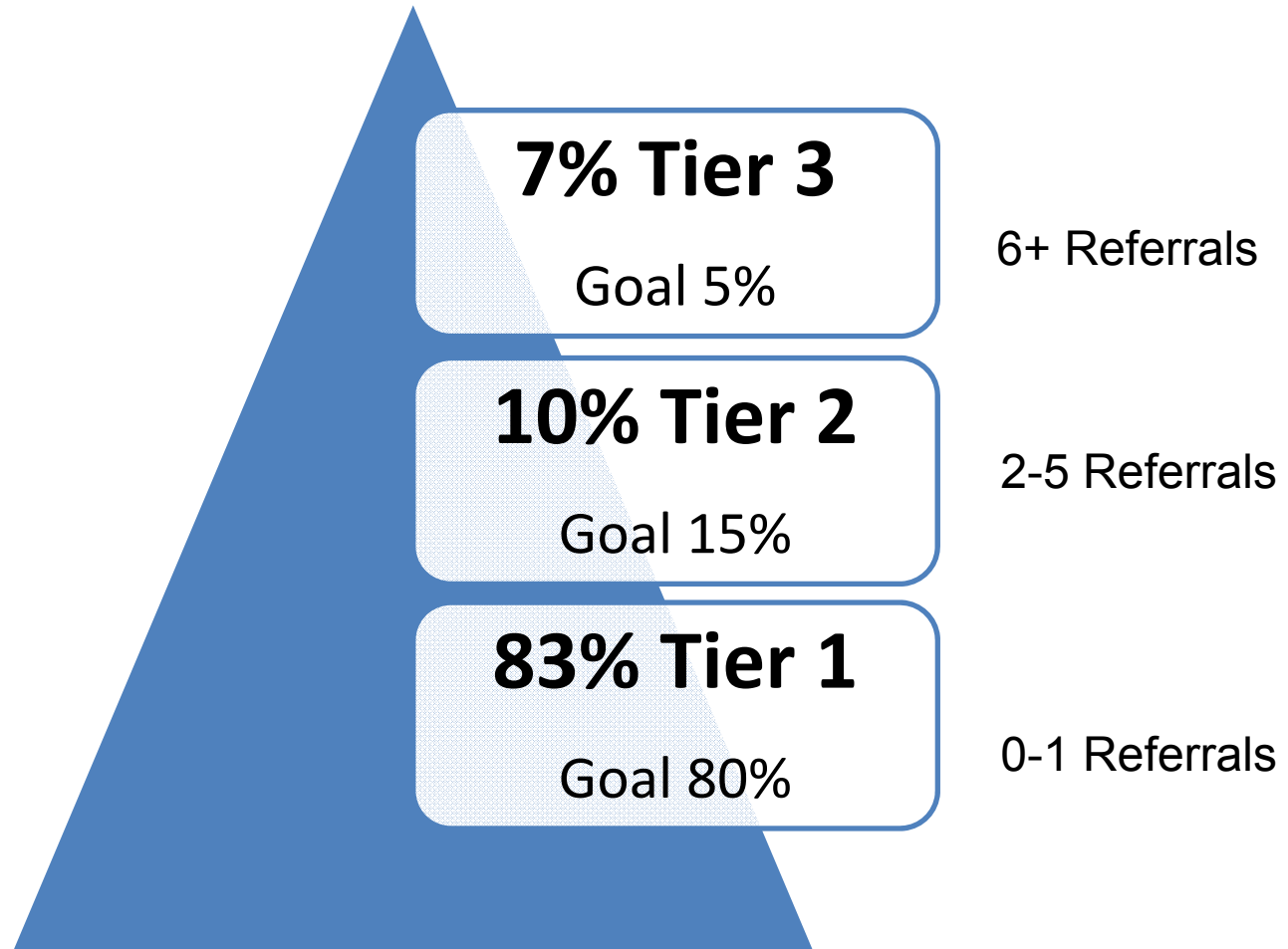
**57 students
with 9+
Referrals**



1712 referrals

Post Intensifying Tier I + Classrooms

**16
Students
with 9+
Referrals**



516 Referrals

Classroom Universal Essential Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need

PBIS TECHNICAL BRIEF ON CLASSROOM PBIS STRATEGIES

Simonsen, Freeman, Goodman, Mitchell, Swain-Bradway,
Flannery, Sugai, George, & Putnam (2015)

Challenge: How to Insure All Staff Are Using Effective Practices

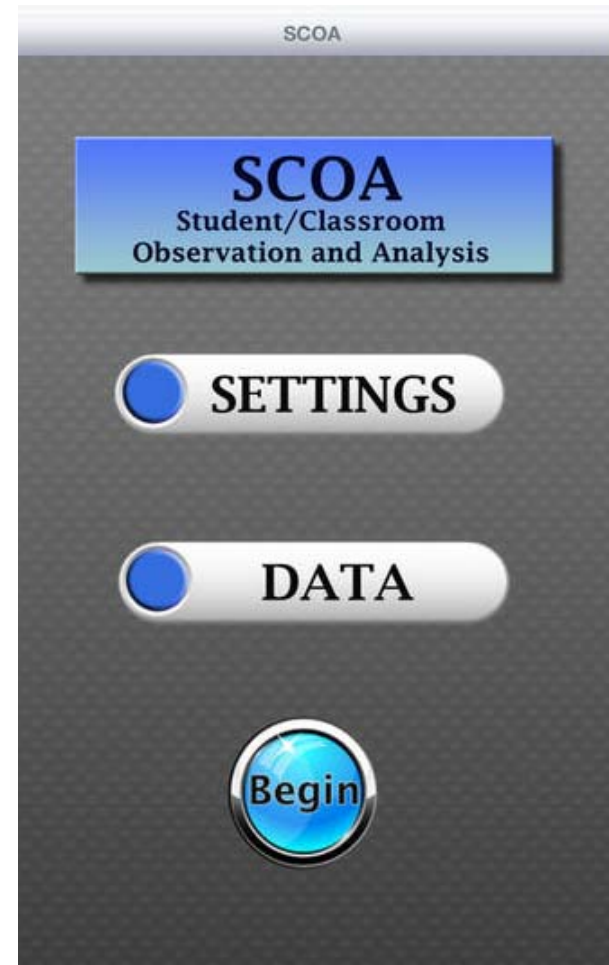
Effective Professional Development

OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)			
Training Components	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory & Discussion	10%	5%	0%
<i>Plus</i> Demonstration in Training	30%	20%	0%
<i>Plus</i> Practice and Feedback	60%	60%	5%
<i>Plus</i> Coaching in the Classroom	95%	95%	95%

Joyce and Showers,
2002

Systems

- Teach
 - Brief in-service, single topic focus
- Practice (performance feedback)
 - Peer coaching
 - Principal “walk through”
 - Direct observation / data collection



<http://pbissmissouri.org/educators/effective-class-practice>

The screenshot shows a web browser window with the Missouri Schoolwide Positive Behavior Support website. The browser's address bar shows the URL. The website has a teal header with a logo on the left and a navigation menu. The main content area features a sidebar with various resource links and a central article titled 'Effective Classroom Practice' with a quote and a video player.

Most Visited Getting Started Latest Headlines Getting Started

Missouri Schoolwide Positive Behavior Support

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Missouri Schoolwide Positive Behavior Support

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[Tier 3 Modules and Resources](#)

[Effective Classroom Practice](#)

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[Bully Prevention](#)

[Culturally Responsive Practices](#)

[Getting Started](#)

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Effective Classroom Practice

"The goal of effective classroom management is not creating "perfect" children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior."

~ Sprick, Knight, Reinke & McKale, 2006

Introduction to The Effective Classroom Practices

Introduction to Effective Classroom Practices

Missouri Schoolwide Positive Behavior Support

OSEP TECHNICAL ASSISTANCE CENTER

Typical School Day

- 17% Direct Instruction
- 33% Seatwork
- 20% Transitions
- 30% Discipline & Other Non-Instructional Activities



Cotton, 1995; Walberg, 1988



Discussion: Importance of expectations & behaviors?

- Pair Up
- 2-Minute Frenzy – Discuss:
 - How has clarifying schoolwide/non-classroom setting behaviors/rules impacted student behavior in our school?
 - Why do you think it is important to clarify **classroom** behaviors/rules?



Activity: Classroom Rule Writing Activity

Option 1

- List problem behaviors in your classroom
- List replacement behavior (what we want kids to do instead)
- List schoolwide expectations
- Categorize rules within schoolwide expectations

**Effective Classroom Practice
Classroom Procedures & Routines
Mini-Module Fact Sheet**

- Effective teaching includes teaching functional procedures and routines to students at the beginning of the year and using these routines to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987).
- As students become more familiar with classroom procedures and routines, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003).
- Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment (Good & Brophy).
- Classroom procedures are patterns for accomplishing classroom tasks. Procedures form routines that help the students meet the expectations stated in the rules. Both rules and routines must be taught, practiced and consistently enforced to be effective in the classroom. It is important that procedures be written in succinct terminology, positively stated, in age-appropriate terms (Newcomer, 2007).

When developing procedures, keep "Why, what, when, where, who, and how" in mind:

WHY is this procedure needed?

WHAT is the procedure?

WHAT are the steps for successful completion of the procedure?

WHEN will the procedure be taught?

WHEN will the procedure be practiced?

WHERE is this procedure needed?

WHO needs to be taught this procedure?

WHO will teach this procedure?

HOW will you recognize procedure compliance?

Procedure & Routine Examples	
Elementary	Secondary
<ul style="list-style-type: none"> •During Lessons –Sit in a learning position –Raise your hand for a turn to talk, if you have a question or if you need help –Wait for the teacher to come to you –Finish all of your work –Read your book if you finish your work early –Take restroom or water breaks during independent time 	<ul style="list-style-type: none"> •Class Discussion –Prepare for discussion by reading the required assignment in advance –Wait until the other person is finished speaking before you talk –Stay on topic –Respect other’s opinions and contributions –Use appropriate expressions of disagreement

Classroom Procedures & Routines Self-Assessment

1. What is your attention signal? When do you use it?
2. What is the procedure/routine for entering/exiting the classroom?
3. What is the procedure/routine for personal belongings (e.g. hats, coats)?
4. What is the procedure/routine for obtaining materials/supplies?
5. What is the procedure/routine for the start of class?
6. What is the procedure/routine to gain assistance?
7. What is the procedure/routine for working in groups?
8. What is the procedure/routine for working independently?
9. What is the procedure/routine for meeting personal needs (e.g. restroom)?
10. What is the procedure/routine for turning in homework?
11. What is the procedure/routine for making up missed work?

Classroom Problem Solving

- Process leader
 - Classroom teachers, Specialist teachers
- Tier II/III Team partner
 - School Psychologist, Counselor, Administrator
- Process
 - Data-based decision making
 - Guiding questions
 - Function-based intervention
 - Teach replacement
 - Environmental alterations / supports
 - Monitor progress

Form D

Grade Level Team Tier 2 Function Based Matching Process

Student: _____ Classroom Teacher: _____ Grade: ____
Date: _____

Complete the Brief Assessment of Function of Behavior & Matching Process **with your grade level team.**

1. Summary of the Problem

We have the most problems during _____

(Time of day/class/Activity/Routine)

Antecedent Function/Pay Off (Trigger/Predictor)	Problem Behavior (Student Behavior of concern)	Response	
When...	The student will...	Then this happens (teacher does)	So, the function of behavior is to: Get or Avoid (circle one)

2. Replacement Behavior (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])

3. Student Goal (Measurable; Consider level of typical peer, see *Matching Progress Monitoring Methods to Student Goals: Example*, Page 25 of this handbook):

4. Intervention Plan (See *Antecedent Interventions*, Page 26 of handbook)

Intervention Strategy(ies):

Antecedent Interventions <i>(Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)</i>	Replacement Behavior / Skill <i>(What we want the student to do instead)</i>	Response / Consequence <i>(What happens when student demonstrates behavior / skill)</i>
		Positive Specific Feedback
		Corrective Feedback

5. Progress Monitoring

How will teacher monitor progress toward the student goal? (See example forms on pages 27-30)

Antecedent Intervention Examples

Function	Intervention Strategy	Example
Get Attention	Schedule adult attention	<ul style="list-style-type: none"> • Have adult work with student • Have adult provide periodic attention • Lunch meeting with teacher • Behavior plan • Grade level or teacher triage
	Schedule peer attention	<ul style="list-style-type: none"> • Pair student with peer • Use peer tutoring or mentoring
	Increase proximity to student	<ul style="list-style-type: none"> • Move seating arrangement • Periodically move about classroom
	Provide preferred activity	<ul style="list-style-type: none"> • When adult is occupied assign more preferred activity
Avoid	Adjust demand difficulty	<ul style="list-style-type: none"> • Provide easier work
	Offer choices	<ul style="list-style-type: none"> • Allow student to choose: <ul style="list-style-type: none"> ○ Task to complete ○ Sequence of tasks to be completed ○ Materials to use ○ Where to complete task ○ When to complete task ○ With whom to complete task
	Increase student preference/interest in activity	<ul style="list-style-type: none"> • Incorporate student hobbies/interests into activities
	Assure that activities have functional or meaningful outcome	<ul style="list-style-type: none"> • Provide activities with valued outcome • Write and read Social Stories
	Alter length of task	<ul style="list-style-type: none"> • Shorten activity • Provide frequent breaks
	Modify mode of task completion	<ul style="list-style-type: none"> • Change medium/materials • Replace pencil and paper with computer, etc.
	Use behavioral momentum, task dispersal	<ul style="list-style-type: none"> • Present easy requests prior to difficult requests.
	Increase predictability	<ul style="list-style-type: none"> • Provide cues for upcoming or change in activities (instructional, visual, auditory)
	Modify instructional delivery	<ul style="list-style-type: none"> • Use pleasant tone of voice

Classroom Problem Solving

<http://www.vimeo.com/54954199>

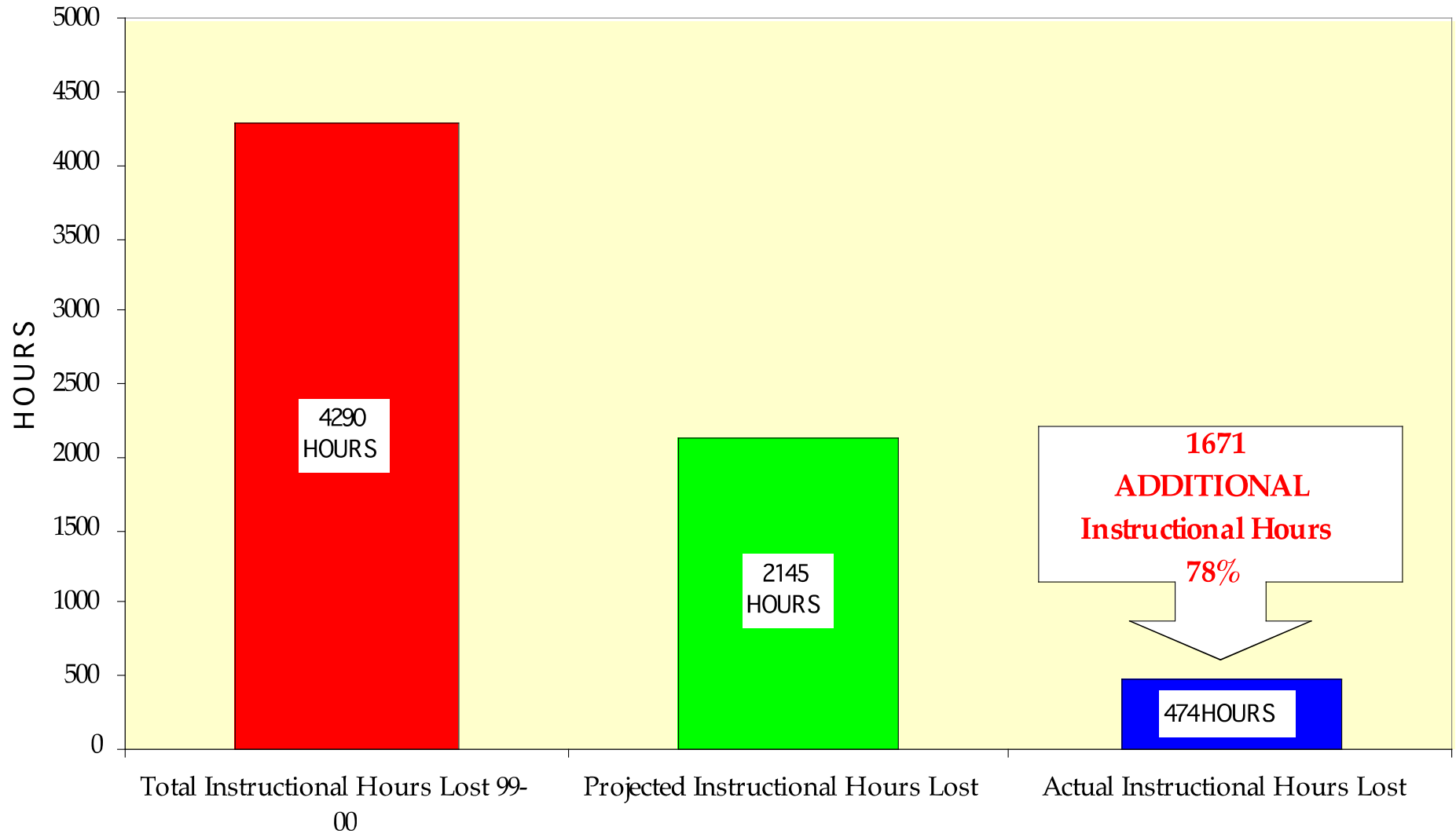
Tier III

Tier III (individualized support)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies (*Integrated Framework Monograph*)
- Part of a continuum – **must link to universal school-wide PBS system**

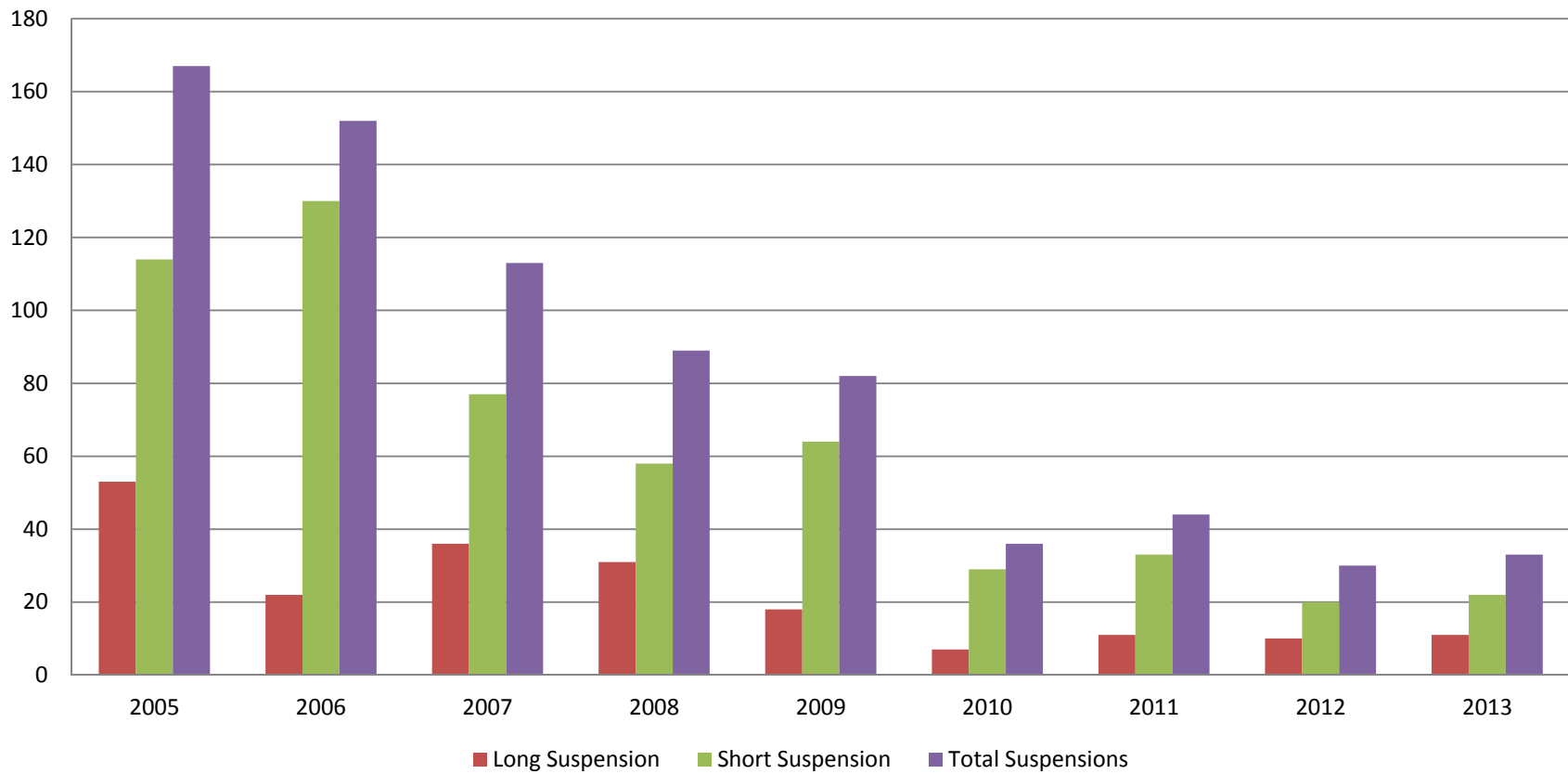
SW-PBS Outcomes

INSTRUCTIONAL HOURS GAINED Projected (50%) vs. Actual (Aug-Dec 2000)

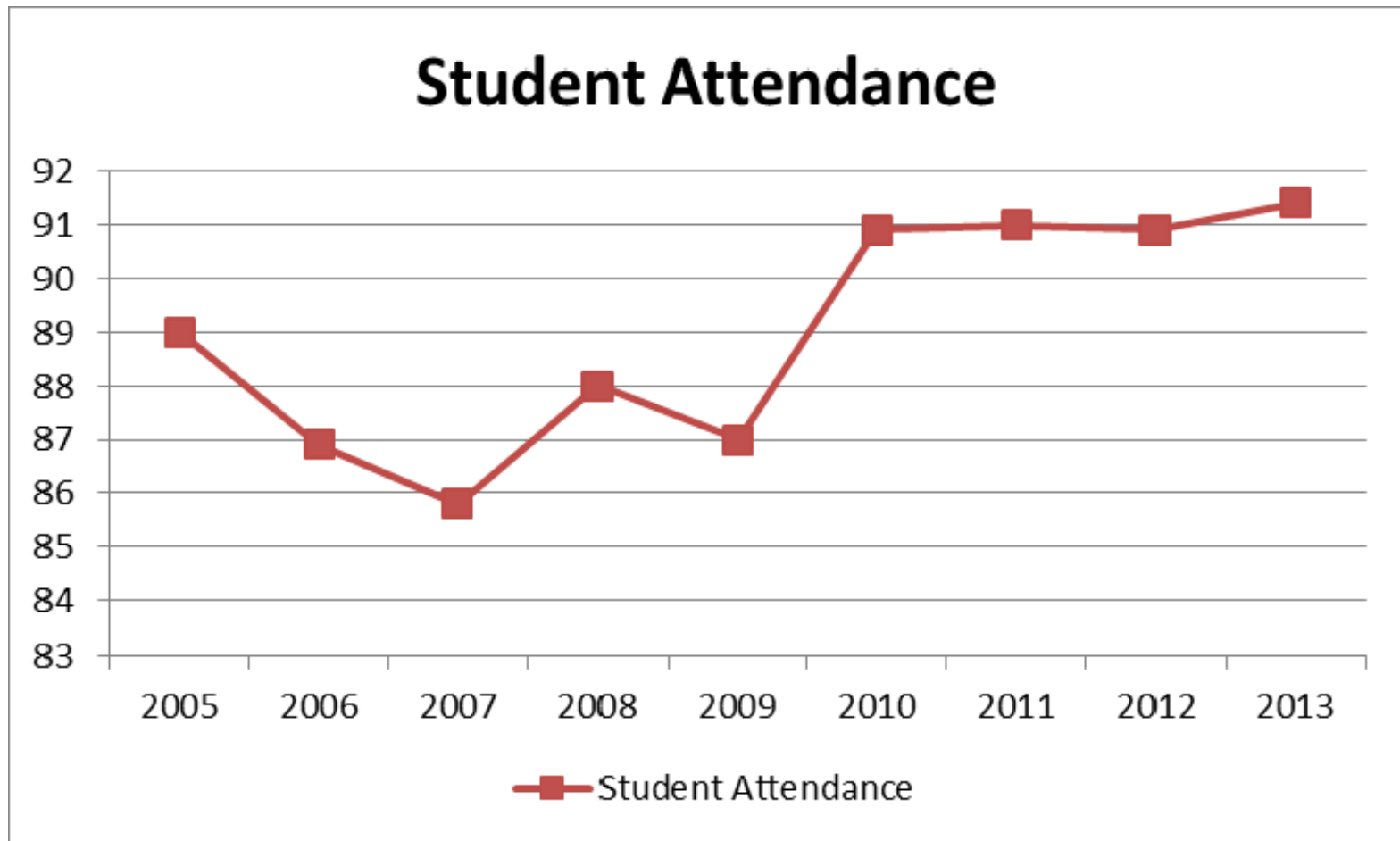


Parramatta High School

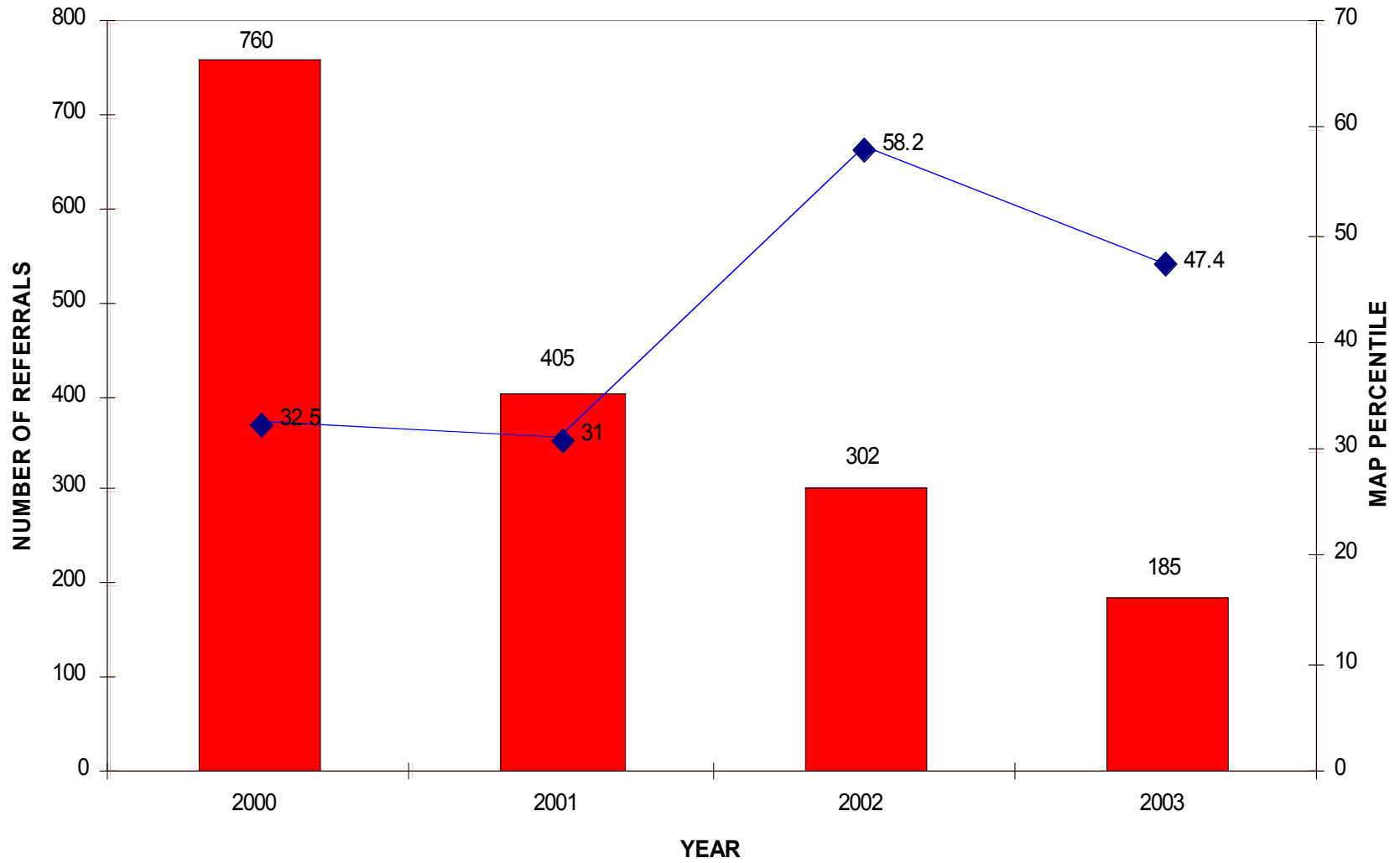
Suspensions 2005-2013



Parramatta High School



BALLWIN ACHIEVEMENT PBS



Office Referrals Proficient or Advanced on MAP

June 2014

RCT & Group Design PBIS Studies

- Reduced **major disciplinary infractions and aggressive behavior**
- Improvement in 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**

Bradshaw, C.P., K. ...
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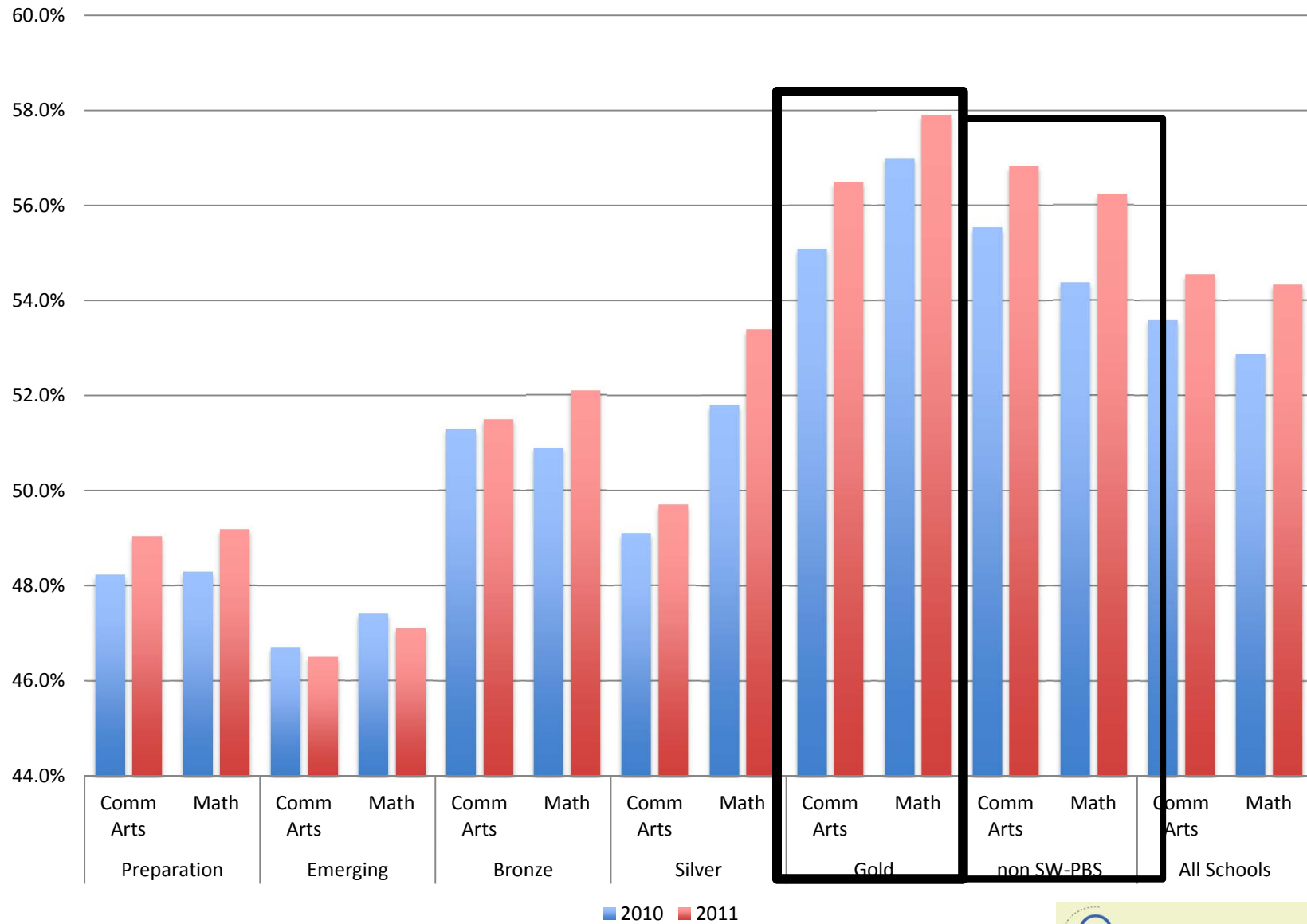
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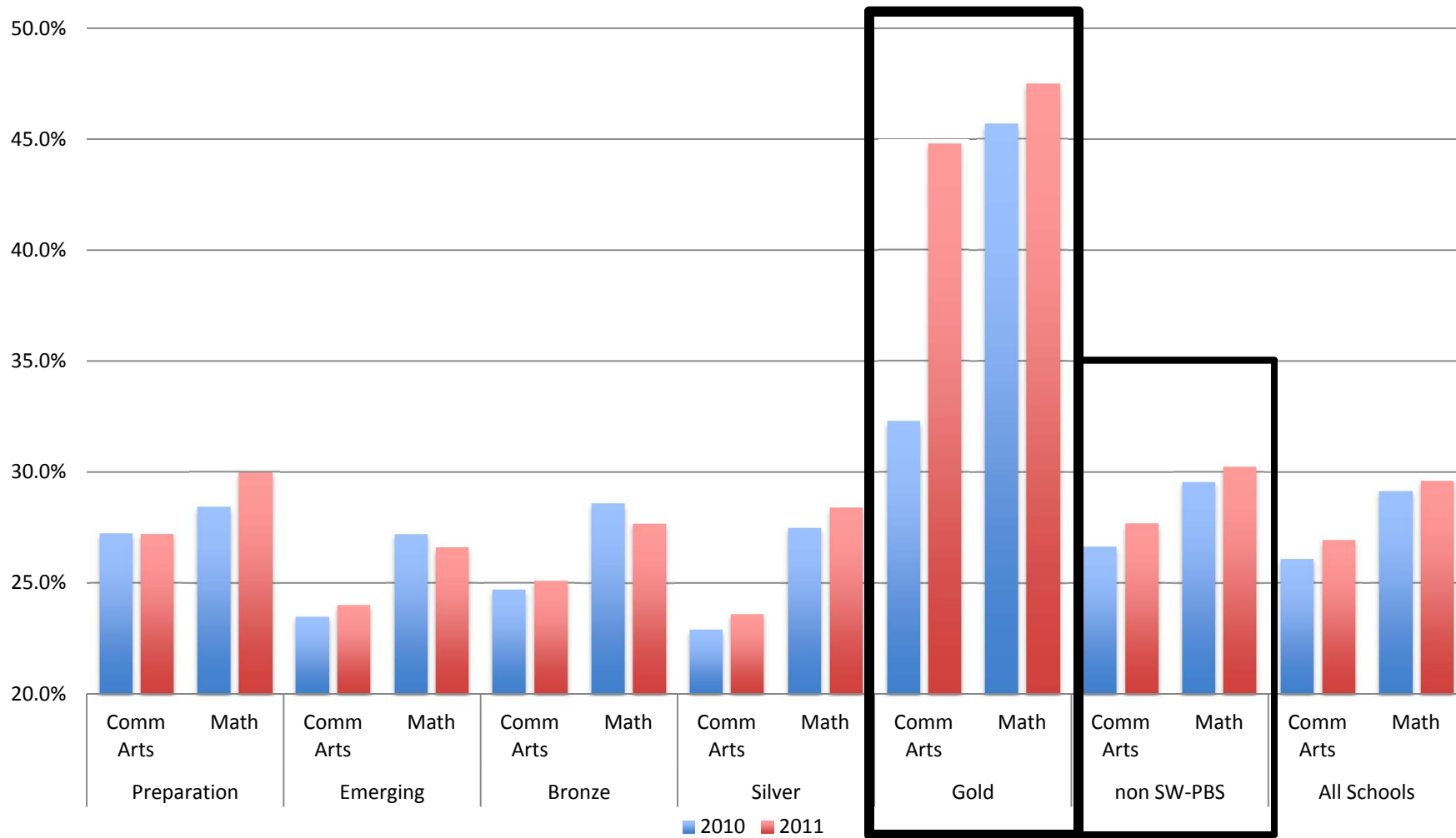
Horne, R. H., Sugar, ...
support. *Focus on Exceptional*

Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). ... Behavioral
Interventions and Supports (SWPBIS) on bullying and peer ... ed controlled
effectiveness trial. *Archives of Pediatrics and Adolescent Medicine*, 116(4), 149-156

MAP Proficiency by SW-PBS Implementation Levels - All Students



MAP Proficiency by SW-PBS Implementation Levels - IEP Students



PBIS and Discipline Disproportionality

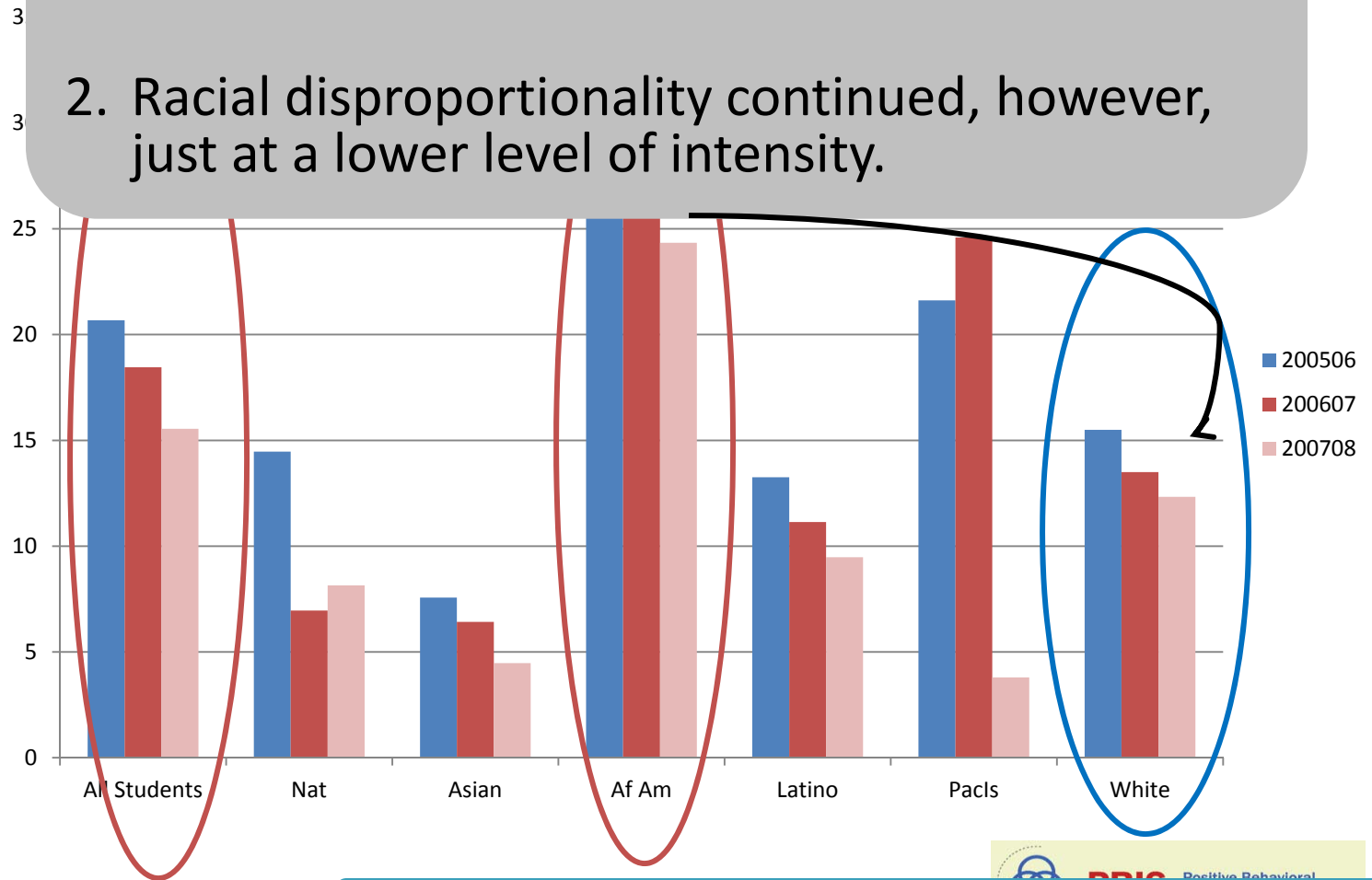
- If schools adopt school-wide PBIS do they demonstrate improved performance for children at risk for discipline disproportionality?

Preliminary Evidence:

When PBIS is implemented

Main Messages:

1. Reduction in ODRs occurred for all ethnic groups
2. Racial disproportionality continued, however, just at a lower level of intensity.

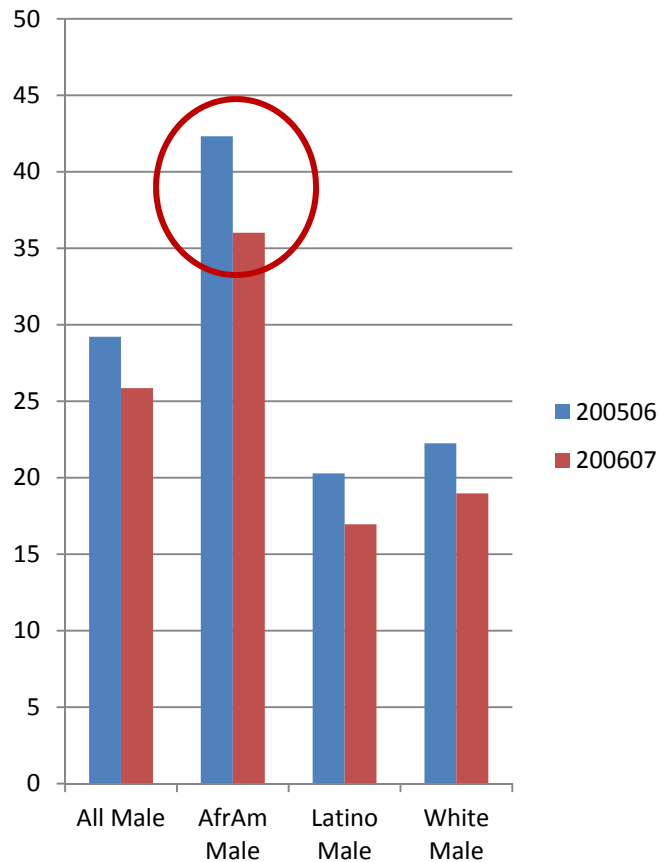


From: Vincent, Cartledge, May & Tobin, 2009

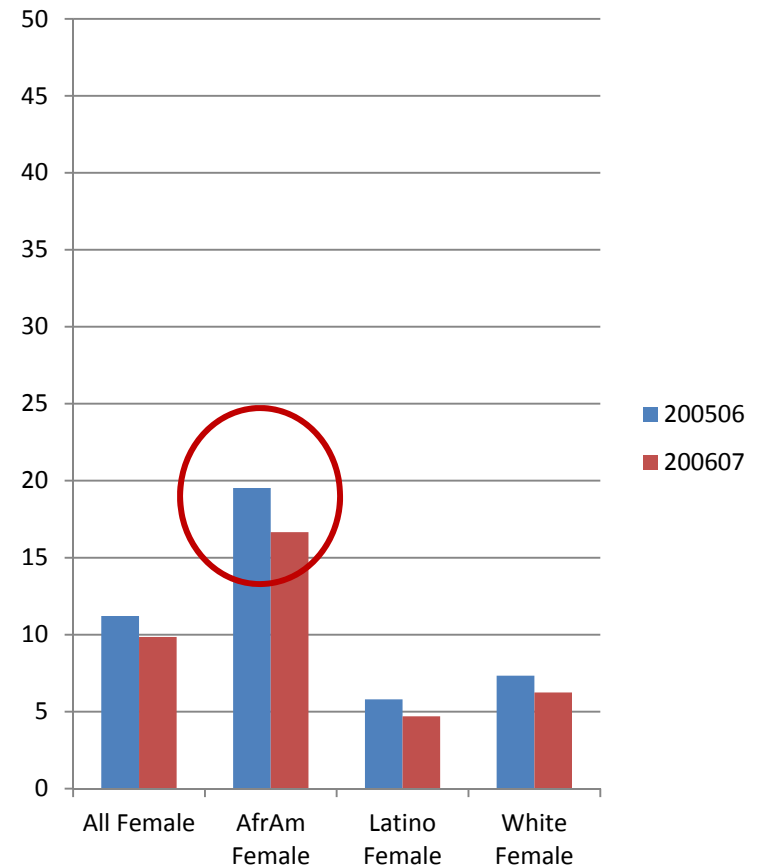
Preliminary Evidence:

When PBIS is linked to reduction in ODRs does reduction occur for students from all ethnic groups?

Male Students with Major ODR/100
Male Students Enrolled
n = 66 schools



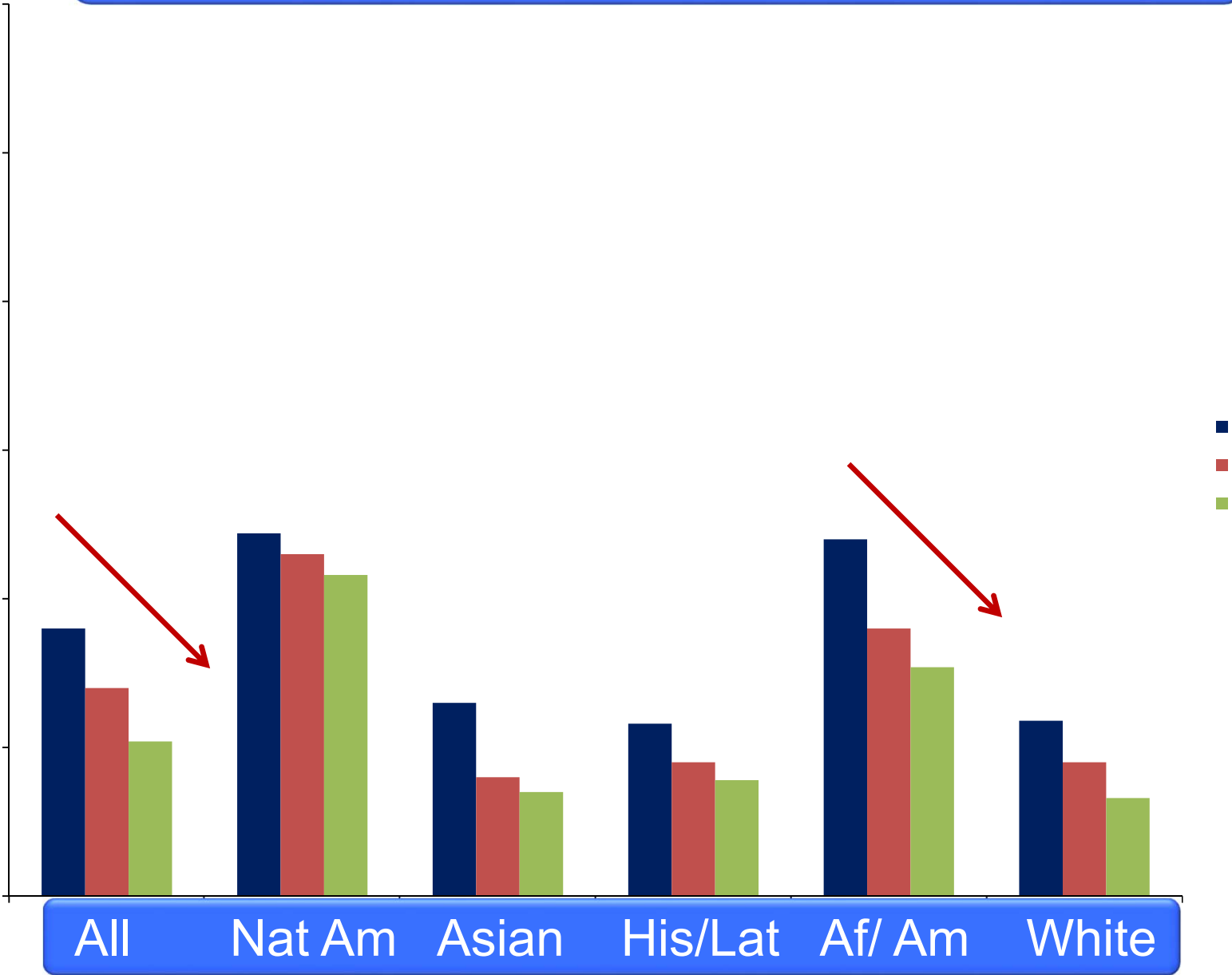
Female Students with Major ODR/100
Female Students Enrolled
n = 66 schools



From: Vincent, Cartledge, May & Tobin, 2009

303 Elementary Schools ODR rates per Ethnicity

ODRs per 100 students per school day



Taking the Problem Solving Process to Scale

Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what doesn't work:
 - Information dissemination alone
 - Training by itself

Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

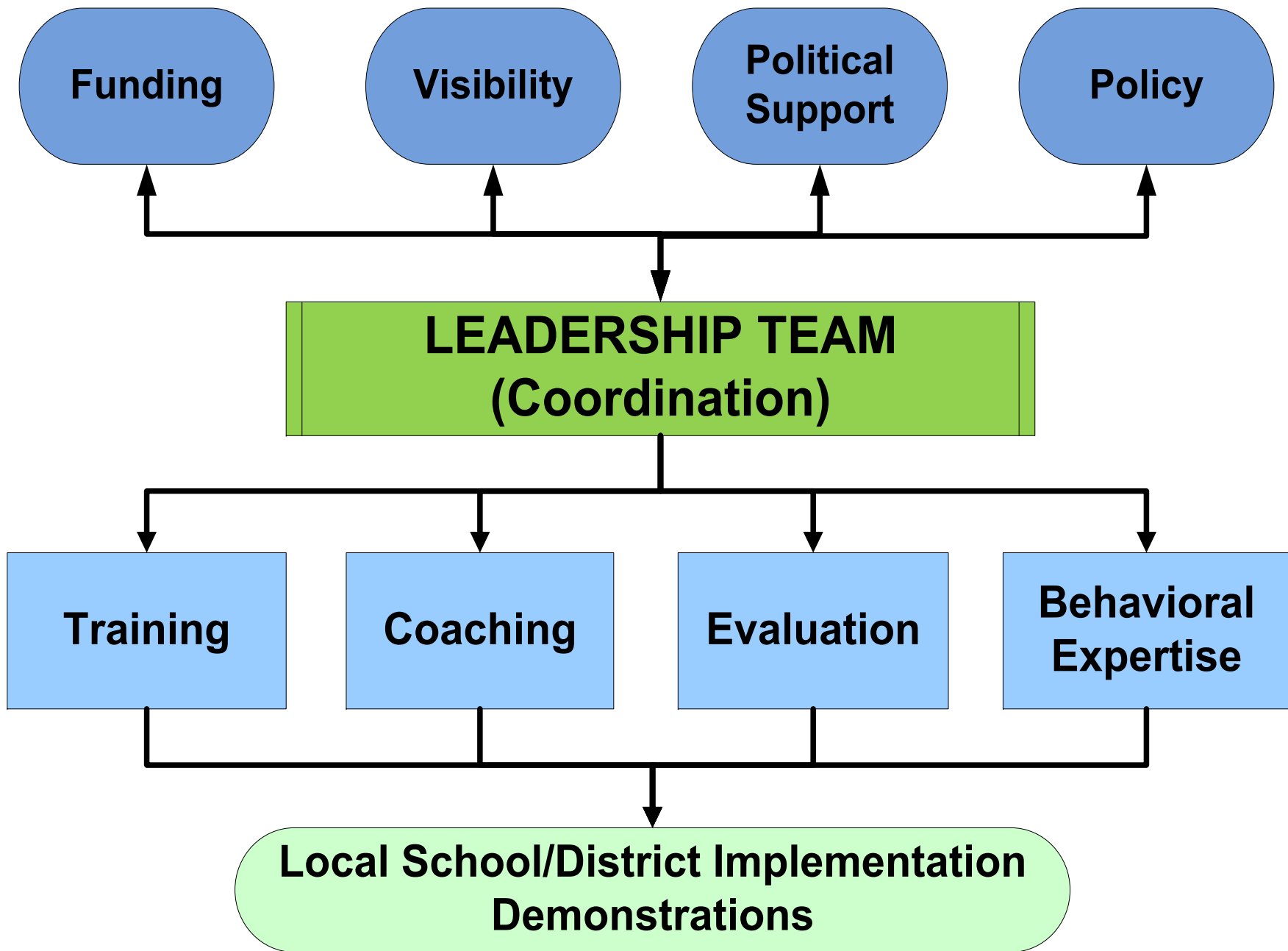
What does work

- *Long term, multi-level approaches*
- *Skills-based training*
- *Practice-based coaching*
- *Practitioner performance-feedback*
- *Program evaluation*
- *Facilitative administrative practices*

Key To Success

Build parallel systemic processes

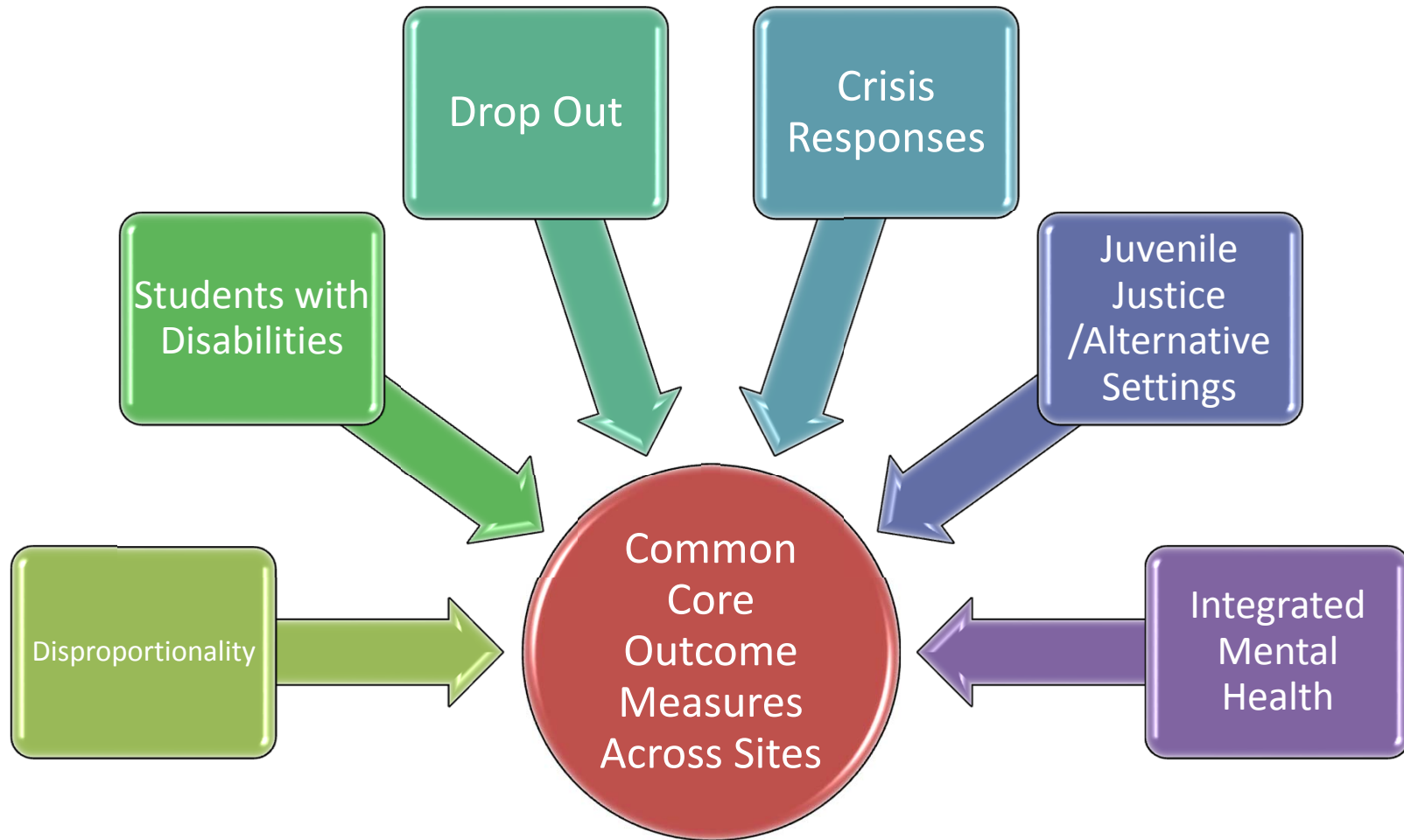
- Provide school teams with a **process** to address the presenting challenge (e.g., problem behavior, drop out, learning to read)
- Develop a parallel **process** for districts/states to support school implementation and continue to expand with integrity (*Blue Prints*)



OSEP Center on PBIS

- First funded in 1998
- Focus = prevention/early intervention and a complete continuum of supports for students with significant behavioral challenges
- Targets = school/district/state leadership teams

Expanded PBIS Center Foci





SWPBIS Tiered Fidelity Inventory

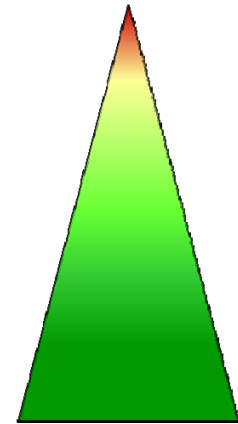
version 2.1



Citation for this Publication

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The Center is supported by a grant from the US Department of Education's Office of Special Education Programs (H326S130004). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.



Available from OSEP TA-
Center www.pbis.org
www.pbisapps.org

No Cost

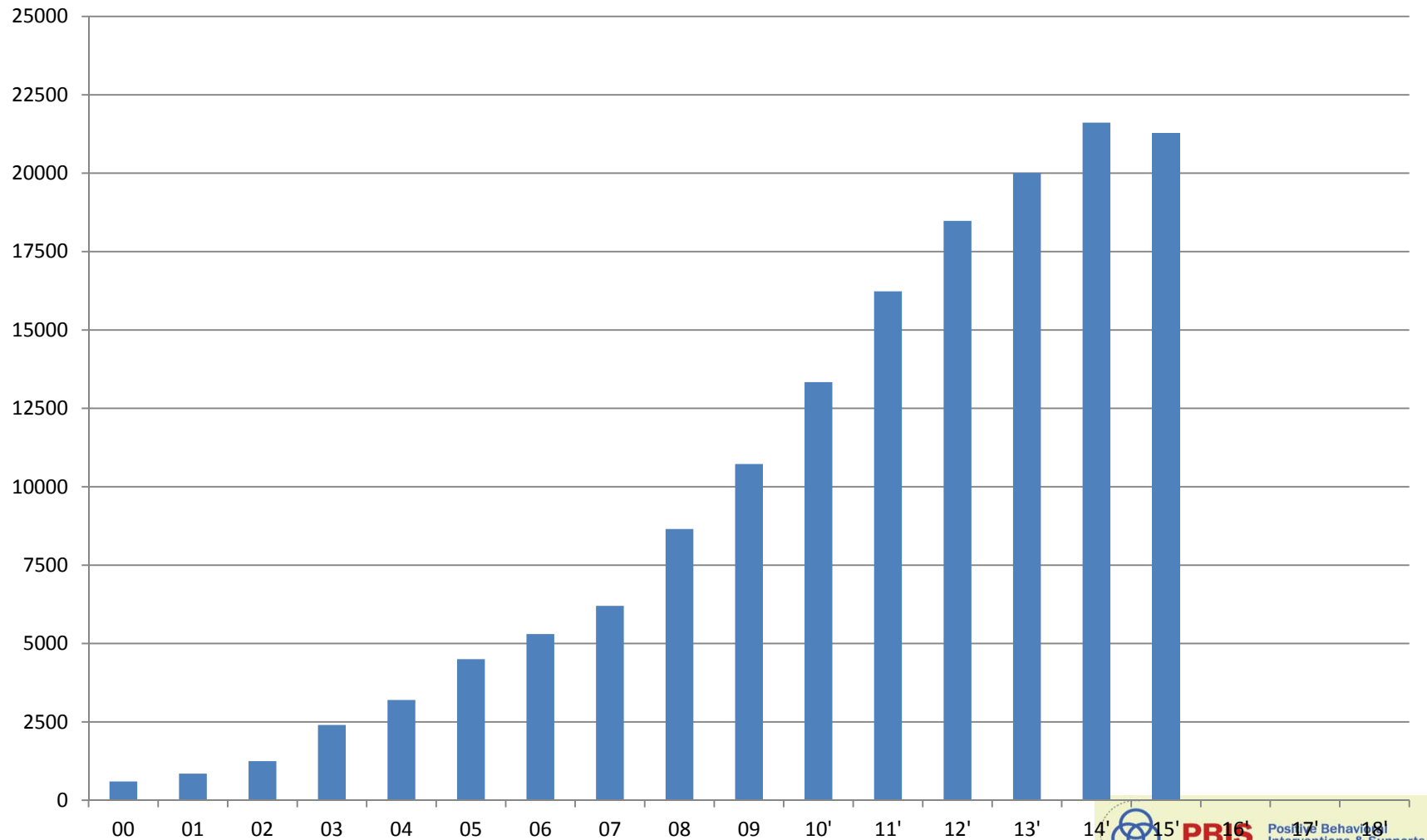
Assessors Training
PowerPoint
and
Assessors Training Video
at www.pbisapps.org



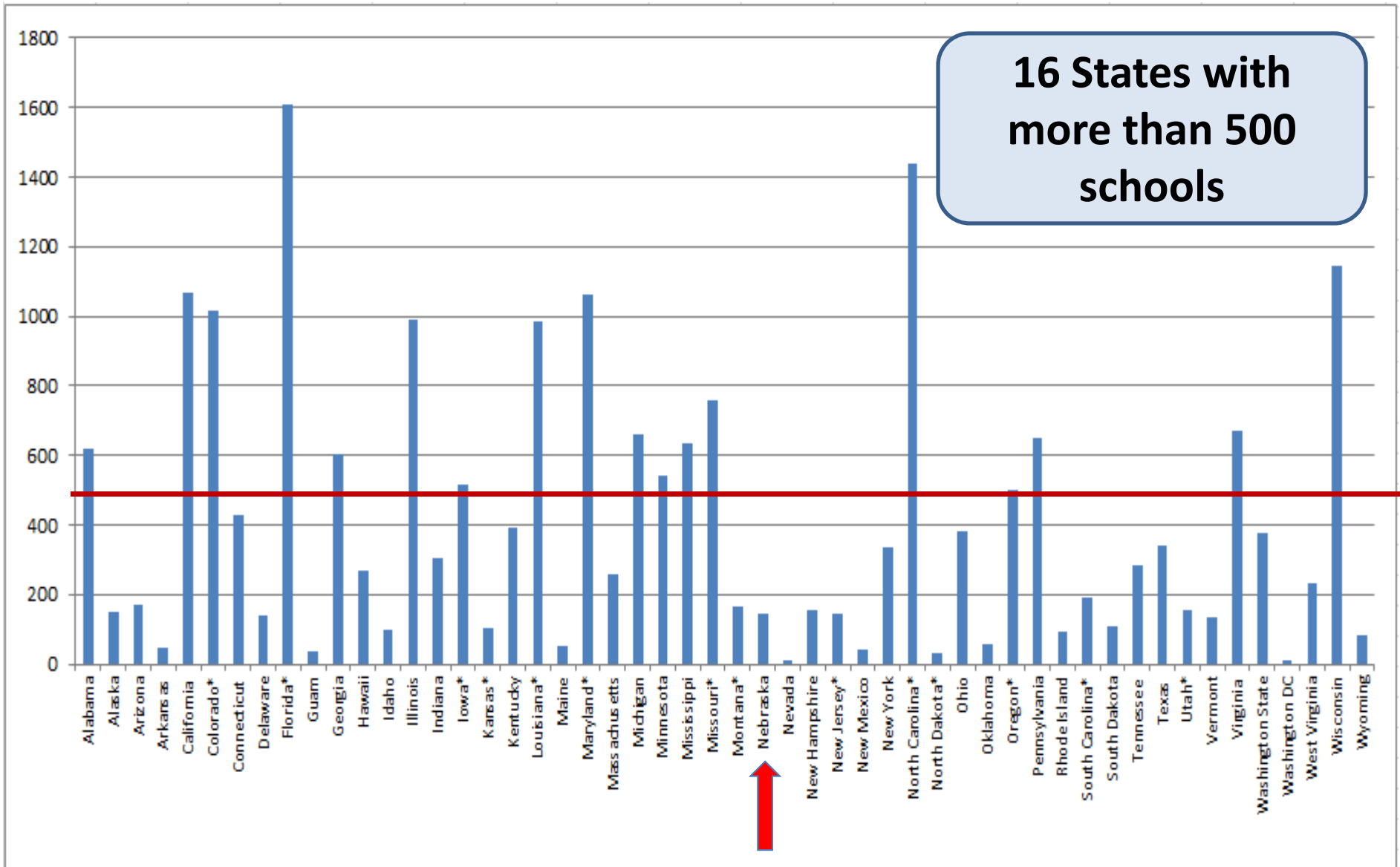
Schools using PBIS

August, 2015

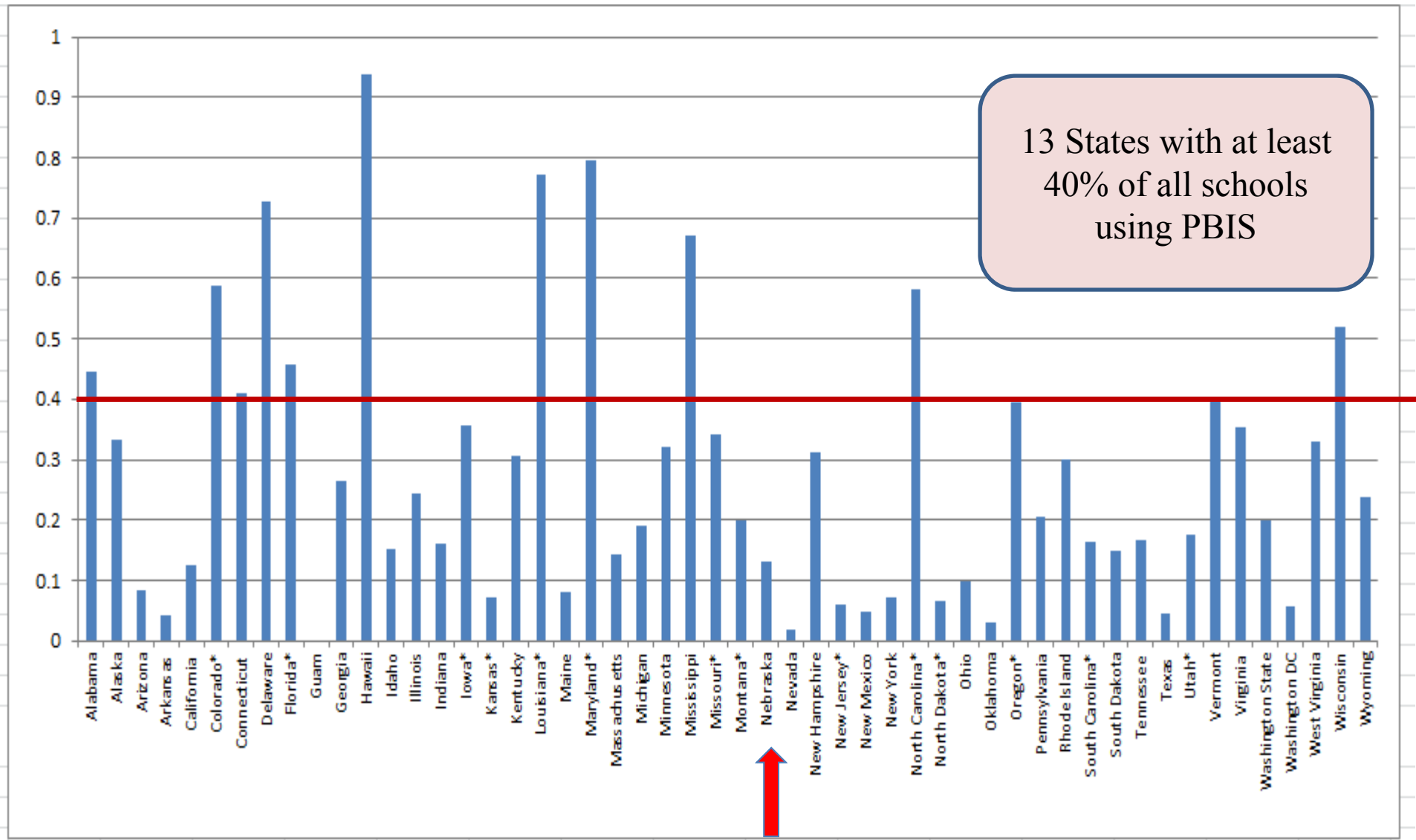
21,278



Number of Schools Implementation SWPBIS (Tier I) by State August , 2015

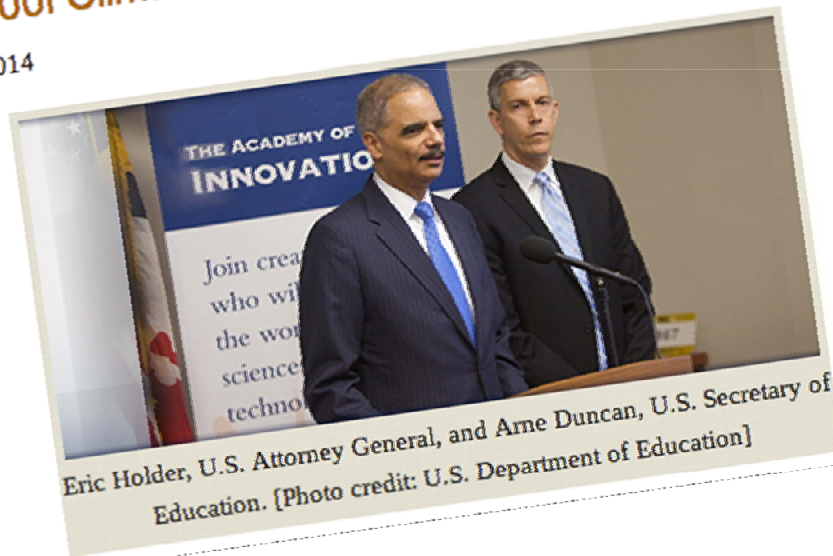


Proportion of Schools Implementing SWPBIS by State August, 2015



The School Climate and Discipline Guidance Package

January 25, 2014



U.S. Department of Education Office for Civil Rights

CIVIL RIGHTS DATA COLLECTION

Data Snapshot: School Discipline

Issue Brief No. 1 (March 2014)

For other data snapshots in the series, visit the CRDC at: www.ocrdata.ed.gov

INSIDE THIS SNAPSHOT: School Discipline, Restraint, & Seclusion Highlights

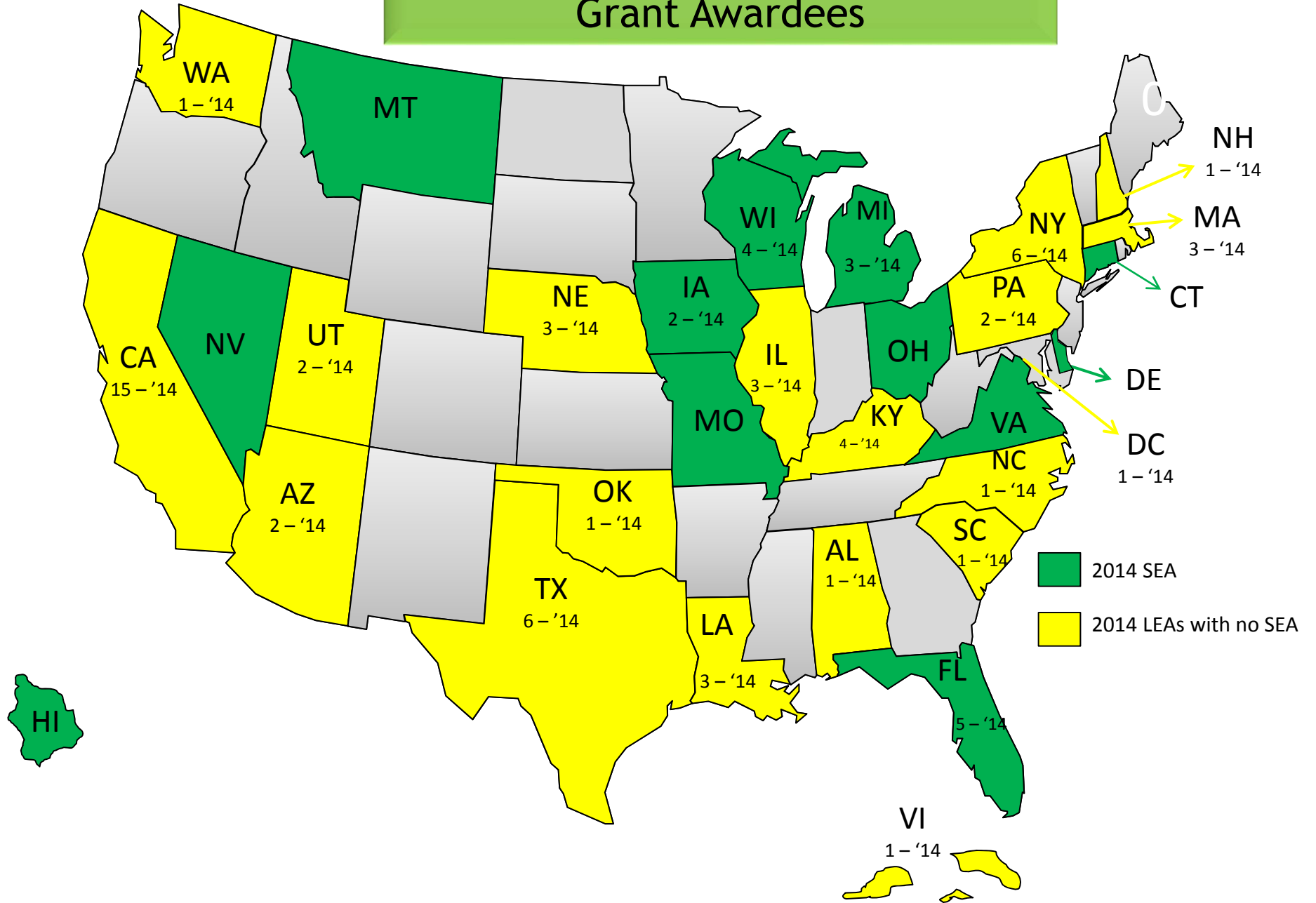
- **Suspension of preschool children, by race/ethnicity and gender (new for 2011-2012 collection):** Black children represent 18% of preschool enrollment, but 48% of preschool children receiving more than one out-of-school suspension; in comparison, white students represent 43% of preschool enrollment but 26% of preschool children receiving more than one out of school suspension. Boys represent 79% of preschool children suspended once and 82% of preschool children suspended multiple times, although boys represent 54% of preschool enrollment.
- **Disproportionately high suspension/expulsion rates for students of color:** Black students are suspended and expelled at a rate three times greater than white students. On average, 5% of white students are suspended, compared to 16% of black students. American Indian and Native-Alaskan students are also disproportionately suspended and expelled, representing less than 1% of the student population but 2% of out-of-school suspensions and 3% of expulsions.



“If we can’t help protect kids and staff, and make them feel safe at school, then everything else we do is secondary... If kids don’t feel safe, they can’t learn. It’s that simple. Through these grants of more than \$70 million, we are continuing our commitment to ensure that kids have access to the best learning experience possible.”

U.S Secretary of Education, Arne Duncan

School Climate Transformation Grant Awardees





October 22-23, 2015

*OSEP Technical Assistance Center
on PBIS 2015 Leadership Forum*

Integrated Multi-Tiered Framework for Educational Success

This two-day forum for school, state, district and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

- PBIS Foundations
- Classroom Applications
- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Aligning Systems
- Juvenile Justice
- Mental Health Integration
- Equity
- Applied Evaluation
- Special Topics

Featuring sessions specifically designed for our Mental Health, Juvenile Justice, and Family/Community Partners!

SAVE THE DATE!

Donald Stephens Convention Center - Rosemont, IL

Visit the Upcoming Events page at www.pbis.org for more information



School-wide Positive Behavior Supports

Tim Lewis, Ph.D..

University of Missouri

*OSEP Center on Positive
Behavioral Intervention & Supports*
pbis.org