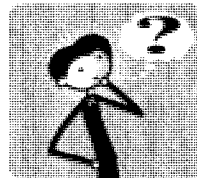


Introduction to School-wide Positive Behavior Support

Agenda

- What is SWPBS?
- How can SWPBS help?



Designing School-Wide Systems for Student Success

Academic Systems

Tertiary Interventions

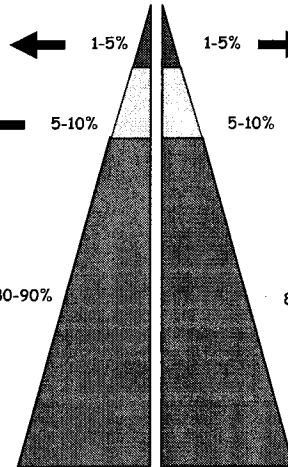
- Individual Students
- Assessment-based
- High Intensity

Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small Group Interventions
- Some Individualizing

Universal Interventions

- All students
- Preventive, proactive



Behavioral Systems

Tertiary Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small Group Interventions
- Some Individualizing

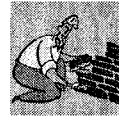
Universal Interventions

- All settings, all students
- Preventive, proactive

What is SWPBS?

- A **team-based process** including a broad range of systemic & individualized strategies for achieving important social & learning outcomes.
- SWPBS is a proactive approach to teach, monitor, and support appropriate school behavior for **ALL** students
- A focus on **preventing** problem behavior of all students at the school-wide, classroom, non-classroom & individual levels.

What is SWPBS?



- Relies on research-based behavioral and instructional principles.
- Recognizes and builds upon the strengths of your school.
- Focuses on the critical link between instruction and desired student behavioral outcomes.
- Data-driven decision making is key to design and sustainability of behavior plan.

What is SWPBS?

- Emphasis on positive climate
- Comprehensive - uses a variety of supports
- Proactive and preventive
- Ultimate purpose of Positive Behavior Support is students achieving

What SWPBS is NOT

- A packaged curriculum
- A quick fix
- Newest, flashiest behavior program
- Just about tangible reinforcers
- Just about discipline
- A special education program
- Just for some of the students

How can SWPBS help?

- Schools implementing SWPBS with fidelity report
 - 20-60% reductions in office discipline referrals
 - Improved faculty/staff satisfaction
 - Improved administrator perceptions of school safety



How can SWPBS help?

- Reducing discipline incidents and office discipline referrals promotes safe, productive school environments
- Proactive school environments increase the likelihood of academic success



Key Elements of School-wide Positive Behavior Support

Guided by effective, research based, behavioral principles.

- Behavioral science allows us to understand problem behavior.
- Behavior can be changed by modifying environmental factors.
- Understanding the situations that trigger problem behavior and the consequences that maintain it will help to create effective solutions to problem behavior.
- Our understanding allows us to teach more socially and appropriate behavior.

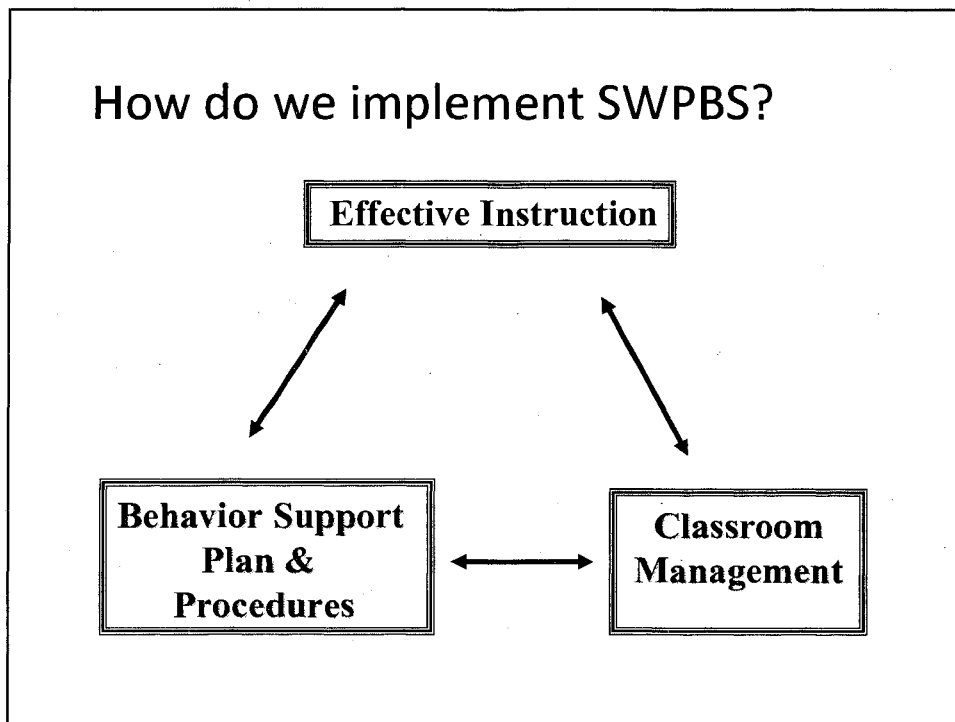
Key Elements of School-wide Positive Behavior Support

- **Create change that is socially significant**
 - Effect all parts of the students day
 - Make changes that last a long time
 - Focus not only on reducing problem behavior but also increasing pro-social behaviors in students. Create environments that foster success in students.

Key Elements of School-wide Positive Behavior Support

- **Develop practical interventions**
 - Based on the collection and analysis of data.
 - fit the problem
 - fit the setting
 - fit the skills
 - fit the culture
 - fit the resources
- **Develop a Positive Reinforcement Program**

How do we implement SWPBS?



Tier 1: School-wide Support

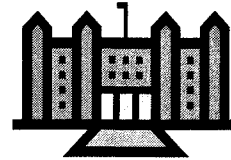
Components

- Develop 3-5 positively stated school-wide expectations
- Teach the behaviors necessary to follow the rules.
- School-wide reinforcement plan.
- Core team meets regularly to monitor, plan, make recommendations and update staff
- Administrator support and involvement
- Data drives decision-making



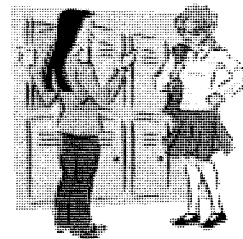
Tier 1: School-wide Interventions

- Target the whole student body
- Proactive, preventive approach
- Well designed rules, routines, and physical arrangements
- Clear expectations in all locations including non-instructional (playground, bus, halls, cafeteria)
- “Everyone knows the rules.”



Tier 2: Targeted Interventions

- For students at-risk
 - Approx. 10-15
- More adult intervention
- Intensified instruction and guided practice
- Increased cues and prompts
- Examples and non-examples of desired behaviors



Tier 3: Intensive Interventions

- For chronic, intense behavior problems
– 3-5%



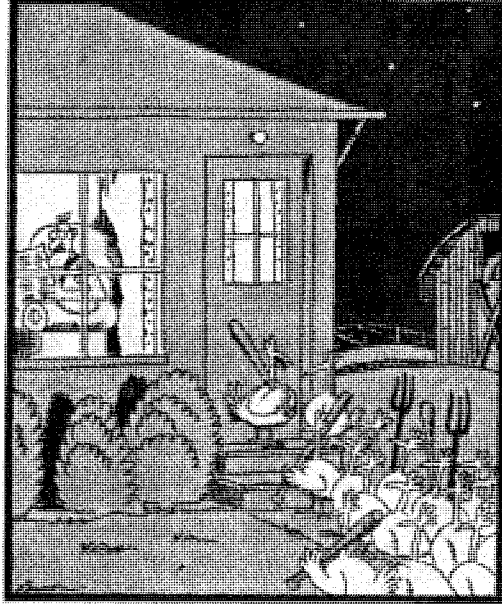
- Intensified assessments and interventions
- When school-wide and targeted interventions are effective, only a small percent need intensive interventions
- Functional Behavior Assessment and Positive Behavior Support Plan

What does a SWPBS School look like?

- 80% of students can state the school rules & give behavioral example
- Positive adult-to-student interactions exceed negative
- Ongoing data collection & team-based planning & implementation
- Administrators are active participants.
- Continuum of behavior support is available to all students



To do
this will
take
courage



"Again? Why is it that the revolution
always gets this far and then
everyone just chickens out?"