School-wide Positive Behavioral Supports (SWPBS): A Tiered System for Improving School Climate

Third Annual Summit on Curriculum, Instruction & Assessment

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Program vs. Framework

PBIS is not a **program**, but a **framework** made up of <u>systemic and individualized</u> strategies for achieving important <u>social and learning outcomes</u> while preventing problem behavior.

OSEP Center on PBIS

SWPBS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

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Starting Point....

- We can create environments to increase the likelihood students learn and behave

- We can create environments that are guided by a core curriculum and implemented with consistency and fidelity

- We can't "make" students learn or behave

SWPBS is about....

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

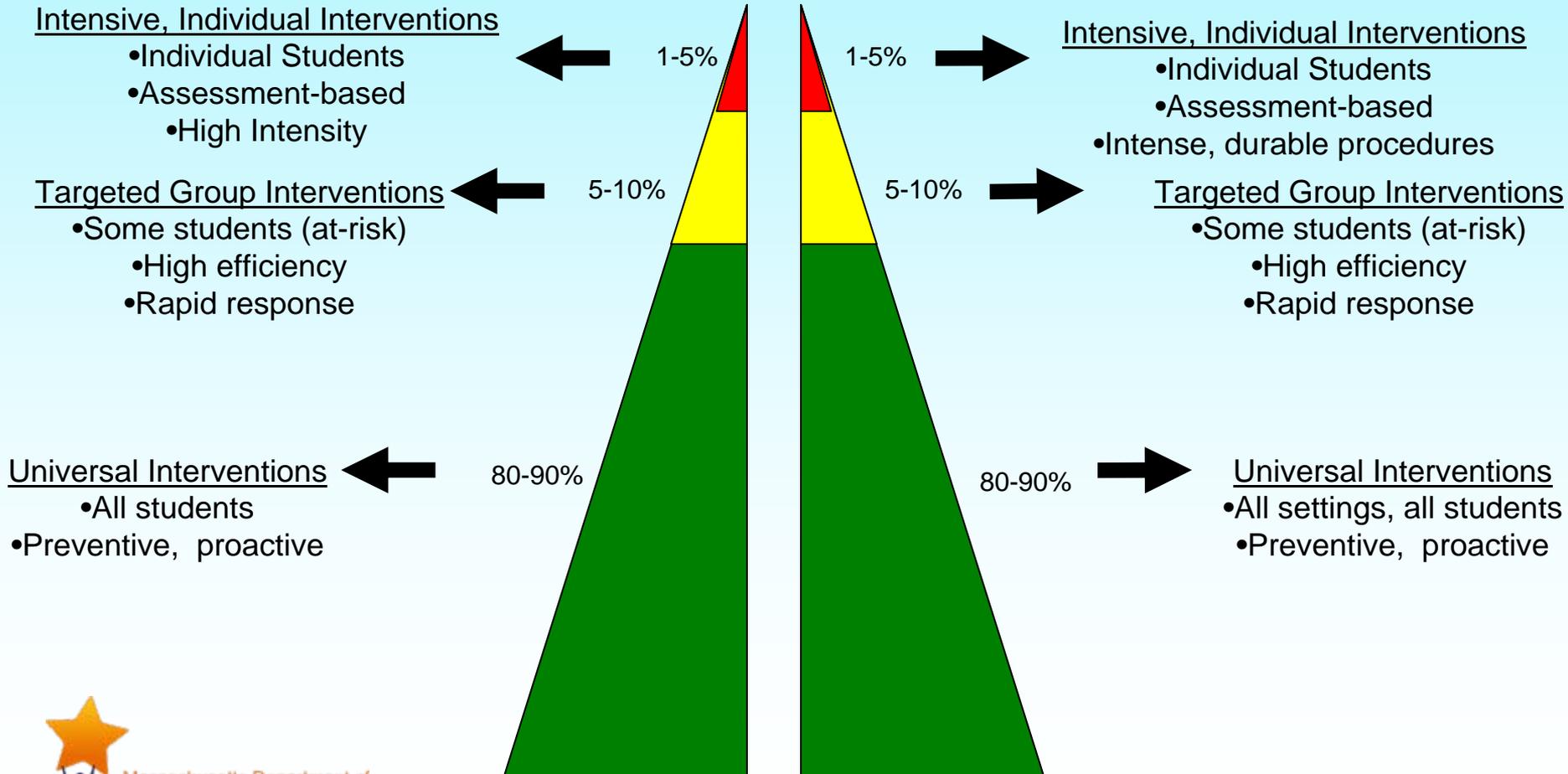Improving support for students w/ EBD
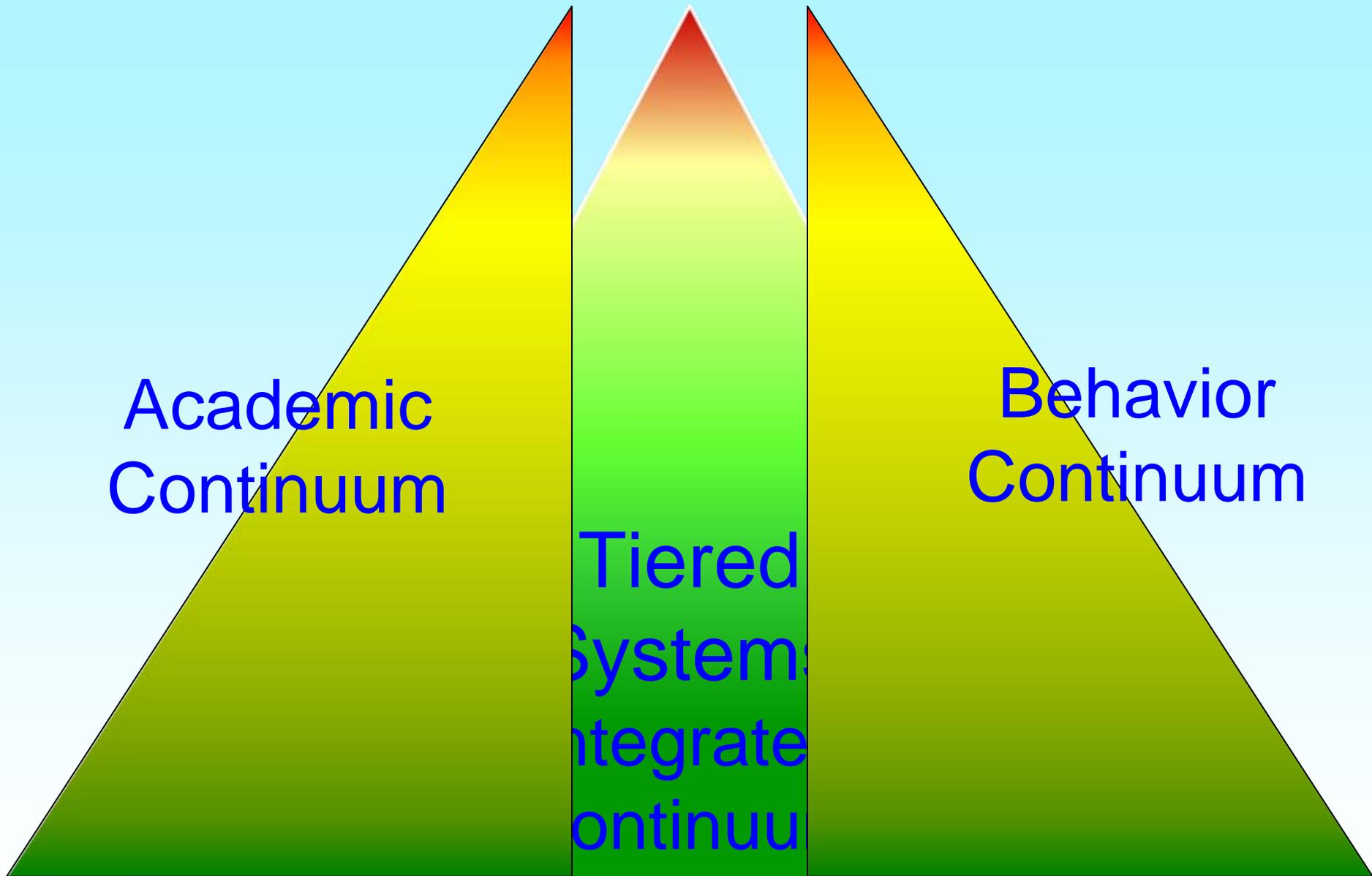
Maximizing academic achievement

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Designing School-wide System for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
  - High Intensity

1-5%

1-5%

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

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

5-10%

5-10%

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

Universal Interventions
- All students
- Preventive, proactive

80-90%

80-90%

Universal Interventions
- All settings, all students
  - Preventive, proactive

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Academic Continuum

Tiered Systems Integrated continuum

Behavior Continuum

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Integrated Elements

Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior
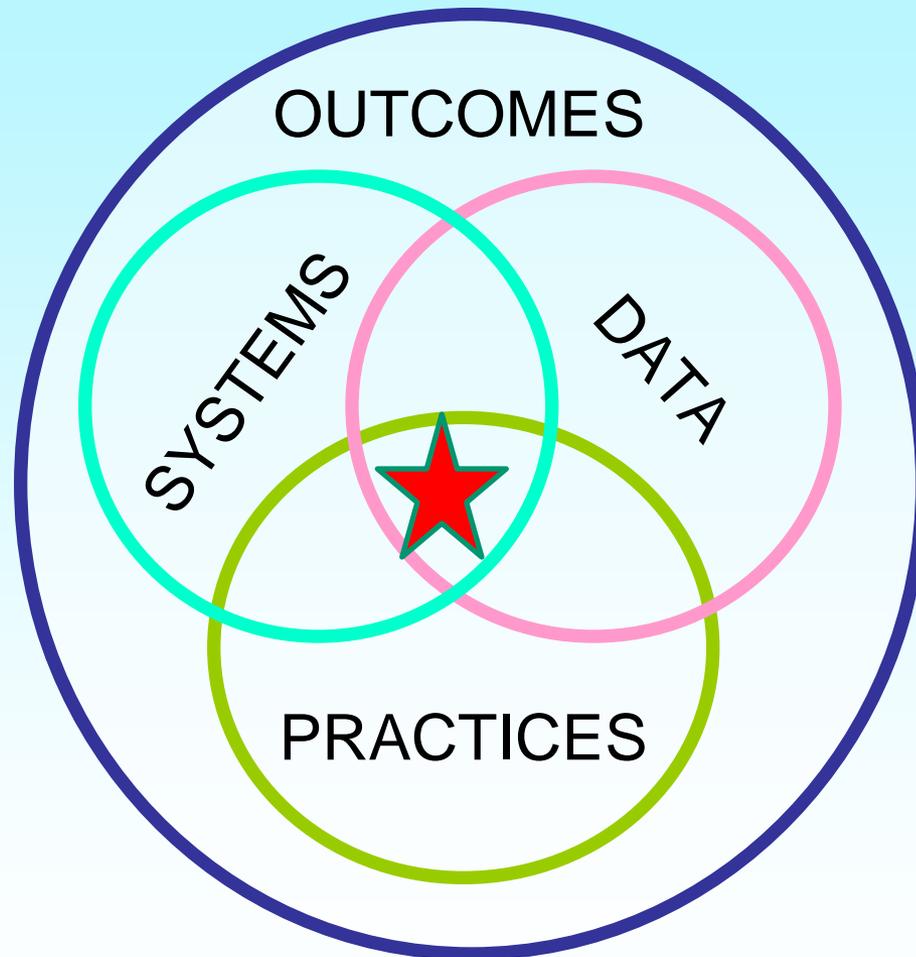
Supporting Decision Making

Supporting Student Behavior

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8

SWPBS Logic!

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

(Zins & Ponti, 1990)

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What is Function Based Support?

- Foundations in behavioral theory, applied behavior analysis, & PBS
- Attention to environmental context
- Emphasis on "purpose" or function of behavior
- Focus on teaching behaviors
- Attention to implementers (adult behaviors) & redesign of teaching & learning environments.

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Examples

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Six Components of SWPBS – Tier 1 at the School Level

- Statement of purpose (Common approach to discipline)

- Clearly defined expected behavior

- Procedures for teaching expected behavior

- Continuum of procedures for encouraging expected behavior

- Continuum of procedures for discouraging problem behaviors

- Procedures for record-keeping and

   decision making

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Few positive SW expectations defined, taught, & encouraged

Example: Expectations Defined

	All Settings	Hallway/ Walkway	Playground	Bathroom	Cafeteria
Respect Ourselves	Be on task Give your best	Walk	Have a plan	Wash your hands Flush	Eat your own food
Respect Others	Share Help others Hands & feet to self	Use whisper voices	Include others Share equipment Take turns	Respect privacy Use whisper voices	Let others join table Use quiet voice
Respect Property	Recycle Clean up Take only what you need	Keep areas clean	Pick up litter Use equipment properly	Keep areas clean Report Problems	Clean up table Stay seated until turn to leave

Data & Outcomes
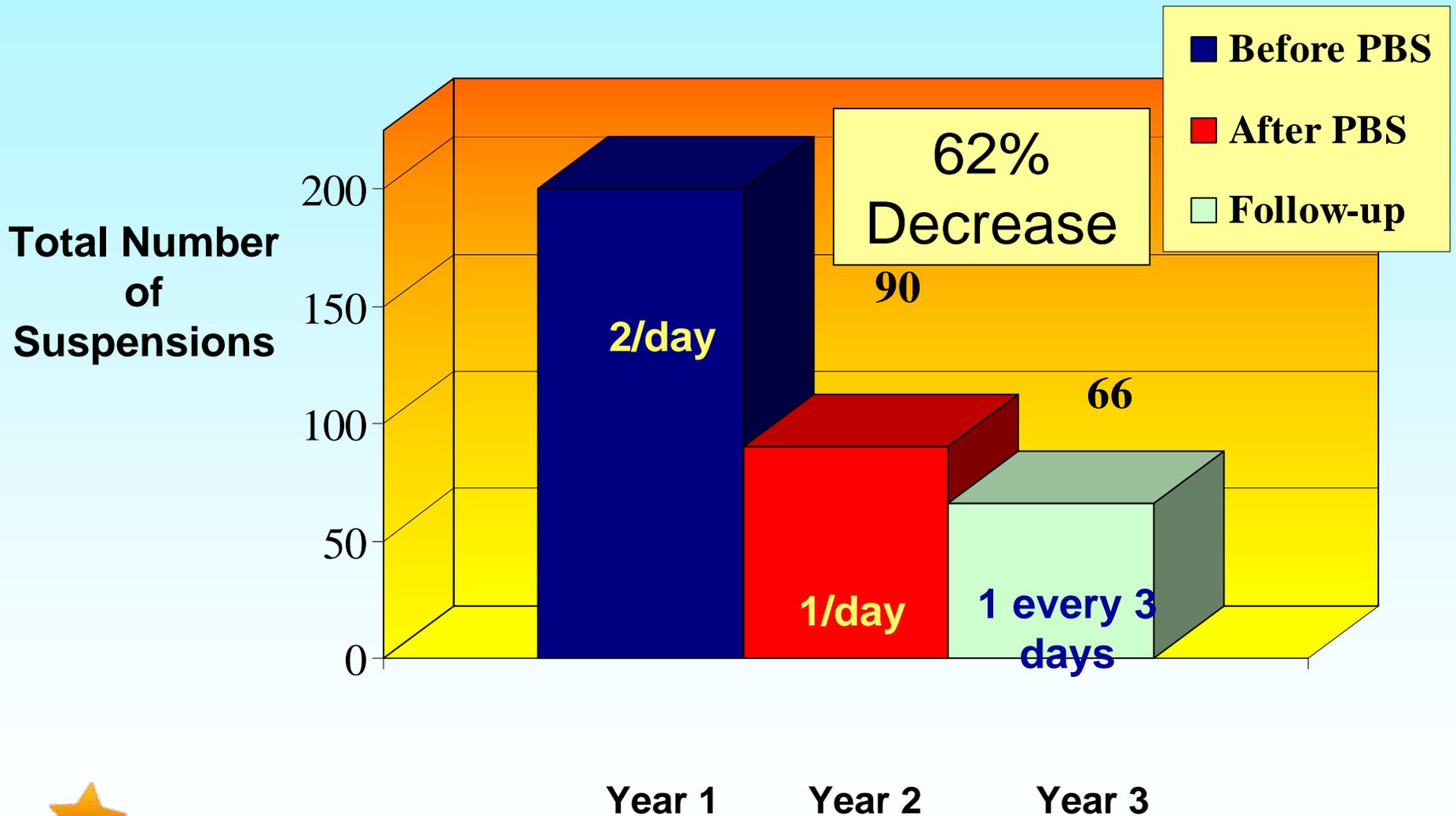
4 Main Data Concerns

Student outcomes

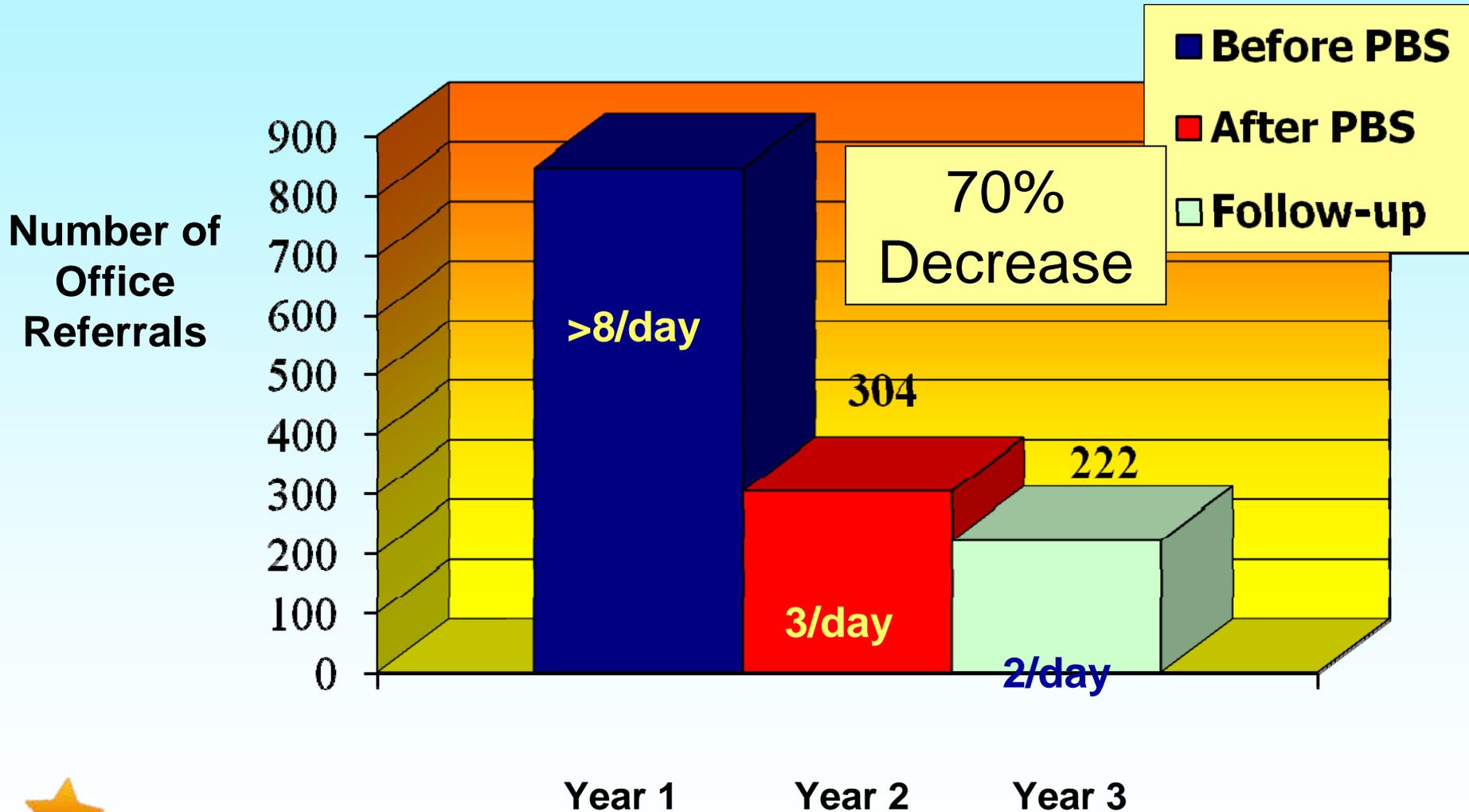Practice selection

Practice implementation

Systems integration

Decrease in Suspensions

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Putnam, Handler, & O'Leary-Zonarich (October, 2002)

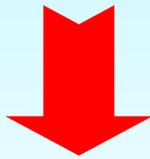# Decrease in Office Referrals

Putnam, Handler, & O'Leary-Zonarich (October, 2002)

Estimated Savings In Time from Year 1 to Year 3

Decrease of 625 referrals + 134 suspensions (*over only HALF the year*)

X

Instructional Time
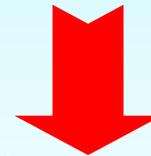
20 minutes/referral & 6 hours/suspension

⬇

60,740 minutes or 1012 hours

⬇

169 days of instruction

Administrator Time

10 minutes/referral & 45 min./suspension

⬇

12,280 minutes or 205 hours

⬇

34 days of administrator time

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Core Values of SWPBS

- Measurable & justifiable outcomes
- On-going data-based decision making
- Evidence-based practices
- Systems ensuring durable, high fidelity of implementation

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www.pbis.org

OSEP Technical Assistance Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

IDEAs that Work

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School-wide PBS Video Clips

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Slides from Training & Conference Presentations
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Home   School   Family   RtI   Community   Evaluation   Research   Links | Search >> |

✅ **Top 5**

Blueprint for SW-PBS Implementers

Bully Prevention in Positive Behavior Support (Middle school version also available)

Video: PBS Makes a Difference: One Family's Story (from National Forum on PBIS 08)

Training Resource: Tertiary Series Training Resource Guide from Illinois PBIS

User Resources: New Team, Parent, and Staff Training Resources and More

OSEP Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

OSEP's TA Center on PBIS is excited to launch our new website. Please note the site is still under development and information will be posted as soon as it becomes available. Should you have any difficultiy locating an item, please contact laura.riffel@pbis.org

Play the Video to Watch Basic SWPBS Features

📅 **Upcoming Events**

▸ **6th International Conference on PBS**
The Expanding World of PBS- Science, Values, and Vision

March 26-28, 2009
Hyatt Regency Jacksonville Riverfront, FL
🔍 view details

🎵 **RSS feeds & Podcast**

▸ PBIS.org offers RSS feeds. The feeds includes headlines, ~~summaries, and links back to~~

For More Information

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