School-wide Positive Behavior Support: Basics

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SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports²

University of Oregon & University of Connecticut

www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

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OVERVIEW OF SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

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“Big Idea”

*Goal is to establish host environments that support adoption & sustain use of evidence-based practices (Zins & Ponti, 1990)*

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**Features of Successful Organizations**

- **Common Vision**
- **Common Language**
- **Common Experience**

**ORGANIZATION MEMBERS**

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**Academic engagement & achievement maximized**

**Respectful & responsible behaviors actively taught & encouraged**

**Rates of rule violating behavior minimized**

**Positive School Climate**

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**Figure 1. Successful Organizations Have Common Purpose, Language, and Experience**

**Figure 2. Features of a Positive School Climate**
### Some Messages

- School environments that are positive, preventive, predictable, relevant & effective (a) are safer, healthier, & more caring; (b) have enhanced learning & teaching outcomes; & (c) can provide continuum of behavior support for all students (See Figure 2).

- “Reducing ethnic overrepresentation is a matter of creating successful school environment for all students & accurately distinguishing disabilities from so-called cultural differences, political influences, & socio economic factors. We must realize that the causes of low academic performance & challenging behavior do not reside solely within the child or family” (Meyer, G. & Patton, J., 2001, p. 12)

- Effective practices are only as good as systems that support adults who use them.

- Durable implementation requires an unwavering & dedicated commitment to “working smarter.”

- Learning & teaching environments must be redesigned to increase the likelihood of behavior intervention plan success

### Problem Behaviors

*Insubordination, noncompliance, defiance, late to class, nonattendance, truancy, fighting, aggression, inappropriate language, social withdrawal, excessive crying, stealing, vandalism, property destruction, tobacco, not ready to learn, drugs, alcohol, failure to turn in homework, bullying, unsafe on bus, minor, repeated minor, unresponsive, teasing, not following directions, disrespectful of authority, contraband, not prepared, inappropriate use of school materials, weapons, harassment 1, harassment 2, harassment 3, unprepared to learn, parking lot violation, inappropriate use of school property, irresponsible, trespassing, disrespectful, disrupting teaching, uncooperative, violent behavior, disruptive, verbal abuse, physical abuse, dress code, other1, other2, other3, etc., etc., etc.*

- Exist in every school
- Vary in intensity

- Are associated w/ variety of contributing variables
- Are concern in every community
## Response Context

Two common and ineffective responses to problem behavior:

1. **Get Tough….Tougher**  
   
   **NO!**

2. **Train-n-Hope approach to systems change**  
   
   **NO!**

*But….false sense of safety/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

*Traditional approach is to….*

- React to identified problem
- Select & add practice
- Hire expert to train practice
- Expect & hope for implementation
- Wait for new problem…. 

The science of human behavior has taught us that students learn better ways of behaving by being taught directly and receiving informative & positive feedback on their performance.

- Organize Team
- Review data
- Analyze, describe, & prioritize problem within context
- Specific measurable outcomes
- Select evidence based practice
- Provide supports for accurate sustained adoption & implementation
- Monitor practice implementation & progress toward outcome
School-Based Responses to Antisocial Behavior

The PROBLEM ISN’T that we don’t have the technology to respond to the challenges of problem student behavior.

1. The problem IS that we have been unable to “fit” the technology to the problem context....we lack a clear understanding of the process for implementing effective behavior support.

2. The “Challenge” is creating “host environments” to support the use of preferred/effective practices

Features of a SOLUTION

1. Key Activities for Improving School Organization to Address Antisocial Behavior (Guerra & Williams, 1996, p. 50)
   - Selecting schools based on willingness to participate and high commitment to the project, particularly by principal and teachers.
   - Providing intensive training of key personnel.
   - Incorporating a school-wide reward structure based on positive incentives rather than negative sanctions.

2. Key Activities for Social Development Programs (Guerra & Williams, 1996, p. 33)
   - Using programs that are comprehensive in scope and include multiple components (self-control, social skills, etc.).
   - Emphasizing changing individual and community norms about violence and appropriate behaviors.
   - Sensitivity to cultural differences in social interaction patterns and styles.
   - Providing practice in real-life situations and providing rewards for positive behavior.
   - Using multiple instructional techniques such as role-playing, modeling, direction information and feedback.
3. Implementation fidelity is enhanced by considering the following (Payne, Gottfredson, & Gottfredson, 2006; p. 236):

- “Programs with clear and explicit materials are likely to be better implemented”

- “Schools that engage in local planning process are likely to better implement programs,” including
  - “Having school insiders initiate program selection and implementation;
  - Having these insiders examine many information sources before choosing a program;
  - Choosing a program that has been developed by external researchers; and
  - Participating in a large amount of high quality training.”

- “Schools with greater program development capacity, better teacher-principal communication, and higher amenability for and fewer obstacles to implementation will create a school community that is better able to implement the chosen program.”

- “Schools that integrate the chosen program into normal school activities are likely to experience higher levels of program implementation, most likely due to a more widespread adoption of the program within the school.”

- “Schools that have more supportive principals are more likely to have higher implementation intensity, as these principals provide direction, coaching, and encouragement to program personnel.”
### Features of the School-Wide “PBS” Approach

**PBS is a systems approach** to enhancing the capacity of schools to educate all students, especially students with challenging social behaviors, by establishing (a) clearly defined outcomes that relate to academic and social behavior, (b) systems that support staff efforts, (c) practices that support student success, and (d) data utilization that guide decision making (Figure 3).

**PBS is** a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. PBS is an integration of (a) valued outcomes, (b) science of human behavior, (c) validated procedures, & (d) systems change (Figure 4).

1. It is a proactive systems approach to school-wide discipline designed to be responsive to current social and educational challenges.

2. It is based on three levels of prevention (a) primary, (b) secondary, and (c) tertiary (Figure 5).

3. It is not a curriculum, discipline package, or product,….but a process for individualized and sustained decision making, planning, and problem solving.

4. It has an instructional focus where emphasis is placed on (Figures 7 & 8)
   - Teaching behavioral expectations directly.
   - Teaching social behaviors like academic skills (Figure 9).
   - Maximizing academic engagement and success.
   - Considering the influence of instructional support.

5. It is based on empirically sound practices and applications in schools. Research that is trustworthy, accessible, and usable.

6. It uses data to guide intervention and management decisions.

7. It increases the contextual fit between the problem context and what we know works.

8. It establishes a continuum of instructional and social behavior support (Figure 5 & 6).
Main Messages

STUDENT ACHIEVEMENT

Good Teaching
Behavior Management

Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems

Figure 7. Student Achievement, Teaching, and Behavior Management

Figure 8. Indicators and Practices Related Academic and Social Success
### Part of solution...

- Increase investment in systems & practices of prevention of problem behavior for all students
- Pay attention to systems that support adoption & sustained use of evidence-based practices

### What are the goals of a school-wide PBS approach?

- Select & adapt technologies that are more effective, efficient, & relevant than reactive practices
- Arrange opportunities to teach & practice evidence-based technologies
- Remove conditions that occasion & maintain undesirable practices
- Increase conditions that occasion & maintain desirable practices
- Remove aversives that inhibit desirable practice
- Establish environments & routines that support continuum of positive behavior supports

### What are basic steps in implementation of a school-wide PBS approach? (Figure 10)

1. Establish leadership team (Figure 10a, 11, & 11)
2. Secure SW agreements & supports (Figure 10b & 10c)
3. Establish evidenced-based action plan (Figure 10d & 13)
4. Arrange for sustained & high accuracy implementation (Figure 10e)
5. Conduct formative data-based decision-making (Figure 10f)
What do we know about what works?

2001 Surgeon General’s Report on Youth Violence recommendations that school and communities

- Establish “intolerant attitude toward deviance”
  - Break up antisocial networks…change social context
  - Improve parent effectiveness

- Increase “commitment to school”
  - Increase academic success
  - Create positive school climates

- Teach & encourage individual skills & competence

School-based Mental Health & SWPBS


• “The current impact of ‘school-based prevention and youth development programs’ is limited because of insufficient coordination with other components of school operations and inattention to implementation and evaluation factors necessary for strong program impact and sustainability” (p. 466).

• “School-based prevention and youth development interventions are most beneficial when they simultaneously enhance students’ personal and social success, as well as improve the quality of the environments in which students are educated” (p. 467)

• Emphasis on
  • Teaching children social skills directly in real context
  • “Fostering respectful, supportive relations among students, school staff, & parents”
  • Supporting & reinforcing positive academic & social behavior through comprehensive systems
  • Investing in multiyear, multicomponent program
  • Combining classroom & school- & community-wide efforts
  • Precorrect & continue prevention efforts

Invest in Building Capacity for Sustainable and Expandable Implementation (Figure 12 & 15)
Teaching Academics & Behaviors

- **DEFINE** Simply
- **MODEL**
- **PRACTICE** In Setting
- **ADJUST** for Efficiency
- **MONITOR & ACKNOWLEDGE** Continuously

**Figure 9. Teaching Academic & Social Behavior**

**Figure 10. PBS Implementation Flowchart**

**Figure 10a. Teaming Features**

**Figure 10b. Teaming Matrix**

**Figure 10c. Agreements & Supports Features**

**Figure 10d. Data-based Action Plan Features**

### Sample Teaming Matrix

<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>All students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal All</td>
</tr>
<tr>
<td>Character Education</td>
<td>Improve character</td>
<td>Improve character</td>
<td>All students</td>
<td>Junior, J.R., Claire</td>
<td>Goal All</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
<td>Not for me</td>
<td>Goal All</td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Improve school spirit</td>
<td>Improve school spirit</td>
<td>All students</td>
<td>Not for me</td>
<td>Goal All</td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavioral referrals</td>
<td>Increase office referrals</td>
<td>All students</td>
<td>April, Anthony, Student, Officer</td>
<td>Goal All</td>
</tr>
<tr>
<td>DARE Committee</td>
<td>Prevent drug use</td>
<td>Prevent drug use</td>
<td>Dick</td>
<td>Goal All</td>
<td>Goal All</td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance academic engagement, improve behavior</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Claire, Zeke</td>
<td>Goal All</td>
</tr>
</tbody>
</table>

### 3-4 Year Commitment

- **Top 3 School-Wide Initiatives**
- **Coaching & Facilitation**
- **Agreements & Supports**
- **Dedicated Resources & Time**

### 3-Tiered Prevention Logic

- **Self-Assessment**
- **Existing Discipline Data**
- **Multiple Systems**

### Efficient Systems of Data Management

- **Team-based Decision Making**
- **Evidence-Based Practices**

### Data-based Action Plan

- **Evaluation**
- **Implementation**

### Figure 10c. Agreements & Supports Features

- **3-4 Year Commitment**
- **Coaching & Facilitation**
- **Agreements & Supports**
- **Dedicated Resources & Time**

### Figure 10d. Data-based Action Plan Features

- **Self-Assessment**
- **Existing Discipline Data**
- **Multiple Systems**
- **Team-based Decision Making**
- **Evidence-Based Practices**
- **Data-based Action Plan**
Team Managed Staff
Acknowledgements
Continuous Monitoring
Staff Training & Support
Administrator Participation
Effective Practices

Relevant & Measurable Indicators
Efficient Input, Storage, & Retrieval
Effective Visual Displays
Continuous Monitoring
Regular Review
Evaluation

Figure 10e. Implementation Features
Figure 10f. Evaluation Feature

LEADERSHIP TEAM
SCHOOL-WIDE
Build Data System
Establish measurable outcome
Collect, analyze, & prioritize data
Monitor implementation & progress
Implement

Ensure efficient, accurate, & durable implementation

Select evidence-based practice

Enhanced PBS Implementation Logic

Figure 11. PBS Team Implementation Logic

PBS Systems Implementation Logic

Leadership Team
Active Coordination
Funding
Visibility
Political Support
Training
Coaching
Evaluation

Local School Teams/Demonstrations

Figure 12. PBS Systems Implementation Logic
**Figure 13 PBS Systems and Practices**

<table>
<thead>
<tr>
<th>School- &amp; Classroom-wide Systems</th>
<th>Effective Classroom Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Clear set of positive expectations &amp; behaviors</td>
<td>a. Classroom-wide positive expectations taught &amp; encouraged</td>
</tr>
<tr>
<td>3. Procedures for teaching expected behavior</td>
<td>b. Typical classroom routines &amp; cues taught &amp; encouraged</td>
</tr>
<tr>
<td>4. Continuum of procedures for encouraging expected behavior</td>
<td>c. Ratio of 6-8 positive to 1 negative adult-student interaction</td>
</tr>
<tr>
<td>5. Continuum of procedures for discouraging inappropriate behavior</td>
<td>d. Active supervision</td>
</tr>
<tr>
<td>6. Procedures for on-going monitoring &amp; evaluation</td>
<td>e. Redirections for minor, infrequent behavior errors</td>
</tr>
<tr>
<td>7. Adoption of evidenced-based instructional &amp; behavior practices &amp; systems</td>
<td>f. Frequent precorrections for chronic behavior errors</td>
</tr>
<tr>
<td></td>
<td>2. Instructional &amp; curricular management</td>
</tr>
<tr>
<td></td>
<td>a. Selection</td>
</tr>
<tr>
<td></td>
<td>b. Modification &amp; design</td>
</tr>
<tr>
<td></td>
<td>c. Presentation &amp; delivery</td>
</tr>
<tr>
<td></td>
<td>3. Environmental management</td>
</tr>
</tbody>
</table>
Nonclassroom Systems

1. Positive expectations & typical routines taught & encouraged
2. Active supervision by all staff
   a. Scan
   b. Move
   c. Interact
3. Precorrections & reminders
4. Positive reinforcement

Individual Student Systems
(Targeted & Intensive) Figure 14

1. Behavioral competence at school & district levels
2. Function-based behavior approach
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

Behavior Support Elements

- Problem Behavior
- Functional Assessment
- Intervention & Support Plan
- Implementation support & Data plan
- Continuous improvement & Sustainability plan
- Impact on Behavior Lifestyle

*Response class
*Routine analysis
*Hypothesis statement
*Function
*Alternative behaviors
*Competing behavior analysis
*Contextual fit
*Strengths, preferences, & lifestyle outcomes
*Evidence-based interventions

Figure 14 Elements of a Function-based Approach

Figure 15. Continuous Regeneration for Sustained an Expanded Implementation
To Conclude....

- Create continuum of behavior supports from a systems perspective
- Focus on behavior of adults
- Establish behavioral competence
- Utilize effective, efficient, & relevant data based decision making systems
- Give priority to academic success
- Invest in empirically validated practices
- Teach & acknowledge behavioral expectations
- Work from a person-centered, function-based approach
- Arrange environment for “working smarter” (Carnine & Kame’enui, 1998)
“Working Smarter”

• Do less, but better

• Invest in clear outcomes

• Invest in sure thing

• If effective, efficient, & relevant, commit to long term

Supporting References

See “Selected PBS Related References” at www.PBIS.org