



PENNSYLVANIA POSITIVE BEHAVIOR SUPPORT

Establishing District Level Support and School Readiness for SWPBIS Implementation



What is PBIS?

- *Positive Behavioral Interventions and Support* is the science of building effective environments that teach and encourage appropriate behaviors to replace the use of inappropriate behavior.



Positive Behavioral Interventions and Supports

PBIS:

the science of building effective **environments** that teach and encourage appropriate behaviors to **replace** the use of inappropriate behavior.

Schoolwide PBIS:

the application of PBIS to the whole school. Thus, it is a broad range of **systemic and individualized strategies** for achieving important **social and learning outcomes** while preventing problem behavior with **all** students. It is a school discipline and positive school climate model.

Schoolwide PBIS is...

- A team-based process
- A framework
- Data driven
- Evidence-based
- Proactive and Preventative
- Universal and Targeted
- Best practice
- A culture change
- Staff-directed
- A continuum of support
- Creating effective learning environments by using the “science of behavior”

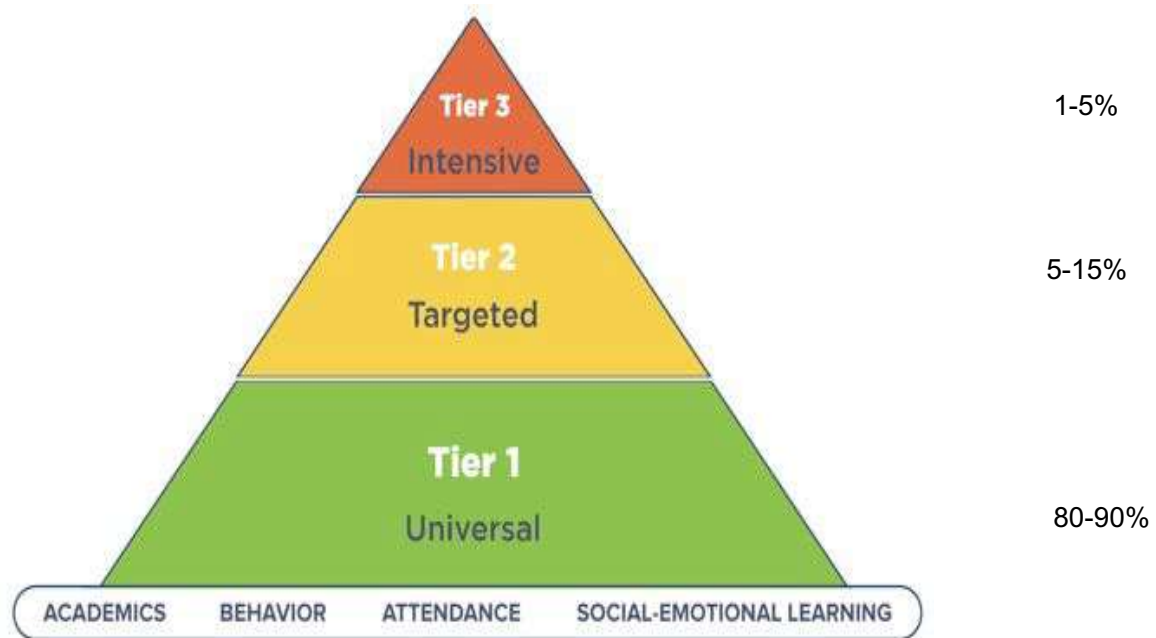
What SWPBIS IS NOT

- 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

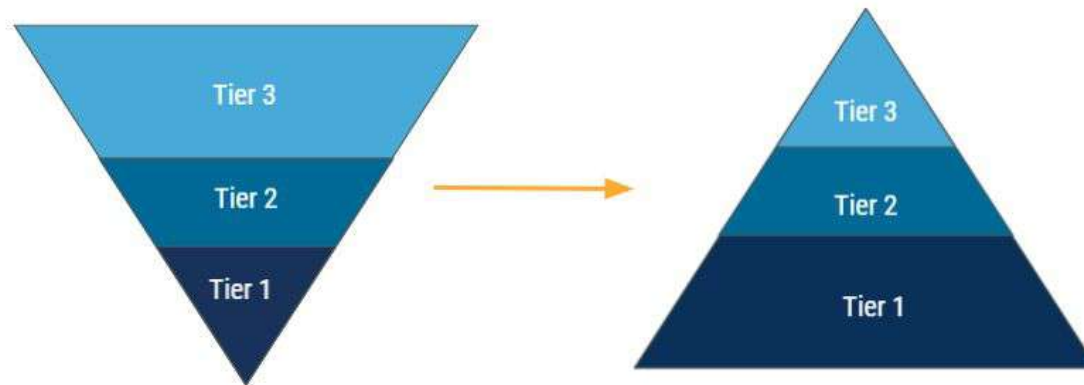
Problem Behaviors...

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, 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, etc

MTSS/PBIS Triangle Pre-Covid



Flipped Pyramid??



Since Covid, in many of our schools, the triangle is inverted more students receive Tier 3 supports than, Tier 1 and 2.

How can SWPBIS Help?

Schools implementing SWPBIS with fidelity report:

- 20-60% reductions in office discipline referrals
- Improved faculty/staff satisfaction
- Improved administrator perceptions of school safety

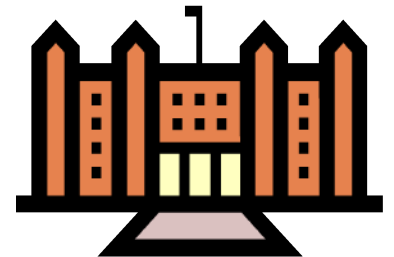


Strong Administrative Support

- Minimum of 3 year commitment to the project
- Provide consistent support for team meetings
- Provide access building discipline data (office referrals)

Tier 1: School-wide Interventions

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



Implementing Tier 1

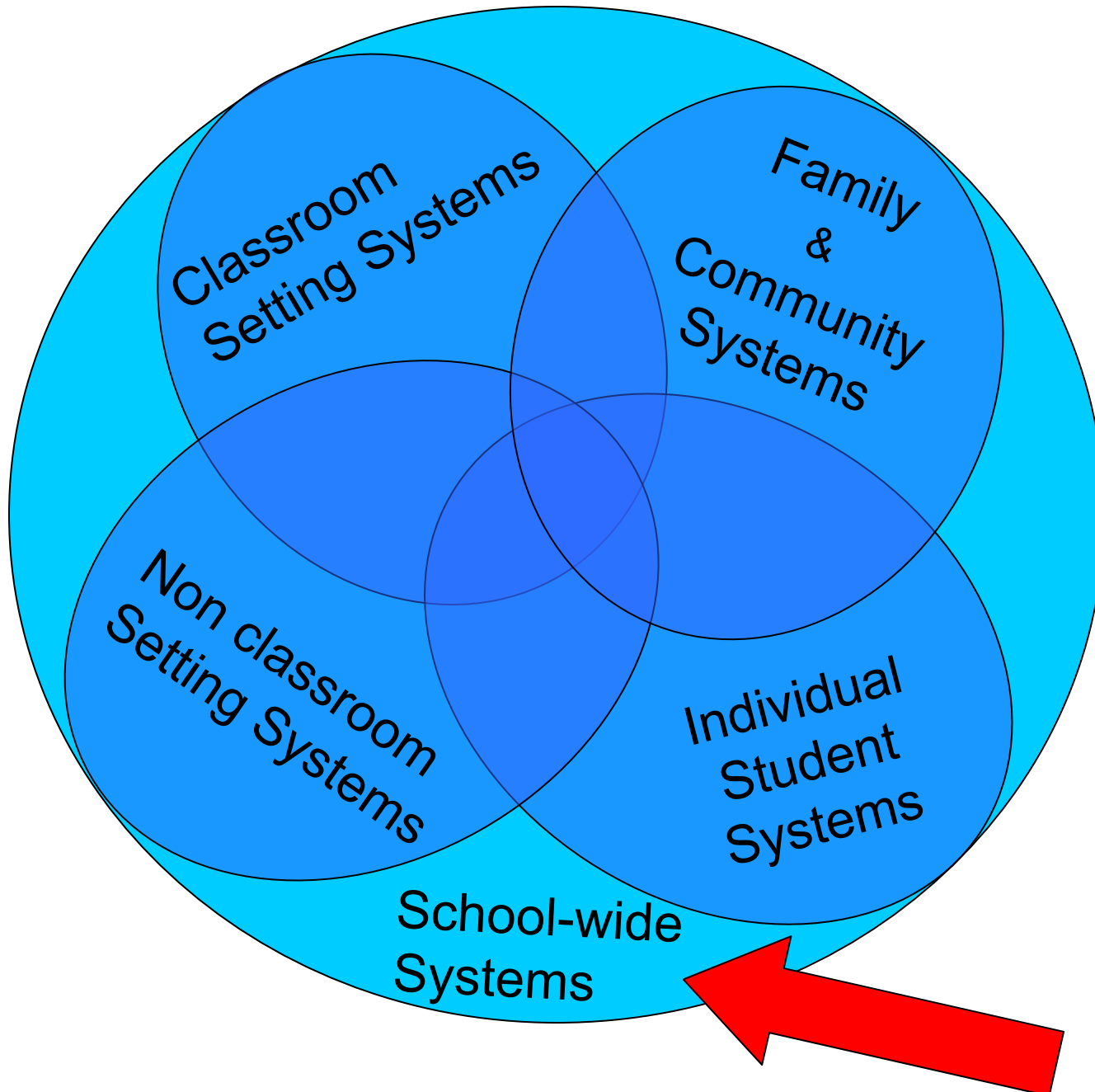
Begin by forming a building level core team:

- Administrator
- Grade / Department Representation
- Specialized Support
- Support Staff

All Faculty and Staff are Involved

- Complete Self-Assessment
- Provide Consensus
- Define Non Academic Setting Expectations
- Explicitly Teach and Reinforce the Expectations
- Participate in School-wide Events

Research to Practice



Tier 2: Targeted Interventions

For students at-risk (10-15%)

- More intervention by adult(s)
- Intensified instruction and explicit, guided practice
- Increased use of cues and prompts
- Examples and non-examples of desired behaviors
- Self monitoring



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 About Data Collection?

Types of Data

1. Quantitative

- Office discipline reports
- Attendance
- Suspension/Detention

2. Qualitative (EBS)

- Policy and procedures
- Reinforcement systems
- Instructional environment
- Non-classroom systems
- Professional development
- School climate



What does a SWPBIS 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

