

# Overview of Schoolwide Positive Behavior Support

*The schoolwide discipline plan is established to provide a positive school climate, and to create a supportive environment for personal, social, and academic growth for students and staff. In other words, the schoolwide plan is essentially an instrument to enable the goals of the school to be achieved, especially the goals of student achievement.*

Geoff Colvin

*Behavior is a form of **communication**. Unfortunately some students learn that Problem Behavior is the best way for them to get their needs met.*

Chris Borgmeier

## The Mission and Responsibility of Schools

Schools have the mission to maximize opportunities for students to achieve three primary and inter-related expectations. These expectations enable participation, contribution, and success in schools and communities:

- Academic skill competence
- Social skills competence
- Lifestyle skills competence

Schools have the responsibility to provide an education to students in *safe* and *predictable* environments. Establishing a positive, proactive schoolwide discipline plan is a necessary first step for enabling schools to achieve their goals and responsibilities (Colvin, 2007). Schoolwide Positive Behavior Support is a positive, proactive schoolwide organizational framework for discipline.

## **The Challenges of Schools**

Schools today face increasing scrutiny and are under tremendous pressure. Colvin (2007) suggests that there are six major issues that place significant demands on schools. These six topics and how SW-PBS can help address and reduce their challenges are outlined below.

### **Ongoing Concerns Regarding School Safety, Violence, and Bullying**

School violence is a national concern. The National Center for Disease Control conducted a national survey of trends in risk factors for violence in schools that included carrying a weapon, carrying a gun, physical fighting, and being injured in fighting. No overall change in safety was noted from 1991 to 2005. Schools need to be safer for teachers and students to focus their attention and energies on teaching and learning.

When schools develop their SW-PBS behavior expectations, one of the expectations is typically focused on safety in all settings. This focus, including the teaching and reinforcement of the safety expectation, helps to make schools safer.

### **The Increasing Cultural, Linguistic, and Academic Diversity of the Student Body**

America's schools are becoming increasingly ethnically, culturally, socially, and economically diverse. Students are more at-risk than ever before, and schools are expected to help overcome each child's problems. Cultural and linguistic diversity, including acceptance and respect for others, can be directly addressed through the SW-PBS behavior expectations. An expectation of "Respect one another" that is taught and reinforced can help schools develop a welcoming climate for everyone.

A culturally responsive system acknowledges the diversity of its students and the need for students to find relevant connections between themselves and the behavioral and academic goals that the school asks them to achieve. Schoolwide PBS promotes a positive, culturally responsive climate that is conducive to learning by all.

### **School Drop-Out Crisis**

Hundreds of thousands of students drop out of school without earning a diploma, and trends indicate that the graduation rate of American youth continues to decline. The economic and social costs to individuals and society are significant when students do not complete school. Researchers have found that drop-out rates are lower in schools that have a positive climate, cultivate a sense of belonging, and provide supports for student success. A major goal of SW-PBS is to create a school environment that fosters school success.

### **Educating Students with Special Needs for Behavioral Supports**

The number of students who are identified with emotional and behavioral disorders and other special needs is growing. The drop-out rate of students with emotional or behavioral disabilities is approximately twice that of general education students. While these students typically need carefully-planned, individualized support, the presence of a strong, supportive environment allows school staff to be more effective in providing services. The sustainability of these services is more likely in a strong, positive, and proactive school climate.

### **Effectively Implementing the No Child Left Behind Act**

The No Child Left Behind Act of 2001 holds schools accountable for increasing graduation rates and academic performance for all students. A proactive schoolwide discipline plan sets the stage for more effective and efficient teaching and learning.

### **Preventing Student Alienation**

Student alienation with school is one of the primary contributing factors to school drop-outs and school violence. Many interventions are needed to address student alienation, including revising curricula, academic and behavior support, staff development, and parent/community supports. These interventions will be more successful in a positive schoolwide climate where students and staff are respected and valued (Colvin, G. 2007).

## What is Schoolwide Positive Behavior Support (SW-PBS)?

Schoolwide Positive Behavior Support is a district or school's process for teaching social and behavioral skills so the focus can be on teaching and learning.

Current data suggest that while extreme violence is stabilizing (and historically low), the rate of disruptive problem behavior is escalating (U.S. Surgeon General, 2000). The single most common request for assistance from teachers is related to behavior and classroom management (Elam, Rose, and Gallup, 1999).

SW-PBS is a framework or approach. It is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. SW-PBS is not a specific "model" but a compilation of research-validated and effective practices, interventions, and systems change strategies. SW-PBS provides an organizational approach or framework for:

- improving the social behavioral climate of schools
- supporting or enhancing the impact of academic instruction on achievement
- increasing proactive/positive/preventive management while decreasing reactive management
- integrating academic and behavior initiatives
- improving support for all students, including students at risk and students with emotional behavioral disabilities (EBD)

The following principles are used to guide decisions and actions when implementing SW-PBS:

1. Establish school discipline as an instrument for academic and behavior **success**
2. Consider and implement **schoolwide** practices and systems for **all** students, **all** staff, and **all** settings
3. Emphasize **prevention**
4. Utilize **research-validated** practices, interventions, and strategies
5. **Integrate** initiatives, programs, and interventions that have common outcomes
6. Build and sustain a **continuum of behavior support**
7. Coordinate efforts with a schoolwide leadership **team**
8. Use **data** to guide decision making
9. Make decisions that are linked to important and measurable **outcomes**
10. **Evaluate** continuously
11. Emphasize an **instructional** approach to behavior management
12. Adapt products, activities, actions, etc. to align with **cultural and demographic** characteristics of the local community

## The Science of Behavior

To best understand the basis for SW-PBS, it is helpful to have a basic understanding of the Science of Behavior. If a student repeatedly engages in a problem behavior, he/she is most likely doing it for a reason – it is “paying off” for the student. Therefore, the behavior is functional and serves a purpose for the student.

Behavior is a form of communication and some students learn that problem behavior is the best way to get their needs met. As adults, we need to recognize that recurring misbehavior occurs for a reason and take this into account when determining how to respond to misbehavior. When we identify the function or purpose of the behavior, we can more effectively intervene.

When working to understanding chronic behavior patterns, keep in mind **ABC**:

- What happens before (**A** or antecedent) the behavior occurs – what is the trigger?
- What is the behavior (**B**)?
- What happens after (**C** or outCome/Consequence) the behavior occurs?

Remember that behavior is functional; it is not “good” or “bad”. It is functional because it pays off in some way and the student is encouraged to repeat the behavior.

An example of the relationship between SW-PBS and the Science of Behavior:

<b>Antecedent (A)</b>	<b>Behavior (B)</b>	<b>Consequences (C)</b>
<p><i>Conditions and circumstances that increase the probability of a behavior occurring. What happens before the behavior.</i></p>	<p><i>Observable behavior the student displays.</i></p>	<p><i>What happens after the behavior. By definition a consequence either increases (REINFORCEMENT) or decreases (PUNISHMENT) the likelihood the behavior will recur in the future.</i></p>
<p style="text-align: center;"><b>SW-PBS Example</b></p> <p>Hallway rules and routines are established and taught. Expectations are posted on the schoolwide matrix.</p> <p>Teacher gives a precorrect before class enters the hallway.</p>	<p style="text-align: center;"><b>SW-PBS Example</b></p> <p>Student keeps voice quiet, body to self, and walks on the right (behaviors from the schoolwide matrix).</p>	<p style="text-align: center;"><b>SW-PBS Example</b></p> <p>Teacher gives specific verbal recognition.</p> <p>Teacher gives student the school’s recognition ticket.</p>

## **Why SW-PBS? Why Not Just “Get Tough” with Problem Behavior?**

Schools struggle with addressing problem behavior for a variety of reasons, including:

- Students are more different from each other than similar
- Multiple initiatives compete and overlap
- School climates are reactive and controlling
- School organizational structures and processes are inefficient and ineffective
- Public demand is high for greater academic accountability and achievement

Attempts to respond to these challenges often result in an over-reliance on the use of aversive and exclusionary consequences. For example, teachers respond to chronic problem behavior by increasing their use of verbal reprimands, loss of privileges, and exclusionary consequences (e.g., in-school detention and out-of-school suspension). If student behavior does not improve, school systems increase their reactive responses by establishing zero tolerance policies, increasing surveillance, posting security personnel, and excluding students from school. Justification for the increased use of reactive management strategies is based on the erroneous assumption that the student is “inherently bad,” will “learn a ‘better way’ of behaving next time,” and will “never again” engage in the problem behavior.

This over-reliance on reactive management practices is a predictable outcome because teachers, parents, and administrators experience an immediate reduction or removal of the problem behavior when they use strong aversive consequences. Having experienced a reduction and relief from the student problem behavior, they are more likely to use reactive management practices when future student problem behavior occurs. Unfortunately, these reductions are temporary, and problem behaviors typically recur, sometimes at higher rates and more intensive levels.

Although the use of aversive consequences can inhibit the occurrence of problem behavior in students who already are relatively successful at school, these procedures tend to be the *least* effective for students with the most severe problem behaviors. In addition, a number of negative side effects are associated with the exclusive use of reactive approaches to discipline (Shores, Jack, Gunter, Ellis, DeBriere and Wehby, 1993; Sugai and Horner, 1999; Sulzer-Azaroff and Mayer, 1994; Tolan and Guerra, 1994):

- A punishing climate can be a setting event for problem behaviors (Sulzer-Azaroff and Mayer, 1994).

- A school climate relying on punishing consequences can provoke problem behaviors (Sulzer-Azaroff and Mayer, 1994) such as increases in antisocial behavior, breakdown of student-teacher relations, degradation of school/social climate, and/or decreases in academic achievement.

The science of human behavior has taught us that students are not “born with bad behavior,” and they do not learn better ways of behaving when given aversive consequences for their problem behaviors (Alberto and Troutman, 2001; Sulzer-Azaroff and Mayer, 1994; Walker et al., 1996). Successfully addressing problem behavior requires an increased emphasis on proactive approaches in which expected and more socially acceptable behaviors are directly taught, regularly practiced in the natural environment, and followed by frequent positive reinforcement.

Establishing a positive, proactive schoolwide discipline plan is a necessary first step for enabling schools to achieve their goals and responsibilities for all students. Results from research on the prevention of youth violence consistently indicate that preventing the development and occurrence of violent behavior is associated with:

- Positive, predictable schoolwide climate
- High rates of academic and social success
- Formal social skills instruction
- Positive active supervision and reinforcement
- Positive adult role models
- Multi-component, multi-year school/family/community effort

Further information can be obtained through the:

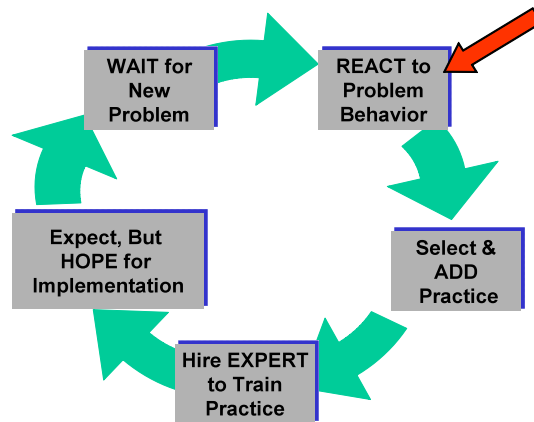
- Surgeon General’s Report on Youth Violence (2001)
- Coordinated Social Emotional and Learning (Greenberg et al., 2003)
- Center for Study and Prevention of Violence (2006)
- White House Conference on School Violence (2006)

## What is a Systems-Based Approach to Implementing SW-PBS?

Commonly, when schools encounter a problem that cannot be solved by existing strategies and resources, an expert, typically from the “outside,” is approached to provide technical assistance and training. An event is created to allow the expert to share and teach about ways to address the problem. The expert leaves, and the school is expected to implement the strategy. Borrowing a concept from Stokes and Baer (1977), this approach basically relies on a “train and hope” perspective:

1. Difficult-to-solve problem is encountered
2. Expert is identified to provide a solution
3. Expert provides the solution and/or provides training on the solution
4. Expert leaves and expects school to implement the solution
5. Lacking supports and capacity, solution is not implemented effectively
6. School waits for next problem to occur and the cycle continues

### “Train & Hope”



This sporadic one-time or occasional high intensity training is ineffective and inefficient at achieving implementation of an intervention or practice that is *sustainable* and *accurate*.

This “train and hope” approach to problem solving is likely to fail because attention is not focused on what system supports (e.g., resources, training, policies) are needed to enable the initial accurate use of the practice, continued use of the practice over time, expanded use of the practice to other contexts, and modification of the practice to maximize outcomes and increase efficiency.

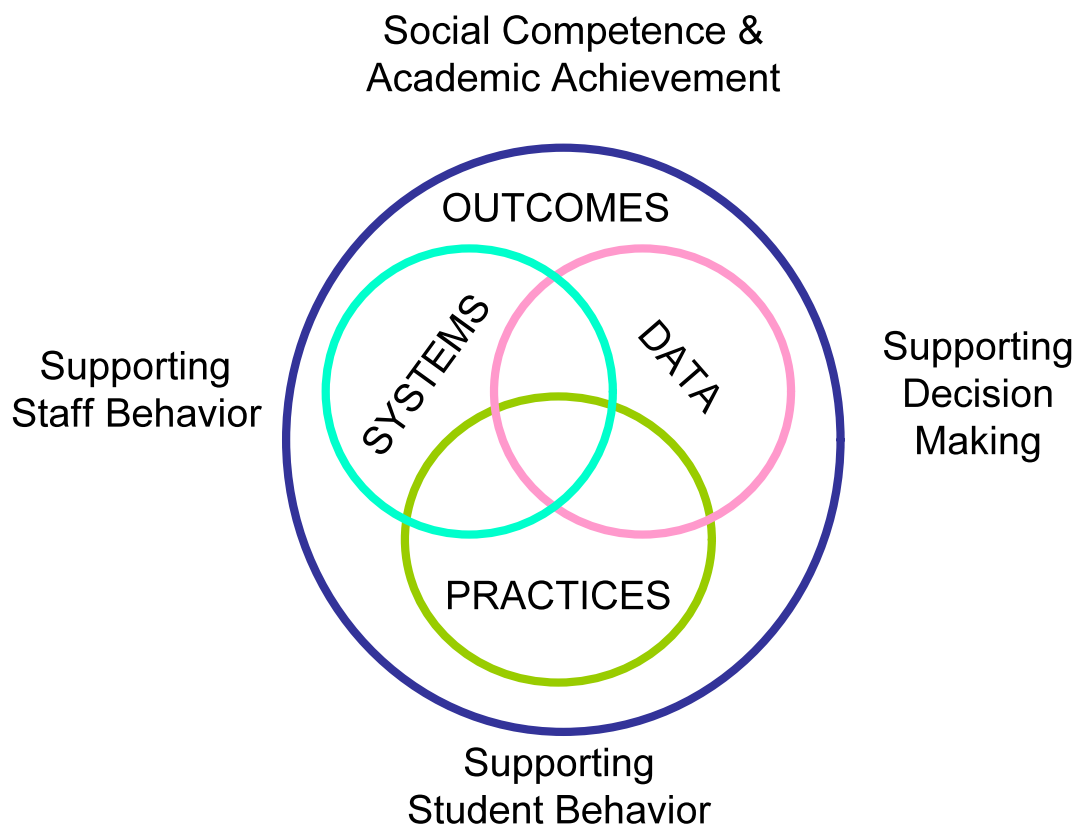
In contrast, a systems approach considers the school as the basic point of influence and recognizes how the collective actions of individuals within the school contribute to how the school is characterized. Horner (2003) indicates that an organization, such as a school, is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by the individuals within the organization

Thus, the SW-PBS approach gives priority to the establishment of systems that support the adoption and durable implementation of evidence-based practices and procedures ensuring sustainability as part of on-going school reform efforts. This approach focuses on four interactive elements:

- **Outcomes:** academic and behavior targets that are endorsed and emphasized by students, families, and educators. *“What do we want to see?”*
  - Examples include: defining school goals for academic achievement and social competence and PBS Purpose Statement.
- **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of PBS. *“What needs to be in place to support (a) the informed adoption of practices and (b) full implementation that is contextualized, accurate, and sustainable?”*
  - Examples include: providing all staff professional development to use schoolwide expectations when teaching and respectfully redirecting students.
- **Data:** information that is used to identify current status, the need for change, and the effects of interventions. *“What do we currently see and know?”*
  - Examples include: gathering and summarizing office referral data, reviewing data at monthly SW-PBS team meetings, and making decisions about what social skills lessons to teach next.
- **Practices:** interventions and strategies that are evidence based. *“What practices could effectively, efficiently, and relevantly achieve what we want to see?”*
  - Examples include: using direct instruction to teach social skills and implementing a schoolwide system to recognize student use of social skills.

“Implementation is Interactive and Informing”

Effective implementation of an evidence-based practice requires four interactive elements that enable continuous monitoring, informed decision making, and continuous self-enhancement:



SW-PBS emphasizes the selection and implementation of the most appropriate, effective, efficient, and relevant practices and interventions that match the needs, resources, and competence of users. These practices and interventions are organized into five SW-PBS subsystems: Schoolwide, Classroom, Nonclassroom, Student, and Family. Some of the behavioral interventions and practices that take place within the SW-PBS subsystems are

**What Evidence-based Behavioral Interventions are Included in SW-PBS?**

<p style="text-align: center;"><b>SW-PBS SUBSYSTEM and DESCRIPTION</b></p>	<p style="text-align: center;"><b>PRACTICES AND INTERVENTIONS</b></p>
<p style="text-align: center;"><b>Schoolwide</b> All students and staff members, across all settings</p>	<ul style="list-style-type: none"> <li>• Administrative leadership and support</li> <li>• Common behavior purpose and approach to discipline led by a building SW-PBS leadership team</li> <li>• Clear set of positive expectations and behaviors</li> <li>• Procedures for teaching expected behavior schoolwide and classroom-wide</li> <li>• Continuum of procedures for encouraging expected behavior</li> <li>• Continuum of procedures for discouraging inappropriate behavior</li> <li>• Procedures for on-going data-based monitoring and evaluation</li> </ul>
<p style="text-align: center;"><b>Classroom</b> Settings in which delivery of instruction is emphasized</p>	<ul style="list-style-type: none"> <li>• All Schoolwide components listed above</li> <li>• Classroom expectations/rules identified, taught, and acknowledged</li> <li>• Classroom routines identified, taught, and acknowledged</li> <li>• High rates of positive feedback (e.g. 4 positives to 1 corrective)</li> <li>• Active teacher supervision</li> <li>• Respectful redirection and error correction</li> <li>• Multiple opportunities to respond</li> <li>• Activity sequence and offering students choice</li> <li>• Ensuring academic success by adjusting task difficulty</li> </ul>

<b>SW-PBS SUBSYSTEM and DESCRIPTION</b>	<b>PRACTICES AND INTERVENTIONS</b>
<b>Nonclassroom</b> Settings in which the primary emphasis is on supervision and monitoring (e.g., sporting events, lunchrooms, hallways)	<ul style="list-style-type: none"> <li>• Positive expectations and routines taught and encouraged/acknowledged</li> <li>• Active supervision by all staff, emphasizing scanning, moving, and interacting</li> <li>• Precorrections, prompts, and reminders</li> <li>• Positive feedback</li> </ul>
<b>Student</b> Individual students whose behaviors are not responsive to schoolwide or primary tier prevention	<ul style="list-style-type: none"> <li>• Behavioral competence at school and district levels</li> <li>• Function-based behavior support planning</li> <li>• Team- and data-based decision making</li> <li>• Targeted social skills and self-management instruction</li> <li>• Individualized instructional and curricular accommodations</li> <li>• Comprehensive person-centered planning and wraparound processes</li> </ul>
<b>Family</b> Engaging and supporting family participation and access to resources of the school	<ul style="list-style-type: none"> <li>• Continuum of positive behavior support for all families</li> <li>• Frequent, regular, and positive contacts, communications, and acknowledgements</li> <li>• Formal and active participation and involvement as equal partners</li> <li>• Access to system of integrated school and community resources</li> </ul>

## What is the PBS Schoolwide Continuum of Behavior Support and How Does it Relate to Response to Intervention?

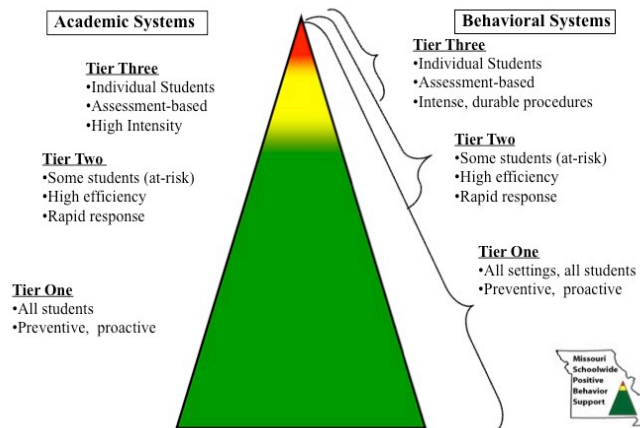
### SW-PBS Continuum of Behavior Support

A major advance in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students is implemented in the classroom and nonclassroom settings. Attention is focused on creating and sustaining primary Schoolwide (Tier One Interventions) strategies for all students, Tier Two Interventions for those at risk of problem behavior, and Tier Three Tertiary Interventions for individual students. Systems of support are implemented that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making problem behavior less effective, efficient, and relevant, and making desired behavior more functional.

A continuum is needed because a relatively small proportion of students (1-15%) have learning histories that cause general schoolwide interventions (Tier One) to be ineffective. These students require additional specialized and individualized interventions. Schoolwide discipline systems should not be abandoned because the behaviors of these students are unresponsive. Instead, schools should think of schoolwide discipline systems as being important foundations for (a) supporting the majority of students, (b) preventing the development of chronic problem behavior for students with high risk backgrounds and learning histories, and (c) providing more specialized and individualized behavior supports for students with high intensity, difficult-to-change problem behaviors.

The following image illustrates the continuum of support for SW-PBS and its academic counterpart.

### A Continuum of Support for All

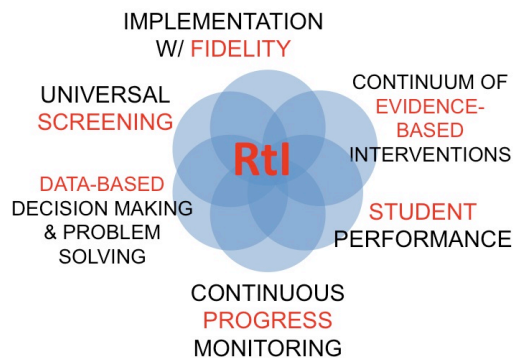


The three tiered prevention logic organizes practices and systems along a continuum of increasing intensity and/or complexity. Although the continuum is dynamic and blended, the three tiers are generally described as follows:

Prevention Tier	Description	General Response Criteria
<b>Tier 1: Primary (Universal)</b>	Practices and systems for all students and staff implemented across all settings.	Behaviors of 70-90% of students
<b>Tier 2: Secondary (Targeted)</b>	More intensive and specialized practices and systems for students whose behaviors have been documented as not responsive at the primary tier. Generally provided in a common or standardized manner in small student groupings.	Behaviors of 10-30% of students
<b>Tier 3: Tertiary (Intensive)</b>	Most intensive and specialized practices and systems for students whose behaviors have been documented as not responsive at the primary or secondary tiers. Generally are highly individualized to the specific needs and strengths of an individual student.	Behaviors of 1-10% of students

**How Does SW-PBS Relate to Response to Intervention?**

Response to Intervention (RtI) has been described as an approach for establishing and redesigning teaching and learning environments so they are effective, efficient, relevant, and durable for all students, families, and educators. RtI is shaped by six defining characteristics<sup>1</sup>:



<sup>1</sup> Brown-Chidsey and Steege, 2005; Christ, Burns, and Ysseldyke, 2005; Fuchs and Deschler, 2007; Fuchs and Fuchs, 2007; Fuchs, Mock, Morgan, and Young, 2003; Gresham, 2005; Gresham et al., 2005; Kame'enui, 2007; National Association of State Directors of Special Education, 2006; Severson, Walker, Hope-Doolittle, Kratochwill, and Gresham, 2007; Sugai, 2007

Schoolwide PBS is consistent with the core principles and characteristics of RtI and addresses the components of RtI that are related to social and behavioral instruction. This table describes the SW-PBS components that correlate with each characteristic of RtI.

<b>RtI Characteristic</b>	<b>Behavioral Description (SW-PBS)</b>
1. <i>Universal screening</i>	Social learning progress is reviewed regularly to identify students who are (a) making adequate progress with 0-1 office referrals, (b) students at risk of social failure who have 2-5 office referrals, or (c) students who are at a high risk of social failure if they are not provided specialized behavioral support
2. <i>Data-based decision making and problem solving</i>	Behavioral data such as office referrals and suspensions are reviewed (typically monthly) to guide decisions regarding the schoolwide social instruction system as well as the implementation of Tier 2 interventions and the design of individualized behavior plans
3. <i>Continuous progress monitoring</i>	Student progress on social behavioral skills is assessed frequently and regularly to identify patterns and trends to support timely social behavior decisions.
4. <i>Student performance</i>	Priority is given to using formal and informal data to guide decisions regarding the effectiveness of social skills instruction.
5. <i>Continuum of evidence-based interventions</i>	An integrated and sequenced social skills curriculum is available such that (a) schoolwide social skills lessons (Tier 1) are regularly taught and recognized for all students, and (b) more frequent or intense social skills instruction and recognition system is provided for those students who are identified as nonresponsive (Tier 2), and (c) specialized and intensive (Tier 3) behavioral plans are developed for students who performance is nonresponsive to Tier 1 and 2 interventions. Elements of this continuum must have empirical evidence to support <i>efficacy, effectiveness, relevance</i> and <i>durability</i> .
6. <i>Implementation fidelity</i>	School PBS leadership team-based structures and procedures are in place to ensure and coordinate appropriate adoption and accurate and sustained implementation of the full continuum of social behavioral intervention practices.

## What are the MO SW-PBS Essential Components?

Missouri has defined seven components of the Schoolwide PBS System. These are the “non-negotiables” for successful SW-PBS implementation. Your school PBS leadership team will be guided to develop the systems (for adults), practices (for students) and data (to make decisions) to plan for implementation of the seven Essential Components listed

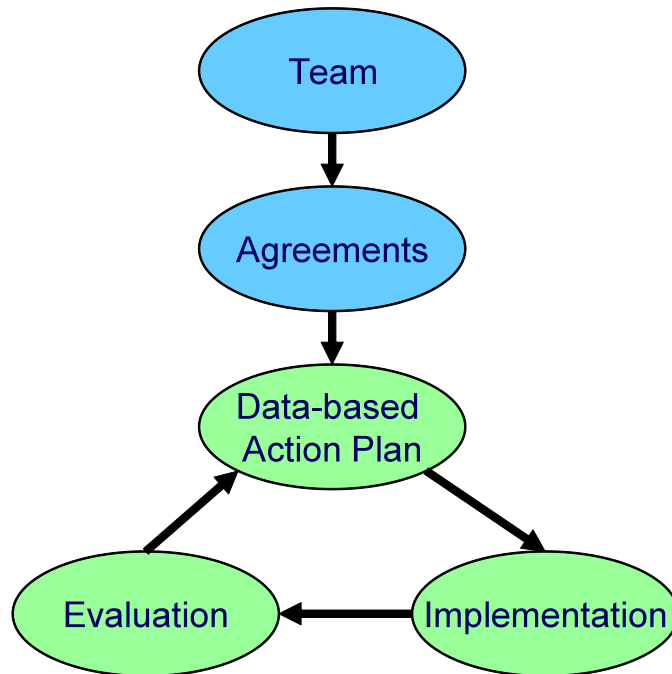
<b>MO SW-PBS Essential Component</b>	<b>Description</b>
1. Administrator support, participation and leadership	Administration agrees to implement PBS as a way to support students and staff.
2. Common purpose and approach to discipline	Staff align school mission, goals, and SW-PBS Purpose Statement, use a SW-PBS leadership team to lead the planning for systems, practices, and data and use an action planning process to establish and maintain ongoing communication.
3. Clear set of positive expectations (for all students and staff)	A list of expected behaviors for students and staff are collaboratively developed from commonly occurring problem behaviors across school settings.
4. Procedures for teaching expected behaviors	All staff demonstrate, explain, and practice social skills within and across multiple school settings.
5. Continuum of procedures for encouraging expectations	Students and staff are given specific, positive, and frequent acknowledgement of desired social behavior.
6. Continuum of procedures for discouraging inappropriate behavior	An array of procedures for responding to social behavioral learning errors, with a reteaching focus, is developed and implemented.
7. Procedures for ongoing monitoring and evaluating effectiveness of the PBS system	Information is used to assess the effectiveness of procedures.

below.

## What is the SW-PBS Team-Based Implementation Process?

SW-PBS utilizes a continuous multi-component, multi-year organizational approach. This organizational approach includes:

- Each school and district will develop a representative team that provides leadership for SW-PBS.
- Staff make agreements such as committing to implement SW-PBS and participating in MO SW-PBS training sessions.
- The process begins by the SW-PBS team developing a data-based action plan to guide their work and share with staff. After implementation, evaluation of the action plan takes place and the action plan is revised as needed.
- The process is maintained through the data-based decision making team process.



## What is the SW-PBS Team Process?

A team process is encouraged to distribute the leadership, responsibility, and knowledge of Schoolwide Positive Behavior Support among members of a representative school team. It is suggested that effective SW-PBS teams use three broad processes to effectively guide their work, make decisions and sustain their effort. These include making *decisions based on data*, using a *problem solving model* and using an *action planning process*.

### **Making Decisions Based on Data**

Effective teams regularly collect, analyze and make decisions based on data. Below are five sources of data that school teams collect and use to make decisions. Procedures for Ongoing Monitoring will be reviewed in greater detail in Chapter 7.

<b>Data Source</b>	<b>Purpose</b>
<b>Office Disciplinary Referrals (ODR)</b>	Guides a monthly review of ODRs that are collated and graphed. The “Big 5 Report” includes: 1) Per Day Per Month, 2) Problem Behavior, 3) Location, 4) Time of Day, and 5) Number of Students Involved.
<b>MO SW-PBS School Data Profile</b>	A process for aggregation of fields of data that either potentially impact or are potential outcomes of SW-PBS implementation.
<b>Team Implementation Checklist (TIC)</b>	Guides the development, implementation, monitoring and revision process for building a positive schoolwide culture. Helps to sustain efforts across time as well as through administrative and staff changes.
<b>School Safety Survey (SSS)</b>	Assesses risk factors and response plans for school safety and violence. Evaluates the extent to which a school provides a safe learning environment; training and support needs related to school safety and violence prevention; and a school’s response to violence and the effectiveness of protective measures.
<b>Self-Assessment Survey (SAS)</b>	Examines the current status and need for improvement of four behavior support systems: (1) schoolwide discipline systems, (2) non-classroom management systems, (3) classroom management systems and (4) individual student systems.
<b>Schoolwide Evaluation Tool (SET)</b>	Research-validated instrument to assess and evaluate the critical features of schoolwide effective behavior support across an academic school year. The SET helps to determine (1) the extent to which the school is already using SW-PBS, (2) if training and technical assistance efforts result in change when using SW-PBS, and (3) if use of SW-PBS procedures is related to valued changes in the safety, social culture and violent behavior in the school.

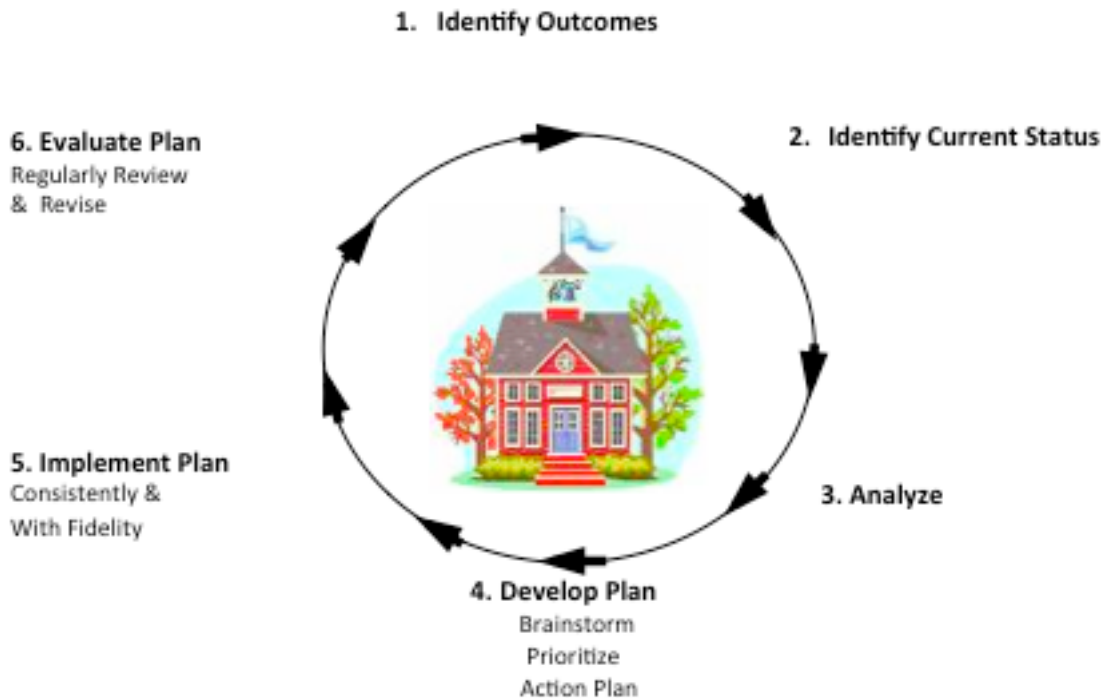
## Using a Decision Making Model

Typically, school leadership teams will identify a concern before identifying their outcomes or “desired reality.” They then go immediately to developing a plan, usually a plan that follows old, inefficient patterns of schoolwide intervention. **SW-PBS leadership teams** learn to use a decision-making process as an organizational tool to help them develop efficient and effective action plan steps.

A decision-making process helps with sustaining a school’s SW-PBS efforts over time, helps all team members depersonalize any concerns that arise and put the *current status* in the context of the school community. It helps schools to develop more precise schoolwide intervention plans, and as a result helps the school to utilize their time and effort more efficiently.

SW-PBS leadership teams will learn how to use the Decision Making Model shown below through numerous hands on applications of the model. Outcomes will be identified, the current status will be determined through data review, information will be analyzed comparing the current status to the desired outcomes, and an action plan will be developed. SW-PBS leadership teams will then actively implement with all staff and assess the outcome of those actions as they prepare to implement with all students during their emerging years.

## SW-PBS Decision Making Model



Adapted from: Missouri Department of Elementary and Secondary Education (DESE). *Problem Solving General Education Interventions to Increase Achievement* (2004).

### **Using an Action Planning Process**

An action plan is a roadmap. It helps teams focus on the goals, timelines, resources, and responsibilities needed to address specific steps. SW-PBS action plans are reviewed at least once a semester to keep the action plan current and pertinent.

Action plans:

1. Align with district goals
2. Focus on measurable outcomes
3. Base and adjust decisions on data and local characteristics
4. Give priority to evidence-based programs
5. Invest in building sustainable implementation supports
6. Consider effectiveness, efficiency, relevance, and efficacy in decision making
7. Are regularly reviewed and revised
8. Specify who, what, when and how we'll know

An example SW-PBS Action Plan for Preparation Phase Teams is at the end of the Overview as well as a copy of the Missouri SW-PBS Action Plan template.

The Preparation Team Action Plan Checklist at the end of the Overview is used to help teams 1) assess their current status, 2) determine items to add to their Team Action Plan and 3) identify suggested artifacts and documents to evaluate outcomes. The evaluation items on the checklist may be turned into goals on the Team Action Plan.

The Schoolwide Section of the Self Assessment Survey (SAS) at the end of the Overview is used by the SW-PBS leadership team to do action planning if the staff SAS survey summary is not available.

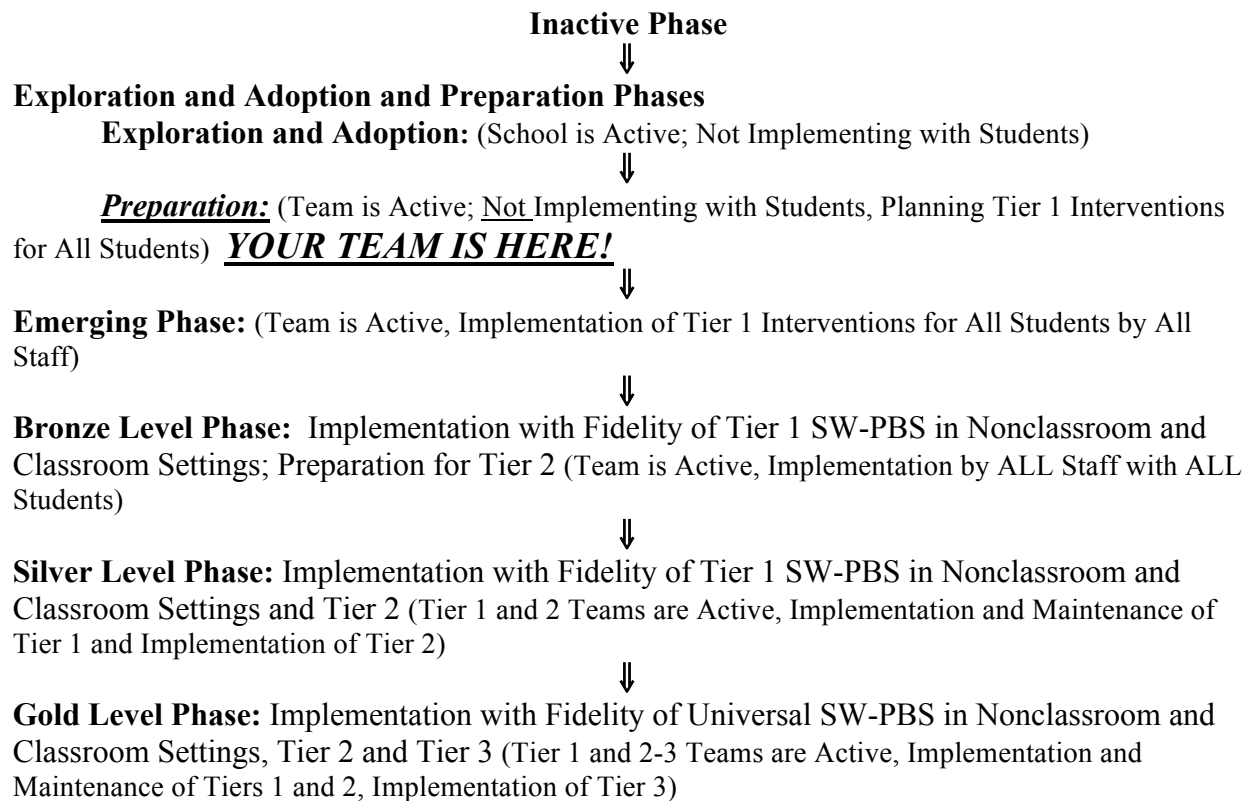
Remember that everything you do as a SW-PBS team is only a draft until your entire staff has the opportunity to provide input. Anything that you work on during trainings or team meetings will need to be shared with your staff; implementing SW-PBS is a transparent process and consistent communication will be an integral part of your process.

## What are The Categories of Implementation of Missouri Schoolwide Positive Behavior Support?

Planning and implementing schoolwide positive behavior support is a multi-year, systems change process. It is a long distance run, not a sprint. To provide the “road map” for schools involved in the Missouri SW-PBS Initiative, Categories of Implementation have been defined. No time frames or years are assigned to each phase. Each school’s progress through the phases and the time it takes to complete them is unique.

The training for the Preparation Phase is based on the assumption that your school has moved through the Inactive and Exploration and Adoption Phases. Your school is ready to have your team and staff actively create a plan for Tier 1 Universal Interventions for all students.

### Categories of Implementation of MO SW-PBS



Key expectations for teams during the Preparation Phase include:

- Administrator commits to support by providing time and resources, designates internal coach, team members and regular meeting dates
- Team is established and meeting regularly
- Teams attend quarterly coaches' meetings
- School representatives attend Summer Institute
- Plan SW-PBS Essential Components:
  - Select 3-5 schoolwide expectations
  - Create Schoolwide Behavior Expectations Matrix to include classroom and non-classroom settings
  - Identify procedures for actively teaching behavioral/social skills
    - Create lesson plans
    - Create teaching schedule
  - Identify procedures for encouraging expected behavior
    - Create bank of recognitions that are acceptable and reinforcing for staff and students
    - Identify available resources to support bank of recognitions
    - Create Positive Recognitions Matrix
  - Identify procedures for discouraging inappropriate behavior
    - Create staff consensus of what behaviors will be classified as "majors"
      - Define each major in operational terms
    - Create an efficient office discipline referral (ODR) form that includes information to track the Big 5
    - Create staff consensus on a continuum of interventions to discourage inappropriate behavior
  - Commit to collect and review building ODR data regularly
- Complete School Data Profile at end of the preparation phase to establish baseline information that will be reviewed in preparation for data collection the first year of implementation.

## QUESTIONS TO CONSIDER:

What is Schoolwide Positive Behavior Support?

How can SW-PBS help school staff and students be more successful?

Why doesn't "get tough" work?

Describe how SW-PBS is consistent with the characteristics with RtI.

What excites you the most about implementing SW-PBS?