

School-wide Positive Behavior Support (SWPBS)

Kansas Institute for Positive Behavior Support at the University of Kansas

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What is School-wide Positive Behavior Support?

SWPBS is a systematic approach for implementing proactive school-wide discipline and is currently being implemented in over 7,000 schools in over 37 states. The purpose of SWPBS is to improve school climate and prevent student problem behaviors across all school settings. Essential elements of SWPBS include: (1) building a culture within the whole school that will serve as a foundation for both social and academic success, (2) emphasizing early identification and prevention of problem behavior, (3) directly teaching appropriate social skills to all students, and modifying or rearranging the school context when necessary to prevent problem behavior, (4) using a three-tiered continuum of behavior support practices in order to prevent problem behavior, and (5) actively using data for decision-making. SWPBS focuses on achieving social and academic achievement outcomes by establishing data, systems, and practices. All students receive the support they need for success based on a continuum of need and intensity.

The goal of *Tier 1* or *Primary Prevention* is to create a positive school culture in which pro-social student behaviors are taught and reinforced, and all adults respond to the occurrence of problem behavior in a consistent manner. In SWPBS, Tier 1 strategies are designed using evidence-based practices. All faculty members work together to improve academic and behavioral outcomes for *all* students.

Tier 2 or *Secondary Prevention* is intended to support students who have learning, behavior, or life histories that put them at risk of engaging in more serious problem behavior.

Tier 3 or *Tertiary Prevention* strategies are used to support the smaller number of students whose needs are more individualized than strategies implemented at Tier 1 or Tier 2.

At the national level, response to instruction or response to intervention (RtI) is used to describe a three-tiered prevention approach for both academics and behavior. Publications, websites, and presentations often refer to RtI for behavior using terms such as effective behavior support (EBS), program-wide positive behavior support (*continued on next page*)

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School-Wide Systems for Student Success & Multi-tier System of Supports

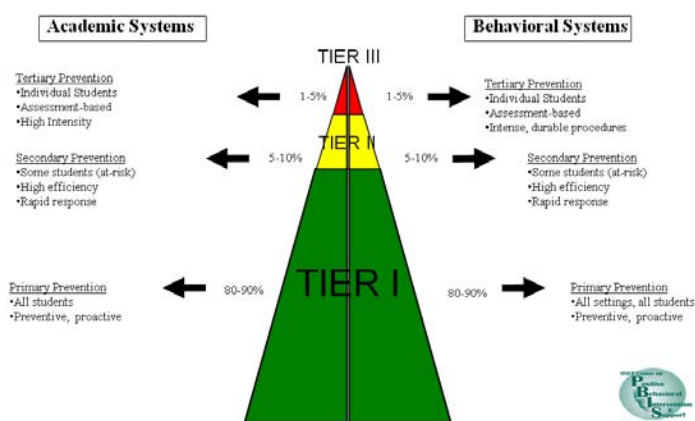


Figure 1. The SWPBS Three-Tiered Model.

What is School-wide Positive Behavior Support? *(Continued from Page 1)*

(in early childhood settings), positive behavioral interventions and supports (PBIS), Positive Behavior Support (PBS), and School-wide Positive Behavior Support (SWPBS). It is also common to see multiple terms for the same interventions at each tier of the triangle.

However, RtI can differ greatly based on the underlying vision for prevention, the types of implementation efforts used, the way in which training is provided, and the systems change efforts that form the foundation for districts and schools implementing RtI. Therefore, it is important to understand the essential features of RtI when evaluating implementation efforts that are reported to be based on a three-tiered prevention model.

Why Is a District-wide Model so Important?

Although schools can implement SWPBS independently without district support, it is more difficult to establish effective and sustainable implementation without some guidance from professionals who have had experience in both content related to applied behavior analysis and/or positive behavior support and systems change efforts at all three implementation levels. New initiatives, resources for implementation, and professional development opportunities all have an impact on the school leadership team’s ability to implement SWPBS. Districts implementing SWPBS create an infrastructure for supporting data collection, design policies and procedures that support SWPBS, provide training for staff, and assist teams by allocating planning time and resources. District support is essential for teams implementing Tier 3 supports, especially when resources for professional development are tight and behavioral expertise is not widely available. Visit the website, <http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/>, for research related to effective implementation.

SWPBS Implementation

It is important to note summaries of SWPBS implementation mentioned in this newsletter do not reflect all districts and schools implementing SWPBS in Kansas. There are a number of districts and schools implementing SWPBS with support from other trainers across the state. The purpose of this newsletter is to share progress made in SWPBS supported by the Kansas Institute for Positive Behavior Support.

Currently, the University of Kansas has been working with seven districts and 48 schools participating in the state-funded SWPBS training. As you can see from Figure 2 and Figure 3 on the next page, the number of districts and schools implementing SWPBS is growing each year. Each district participating in the state’s SWPBS efforts began the implementation process by creating a district leadership team. District leadership teams include representatives of all stakeholders within a district and are *(continued on next page)*

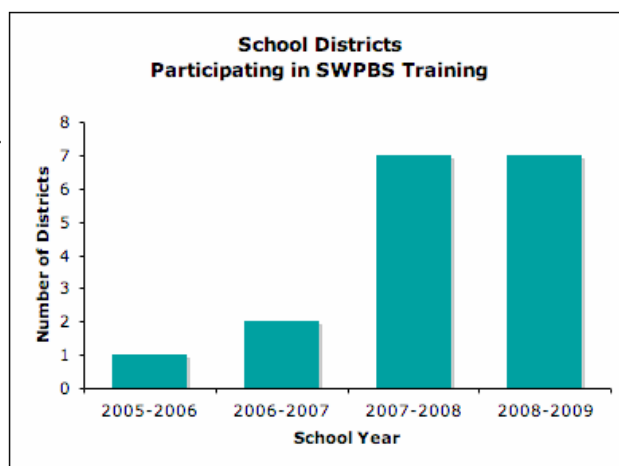


Figure 2. Number of districts implementing SWPBS.



SWPBS Implementation *(Continued from Page 2)*

responsible for conducting a self assessment, creating a vision and three-year action plan for implementing SWPBS, and supporting schools implementing SWPBS within the district. In addition, each district leadership team has identified a district coordinator who facilitates district leadership team meetings, coordinates trainings, and summarizes the data collected for evaluation purposes.

Each school participating in SWPBS forms a planning team including representatives from the entire school, students, family members, and other community collaboration. In addition, the school leadership team identifies a “coach” before beginning SWPBS implementation. Coaches facilitate the schools’ SWPBS planning team meetings, provide a communication link with the district coordinator, and are leaders in the SWPBS process. The role of the coach is to provide information to others about SWPBS, problem solve with the district coordinator, and ensure that meetings are scheduled and data are collected for data-based decision making purposes.

External coaches are also needed in larger districts with more schools implementing SWPBS. An external coach attends school leadership team meetings, assists in summarizing school data, problems solves with schools teams, and supports coaches who are “internal” to the school.

Figure 4 shows the number of district coordinators and coaches in the SWPBS training each year. External coaches are now being added this year since several districts have either implemented SWPBS throughout the entire district or have plans for rapidly increasing the numbers of schools implementing SWPBS.

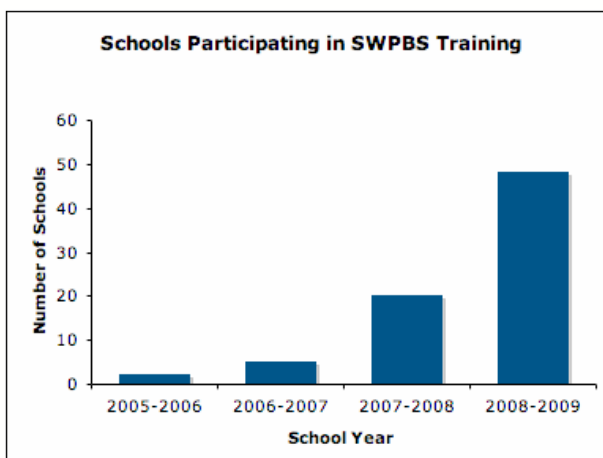


Figure 3. Schools implementing SWPBS.

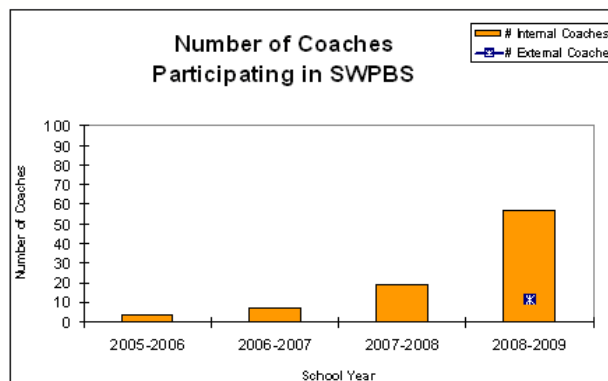


Figure 4. Number of internal and external coaches implementing SWPBS.

How is SWPBS Different from Other Strategies?

Training in SWPBS is different from traditional workshop approaches because it provides more support for schools based on broader systems change efforts. SWPBS is not based on a written script or program that looks the same in each school. Instead, it is a framework or system that allows schools to build on existing strengths and to “work smarter, not harder” using data, systems, and practices.

Figure 5 shows the overall outcomes for SWPBS: student academic and social success. To achieve these outcomes, schools need access to easy and efficient data-based decision-making systems. The data gathered from schools is part of a self-assessment process. *(continued on next page)*



Figure 5. SWPBS and Systems Change.

How is SWPBS Different from Other Strategies? *(Continued from Page 3)*

Office discipline referral (ODR) patterns, suspension and expulsion data, special education referrals and out of school placements are some examples of data collected for decision making. School safety surveys completed by school, family and community members, and the priorities identified by faculty members help provide schools with information needed to create practices that focus on teaching social skills to all students. SWPBS is a consensus-based approach where school planning teams work closely with all school staff members to create lesson plans, design ways in which to reward both students and adults for their efforts, and to come to consensus about office and classroom-managed problem behaviors.

How is the Effectiveness of SWPBS Being Evaluated?

Data-based decision making is a key component of SWPBS at both the school and district levels. Schools and districts participating in SWPBS are using software programs that provide visual graphs of ODR data for progress monitoring and decision making. Some districts modify current ODR systems while others are using the School-wide Information System or SWIS (www.swis.org). Survey tools for faculty and community members are available online so that data can be graphed quickly and efficiently for school planning teams implementing SWPBS to share with school faculty. These data are gathered in order to assess the needs of the school, monitor student progress, and evaluate SWPBS implementation efforts.

The Effective Behavior Support Leadership Team Self Assessment which is often just referred to as the Team Checklist provides schools with a fidelity of implementation tool that enables teams to review progress over time. The Team Checklist is completed on a regular basis by school teams and then summarized as a bar graph to review progress. Schools are given two points for completing each item on the checklist, one point for partially completing a task and zero points for no implementation. There are 17 rated items on the checklist as well as six team self-monitoring items. Based on the rated items, the checklist is scored and data can be presented by partial and full implementation of items, by an overall implementation average, and by category.

Figure 6, at right, and Figure 7, on the next page, illustrate the progress of implementation across the schools participating in the SWPBS training system. The horizontal axis indicates the school and the dates the checklists were completed. Figure 6 shows team checklist results for 20 schools *(continued on next page)*

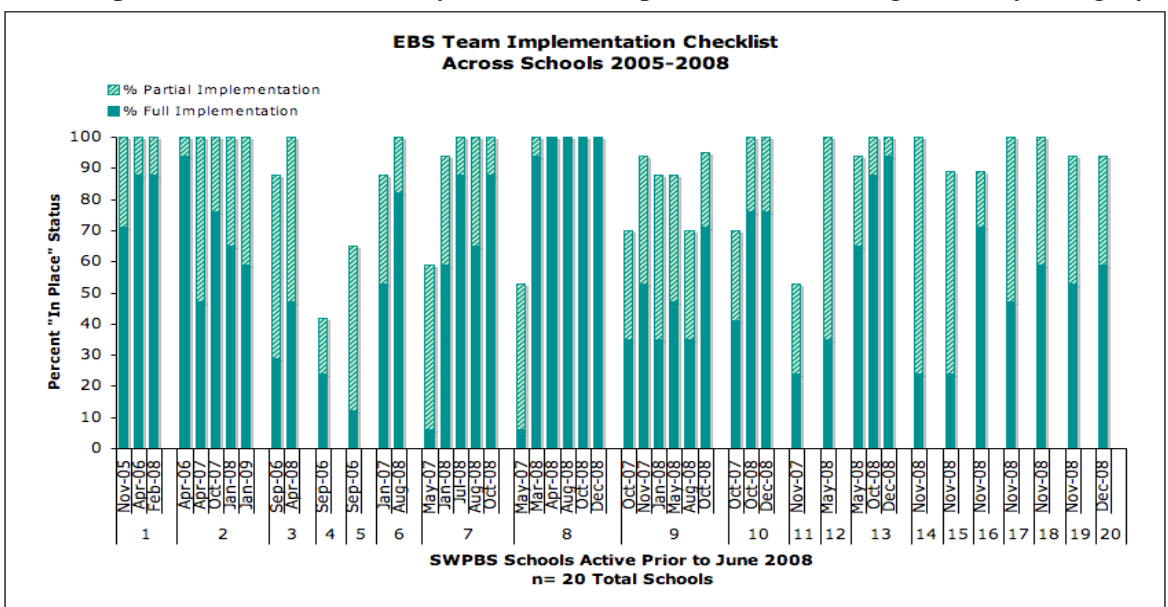


Figure 6. Team implementation checklist across schools 2005-2008.

Effectiveness of SWPBS *(Continued from Page 4)*

reporting implementation progress during 2005-2008. Six schools from three districts started implementing SWPBS before the 2007-08 school year. Fourteen schools from four districts began Tier 1 training during 2007-08. Figure 7 shows data from 2008-09. A total of 31 schools started implementing SWPBS during 2008-09. Three schools did not complete the team checklist. The other 28 schools are from five Kansas school districts. Two of the districts have school teams represented in Figure 6 and are gradually expanding across the district. Two districts in Figure 7 chose to begin implementing SWPBS with almost all school teams starting implementation at the same time.

Another tool that is used to evaluate the effectiveness of SWPBS implementation is called the School-wide Evaluation Tool (SET). The SET is conducted by an objective observer and is used to evaluate how well the elements of SWPBS have been implemented within the school. The SET involves document review, interviews, and direct observation conducted by a person trained in the process. For evaluation purposes, schools that have average percent scores on the SET over 80% overall and 80% on the teaching subscale are considered to be implementing SWPBS Tier 1 Systems of Prevention. The state is in the process of training individuals to use the SET and establishing inter-rater agreement before proceeding with the state's evaluation plan. The team checklist and the SET are examples of fidelity of implementation tools. The data gathered from these tools allow districts and schools to evaluate the extent to which SWPBS is being implemented. You will see an example of the SET in the Featured School Case Study in the next section of this newsletter. The school teams represented in Figures 6 and 7 are in the process of establishing more effective ways to document and summarize office discipline referral data. These ODR data will be available in future progress reports. Let's look at what SWPBS looks like in an individual school.

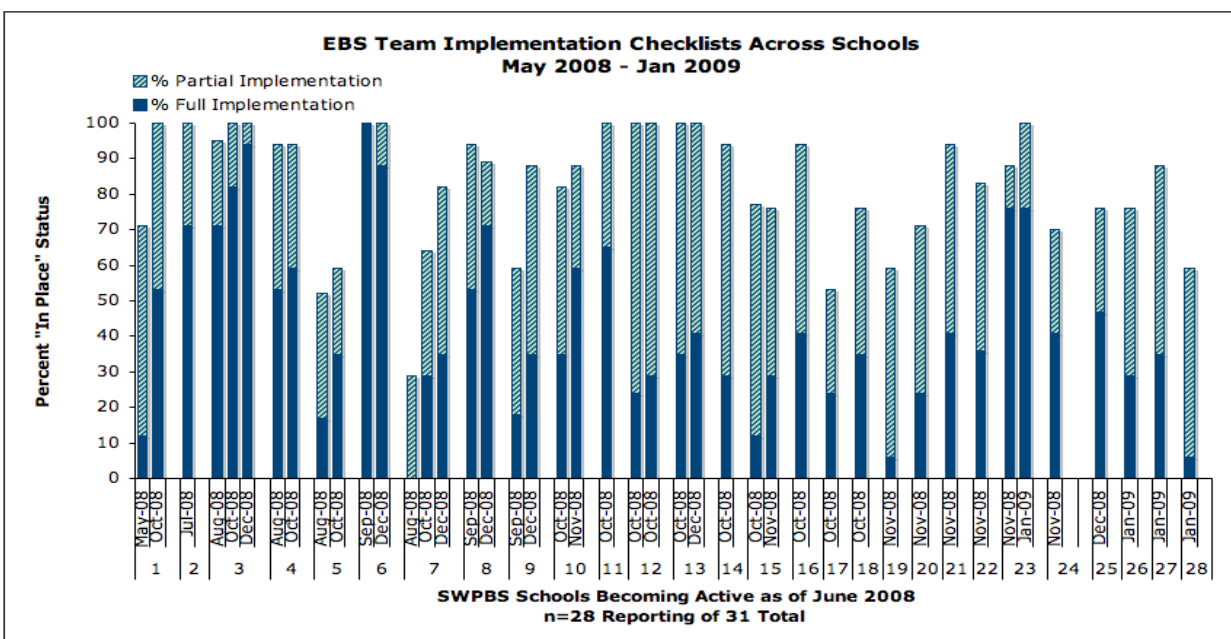


Figure 7. Team implementation checklist across schools May, 2008– January, 2009.

Featured Case Study: Westridge Middle School, Shawnee Mission, Kansas

Art Competitions

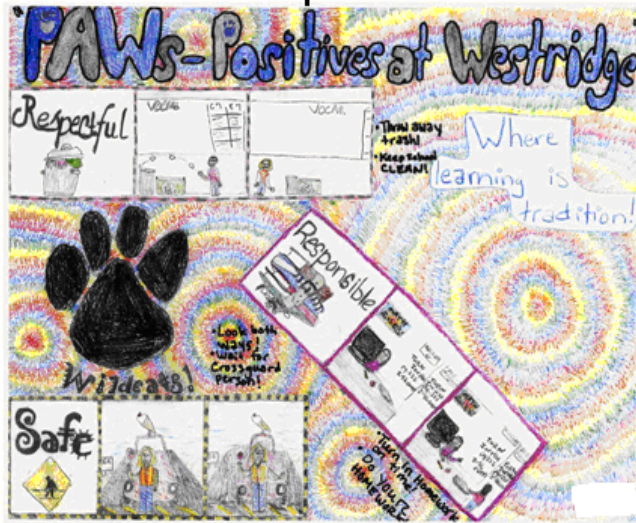


Figure 8. Westridge PAWs student artwork.

Westridge Middle School is located in a suburban area in Kansas serving grades seven and eight with 63 teachers. There are over 900 students attending the school, seventy five percent of whom are White/ Caucasian, twelve percent Black, six percent Hispanic, three percent Asian, one percent Native American and three percent of unknown ethnicity. Twenty-two percent of students attending the school are eligible for free and/or reduced lunch.

Westridge Middle school began implementing SWPBS during the 2007-2008 school year. During this time, Westridge formed a school planning team and identified two internal coaches. The school gathered self assessment data during the first year and brought this information to the staff for decision making. The faculty decided to work on getting “SWIS” ready so that the team could begin using a new software program (www.swis.org) for decision making as soon as possible. Getting “SWIS ready” involved meeting with school faculty to define problem behaviors and to review what constituted office-managed versus classroom-managed disruptions.

By 2008, the school was using the new office discipline referral (ODR) system and had defined school-wide expectations to be taught to all students. The school planning team organized information based on discussions with faculty to create lesson plans defining what the school’s expectations are by presenting Westridge “PAWs,” a visual based on the school’s mascot. All students are taught specific behaviors that are expected in all settings within the school (hallways, cafeteria, etc.) To gain student buy-in and involvement, the planning team held art competitions to best demonstrate Westridge PAWs. An example is shown in Figure 8.

Figure 9 shows the results of Westridge Middle School’s scores on the *Team Checklist*. The horizontal axis shows the different sub-categories of implementation on the checklist. The vertical axis represents scores on the percent implemented on the checklist.

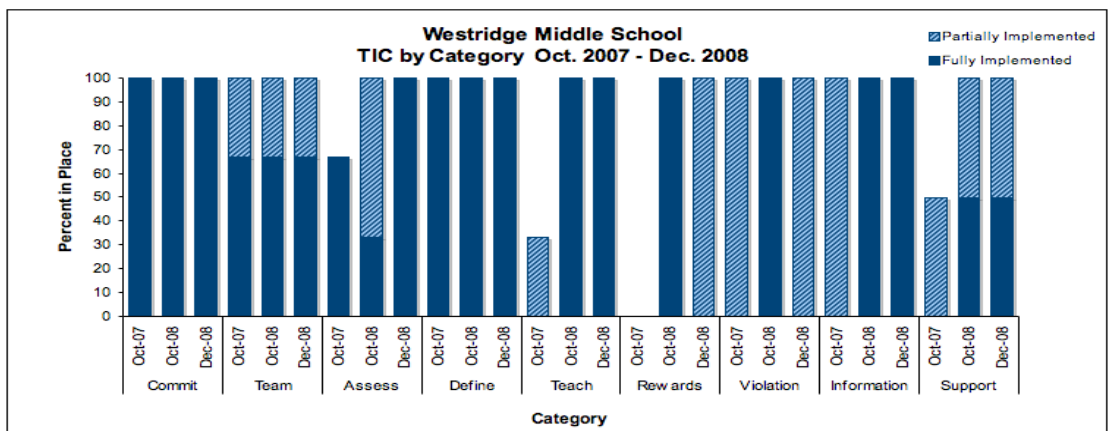


Figure 9. Results of the team checklist by category for Westridge Middle School.

Figure 10, on the next page, shows the overall progress on the team checklist over time for Westridge Middle School. On the team checklist, the graph shows percent implemented by full and partial ratings. The horizontal axis describes dates the checklist was completed. The vertical axis of the bottom graph shows percent implemented based on the overall average score. (continued on next page)

Featured Case Study: Westridge Middle School *(Continued from Page 6)*

Figure 10 shows results of the SET conducted during the spring of 2007-2008 (baseline data are not available for this school since interventions had begun at the time the first SET was completed). The SET was conducted informally since the session was intended as a training session. The horizontal axis describes subcategories of the tool and different elements of SWPBS implementation. The vertical axis is the percent implemented overall.

Here is how one of the Westridge coaches described their implementation efforts:

“Westridge Middle school is a school of about 900 students in the Shawnee Mission School District. We are in our second year of implementation. The “P” in PBS is what drew us to the program. Our staff was frustrated with some school wide discipline issues (i.e. tardies) and we were looking for a positive way to address our concerns. With PBS as the framework for our discipline, we have created a new referral form, defined behaviors as a staff, created lessons focusing on our school wide expectations, and implemented a “Tardy Song”. One of our biggest concerns was the alarming number of tardies..... By analyzing our data, we were able to take the emotion out of the issue and really look at why they were tardy. We realized we do not have clocks in our hallways, students use their cell phones as watches (which they cannot take out during school hours), and there is not a warning bell.

To assist students in tracking the time, we developed an audible cue by creating a song that plays the last minute of passing period to prompt students to go to class. The song is divided into three sections. The first song lasts for 10 seconds, the middle song lasts 30 seconds, and the final song lasts 20 seconds. After one month of implementation of the “Tardy Song”, we analyzed our data and we were delighted to see a 50% drop in tardies. This year, we have changed the middle song every month, but the time intervals remain the same. This keeps the song fresh, but consistent. We even have a contest to reward students for recognizing the middle song. As our team moves into year two of implementation, we look forward to continued success as well as new opportunities to include more positives in our building for staff and students!”

This year, the school team is continuing to work with faculty on Tier 1 implementation efforts and SWIS data show that significant decreases in office discipline referrals are occurring across many types of behaviors. Figure 11 shows the summary of the reduction in ODRs. The school team reports a 44% drop in total ODR forms completed at the school, a 48% drop in classroom ODRs, a 47% drop in hallway ODRs and a 72% drop in students with five or more ODRs. Figure 12, on the next page, illustrates *(continued on next page)*

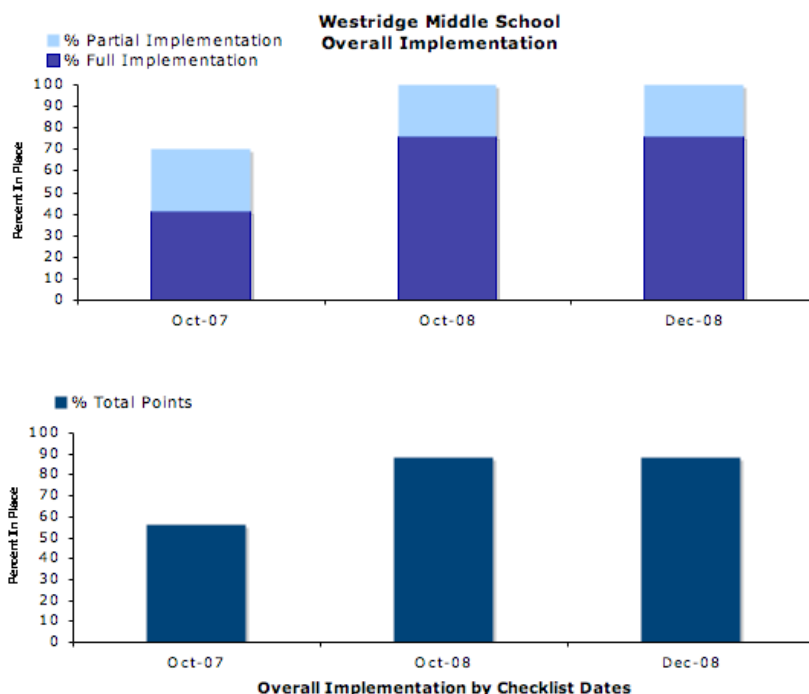


Figure 10. Team checklist overall implementation for Westridge Middle School.



Featured Case Study: Westridge Middle School *(Continued from Page 7)*

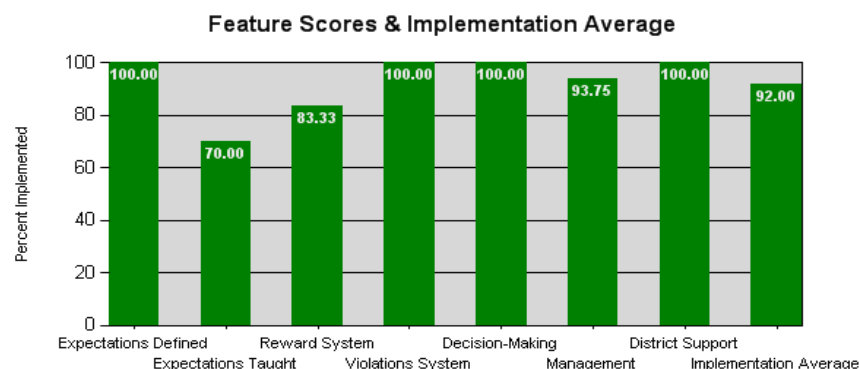


Figure 11. Informal School-wide Evaluation Tool (SET) results for Westridge Middle School May 2008.

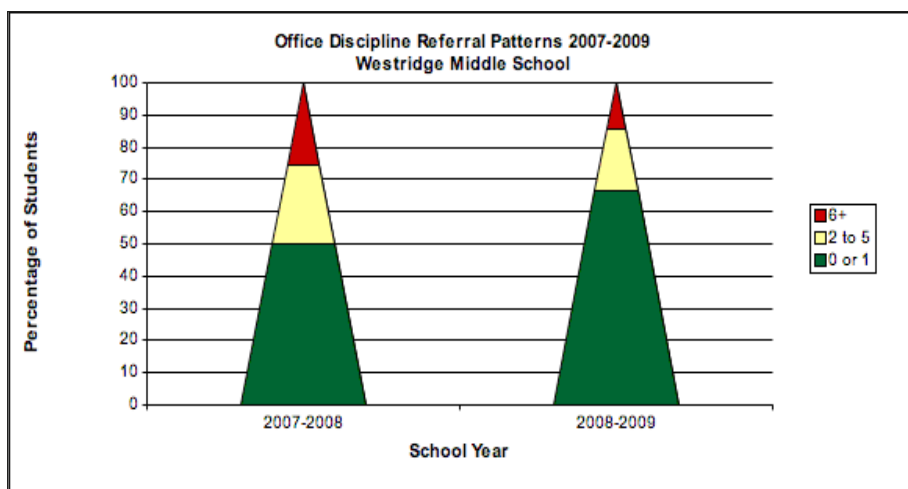


Figure 12. Westridge Middle School's Decrease in Office Discipline

the significant shift in ODR patterns between the 2007-2008 school year and the patterns to date for the 2008-2009 school year. Based on the information provided to the school on SWIS, the horizontal axis indicates the school year for ODRs, while the vertical axis indicates the total percentage of students with ODRs within frequency ranges (students with 0 to 1 referral, students with 2 to 5 referrals and students with 6 or more referrals). Next year, Westridge will be able to present yearly comparison data using SWIS.

Westridge now has one SWPBS team continuing to work on Tier 1 implementation efforts while the student improvement team (SIT) is participating in Tier 2 training. Westridge's data show how valuable it can be to implement Tier 1 interventions before beginning Tier 2 interventions since the number of referrals to the SIT may be lower due to the interventions from the previous year.

In the next sections, you will see shorter stories for two other Kansas schools implementing SWPBS.

Short Story: Hocker Grove Middle School, Shawnee Mission, Kansas

Hocker Grove Middle School is located in a suburban area in Kansas serving grades seven through eight with 37 teachers. There are 529 students attending this school. Eighty percent of the students are White/Caucasian nine percent are Black, six percent are Hispanic, three percent are Asian, one percent are Native American and one percent are of unknown ethnicity. Twenty-two percent of students attending school are eligible for free and/or reduced lunch.

Hocker Grove also started implementing SWPBS during the 2007-2008 school year. After completing the self assessment process, the school-wide planning team and entire faculty developed school-wide expectations based on the school's mascot, the *(continued on next page)*



Hocker Grove school-wide expectations.

Short Story: Hocker Grove Middle School *(Continued from Page 8)*

Eagle (“Eagles Soar”). Visuals of the school expectations are placed in strategic places in all of the major school settings (hallways, classroom, lunchroom, etc.). Lesson plans were developed by the school to teach these expectations in the hallways, classrooms, lunchrooms and other settings. For instance, tape was placed down the middle of the school hallways to indicate which side students should walk on and students practiced walking down the halls in a safe and responsible manner. In addition, the school reinforces students for engaging in appropriate school behaviors. One way in which students receive reinforcement is by getting their picture taken and placed on the Hocker Grove “Soaring Students” Board posted in the hallway.

Hocker Grove also spent the first year getting SWIS ready and is now using ODR data from SWIS on a regular basis in school planning team meetings and with faculty. The school reports a 50% reduction in overall ODRs since they have started implementing SWPBS.

Hocker Grove now has two teams implementing SWPBS. One team is responsible for facilitating Tier 1 intervention planning while the school improvement team (SIT) is now working on Tier 2 implementation. Hocker Grove Middle School had already been implementing a Tier 2 intervention before the SWPBS training and spent time this year adapting the existing intervention so that the team could use the SWIS software program to collect individual student data for easier progress monitoring. The intervention, referred to as the Behavior Education Program (BEP) or Check In/Check Out (CICO), is a targeted intervention that provides students not responding to Tier 1 interventions with more structure and more positive reinforcement across the day.

At the beginning of the day, students on the CICO are given a CICO sheet and meet with an adult who has established rapport with each student. The adult greeting the student hands out the CICO form, and makes sure each student participating in the intervention has what they need for the class (books, pencils, etc.), and provides the student with prompts and positive feedback. During each class, the student receives feedback on his or her behavior from the teacher, which is documented on the student’s CICO sheet. The student gains points for following a list of positive social behaviors that are based on Hocker Grove’s school-wide expectations. The student checks in with an adult at the end of the day and brings the CICO sheet home for parents to sign. Students are able to earn access to positive activities or items that were agreed upon at the beginning of the process.

Hocker Grove Middle School is now developing systems to monitor and track both Tier 2 academic and behavior-related targeted interventions using data-based decision-making systems for progress monitoring.

For a demonstration of the data collection system for the CICO, go to www.swis.org

- Click on the “demo link on the upper right hand side of the site.
- Enter the username and password offered on the site (*you may need to scroll down if you can’t see any password information*), and
- Click on the words CICO tab at the very top of the page.



Short Story: Salina Central High School, Salina, Kansas

Salina Central High School is located in Salina, Kansas serving grades nine through twelve with 74 teachers. There are 1,084 students attending this school. Seventy-eight percent of the students are White/Caucasian, nine percent Black, ten percent are Hispanic, two percent are Asian, and two percent are Native American. Forty-three percent of students attending school are eligible for free and/or reduced lunch.

Salina Central High School began implementing SWPBS several years before the Salina School District began formally

“A group of Salina High School representatives visited another high school outside their district that was implementing SWPBS...”



Salina Central's SPIRIT Expectations

implementing SWPBS and without ongoing support from SWPBS trainers. A group of Salina Central High School representatives visited another high school outside their district that was implementing SWPBS to share ideas and learn more about training opportunities that might be available for SWPBS. Later, the Salina Central High School joined SWPBS trainings provided by the University of Kansas.

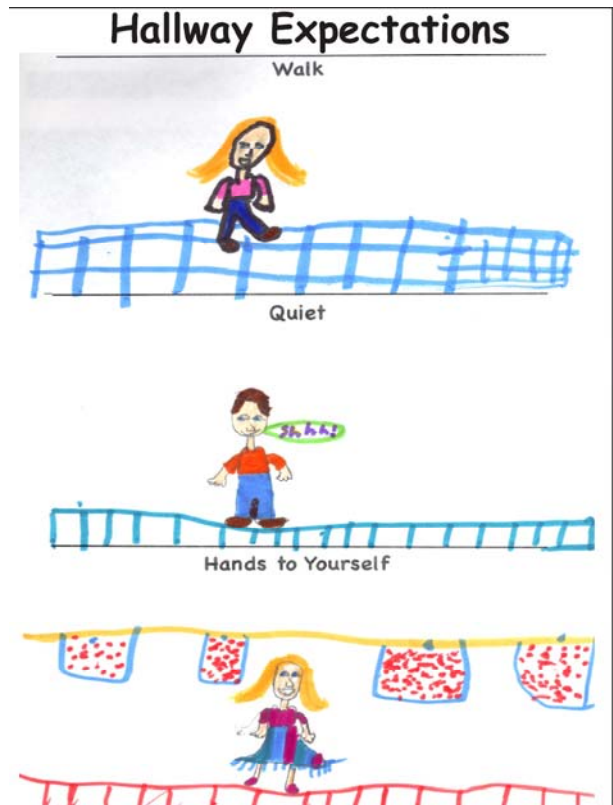
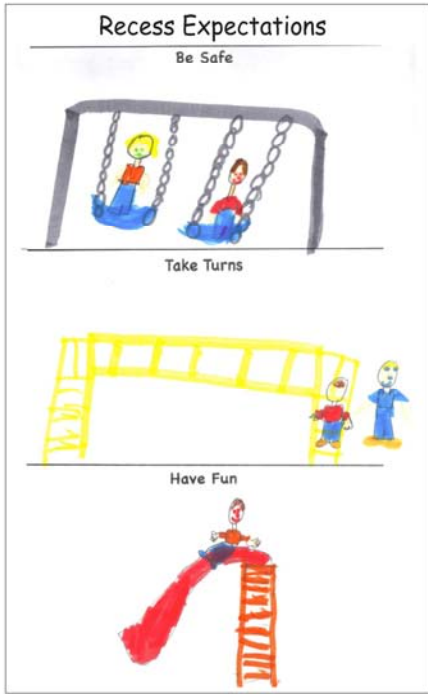
Salina Central High School has a large school planning team that meets quarterly and a smaller working group that meets more frequently. The strategies for communicating with school faculty are more complex for this school due to the larger number of students and faculty members.

Salina Central High School's planning team involved their high school students directly in the SWPBS process. For instance, high school students were actively involved in identifying the school-wide expectations, and reinforcers, and in defining what social behaviors were most important for the school. The school team organized “lock-ins” and other special events for students to discuss issues, recommend intervention approaches, review SWPBS progress, and make recommendations for proceeding forward with Tier 1 interventions. In addition, several high school students wrote a grant with support from faculty to obtain funds to improve the school grounds as part of a school climate intervention.



Salina Central High School has a reinforcement system for students who are engaging in the school's expectations. One reinforcer includes access to a special parking spot at the school for a designated period of time.

Expectations: Jefferson Elementary, El Dorado, Kansas



Jefferson Elementary student posters depicting expectations in different settings across the school.

SWPBS Trainers

University of Kansas

Rachel Freeman

Shonda Anderson

Peter Griggs

More Kansas School Examples

Heusner Elementary School, Salina, Kansas

www.usd305.com/heusner/default/Students/Character.htm

Salina Public Schools SWPBS Newsletter

www.kansasmtss.org/all/Showcase%20Documents/Salina%20PBS%20Newsletter.pdf

National SWPBS Examples

www.swpbs.org/mtss_resource.html

To learn more about the SWPBS tools described in this newsletter, please visit www.pbis.org/tools.htm



Links of Interest

Learn More About SWPBS

www.swpbs.org

Get Involved in Statewide Planning in Kansas

www.pbskansas.org

Find Out What is Happening Nationally

www.pbis.org

Learn More About Individualized PBS Plans for Students

www.kipbs.org

Association for Positive Behavior Support

www.apbs.org

Kansas Multi-tier System of Supports (MTSS)

www.kansasmtss.org

