Overview of School-Wide Positive Behavior Support (SWPBSD)
Factors Contributing to Antisocial Behaviors in the Following Settings

- Home
- Community
- School

Walker et al., 1996; Walker, Ramsey, & Gresham, 2004
Home

- Unpredictable chaotic home environment
- Reactive, harsh discipline practices
- Lack of supervision and monitoring

Dishion et al., 2009; Dishion & Stormshak, 2007; Fagan & Wexler, 1987; Patterson, 1976; 1980; 1982; Reid, Patterson, & Snyder, 2002
Community

- Lack of pro-social engagements
- Antisocial network of peers
- Opportunities to engage in Illegal activities and substances

Chamberlain, 2002; Dishion, 1992; Dishion, French, & Patterson, 1995; Farrington, 1997; Reid, Hengler et al., 1992; Patterson, et al., 2002; Snyder, 2002; Walker et al., 2002
School

- Punishment and reactive discipline
- Lack of clarity about rules, & policies
- Lack of staff support & administrative follow-through
- Failure to consider individual student differences
- Academic failure

Lipsey, 1992; Mayer, 1995; Mayer, Butterworth, Nafpaktitius, & Sulzer-Azaroff, 1983; Mayer, Butterworth, Nafpaktitius, & Hollingsworth, 1999; Walker et al., 1996; Walker, Ramsey, & Gresham, 2004
Reliance on Punishment = Increases in Problem Behavior

- Punishing problem behaviors without a school-wide system of support is associated with increased
  - Aggression,
  - Vandalism,
  - Truancy,
  - Tardiness, and
  - School Drop Out Rates
(Mayer, 1995; Mayer & Sulzer-Azaroff, 1991)
An Alternative to Punishment?

If a child doesn’t know how to read, we teach.

If a child doesn’t know how to swim, we teach.

If a child doesn’t know how to multiply, we teach.

If a child doesn’t know how to behave, we...punish?

John Herner, Counterpoint (1998, p.2)
School-Wide Positive Behavior Support

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%

~5%
Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
Responsibilities of the School-wide PBS Team

• Obtain staff commitment
• Gather self assessment
• Schedule time to share assessment with faculty
• Collaborate with school faculty on all interventions
• Develop a school-wide action plan
• Invite parent participation and input
• Establish interagency collaboration
• Oversee, monitor, and evaluate school-wide activities developed by team
### Brookridge Elementary School Expectations

<table>
<thead>
<tr>
<th>Classroom I Will....</th>
<th>Hallway I Will....</th>
<th>Restroom I Will....</th>
<th>Cafeteria I Will....</th>
<th>Playground I Will....</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Follow all directions from all adults.</td>
<td>-Follow all directions from all adults.</td>
<td>-Follow all directions from all adults.</td>
<td>-Follow all directions from all adults.</td>
<td>-Follow all directions from all adults.</td>
</tr>
<tr>
<td>-Use the designated voice.</td>
<td>-Keep my voice level 0.</td>
<td>-Use voice level 1.</td>
<td>-Use the designated voice level.</td>
<td>-Play in designated areas only.</td>
</tr>
<tr>
<td>-Treat others, as you want to be treated.</td>
<td>-Keep my hands and feet to myself.</td>
<td>-Throw all trash in the trashcans and flush the toilet.</td>
<td>-Keep my hands, food, and utensils on my own tray.</td>
<td>-Respect school property.</td>
</tr>
<tr>
<td>-Respect school property.</td>
<td></td>
<td></td>
<td>-Use manners.</td>
<td></td>
</tr>
</tbody>
</table>

### Respectful

<table>
<thead>
<tr>
<th>On Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Be an active listener and participate.</td>
</tr>
<tr>
<td>-Do my BEST work.</td>
</tr>
<tr>
<td>-Follow all directions.</td>
</tr>
<tr>
<td>-Keep my eyes forward and stay in line.</td>
</tr>
<tr>
<td>-Greet others with a silent greeting.</td>
</tr>
<tr>
<td>-Use the restroom and return to class quickly.</td>
</tr>
<tr>
<td>-Get all needed supplies the first time through the lunch line.</td>
</tr>
<tr>
<td>-Include others in all games.</td>
</tr>
</tbody>
</table>

### On Task

<table>
<thead>
<tr>
<th>Act Safely</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Keep hands and feet to myself.</td>
</tr>
<tr>
<td>-Use materials as directed.</td>
</tr>
<tr>
<td>-Be in control of my body.</td>
</tr>
<tr>
<td>-Walk.</td>
</tr>
<tr>
<td>-Stay on the right side of the hallway.</td>
</tr>
<tr>
<td>-Wash my hands with soap and water.</td>
</tr>
<tr>
<td>-Keep the water in the sink.</td>
</tr>
<tr>
<td>-Keep my feet on the floor.</td>
</tr>
<tr>
<td>-Eat my food only.</td>
</tr>
<tr>
<td>-Stay in my seat.</td>
</tr>
<tr>
<td>-Keep my hands and feet to myself.</td>
</tr>
<tr>
<td>-Follow all rules to games and equipment use.</td>
</tr>
</tbody>
</table>

### Act Safely

<table>
<thead>
<tr>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Be accountable for my behavior.</td>
</tr>
<tr>
<td>-Use only the materials I need and keep my workstation clean.</td>
</tr>
<tr>
<td>-Be on time and ready to learn.</td>
</tr>
<tr>
<td>-Be accountable for my behavior.</td>
</tr>
<tr>
<td>-Yield to younger children.</td>
</tr>
<tr>
<td>-Report all problems to an adult.</td>
</tr>
<tr>
<td>-Be accountable for my behavior.</td>
</tr>
<tr>
<td>-Clean up all trash and food.</td>
</tr>
<tr>
<td>-Be accountable for my behavior.</td>
</tr>
<tr>
<td>-Report all problems to an adult.</td>
</tr>
<tr>
<td><strong>TEACHING MATRIX</strong></td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
</tr>
</tbody>
</table>
Teaching School-wide Expectations
“Opening Day”

• Teach directly in context ("teaching stations")
  – See/model
  – Practice
  – Acknowledge

• 2 day intensive by all staff/students

• Regular weekly/monthly review

• Plan to implement throughout the year
<table>
<thead>
<tr>
<th><strong>“Cool Tool”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Name</strong></td>
</tr>
<tr>
<td>Getting Help</td>
</tr>
<tr>
<td>(How to ask for assistance for difficulty tasks)</td>
</tr>
<tr>
<td><strong>Teaching Examples</strong></td>
</tr>
<tr>
<td>1. When you’re working on a math problem that you can’t figure out, <em>raise your hand and wait until the teacher can help you.</em></td>
</tr>
<tr>
<td>2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment, <em>ask the teacher for the missing equipment.</em></td>
</tr>
<tr>
<td>3. You are reading a story but you don’t know the meaning of most of the words, <em>ask the teacher to read and explain the word.</em></td>
</tr>
<tr>
<td><strong>Kid Activity</strong></td>
</tr>
<tr>
<td>1. Ask 2-3 students to give an <em>example of a situation</em> in which they needed help to complete a task, activity, or direction.</td>
</tr>
<tr>
<td>2. Ask students to <em>indicate or show</em> how they could <em>get help.</em></td>
</tr>
<tr>
<td>3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.</td>
</tr>
<tr>
<td><strong>After the Lesson</strong></td>
</tr>
<tr>
<td>(During the Day)</td>
</tr>
<tr>
<td>1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could <em>get help</em> if they have difficulty <em>(precorrection).</em></td>
</tr>
<tr>
<td>2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they <em>need help</em> <em>(reminder).</em></td>
</tr>
<tr>
<td>3. Whenever a student <em>gets help</em> the correct way, provide <em>specific praise</em> to the student.</td>
</tr>
</tbody>
</table>
McCormick Elementary School, MD

Monitoring Dismissal
Lesson Plan Calendar

2008-2009 STAR Expectation Calendar
Christa McAuliffe Elementary

August
18-22: KIND
25-29: SAFE

September
2-5: RESPECTFUL
8-12: PEACEFUL
15-19: RESPONSIBLE
22-26: KIND in Hallway
29-3: SAFE in Hallway

October
7-9: RESPECTFUL in Hallway
13-17: PEACEFUL in Hallway
20-24: RESPONSIBLE in Hallway
27-31: KIND in Cafeteria

November
3-7: SAFE in Cafeteria
10-14: RESPECTFUL in Cafeteria
17-21: PEACEFUL in Cafeteria

December
1-5: RESPONSIBLE in Cafeteria
8-12: KIND and SAFE in Bathroom
15-18: RESPECTFUL in Bathroom

January
5-9: ROOSTER Week
26-30: KIND in Plan

February 2009

March 2009

April 2009

May 2009
Expectations for Roesland’s STAIRS

- Peaceful
- Responsible
- Respectful
- Safe

- Quiet voices and feet
- One step at a time
- Feet on steps only
- One hand on railing at all times
School-Wide Expectations

PAWs: Positives at Westridge
• Safe
• Responsible
• Respectful

McAuliffe Elementary
Reach for the Stars

Kind

Responsible
Safe
Respectful
Peaceful

Hocker Grove Eagles

Safe Behavior... Are you Ready to SOAR
On Task...
Act Responsible...
Respect Self and Others
Recess Expectations

- Be Safe
- Take Turns
- Have Fun

Hallway Expectations

- Walk
- Quiet
- Hands to Yourself
Westridge Way

Safe
Not selling door to door

Respectful
Holding a door open for someone who needs a hand

Responsible
Cleaning up a mess at Lunch

"Be the change you want to see in the world" - Gandhi

"You are not only responsible for what you say, but also for what you don't say." - Martin Luther King Jr.

"Be respectful to your superiors, if you have any." - Mark Twain

Abbie Lavin
Hallway Expectations

- Respect Self and Others
  - Don't disturb classes
  - Use appropriate language and volume
  - Be polite
- Expect Success
  - Be on time
  - Follow the dress code
- Act Safely
  - Maintain personal space
  - Walk
  - Watch where you are going
- Live Responsibly
  - Keep your school clean

Classroom Expectations

- Respect Self and Others
  - Listen without interruptions
  - Be kind to others
  - Respect property
- Expect Success
  - Be involved
  - Have a positive attitude and an open mind
  - Do your best
- Act Safely
  - Report concerns
  - Maintain personal space
  - Comply with emergency procedures
- Live Responsibly
  - Be where you are supposed to be
  - Accept outcomes of behavior
Hocker Grove SOAR’s in the Classroom
Reinforcement Systems: Using The Science Of Behavior

1. Variable Reinforcement (Or Why Gambling Is So Addictive)
2. Shaping Behavior
3. Punishment Vs. Reinforcement
4. Intrinsic Vs. Extrinsic Reinforcement
5. Variety and Types of Reinforcers
Rosehill’s Frequent, Specific Praise Prompt
Merriam Park
Frequent, Specific Praise Prompt

6 TO 1
McAuliffe’s Frequent, Specific Praise Prompt

6 TO 1
Staff Stars

has made Christa McAuliffe Elementary a remarkable place to learn and work.

Star Expectations

KIND
SAFE
RESPECTFUL
PEACEFUL
RESPONSIBLE
Maximizing Instructional Time

• PBIS Classroom
  – Routines, acknowledgments

– Delayed major – no sending to office (OP)
Students Participate In Communicating The School’s Expectations

Westridge Way!

· SAFE
  Walk at all times
  Watch where you’re going
  Follow safety procedures

· RESPONSIBLE
  Remember your homework
  Carry your planner everywhere
  Be on time to class

· RESPECTFUL
  Listen without interrupting
  Be courteous
  Speak politely to staff & peers
Sample Referral Process

1. Observe problem behavior
2. Is behavior Major?
   - NO: File in Teacher box
   - YES: Is Crisis Response needed?
     - NO: Write office referral & escort to office
     - YES: Implement Crisis Plan
8. Determine consequence

Major Delay and Major Immediate Distinction
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%

~5%
KS Middle School Example Average Referrals Per Day Per Month
2009-2013*

*data shown is through January 23, 2013
<table>
<thead>
<tr>
<th>IF...</th>
<th>FOCUS ON...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More than 40% of students receive one or more office referrals</td>
<td>School Wide System</td>
</tr>
<tr>
<td>• More than 2.5 office referrals per student</td>
<td></td>
</tr>
<tr>
<td>• More than 35% of office referrals come from non-classroom settings</td>
<td>Non-Classroom System</td>
</tr>
<tr>
<td>• More than 15% of students referred from non-classroom settings</td>
<td></td>
</tr>
<tr>
<td>• More than 60% of office referrals come from the classroom</td>
<td>Classroom Systems</td>
</tr>
<tr>
<td>• 50% or more of office referrals come from less than 10% of classrooms</td>
<td></td>
</tr>
<tr>
<td>• More than 10-15 students receive 5 or more office referrals</td>
<td>Targeted Group Interventions /</td>
</tr>
<tr>
<td>• Less than 10 students with 10 or more office referrals</td>
<td>Classroom Systems</td>
</tr>
<tr>
<td>• Less than 10 students continue rate of referrals after receiving targeted group settings</td>
<td>Individual Student Systems</td>
</tr>
<tr>
<td>• Small number of students destabilizing overall functioning of school</td>
<td></td>
</tr>
</tbody>
</table>
The BIG 5

How
often

what

where

when

who
• From January to March, we had 24 incidences of disruptive behavior occurring in the classroom between the times of 10:00-11:30 – during core reading time. This involved 8 students. Motivation of the behaviors were marked as task avoidance or obtaining attention.

School-Wide Positive Behavior Support

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

~15%

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

~5%
Office Discipline Referrals and Data-based Decision Making
<table>
<thead>
<tr>
<th>Early Warning signs</th>
<th>Tracking Forms</th>
<th>Fountas and Pinnel</th>
<th>Dibels</th>
<th>Quarterly assessments</th>
<th>Attendance</th>
<th>Nurses Visits</th>
<th>Homework</th>
<th>Avoidance Activities</th>
<th>Additional Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Track</td>
<td>2↓</td>
<td>Benchmark</td>
<td>Benchmark</td>
<td>80% ↑</td>
<td>3 ↓</td>
<td>3 or fewer visits</td>
<td>90% ↑</td>
<td>Not noticed</td>
<td>High Mobility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80% ↑</td>
<td></td>
<td>4-5 visits</td>
<td></td>
<td></td>
<td>Home issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>65%–79%</td>
<td>64%↓</td>
<td>6 or more visits</td>
<td>74% ↓</td>
<td>frequent</td>
<td>Changes in behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>65%–79%</td>
<td>64%↓</td>
<td></td>
<td></td>
<td></td>
<td>Appearance</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Lack of school connections</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Social Needs</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Medical Needs</td>
</tr>
<tr>
<td>Off-Track</td>
<td>5↑</td>
<td>Intensive</td>
<td>Intensive</td>
<td>64%↓</td>
<td>6↑</td>
<td>6 or more visits</td>
<td>74% ↓</td>
<td>frequent</td>
<td>High Mobility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Home issues</td>
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<td>Changes in behavior</td>
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<td>Appearance</td>
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<td>Lack of school connections</td>
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<td>Social Needs</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Medical Needs</td>
</tr>
</tbody>
</table>

**On-Track**: Students who are on track with their academic progress.

**At-Risk for Off Track**: Students who are at risk of falling off track.

**Off-Track**: Students who are off track and require additional support.

**Quarterly assessments**: Math and Reading.

**Attendance**: Percentage of classes attended.

**Nurses Visits**: Number of visits to the nurse.

**Homework**: Percentage of homework completed.

**Avoidance Activities**: Frequency of avoidance behaviors.

**Additional Factors**: Potential reasons for academic or behavioral issues.
Tier 2: Mapping the “Best Guess”

Setting Event ➔ Triggering Event or Antecedent ➔ Problem Behavior ➔ Maintaining Consequence

THE FUNCTION
- Obtain
- Escape
Secondary Prevention

- Group interventions geared towards smaller groups of students addressing
  - Social skills
  - Emotional supports
  - Academic instruction
- Increased levels of reinforcement
- Intensive counseling and emotional supports at an individual level
- Academic interventions at an individual student level
- Interventions to support new students transitioning to school
Possible Targeted Interventions

1. Social and Behavioral Concerns
2. Academic Concerns
3. Emotional Concerns
4. New Student (transition to new school) Concerns


Evidence Based * Tier 2 Interventions

Classroom Management*
Check-in/Check-Out*
Check and Connect*
Mentoring*
Newcomer’s Club
Social Skills Club/Groups*

Organizational Skills*
Academic Support*
Homework Support
First Steps to Success*
Simple Function-based Behavior Plans*

- Indicates research is available in this area supporting it as an evidenced based practice
- Newcomer’s Tier 2 Module: Available at http://www.swpbs.org/schoolwide/lori.html

3/10/2011 Newcomer & Freeman, 2011
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

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~80% of Students

~15%

~5%

School-Wide Positive Behavior Support
Individual Student System

- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations
COMPETING PATHWAYS

BEHAVIOR SUPPORT PLANNING

Setting Events Manipulations
Make Problem Behavior Irrelevant

Antecedent Manipulations
Make Problem Behavior Inefficient

Behavior Teaching
Make Problem Behavior Ineffective
And Positive Behavior More Effective

Examples of Interventions
Functional Behavioral Assessment: Facilitator Training

• Interview with George
• Interview with teachers
• Observations of George in class
• Review academic records and office referrals
• Interview with parent
• George’s teacher had a software program which automatically graphed his homework and attendance
Science Assignment Completion

Percent Score Obtained on Assignments in Science

Baseline
Intervention

Note: Score may go beyond 100% if bonus points are awarded.
Hypothesis: When given a long-term homework assignment, George escapes from a nonpreferred task by not turning in his work. George is more likely to escape from a nonpreferred task when he does not live in one home for an extended period of time.

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent (Trigger)</th>
<th>Problem Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeps in different “homes” every night</td>
<td>Asked to complete long-term assignment</td>
<td>Does not complete work</td>
<td>Escape from nonpreferred task</td>
</tr>
</tbody>
</table>
# George's Level 2 Interventions

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent (Trigger)</th>
<th>Problem Behavior</th>
<th>Consequence</th>
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</tr>
</tbody>
</table>

**Setting Event Interventions**

<table>
<thead>
<tr>
<th>Antecedent Interventions</th>
<th>Teach New Skills</th>
<th>Consequence Interventions</th>
</tr>
</thead>
</table>
| • Work with family members to create predictability with living and homework schedule  
  • Add incentives for doing homework after school  
  • Arrange for later pick-up so George can finish work | • Include time for George to create plan for completing work  
  • Prompt George when he spends too much time drawing | • Teach self management strategies  
  • Do not allow to escape by creating times during school day to complete assignments |