School-wide Positive Behavior Support

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www.pbis.org
www.swis.org
Goals/ Materials for today

- Define the logic and core features of School-wide PBS
- Define the implementation approach
- Conduct a self-assessment and build action plan for SWPBS implementation
- Define core features of classroom management within SWPBS

Materials
- Powerpoint slides
- References
- Discipline matrix
- Teaching plan formats
- Office discipline referral definitions and forms
- Team Matrix
- Team Implementation Checklist
- Classroom management self-assessment
- Rewards
Logic for School-wide PBS

- Schools face a set of difficult challenges today
  - Multiple expectations (Academic accomplishment, Social competence, Safety)
  - Students arrive at school with widely differing understandings of what is socially acceptable.
  - Traditional “get tough” and “zero tolerance” approaches are insufficient.

- Individual student interventions
  - Effective, but can’t meet need

- School-wide discipline systems
  - Establish a social culture within which both social and academic success is more likely
The Challenge

- More than 50% of all crime in the United States is committed by 5-7% of youth between the ages of 10-20
  - APA Commission on Youth Violence, 1993

- Each school day 100,000 students in the United States bring weapons to school
  - Walker, 1994
The Challenge

- Lack of discipline is viewed as one of the most serious challenges facing public schools

- Teachers report that “uncivil” behavior is increasing and is a threat to effective learning
  - Skiba and Peterson, (2000)

- There is a link between general level of disruptive behavior and more extreme acts of violence
  - Skiba and Peterson, (2000)
The Challenge

- Exclusion and punishment are the most common responses to conduct disorders in schools.
  - Lane & Murakami, (1987)
  - Rose, (1988)
  - Nieto, (1999)

- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior
  - Costenbader & Markson (1998)
The Challenge

- “Exposure to exclusionary discipline has been shown, not to improve school outcomes, but in fact to be associated with higher rates of school dropout.”
  - Skiba, Peterson and Williams, 1997
  - Ekstrom, Goertz, Pollack, & Rock, 1986
  - Wehlage & Rutter, 1986
  - Sprick, Borgmeier, Nolet, (2002)
The Challenge

- Punishing problem behaviors (without a proactive support system) is associated with increases in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out.
  - Mayer, 1995
  - Mayer & Sulzar-Azaroff, 1991
  - Skiba & Peterson, 1999
Research Findings

- Reviews of over 600 studies on how to reduce school discipline problems indicate that the **least** effective response to school violence are:
  - Talking therapies
  - Psychotherapy
  - Punishment

- Gottfredson, 1997
- Lipsey, 1991; 1992
- Tolan & Guerra, 1994
- Elliott, Hamburg, Williams, 1998
Research Findings

- The same research reviews indicate that the **most effective** responses to school violence are:
  - Social Skills Training
  - Academic Restructuring
  - Behavioral Interventions
    - Gottfredson, 1997
    - Elliot, Hamburg, & Williams, 1998
    - Tolan & Guerra, 1994
    - Lipsey, 1991; 1992
What is School-wide Positive Behavior Support?

- **School-wide PBS is:**
  - A systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all students.

- **Evidence-based features of SW-PBS**
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual interventions.
  - Administrative leadership – Team-based implementation (Systems that support effective practices)
Establishing a Social Culture

- Common Vision/Values
- Common Language
- Common Experience
- Membership
- Common Vision/Values

Venn Diagram showing the overlap between common vision/values, common language, and common experience.
School-wide PBS

Supporting Social Competence, Academic Achievement and Safety

Supporting Decision Making

Supporting Staff Behavior

Supporting Student Behavior

DATA

PRACTICES

SYSTEMS

OUTCOMES
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%
Michigan: Distribution of Elementary Reading Intervention Level

- All Students (n = 4074):
  - Benchmark: 43%
  - Strategic: 33%
  - Intensive: 24%

- Students with 6+ ODRs (n = 201):
  - Benchmark: 20%
  - Strategic: 24%
  - Intensive: 56%
School-wide Systems
(All students all settings all times)

Create a positive school culture:

School environment is **predictable**

1. common language
2. common vision (understanding of expectations)
3. common experience (everyone knows)

School environment is **positive**

regular recognition for positive behavior

School environment is **safe**

violent and disruptive behavior is not tolerated

School environment is **consistent**

adults use similar expectations.
Invest in Prevention (school-wide)  
Build a Culture of Competence

- Define behavioral expectations
- Teach behavioral expectations
- Monitor and reward appropriate behavior
- Provide corrective consequences for behavioral errors.
- Information-based problem solving
- Do not expect school-wide efforts to affect students with chronic problem behavior.
Activity

Define three-to-five core behavioral expectations you would recommend for your school.

- Core value
- Positive – Short
- Memorable

How would you include families, students, community members in the process?

How would you assess if the teaching had been effective?
Teach Behavioral Expectations

- Transform broad school-wide Expectations into specific, observable behaviors.
  - Use the Expectations by Settings Matrix
- Teach in the actual settings where behaviors are to occur
- Teach (a) the words, and (b) the actions.
- Build a social culture that is predictable, and focused on student success.
<table>
<thead>
<tr>
<th>CLASS</th>
<th>HALL</th>
<th>GYM</th>
<th>COMMONS</th>
<th>BUS</th>
<th>OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Be-There Be-Ready</td>
<td></td>
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</tr>
<tr>
<td>Follow Directions</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hands and Feet to self</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>CLASS</td>
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<td>BUS</td>
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<td>-------------------------</td>
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</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Positive comments to each other</td>
<td>Talk Quietly</td>
<td>Share</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Have books and pencil</td>
<td>Walk on Right</td>
<td>Wear Soft-Soled Shoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be-There Be-Ready</strong></td>
<td>Get to Class on Time</td>
<td>Get to Class on Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Follow Directions</strong></td>
<td></td>
<td></td>
<td>Stop play when asked</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hands and Feet to self</strong></td>
<td>Keep hands and feet to self</td>
<td></td>
<td></td>
<td>Hand holding only</td>
<td></td>
</tr>
<tr>
<td>RAH</td>
<td>Classroom</td>
<td>Hallway/ Commons</td>
<td>Cafeteria</td>
<td>Bathrooms</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Be on time; attend regularly; follow class rules</td>
<td>Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass</td>
<td>Put trash in cans, push in your chair, be courteous to all staff and students</td>
<td>Keep area clean, put trash in cans, be mindful of others’ personal space, flush toilet</td>
<td></td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td>Do your best on all assignments and assessments, take notes, ask questions</td>
<td>Keep track of your belongings, monitor time to get to class</td>
<td>Check space before you leave, keep track of personal belongings</td>
<td>Be a good example to other students, leave the room better than you found it</td>
<td></td>
</tr>
<tr>
<td><strong>Honor</strong></td>
<td>Do your own work; tell the truth</td>
<td>Be considerate of yours and others’ personal space</td>
<td>Keep your own place in line, maintain personal boundaries</td>
<td>Report any graffiti or vandalism</td>
<td></td>
</tr>
</tbody>
</table>
## Teaching Matrix Activity
*(Identify cells that you would change)*

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Bus</th>
<th>Hallway</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Others</td>
<td>No food in class</td>
<td>Eat your own food</td>
<td>Stay in your seat</td>
<td>No harassment No violence</td>
<td>Arrive on time to speaker</td>
</tr>
<tr>
<td>Respect Environment &amp; Property</td>
<td>Recycle paper</td>
<td>Return trays</td>
<td>Keep feet on floor</td>
<td>Do not litter</td>
<td>Leave the auditorium as clean as you find it.</td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>Do your best</td>
<td>Wash your hands</td>
<td>Be at stop on time</td>
<td>Use your words</td>
<td>No hats No gum</td>
</tr>
<tr>
<td>Respect Learning</td>
<td>Have materials ready</td>
<td>Eat balanced diet</td>
<td>Go directly from bus to class</td>
<td>Go directly to class</td>
<td>Discuss topics in class w/ others</td>
</tr>
</tbody>
</table>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
Teaching Behavioral Expectations

Define the Expectation(s):

Provide a Rationale:

Teach the Critical Discrimination:

Demonstrate Appropriate Behavior

Demonstrate Unacceptable Behavior

Practice telling the difference with multiple examples

If there is a “signal” teach the signal (when should the appropriate behavior occur?)

Teach for fluency (practice)?

Reinforcement.

How will this skill be maintained?
Activity: Teaching Matrix

- Define your school-wide expectations
- Define a set of possible locations
- Select 1 location:
  - Define the best example of behaving appropriately.
  - Identify the most common behavioral error in that location, and identify the positive alternative.
  - Write these two positive behaviors in each cell of the matrix.
<table>
<thead>
<tr>
<th></th>
<th>Location 1</th>
<th>Location 2</th>
<th>Location 3</th>
<th>Location 4</th>
<th>Location 5</th>
<th>Location 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation 1</td>
<td></td>
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<tr>
<td>Expectation 2</td>
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<td>Expectation 3</td>
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<tr>
<td>Expectation 4</td>
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<td>Expectation 5</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Expectation 1</td>
<td>Location 1 Lunch</td>
<td>Location 2</td>
<td>Location 3 Classroom</td>
<td>Location 4</td>
<td>Location 5</td>
<td>Location 6</td>
</tr>
<tr>
<td>---------------</td>
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<td>------------</td>
</tr>
<tr>
<td>Respect</td>
<td>Sit with your class</td>
<td>Listen when others speak/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectation 2</td>
<td>Clean up your area</td>
<td>Be on task</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectation 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectation 4</td>
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</tr>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity

☐ As a team (your table)

☐ Use the behavioral expectations from one member of the team as the standard for your “school”

☐ Select a location in the school

☐ Write a teaching plan that can be delivered to 20-60 students in 15-18 min.
Continuum of Consequences for Behavioral Errors

- Do not ignore problem behavior.
  - (unless ignoring is part of a specific program)
- Define specific teacher responses for “minor” and “major” problem behavior.
- Define a general “rule” for when a teacher should send a student to the office.
- Do NOT expect office referrals to change behavior.
  - Use office referrals to (a) prevent problem behavior from being rewarded, (b) prevent escalation, and (c) prevent problem behavior from interrupting on-going instruction.
  - Use teaching to change behavior
  - See www.swis.org for a list of behavioral definitions for problem behavior.
On-going Reward of Appropriate Behavior

- Every faculty and staff member acknowledges appropriate behavior.
  - **5 to 1 ratio** of positive to negative contacts

- System that makes acknowledgement easy and simple for students and staff.

- Different strategies for acknowledging appropriate behavior (small frequent rewards more effective)
  - Beginning of class recognition
  - Raffles
  - Open gym
  - Social acknowledgement
Cougar Traits in the Community

Student Name ________________________________________

Displayed the Cougar Trait of:
Respect
Responsibility
Caring
Citizenship
(Circle the trait you observed)

Signature _____________________________________________

If you would like to write on the back the details of what you observed feel free! Thank you for supporting our youth.
To build staff moral we began recognizing the positive things we were seeing among the adults in our building.
Are Rewards Dangerous?

王国的探险队考察了奖励的文献，我们的结论是奖励本身没有固有的负面属性。我们的分析表明，反对使用奖励的论点是基于狭窄的条件而泛化的。

Judy Cameron, 2002

- Cameron, 2002
- Cameron & Pierce, 1994, 2002
- Cameron, Banko & Pierce, 2001

王国的律师声称，‘奖励的外在效果对内在动机的贬低作用未被证明’

Steven Reiss, 2005

“What the Worlds Greatest Managers Do Differently”
-- Buckingham & Coffman 2002, Gallup

Interviews with 1 million workers, 80,000 managers, in 400 companies.

- Create working environments where employees:
  - 1. Know what is expected
  - 2. Have the materials and equipment to do the job correctly
  - 3. Receive recognition each week for good work.
  - 4. Have a supervisor who cares, and pays attention
  - 5. Receive encouragement to contribute and improve
  - 6. Can identify a person at work who is a “best friend.”
  - 7. Feel the mission of the organization makes them feel like their jobs are important
  - 8. See the people around them committed to doing a good job
  - 9. Feel like they are learning new things (getting better)
  - 10. Have the opportunity to do their job well.
Use of Data for Decision-making

- Use of data to guide implementation
  - Team Implementation Checklist

- Use of student data (office discipline referrals) to assess impact.
  - www.swis.org
Middle School with 500 students
Total Ref versus Ref/Day/Mo
NV High School
January 10

Referrals

School Month

Aug  | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun
Data As of Jan 10th

Average Referrals Per Day Per Month

- August: 1.5
- September: 1.7
- October: 2.0
- November: 2.0
- December: 2.0
- January: 3.5
- February: 0
- March: 0
- April: 0
- May: 0
- June: 0
- July: 0

Months
Why should we be committed to implementation of SWPBS?

- **SWPBS benefits children**
  - Reduction in problem behavior
    - Office discipline referrals
    - Suspensions
    - Expulsions
    - Improved effectiveness for intensive interventions
  - Increased student engagement
    - Risk and protective factors improve
    - Students perceive school as a safer, more supportive environment
  - Improved academic performance
    - When coupled with effective instruction
  - Improved family involvement
Comparison of SET Score and Reduction in ODR
Maryland

- Laurel Woods: SET 86%, ODR 57%
- Dasher Green: SET 80%, ODR 57%
- Shady Spring: SET 55%, ODR 55%
- McCormick: SET 97%, ODR 73%
- Lexington Park: SET 87%, ODR 78%
- Featherbed Intermediate: SET 90%, ODR 50%
- Mars Estates: SET 94%, ODR 55%
- Pocomoke ES: SET 97%, ODR 37%
- Pocomoke MS: SET 88%, ODR 22%
- Deep Creek MS: SET 89%, ODR 42%
ODR rates (Majors only) for Schools Meeting and Not Meeting PBS Implementation Criteria: Illinois Elementary Schools

Schools at criterion average a 25% lower ODR rate

Not at Criterion: N = 87
At Criterion: N = 53
Implementing PBIS is related to reduction in Office Discipline Referrals

SET Total Score and ODR/100 Students/Year:
One Chicago School
<table>
<thead>
<tr>
<th>Irving ES 200102</th>
<th>Irving ES 200203</th>
<th>Irving ES 200304</th>
<th>Irving ES 200405</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pct6up</td>
<td>12%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Pct2to5</td>
<td>24%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>Pct0to1</td>
<td>65%</td>
<td>80%</td>
<td>89%</td>
</tr>
</tbody>
</table>

| ODR/100 | 1.13 | .51 | .39 | .08 |
| TIC Total | 76% | 82% | 82% | 88% |
Illinois Mean Proportion of Students Meeting ISAT Reading Standard

$t$ test (df 119) $p < .0001$

- PBIS NOT in place, $N = 69$, Mean percentage = 46.60%
- PBIS IN place, $N = 52$, Mean percentage = 62.19%
Iowa Elementary School
Randomized Control Trials

- Illinois and Hawaii
- Bradshaw et al (Maryland)
- Sprague et al (middle schools)
Examples

Video link

FRMS
Why should we be committed to implementation of SW-PBIS?

- **Benefits to faculty and staff:**
  - Improved consistency across faculty
    - Better collaboration in support of individual students
  - Improved classroom management
    - Classroom routines
    - Strategies for preventing and pre-empting problem behavior
  - Reduced faculty absenteeism
  - Increased faculty retention
  - Improved substitute performance/perception
  - Increased ratings of faculty “effectiveness”
    - Staff perceive themselves as more effective due to coherent planning, improved student behavior, effective strategies for addressing problems.
Why should we be committed to implementation of SW-PBIS?

- **Benefits to District/Community**
  - Improved cost effectiveness
    - 1 ODR = 15 min staff time; 45 min student time
  - Sustained effects across administrator, faculty, staff, student change.
    - Cost of re-creating systems draws away from effective education.
  - Administrative benefits of scale
    - Cost savings for data systems
    - Effective transitions among faculty when they shift from one school to another.
  - Effective innovation
    - Data systems promote innovation.
    - Focus on research-based practices
What does a reduction of 850 office referrals and 25 suspensions mean?

Kennedy Middle School

- **Savings in Administrative time**
  - ODR = 15 min
  - Suspension = 45 min
  - 13,875 minutes
  - 231 hours
  - 29, 8-hour days

- **Savings in Student Instructional time**
  - ODR = 45 min
  - Suspension = 216 min
  - 43,650 minutes
  - 728 hours
  - 121 6-hour school days
CONTINUUM of SWPBS

PRIMARY PREVENTION
- Teach & encourage positive SW expectations
- Proactive SW discipline
- Effective instruction
- Parent engagement

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

TERTIARY PREVENTION
- Function-based support
- Wraparound/PCP
- Special Education
- 

Audit
1. Identify existing practices by tier
2. Specify outcome for each effort
3. Evaluate implementation accuracy & outcome effectiveness
4. Eliminate/integrate based on outcomes
5. Establish decision rules (RtI)
Summary

- Invest in prevention
- Build a social culture of competence
- Focus on different systems for different challenges
- Build local capacity through team processes, and adaptation of the practices to fit the local context
- Use data for decision-making
- Begin with active administrative leadership