School-wide Positive Behavior Support

Gifted PBS Team Training
Year 2, Day 1

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Advance Organizer

• Overview and Team Reports
• Implementing SWPBS: Critical Features, Examples, & Resources (B)
• Sustaining Staff Buy-in and Implementation (M)
• Team Action Planning
• Wrap up

MAIN TRAINING OBJECTIVES

• Identify systems needed to sustain implementation fidelity
• Continue to develop and revise individualized action plan for SWPBS
• Organize for current and upcoming school years

SW-PBS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable.

(Zins & Ponti, 1990)

4 PBS Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

OUTCOMES

SYSTEMS

PRACTICES

Supporting Decision Making

Continuum of Support for ALL

Intensive

Targeted

Some

Universal

All

(Sugai, Dec 7, 2007)
Step 1: Establish Team Membership

Critical Features
- Team Composition
  - Representative of school (teachers, admin, non-certified)
  - Representative of community (parents, students...)
- Effective and Efficient Meeting Process
  - Schedule
  - Agenda & Minutes
  - Action plan
- Follow up
  - ...with action-plan items
  - ...with all staff

Step 2: Develop Brief Statement of Behavioral Purpose

Critical Features
- Positively stated
- Brief (2-3 sentences in length)
- Comprehensive in scope (all students, staff, & settings)
- Supportive of academic achievement
- Contextually/culturally appropriate
**Resources**

- Guidelines (p. 48)
- Appendix A: Example Behavioral Purpose Statement

**Step 3: Identify Positive School-wide Behavioral Expectations**

**Critical Features**

- Small Number (i.e., 3-5)
- Positively Stated
- Comprehensive (Umbrella Rules)
- Mutually Exclusive (No Overlap)

**Resources**

- Guidelines (p. 50)
- Appendix A: Example of Expectations

- Description of Primary Level (http://www.pbis.org/school/primary_level/default.aspx)
- Links to expectation examples under “Student”—scroll down (http://www.pbis.org/school/primary_level/student.aspx)

**Step 4: Develop Procedures for Teaching SW Behavioral Expectations**

**Critical Features**

- Define
- Teach
- Monitor
- Prompt
- Evaluate
Step 5: Develop Procedures for Teaching Classroom-wide Behavioral Expectations

Critical Features

- Immediate & contingent
- Specific (delivers information)
- Brief (efficient delivery and exchange)
- Consistent (delivered by all staff, systematically)
- Results in increases in desired behavior (monitor with data)
**Critical Features**

- Immediate & contingent (maintain privacy)
- Specific (delivers information)
- Brief (efficient delivery)
- Consistent & predictable (delivered by all staff, systematically, based on definitions/procedures)
- Results in decreases in undesired behavior (monitor with data)

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**Step 8: Develop Data-based Procedures for Monitoring SWPBS Implementation**

- Efficient and Timely Input and Output
- Flexible Visual Displays (i.e., Graphs) of Data
- Systems Ensure Data are Used to Make Decisions (e.g., Data on the Agenda)
- Data are Shared with Faculty/Staff
Resources

- School-wide Benchmarks of Quality (team rating form & scoring guide)
- School-wide Information System (www.swis.org)

Wrap Up: Review of SWPBS

Implementing SWPBS

1. Establish leadership team membership
2. Develop brief statement of behavioral purpose
3. Identify positive SW behavioral expectations
4. Develop procedures for teaching SW expectations
5. Develop procedures for teaching class-wide expectations
6. Develop continuum for strengthening appropriate behavior
7. Develop continuum for discouraging violations of expectations
8. Develop data-based procedures for monitoring