

# School-wide Positive Behavior Supports and Response to Intervention

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[pbis.org](http://pbis.org)

# The Challenge

- Appropriate social behavior is expected across all school settings
- Unlike academic behavior, measures/curriculum do not “occasion” behavior
- Limited direct measures of social behavior to allow placement in appropriate level of support

# Starting Point

- We can't "make" students learn or behave
- We can create environments to increase the likelihood students learn and behave
- Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity

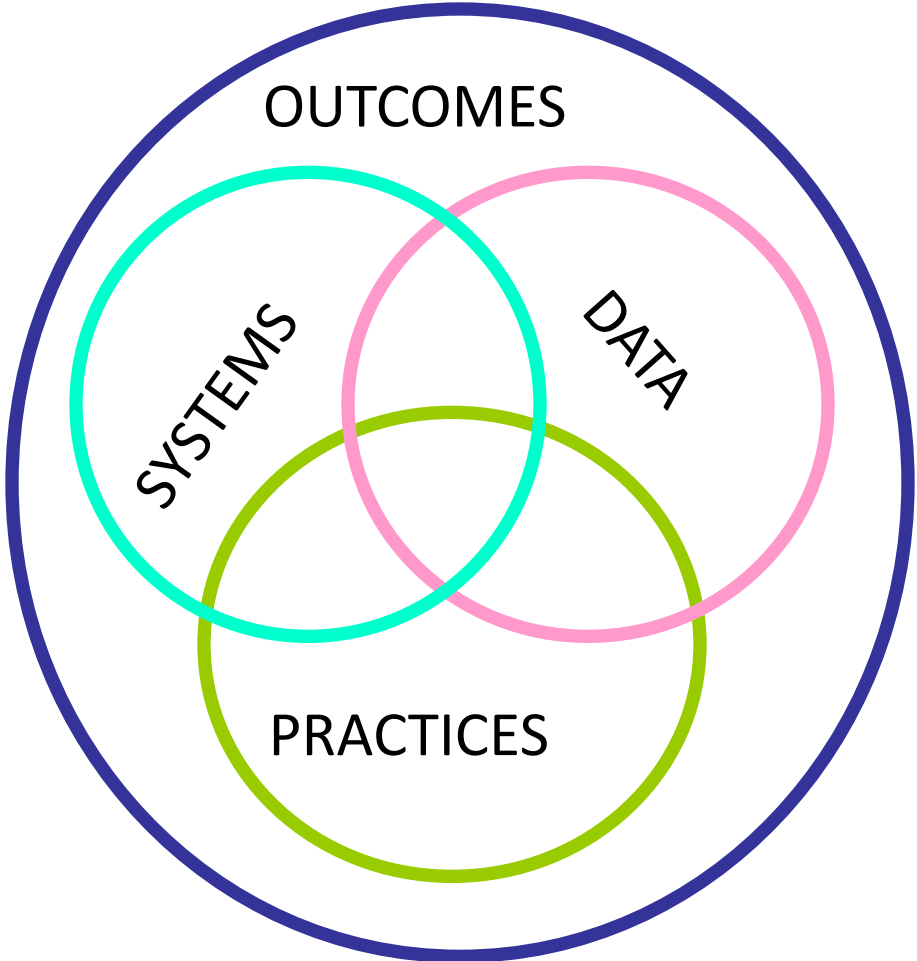
# *School-wide Positive Behavior Support*

PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior

*OSEP Center on PBIS*

Positive  
Behavior  
Support

Social Competence &  
Academic Achievement



Supporting  
Staff Behavior

Supporting  
Decision  
Making

Supporting  
Student Behavior

# Designing School-Wide Systems for Student Success

## Academic Systems

## Behavioral Systems

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All students
- Preventive, proactive

### Intensive, Individual Interventions

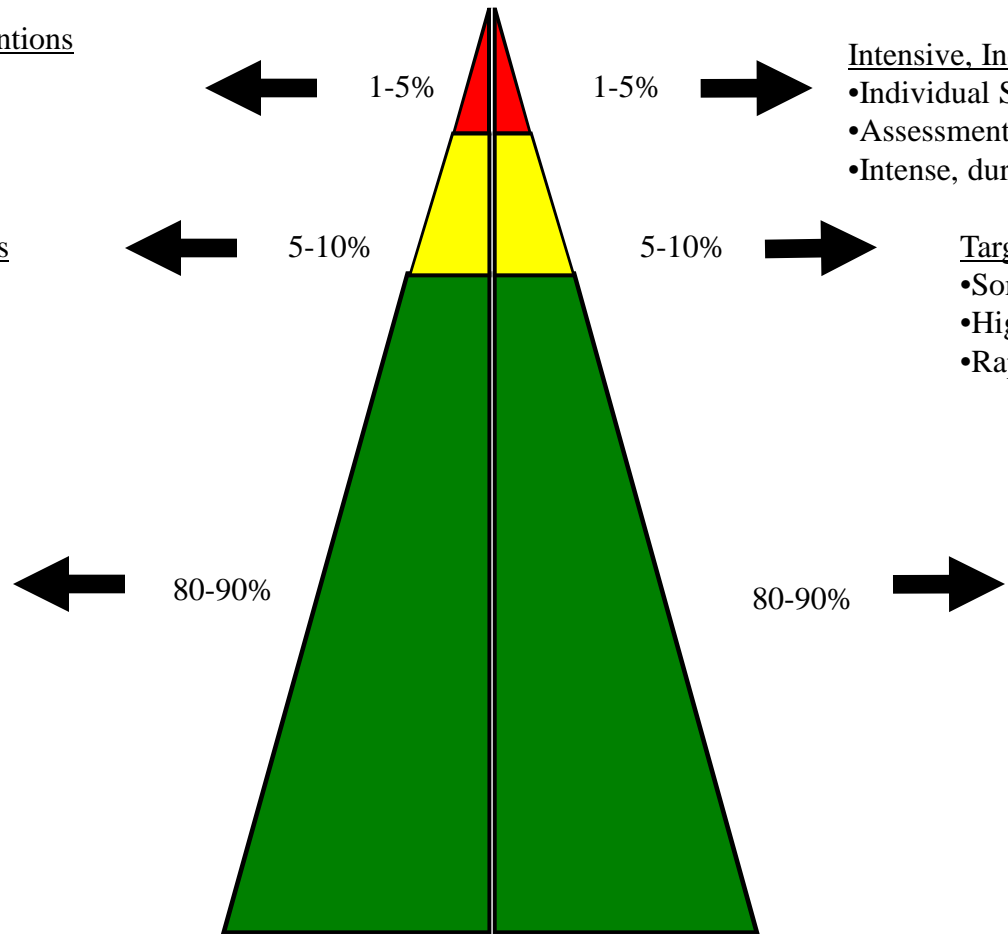
- Individual Students
- Assessment-based
- Intense, durable procedures

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All settings, all students
- Preventive, proactive



# Essential Features at the School Level

- Teams
- Data-based decision making
- Problem solving logic
- Access to Technical Assistance
- Working toward district/regional support

# Universal Strategies: School-Wide

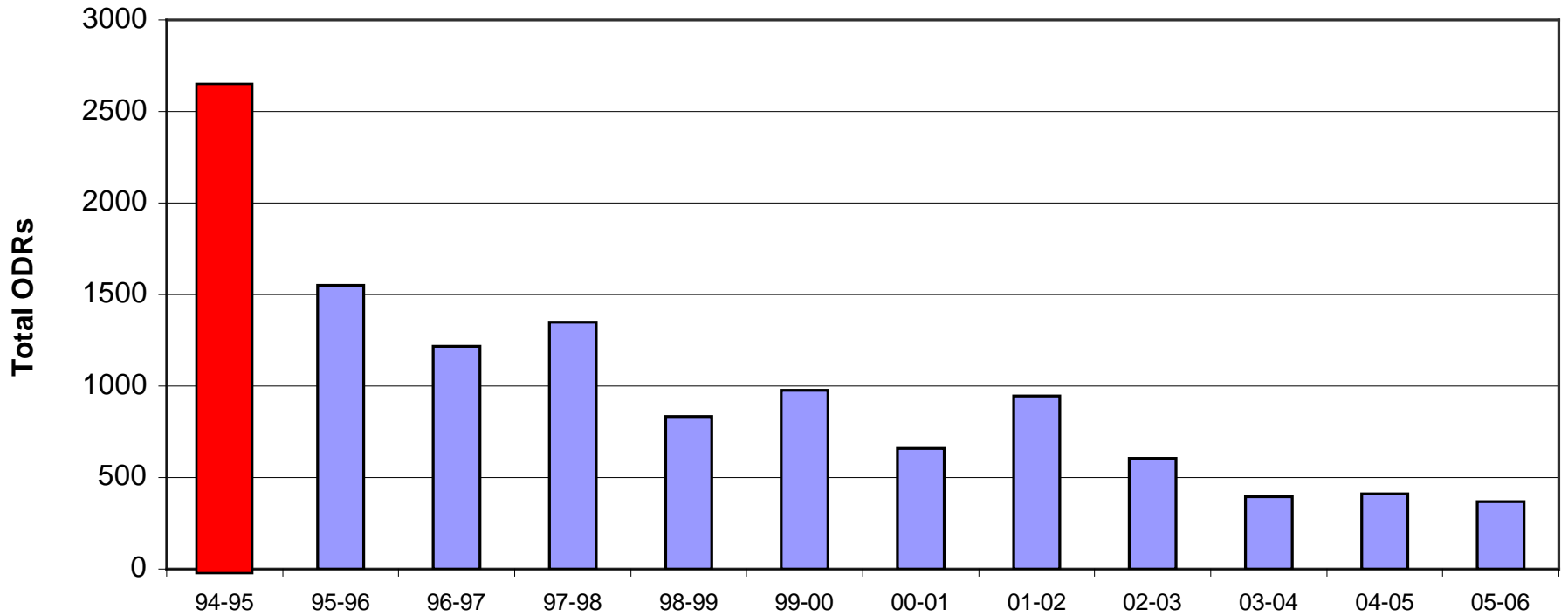
## Essential Features

- Statement of purpose
- Clearly define expected behaviors (Rules)
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for record-keeping and decision making (swis.org)
- Family Awareness and Involvement

# Benton Elementary

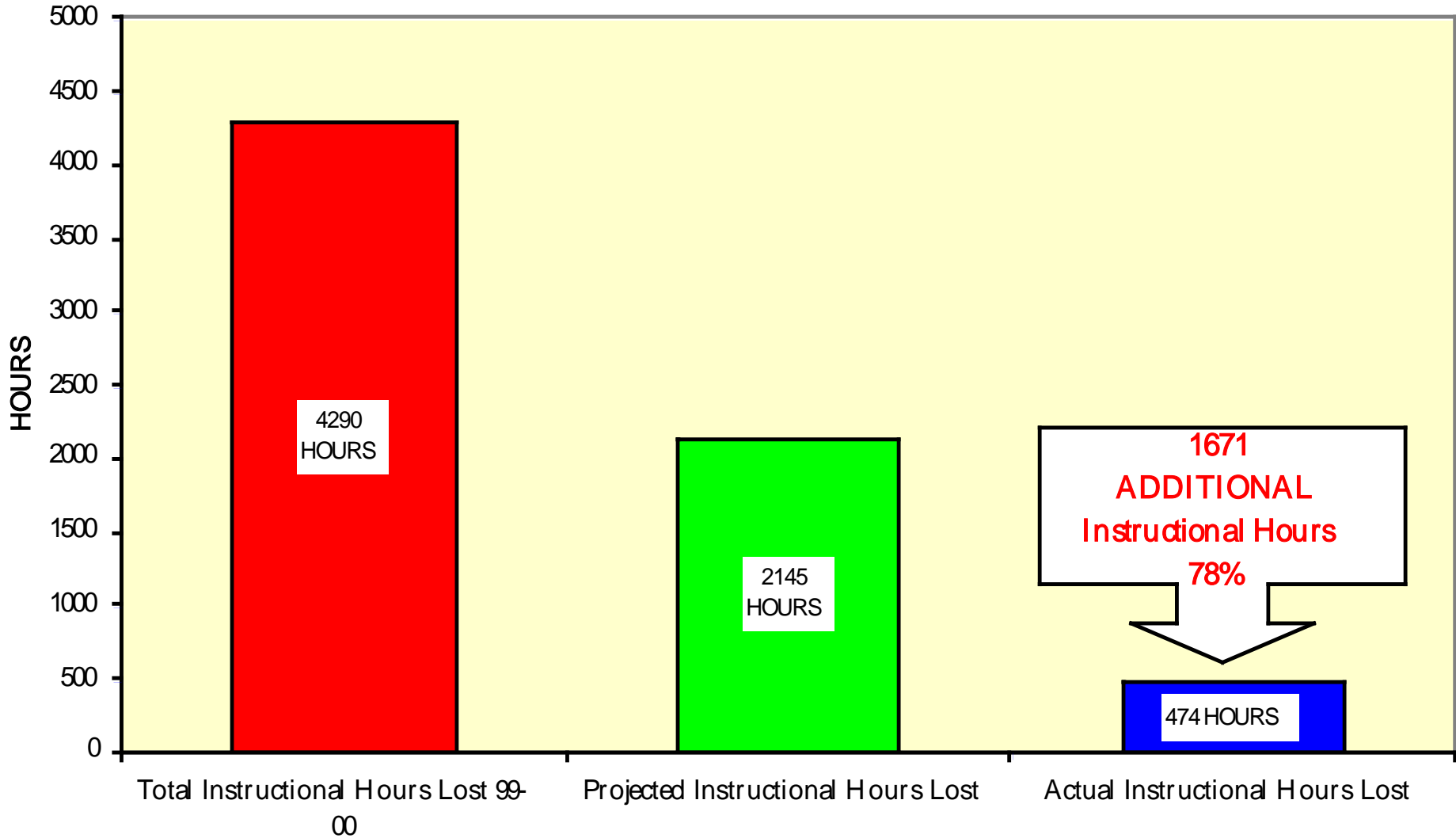
I am....	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
<b>Safe</b>	<ul style="list-style-type: none"> <li>•Keep bodies calm in line</li> <li>•Report any problems</li> <li>•Ask permission to leave any setting</li> </ul>	<ul style="list-style-type: none"> <li>•Maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>•Walk</li> <li>•Stay to the right on stairs</li> <li>•Banisters are for hands</li> </ul>	<ul style="list-style-type: none"> <li>•Walk</li> <li>•Push in chairs</li> <li>•Place trash in trash can</li> </ul>	<ul style="list-style-type: none"> <li>•Wash hands with soap and water</li> <li>•Keep water in the sink</li> <li>•One person per stall</li> </ul>	<ul style="list-style-type: none"> <li>•Use equipment for intended purpose</li> <li>•Wood chips are for the ground</li> <li>•Participate in school approved games only</li> <li>•Stay in approved areas</li> <li>•Keep body to self</li> </ul>	<ul style="list-style-type: none"> <li>•Walk</li> <li>•Enter and exit gym in an orderly manner</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>•Treat others the way you want to be treated</li> <li>•Be an active listener</li> <li>•Follow adult direction(s)</li> <li>•Use polite language</li> <li>•Help keep the school orderly</li> </ul>	<ul style="list-style-type: none"> <li>•Be honest</li> <li>•Take care of yourself</li> </ul>	<ul style="list-style-type: none"> <li>•Walk quietly so others can continue learning</li> </ul>	<ul style="list-style-type: none"> <li>•Eat only your food</li> <li>•Use a peaceful voice</li> </ul>	<ul style="list-style-type: none"> <li>•Allow for privacy of others</li> <li>•Clean up after self</li> </ul>	<ul style="list-style-type: none"> <li>•Line up at first signal</li> <li>•Invite others who want to join in</li> <li>•Enter and exit building peacefully</li> <li>•Share materials</li> <li>•Use polite language</li> </ul>	<ul style="list-style-type: none"> <li>•Be an active listener</li> <li>•Applaud appropriately to show appreciation</li> </ul>
<b>A Learner</b>	<ul style="list-style-type: none"> <li>•Be an active participant</li> <li>•Give full effort</li> <li>•Be a team player</li> <li>•Do your job</li> </ul>	<ul style="list-style-type: none"> <li>•Be a risk taker</li> <li>•Be prepared</li> <li>•Make good choices</li> </ul>	<ul style="list-style-type: none"> <li>•Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>•Use proper manners</li> <li>•Leave when adult excuses</li> </ul>	<ul style="list-style-type: none"> <li>•Follow bathroom procedures</li> <li>•Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>•Be a problem solver</li> <li>•Learn new games and activities</li> </ul>	<ul style="list-style-type: none"> <li>•Raise your hand to share</li> <li>•Keep comments and questions on topic</li> </ul>

## FRMS Total Office Discipline Referrals



# INSTRUCTIONAL HOURS GAINED

Projected (50%) vs. Actual (Aug-Dec 2000)



# Impact on Moving Students to More Restrictive Settings

- Elementary Schools who implement SW-PBS referred students to alternative/special school at lower rates compared to schools who were not implementing SW-PBS ( $r = -0.4306, p < 0.01$ )
- Elementary Schools who implemented SW-PBS have less recidivism to alternative settings once students returned to home-school

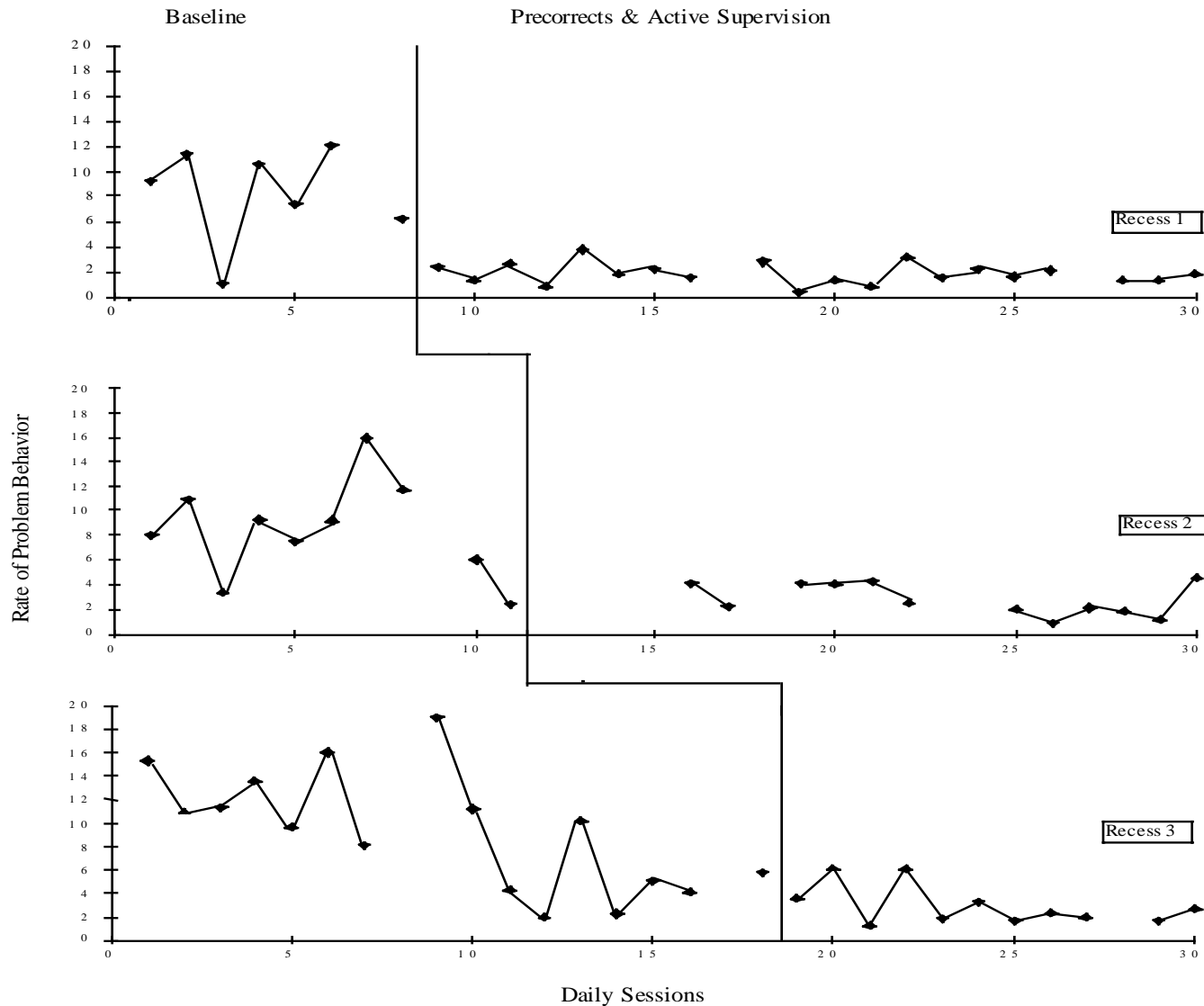
Bradshaw, C.P., Koth, C.W., Bevans, K.B., Ialongo, N., & Leaf, P.J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23* (4), 462-473.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (in press). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*.

Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*.

# Universal Strategies: Nonclassroom Settings

- Identify Setting Specific Behaviors
- Develop Teaching Strategies
- Develop Practice Opportunities and Consequences
- **Assess the Physical Characteristics**
- **Establish Setting Routines**
- Identify Needed Support Structures
- Data collection strategies



Lewis, T. J., Colvin, G., & Sugai, G. (2000). The effects of precorrection and active supervision on the recess behavior of elementary school students. *Education and Treatment of Children, 23*, 109-121.

# Universal Strategies: Classroom

- Use of school-wide expectations/rules
- Effective Classroom Management
  - Behavior management
  - Instructional management
  - Environmental management
- Support for teachers who deal with students who display high rates of problem behavior

# Structural Analysis

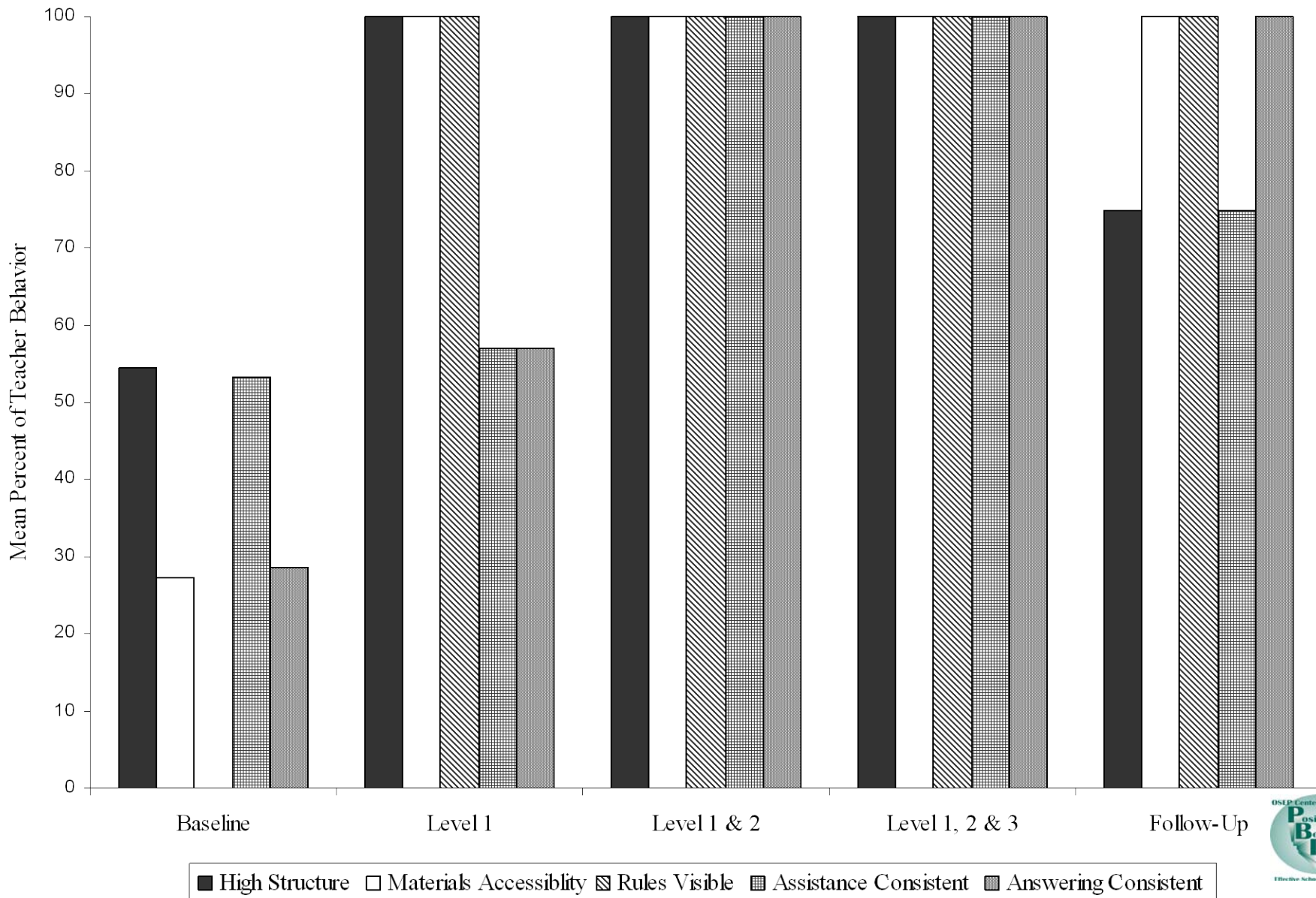
## *Setting Factors Assessment Tool*

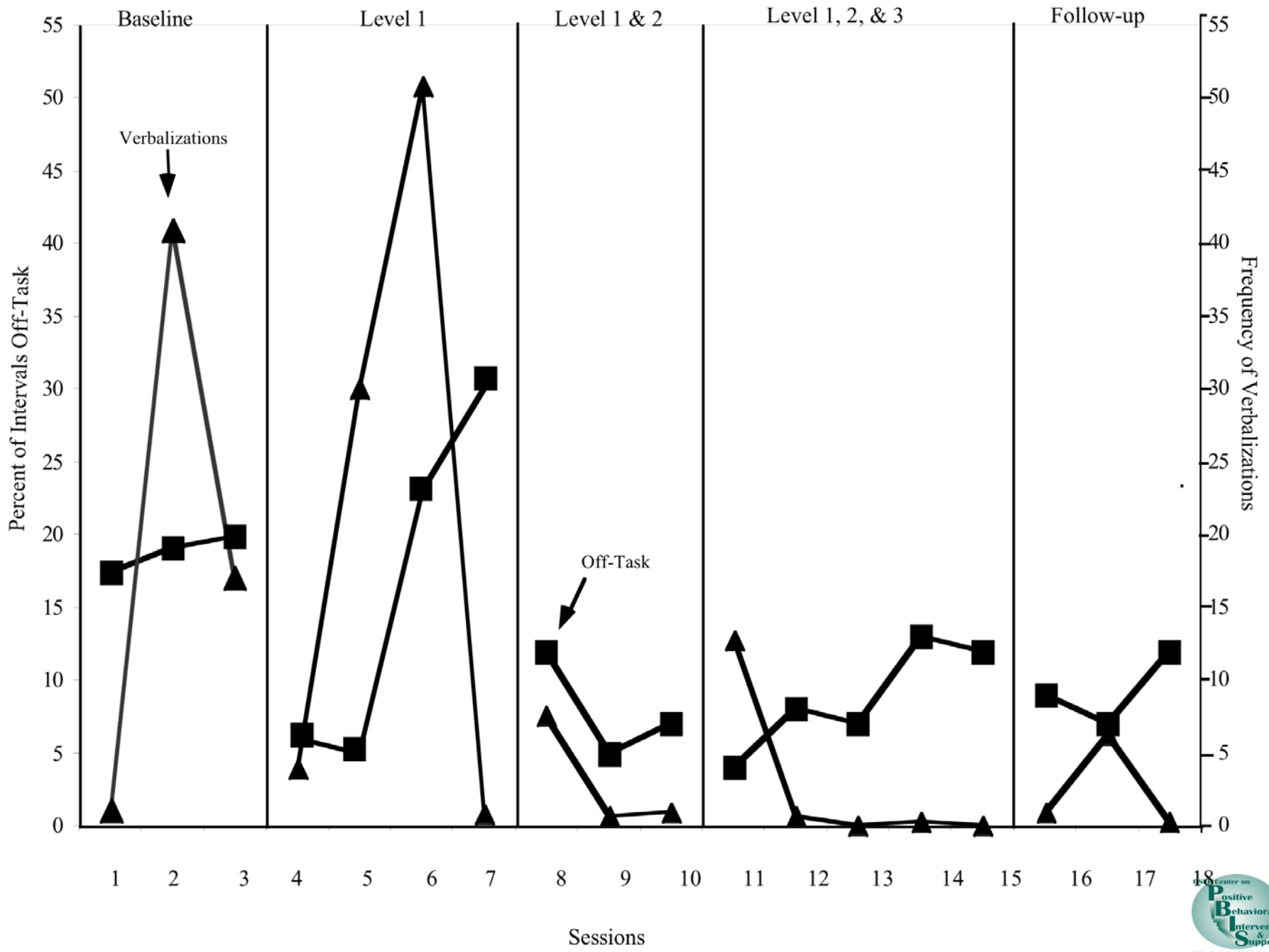
- Level 1: Classroom Set-up and Structure
- Level 2: Context Specific Activities
- Level 3: Instructional Delivery and Tasks
- Level 4: Student Behavior

Stichter, J. P., Lewis, T. J., Johnson, N., & Trussell, R. (2004). Toward a structural assessment: Analyzing the merits of an assessment tool for a student with E/BD. *Assessment for Effective Intervention, 30*, 25-40.

# Case Study

- SFAT
  - Significant variables: clarity of expectations & directions; consistency of expectations; accessibility of class schedules; lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class).





# Tier II Interventions

- Social-Behavioral Concerns
  - Social skills
  - Self-management
- Academic Concerns
  - Peer Tutors
  - Check in
  - Homework club
- Emotional Concerns
  - Adult mentors

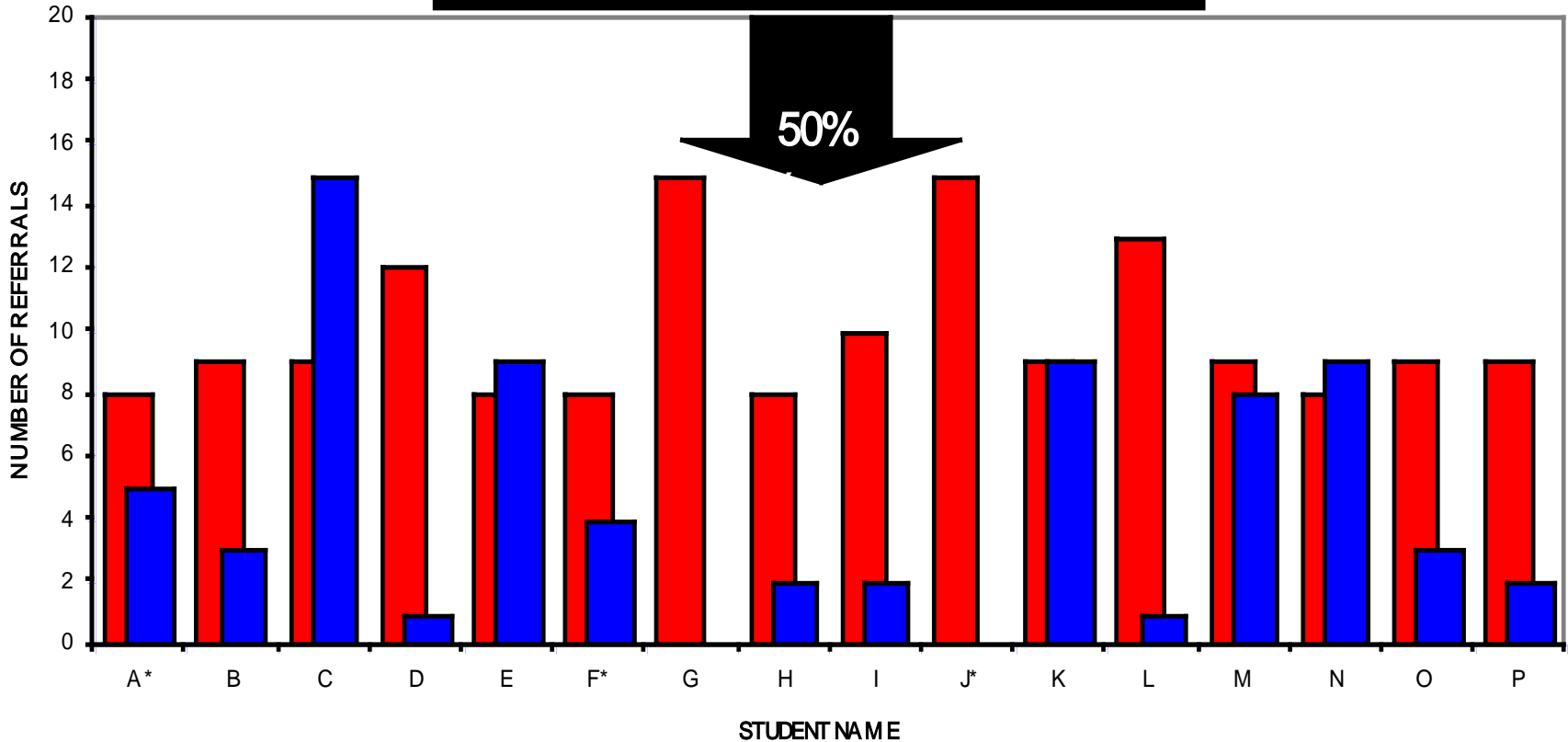
*Linked to School-wide*

# STUDENTS RECEIVING A "BEHAVIOR PLAN"

## EIGHT OR MORE REFERRALS

1999/2000 vs. 2000/2001

**AVERAGE PERCENT DECLINE IN REFERRALS**



\* STUDENT LEFT SCHOOL DISTRICT BEFORE THE END OF THE ACADEMIC YEAR

REFERRALS 99-00    REFERRALS 00-01

Table 1. Pre- and Posttest Scores for Subjects on Dependent Variable (SSRS-T)

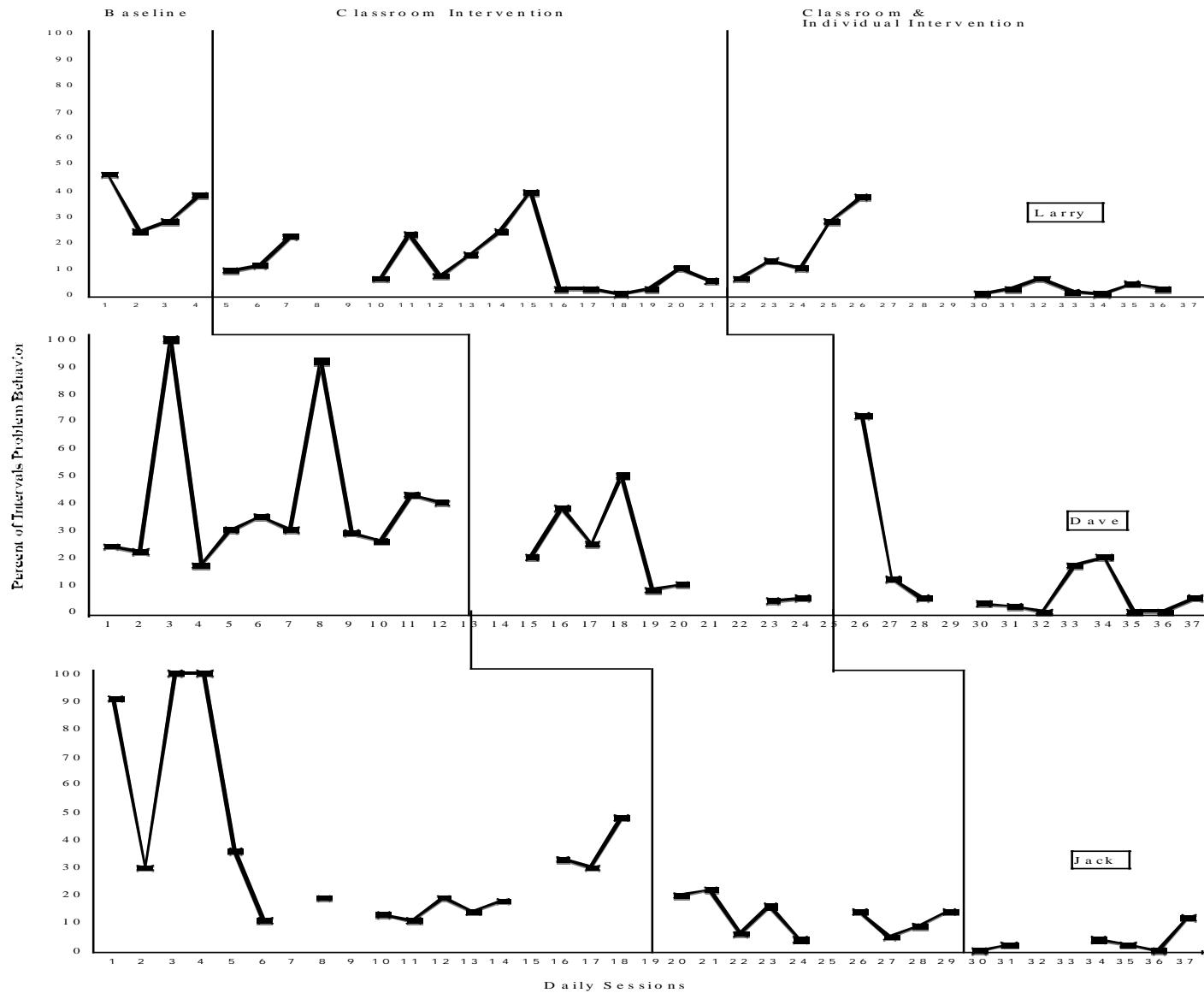
<i>SSRS-T Social Skills</i>		
	Non PBS	PBS
Pre Mean	72.8 (56-86)	78.3 (70-84)
Post Mean	80 (61-103)	90 (77-125)
P Value	.11	.04*
<i>SSRS-T Problem Behavior</i>		
	Non PBS	PBS
Pre Mean	123.6 (110-138)	124.8 (113-133)
Post Mean	121.4 (102-139)	124.7 (115-138)
P Value	.50	.97

\* Significance at the .05 P Value

Lewis, T. J., Powers, L., Newcomer, L., Johnson, N., & Bradley, L. (2003, May). *Implementing small group and individual behavior support plans in the context of a school-wide system of positive behavior support*. Paper presentation at the 29th Annual International Association for Behavior Analysis Convention, San Francisco, CA.

# Tier III

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- **Linked to school-wide system**



Trussell, R. P., Lewis, T. J., & Stichter, J. P. (in press). The impact of universal classroom interventions and individually designed behavior interventions on problem behaviors of students with emotional/behavioral disorders. *Behavioral Disorders*,

# Field Elementary School

SW-PBS and RtI with Literacy

# Field Elementary School

- High Diversity
  - School has 290 students; 50% minority; 20% English Language Learners; 13% special education
- Instructional leader turnover
- Poverty
  - 79% of students qualify for free and reduced lunches
- Highly transient population

# Field Elementary School

- Academic Standing
  - *Annual Yearly Progress* (AYP)
    - 5% of all students scored proficient in 2005, according to the Missouri Assessment Program.  
Breakdown by ethnicity:
      - 0% African American
      - 18% Caucasian
      - **0% Students with disabilities**
      - 0% English Language Learners
      - 7% Free/Reduced Priced Lunch

# Field Elementary School

- Literacy
  - In 2004–05, **44% students** required intensive support for reading and writing
- Social Behavior
  - In 2003-04 Averaging **10.4 discipline referrals per day**

# Impact



- Literacy
  - In 2004–05, 44% students required intensive support for reading and writing. **This number shrunk to 31% in 2007–08.**
  - Shifted to a structured, explicit, research-based core literacy program with three tiers:
    - One: Benchmark
    - Two: Strategic Intervention
    - Three: Intensive Intervention
  - Monitor progress in fall, winter and spring

# Impact

- Improved Academic Standing
  - Annual Yearly Progress
    - In 2007, 27% of Field's students scored proficient in 2007 (up from 5%).
    - African American: 0% improved to 16%
    - Caucasian: 18% improved to 57%
    - Students with disabilities: **0% improved to 25%**
    - English Language Learners: 0% improved to 27%

# RtI Applications (Sugai, 2007)

	<b>EARLY READING/LITERACY</b>	<b>SOCIAL BEHAVIOR</b>
<b>TEAM</b>	General educator, special educator, reading specialist, Title 1, school psychologist, etc.	General educator, special educator, behavior specialist, Title 1, school psychologist, etc.
<b>UNIVERSAL SCREENING</b>	Curriculum based measurement	SSBD, ODR, record review, gating
<b>PROGRESS MONITORING</b>	Curriculum based measurement	ODR, suspensions, behavior incidents, precision teaching, attendance
<b>EFFECTIVE INTERVENTIONS</b>	5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension	Direct social skills instruction, positive reinforcement, token economy, active supervision, behavioral contracting, group contingency management, function-based support, self-management
<b>DECISION MAKING RULES</b>	Core, strategic, intensive	Primary, secondary, tertiary tiers

# Implications

- Empirical support for components of SWPBS continuum
- Empirical support for universal impact
- Emerging support for “value add” of school-wide on tier II and tier III interventions

*Measuring process & systems necessary to connect tiers across wide range of students, behaviors and adults without standard instruments*