

School-wide Positive Behavioral Support Programs

Overview of School-wide Positive Behavior Support Systems

- G. Roy Meyer, professor at Cal State Los Angeles
- His research indicates that structures in schools and attitudes of teachers support problem behavior in students.

Existing school discipline procedures are ineffective

- Punishment
- Exclusion
- Counseling

Positive Behavioral Support Programs

- George Sugai, University of Oregon, The OSEP Center on Positive Behavioral Interventions and Supports
- His research demonstrates positive behavioral supports can be used as an intervention approach for an entire school.

The Most Effective Interventions Include:

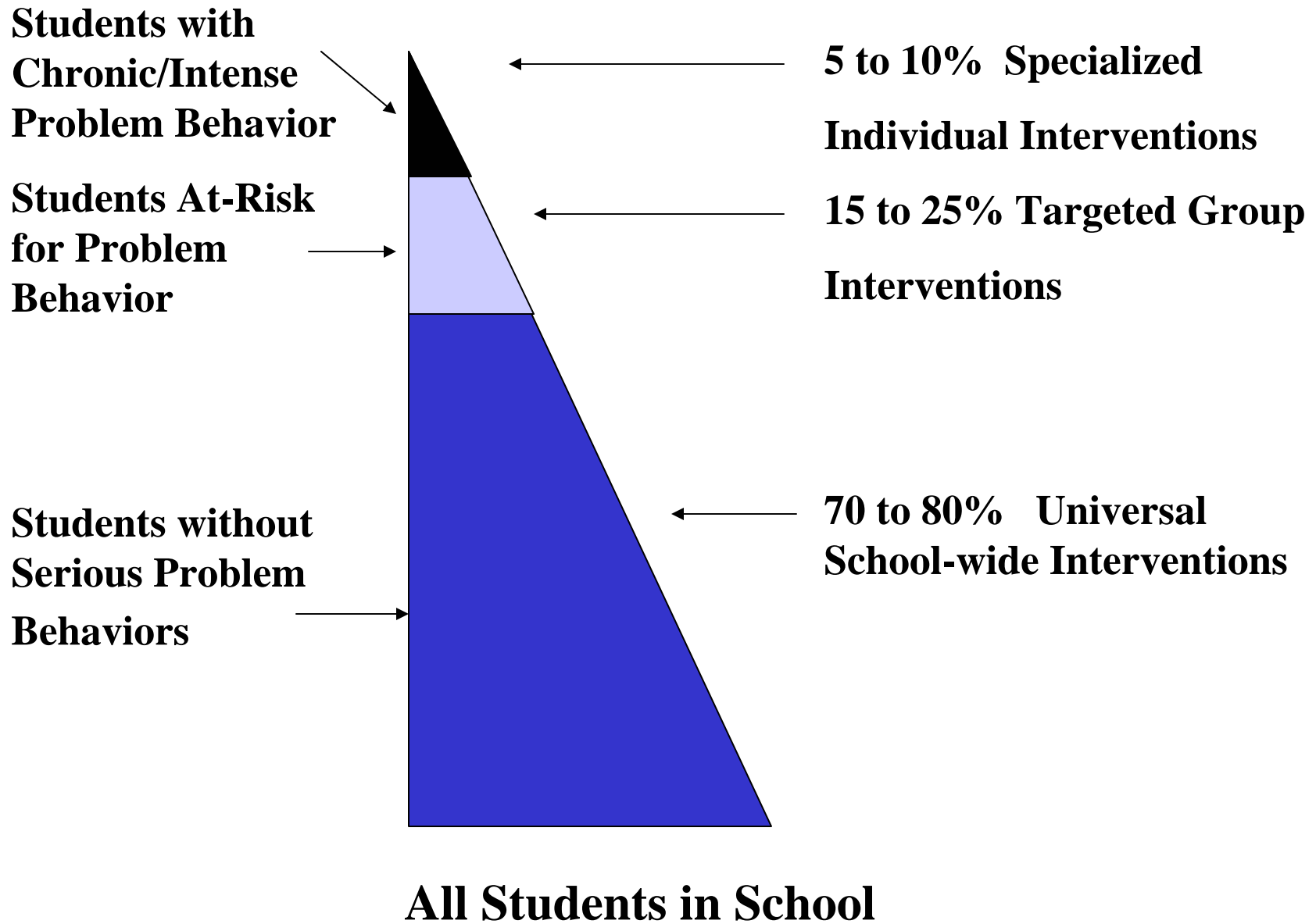
- Social Skills Training
- Academic curricular restructuring
- Behaviorally based intervention

All Students in School

- 70 to 80% are without serious problems.
- These students will respond to universal interventions such as school-wide behavior systems and classroom systems.

- 15 to 25% of the students are at risk for problem behaviors.
- Many of these will respond to school-wide systems and classroom systems. Some will need specialized group interventions and targeted interventions.

- 5 to 10% of the students have chronic, intense problem behavior.
- These students need specialized individual interventions which may include interagency, community and home involvement.



Creating School-Wide Systems for All Students

Academic Systems

Tutoring, Academic Remediation Plans

Small Group Instruction, Focused Academic Help Sessions

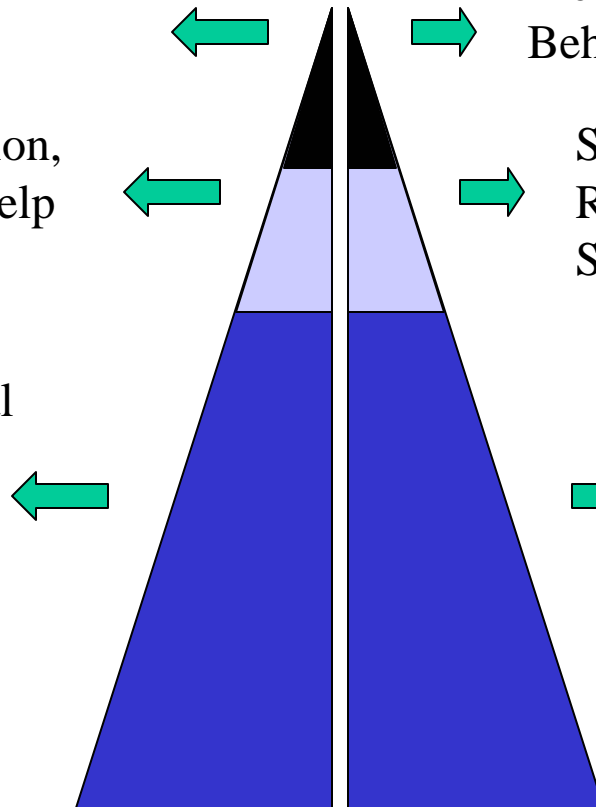
Effective Instructional Practices Employed, Recognition of Academic Achievement

Behavioral Systems

Mentoring, Individual Positive Behavioral Support Plans

Social Skills Instruction, Reinforcement of Specific Skills

School-wide Rules and Procedures, Systematic Reinforcement Procedures, Recognition of Accomplishments



School-wide Positive Behavioral Support

- A systematic approach that establishes and reinforces clear behavioral expectations.
- Team-based system involving the entire school staff.
- Ownership by teachers, administrators, families, and students.
- Common approach to discipline.

School-wide Positive Behavioral Support, 2

- Proactive and Instructional
- Outcome-based
- Uses the data about the school to guide decision making.
- Looks at the entire school campus and the whole school day.

Systems Approach

- Process - not a curriculum.
- Helps educate all students, even students with challenging behaviors.
- Individualized to each school.
- Emphasis on continuous, data-based improvement.
- Adopt and sustain the use of effective practices

Instructional Approach

- Focus on teaching social behavior like academic skills
- Emphasis on teaching and encouraging prosocial behavior
- Systematically teach and implement behavioral interventions for the most difficult students

Key Components

- Behavioral Expectations are defined.
- Simple, clear, fair rules.
- Behavioral Expectations are taught and practiced.
- Appropriate behaviors are acknowledged regularly. Positive interactions are 4 times negative interactions.

More Key Components

- Behavioral errors are corrected proactively. There are clear procedures followed by all the staff. There is an effort to prevent unacceptable behavior from resulting in inadvertent rewards.
- There is ongoing modification and adaptation by the team and the staff.

Final Key Components

- Active administrative support and involvement. This is an important school improvement initiative.
- Individual student support systems are integrated within the school-wide discipline system.

Getting Started

- Step 1: Establish Behavior Support Team
- Step 2: Establish Prerequisites
- Step 3: Develop and Implement an Action Plan
- Step 4: Monitor, Evaluate, Modify Based on Data

Establish Behavior Support Team

- Representative membership - grade level, administrator, parent, support staff
- Behavioral capacity
- Building level status
- Regular meeting schedule

Establish Prerequisites

- Clarify need and problem
 - Climate surveys, discipline patterns,
 - Attendance, tardies
- Establish staff commitment
- Make project one of top 3 school improvement goals
- Make a long term commitment (2-3 years)

Develop and Implement an Action Plan

- Review school data
- Identify research validated practices
- Create action plan
- Provide staff training and support

Monitor, Evaluate, Modify Based on Data

- Present data summaries regularly
- Train and support staff in all new strategies
- Keep all staff in school involved
- Reinforce staff as they learn and implement new strategies and procedures.

Additional Information and Tools

- General Data Decision Rules
- Forms for Looking at School-wide Systems, Nonclassroom Setting Systems, Classroom Systems, Individual Student Systems
- School-wide Expectations Matrix
- Teaching Expectations Implementation Checklist

Examples

- North Westminster School Rules
- Ralph Bunch Matrix
- Cool Tool of the Week Format
- Teaching Cafeteria Behavioral Expectations
- Sample Lesson Plan and T-Chart
- Office Referral Form Information

North Carolina State Improvement Program

- Funded through IDEA
- Five year program
- Began in August, 2000
- 7 Reading Centers
- 1 Mathematics Center
- 1 Behavioral Support Center

North Carolina State Improvement Grant

- Primary purposes:
- Personnel development
- Systems change
- Oak Grove Elementary School in Durham -
Positive Behavioral Support Center

Additional Regional Positive Behavioral Support Programs

- Four selected in the winter of 2000:
- Supply Elementary School, Brunswick County Schools
- Belmont Elementary School, Roanoke Rapids City Schools
- Green Valley Elementary School, Watauga County Schools
- Warlick School, Gaston County Schools

Sites Selected in Spring, 2002

- Burgaw Elementary in Pender County
- Phillips Magnet in Edgecombe County
- Williamston Middle in Martin County
- Southwood Elementary in Davidson County
- McClintock Middle in
Charlotte/Mecklenburg

Volunteer Sites

- West Craven Middle in Craven County
- Perquimans County High School in
Perquimans County
- Elmhurst School in Pitt County
- Yancey County Schools
- Washington County Schools

Other Possible Sites

- Two schools from Cleveland County participated in training in February.
- Two additional schools from Durham Public Schools participated in training in February.
- Additional schools being trained in Brunswick County.

Any School Can Be a Positive Behavioral Support Program

- Extra money is not necessary.
- This process improves school climate and safety.
- Student achievement will increase.
- Student behaviors will improve.
- Schools will become the caring, nurturing, supportive learning environments they should be.

Helpful Web Sites

- www.pbis.org
- www.ebdnetwork-il.org
- www.swis.org
- www.ncsip