Schoolwide Positive Behavioral Supports

Resources

- **BEST: Building Effective Schools Together** is described at http://www.calstat.org/caCadre.html
- **PENT: Positive Environments, Network of Trainers** features dozens of resources and supports for positive behavior at http://www.pent.ca.gov
- **Second Step Program**, a research-proven Tier 1 strategy, is described at http://www.promoteprevent.org/publications/ebi-factsheets/second-step-violence-prevention-curriculum and http://www.cfchildren.org/Portals/0/SS_Multi/SS_DOC/PBIS_RTI_Alignment_SS.pdf
- **Check In, Check Out**, a research-proven Tier 2 strategy, http://www.pbisworld.com/tier-2/check-in-check-out-cico/
- **Restorative Justice**, a research-proven Tier 3 strategy, is described at http://www.ousd.k12.ca.us/restorativejustice and http://greatergood.berkeley.edu/article/item/can_restorative_justice_keep_schools_safe
- Learn more about **Functional Behavioral Assessments**, at http://cecp.air.org/fba/default.asp

Much is understood—and misunderstood—about schoolwide positive behavioral interventions and supports (SWPBIS). First, what it is not: SWPBIS is not a curriculum, intervention, strategy, or specific practice, even though it informs all of those things. And it is certainly not a place. SWPBIS is a multipart framework that guides the selection and use of research-based, positive behavioral practices for improving outcomes—behavioral and academic—for all students. SWPBIS has also been proven to be effective in reducing instances of school bullying, violence, rates of suspension and expulsions, and disproportionate representation in special education of particular groups of students. The SWPBIS framework (see center image) emphasizes three integrated elements: (a) data for making decisions (about practices and curriculum) that are based on facts, not hunches or habits; (b) practices that are proven by research to work; and (c) systems that efficiently and effectively help to implement and integrate the first two elements.

Initiatives: BEST and PENT

The federal State Improvement Grant has funded BEST training for dozens of schools and school districts in California. BEST—Building Effective Schools Together—was developed at the University of Oregon's Institute on Violence and Destructive Behavior to help schools implement with fidelity all aspects of SWPBIS. Typical components of BEST include a focus on simple rules, positively stated ("Be respectful. Be responsible. Be safe."); praise and rewards for good behavior; and an insistence that all school staff—administrators, custodial engineers, bus drivers, teachers, etc.—be trained in the principles of SWPBIS so that all students throughout their entire school day are receiving consistent, clear, and positive messages about behavior from all adults.

Perhaps even better known throughout the state is PENT: Positive Environments, Network of Trainers. As its title implies, PENT is a statewide training organization that helps a select group of special educators learn about research-proven behavioral strategies and practices so that these educators can bring the strategies back to their own schools and districts and train others in how to be more effective in developing positive environments and promoting desirable student outcomes.

While BEST works with entire school systems to implement SWPBIS, and PENT works with individual trainers from schools and districts throughout the state, they both promote research-proven practices and help to ensure behavioral and academic success for students.

Tiers of Intervention

SWPBIS is designed around three tiers of supports for positive student behavior. The first tier forms the foundation of the system and provides instruction for all students in positive behavior. This level of support is all that most students need. The second tier provides additional support that is designed to be short term and to deliver efficient results for small groups of students who are at risk. The third tier provides intense, individual, consistent support for those few students who are seriously struggling. Benefiting from years of work, researchers have identified numerous behavioral strategies that are proven to be effective in promoting and supporting positive behavior among students at all three tiers. A few of the most widely used are listed below.

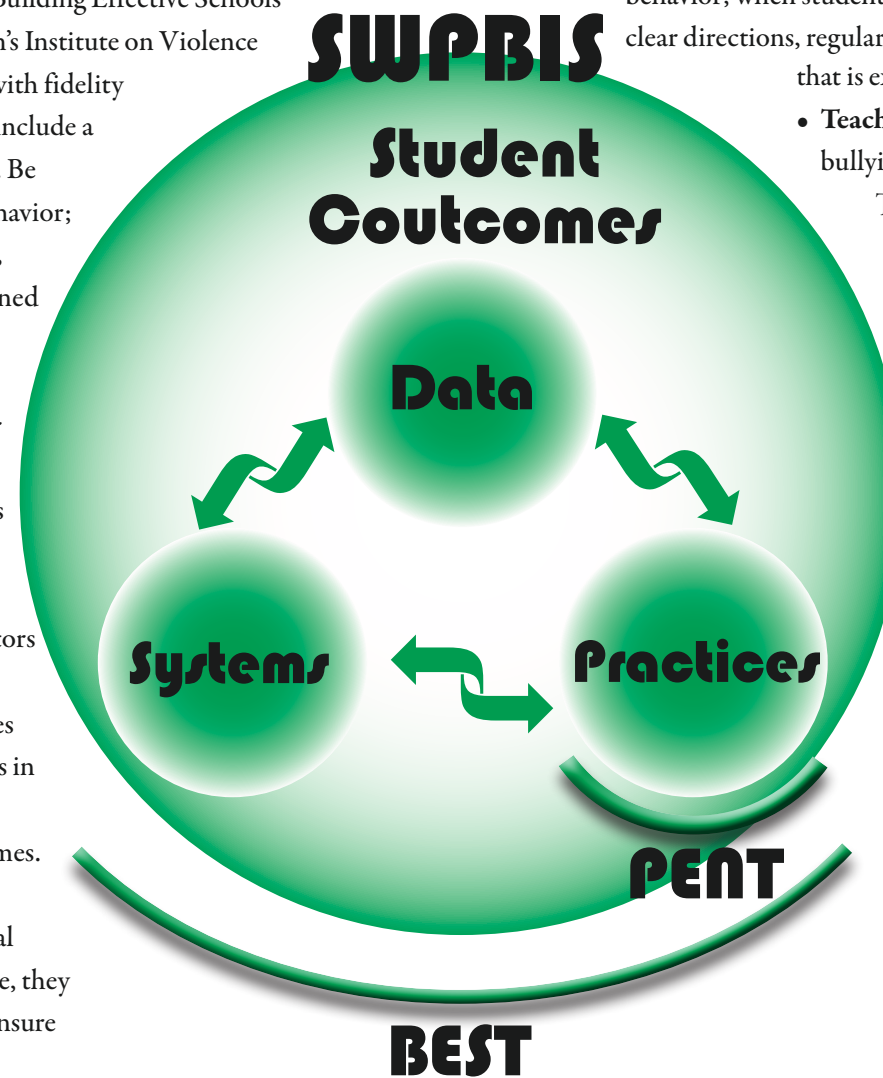**Tier 1: Universal. Preventative.**

- **Treating behavior as a subject** to be learned.
- **Providing regular, scheduled, explicit, and repeated instruction** and lessons on behavior.
- **Giving rewards, praise, and other kinds of positive reinforcement** for desirable behavior.
- **Employing consistent consequences** to behavioral infractions that involve reteaching the correct behavior; treating these infractions as "errors" that reflect what needs to be relearned.
- **Using strategies that help students stay organized** (those strategies that support academics also support behavior; when students are on-task and engaged, behavioral problems diminish). For example, providing clear directions, regularly directing students' attention to the directions, providing models for the work that is expected, graphic organizers, etc.
- **Teaching a social-emotional curriculum** in the classroom, such as Second Step, bullying prevention, and character education.

Tier 2. Targeted. Small group. High efficiency. Rapid response.

- **Providing direct instruction on social skills** that involve coping with stress and challenges, building and maintaining relationships, and resolving conflict.
- **Using Check In, Check Out**, a behavior education program in which students are given daily and weekly goals, receive frequent feedback on meeting the goals throughout the day, receive support, and check in and check out daily with an adult at school. The program includes a family component and uses daily performance data to evaluate progress.

Tier 3. Intense. Individualized. Durable.

- **Conducting a Functional Behavioral Assessment** (FBA), which determines the purpose of a student's behavior so that interventions can be devised to help the student display acceptable behaviors that will meet his needs.
- **Using an Individualized Behavior Intervention/Management Plan**, which takes the results of the FBA above and clearly defines what is to be done.
- **Installing systems of Restorative Justice**, a schoolwide initiative that takes advantage of behavioral incidents that might typically result in punishment and instead uses them to help students become aware of how their behavior affects others, realize the importance of taking responsibility for their actions, and guide students in taking steps toward making amends.
- **Using mental health services**, especially referrals to counselors or school psychologists.
- **Collaborating** with a student's physician/mental health care provider.

Tier 1 for all 89–71%

Tier 2 for some 11–29%

Tier 3 for a few 1–5%

SWPBIS · Student Outcomes · Data · Systems · Practices · PENT · BEST