SWPBS Logic: Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable. (Zins & Ponti, 1990)

Step 1: Establish Team Membership
- 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
- Positively stated
- Brief (2-3 sentences in length)
- Comprehensive in scope (all students, staff, & settings)
- Supportive of academic achievement
- Contextually/culturally appropriate

Step 3: Identify Positive School-wide Behavioral Expectations
- Small Number (i.e., 3-5)
- Positively Stated
- Comprehensive (Umbrella Rules)
- Mutually Exclusive (No Overlap)

Step 4: Develop Procedures for Teaching School-wide Behavioral Expectations
- Define (Matrix)
- Teach Explicitly
- Prompt & Precorrect
- Monitor (Actively Supervise)
• Evaluate

**Step 5: Develop Procedures for Teaching Class-wide Behavioral Expectations**
- Define (Matrix)
- Teach Explicitly
- Prompt & Precorrect
- Monitor (Actively Supervise)
- Evaluate

**Step 6: Develop Continuum of Procedures to Encourage Appropriate Student Behavior**
- 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)

**Step 7: Develop Continuum of Procedures to Discourage Rule-violating Student Behavior**
- 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)

**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
Review of Tier 1: Class-wide Positive Behavior Support

Critical Features of Classroom Management

1. Maximize structure in your classroom.
   - Develop Predictable Routines
     - Teacher routines
     - Student routines
   - Design environment to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
     - Arrange furniture to allow easy traffic flow.
     - Ensure adequate supervision of all areas.
     - Designate staff & student areas.
     - Seating arrangements (groups, carpet, etc.)

2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.

   - A small number (i.e., 3-5) of positively stated rules. *Tell students what we want them to do, rather than telling them what we do not want them to do.*
     - Publicly post the rules.
     - Should match SW Expectations
   - Operationally define what the rules look like across all the routines and settings in your school.
     - One way to do this is in a matrix format.
     - This matrix should compliment your school-wide matrix, but be specific to your classroom setting.

   - Teach expectations directly.
     - Define rule in operational terms—tell students what the rule looks like within routine.
     - Provide students with examples and non-examples of rule-following within routine.
   - Actively involve students in lesson—game, role-play, etc. to check for their understanding.
   - Provide opportunities to practice rule following behavior in the natural setting.

   - Provide students with visual prompts (e.g., posters, illustrations, etc).
   - Use pre-corrections, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).

   - Active Supervision (Colvin, Sugai, Good, Lee, 1997):
     - Move around
     - Look around (Scan)
     - Interact with students
       - Reinforce
       - Correct
• Collect data
  o Are rules being followed?
  o If there are errors,
    ▪ who is making them?
    ▪ where are the errors occurring?
    ▪ what kind of errors are being made?
• Summarize data (look for patterns)
• Use data to make decisions

3. Actively engage students in observable ways.
• Provide high rates of opportunities to respond
• Consider various observable ways to engage students
• Link engagement with outcome objectives
• Range of evidence based practices that promote active engagement
  o Direct Instruction
  o Computer Assisted Instruction
  o Class-wide Peer Tutoring
  o Guided notes
  o Response Cards

4. Establish a continuum of strategies to acknowledge appropriate behavior.
• Specific and Contingent Praise
• Group Contingencies
• Behavior Contracts
• Token Economies

5. Establish a continuum of strategies to respond to inappropriate behavior.
• Error Corrections
• Differential Reinforcement
• Planned ignoring
• Response Cost
• Time out from reinforcement

Moving from Research to Practice
• “[T]raining by itself does not result in positive implementation…or intervention outcomes” (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005, pp. 40-41)
• Strategies
  o What have we done?
    ▪ Explicit training
      • Discussion: definition, rationale, +/- examples, critical features
      • Activities: scripting prompts/praise, etc.
    ▪ Performance feedback: Daily narrative and graphic feedback
    ▪ Self-monitoring: Counting skill use
  o What have you done?
  o Other strategies:
## Enhancing Classroom Management

<table>
<thead>
<tr>
<th>SKILL(S)</th>
<th>SYSTEMS FEATURE(S)</th>
<th>PROS/CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify specific classroom management practice(s)</td>
<td>Identify method(s) for increasing or enhancing the use of the skill(s) identified</td>
<td>Feasibility and Effectiveness</td>
</tr>
</tbody>
</table>

[Table continued...]

**SKILL(S)**
- Identify specific classroom management practice(s)

**SYSTEMS FEATURE(S)**
- Identify method(s) for increasing or enhancing the use of the skill(s) identified

**PROS/CONS**
- Feasibility and Effectiveness
### Focus on Bullying Leads to:

<table>
<thead>
<tr>
<th>Good things:</th>
<th>Not so good things:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increased problem awareness</td>
<td>o Labeling kids</td>
</tr>
<tr>
<td>• More curriculum development &amp; research</td>
<td>o Too much attention on student (rather than on recipients)</td>
</tr>
<tr>
<td>• Greater focus on all students</td>
<td>o Over-emphasis on student responsibility for change</td>
</tr>
<tr>
<td>• Emphasis on prevention</td>
<td>o Generic intervention responses in absence of data-based decision making</td>
</tr>
<tr>
<td></td>
<td>o Limited examination of mechanism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doesn’t Work:</th>
<th>Works:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Label student</td>
<td>o Teach targeted social skills</td>
</tr>
<tr>
<td>o Exclude student</td>
<td>o Reward social skills</td>
</tr>
<tr>
<td>o Blame family</td>
<td>o Teach all</td>
</tr>
<tr>
<td>o Punish student</td>
<td>o Individual for non-responsive behavior</td>
</tr>
<tr>
<td>o Assign restitution</td>
<td>o Invest in positive school-wide culture</td>
</tr>
<tr>
<td>o Ask for apology</td>
<td></td>
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</tbody>
</table>

### Is Behavior an Issue?

1. Step 1:
   a. Implement SWPBS continuum with fidelity
   b. Review SW data at least monthly
2. Step 2:
   a. Modify implementation plan based on data
   b. Implement modifications with fidelity
3. Step 3:
   a. Monitor implementation fidelity
   b. Monitor student progress & responsiveness
   c. Modify as indicated by data

### Behavioral Perspective

- “Context” or environment
- Learning history
- Data-based decision making
- Context manipulation

### What is “Bullying”?

- Remember: Label behavior not people...so say, “bully behavior”
- Behavior: Kid-to-kid verbal/physical aggression, intimidation, teasing, manipulation

### Why engage in “bully” behavior?

- Get/obtain: stuff, things, attention, activity, stimulation, etc.
- Escape/avoid: stuff, things, attention, activity, stimulation, etc.
Why is “why” important?

- Antecedent strategies:
  - Remove triggers of bully behavior
  - Add triggers for alternative social skills
- Behavior strategies:
  - Teach effective, efficient, and relevant alternative social skills
- Consequence strategies:
  - Remove consequences that maintain bully behavior
  - Add consequences that maintain social skills

Three basic strategies:

1. Teach common strategy to all.
   a. Examples:
      i. “Stop-Walk-Talk”
      ii. “Talk-Walk-Squawk”
      iii. “Whatever-Walk”
      iv. [www.pbis.org](http://www.pbis.org) curricula for ES and MS under “Big 5”
   b. Must...
      i. Be easy & do-able by all
      ii. Be contextually relevant
      iii. Result in early disengagement
      iv. Increase predictability
      v. Be pre-emptive
      vi. Be teachable
      vii. Be brief

2. Focus on prevention.
   a. Before
      i. Analyze problem setting
      ii. Describe problem behavior
      iii. Identify triggers & function
      iv. Identify acceptable alternative behavior
      v. Modify setting to prevent
      vi. Check-in with student to remind of desired behavior
   b. During
      i. Monitor
      ii. Remind
      iii. Reinforce
      iv. Redirect
   c. After
      i. Correct
      ii. Reinforce approximations
      iii. Reteach
      iv. Remind

3. Actively Supervise
   a. Move
   b. Scan
   c. Interact positively
   d. Model expectations
   e. Reward appropriate behavior
   f. Remind & precorrect
Overview of Tier 2: Focus on Team (adapted from Everett et al., 2010)

What is needed to consider secondary intervention?

- SWPBS Systems established, including:
  - School board/district/regional support
  - SWPBS Leadership Team
  - Administrator endorsement and active participation
  - Continuous, data-based professional development (training and coaching)
  - Recognition of staff behavior, contributions, and/or accomplishments
  - School-wide data system

- SWPBS Practices established, including:
  - 3-5 positively stated and defined school-wide expectations positively defined
  - Expectations regularly taught in both classroom and non-classroom settings
  - School-wide reinforcement plan to acknowledge expected behavior
  - Plan and continuum of consequences for rule violations
  - Evidence-based classroom management practices

<table>
<thead>
<tr>
<th>Tier II Readiness Self-Assessment</th>
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</thead>
<tbody>
<tr>
<td>1. Obtain your most recent SET, TIC, and/or BoQ score.</td>
</tr>
<tr>
<td>a. If less than a year old, use your most recent SET, TIC, and/or BoQ score.</td>
</tr>
<tr>
<td>b. If more than a year old or if major changes have occurred with regard to SWPBS implementation in your school, administer the SET, TIC, and/or BoQ.</td>
</tr>
<tr>
<td>2. Enter your TIC, SET, or BoQ score.</td>
</tr>
<tr>
<td>3. Determine readiness to implement Tier II practices and systems. Proceed if you meet one or more of the following criteria:</td>
</tr>
<tr>
<td>a. &gt;80% on Team Implementation Checklist (TIC),</td>
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<tr>
<td>b. &gt;70% on the Benchmarks of Quality (BoQ), or</td>
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<tr>
<td>c. &gt;80%/80% on the School-wide Evaluation Tool (SET).</td>
</tr>
</tbody>
</table>

If Tier I practices and systems are not firmly in place, reconsider implementation of Tier II practices and systems at this time.

STOP
Common Secondary Intervention Features
- Consistent, standardized implementation across students
- Easily accessible (e.g., within a few days of referral)
- Continuous availability
- Implemented by all school staff
- Consistent with and extra doses of school-wide expectations and interventions
- Continuous utilization of data for decision-making (e.g., progress monitoring) (Crone, Horner, & Hawken, 2010)

Possible Solution
- **Check-In Check-Out (CICO)** is a commonly utilized and well-researched Tier II intervention (Crone, Horner, & Hawken, 2010)

Specialized Support Team
- **Roles, Responsibilities, and Functions**
  - Provide training and support to school staff regarding the program(s)
  - Provide specialized behavioral assessment strategies, interventions, and supports
  - Meet regularly (e.g., weekly or biweekly) to review the program, monitor individual student progress, and review new referrals
  - Coordinate school-wide implementation of the overall Tier II practices and systems
  - Develop screening procedures and data-based decision rules for referring students to intervention
  - Develop data-based decision rules (including time frames) for placing students, monitoring progress, and fading the intervention
  - Summarize and review data

- **Membership Examples**
  - Representative from SWPBS Leadership Team
  - Tier II Intervention Coordinator
  - School Administrator
  - Behavior Specialists (e.g., school counselor, school psychologist, social worker, special educator)
<table>
<thead>
<tr>
<th>Function</th>
<th>Name of Person(s)</th>
<th>Position of Person(s)</th>
<th>If unfilled, Action Steps</th>
</tr>
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<tbody>
<tr>
<td>Administration</td>
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<tr>
<td>Tier II Coordination</td>
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<tr>
<td>Behavior Support Specialization</td>
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<tr>
<td>Data Assessment</td>
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<td>SWPBS Leadership Team</td>
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<td>SWPBS Coaching</td>
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<tr>
<td>Other</td>
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