Chapter 1 : School-Wide Positive Behavior Support / What is SW-PBS?

PBIS in the Classroom. When PBIS is implemented in the classroom, it may be referred to as classroom PBIS, positive classroom behavior support (PCBS), positive and proactive classroom management, or a variety of other synonyms.

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports Schools are complex environments where the collective skills, knowledge, and practices of a culture are taught, shaped, encouraged, and transmitted. These formidable goals are enriched and complicated by learners with diverse learning histories, unique strengths and limitations, and defining cultural influences. In addition, schools, families, and students continually must adapt to maximize benefits from the school experience. In recent years, achieving these goals has required that schools a increase instructional accountability and justification, b improve the alignment between assessment information and intervention development, c enhance use of limited resources and time, d make decisions with accurate and relevant information, e initiate important instructional decisions earlier and in a more timely manner, f engage in regular and comprehensive screening for successful and at-risk learners, g provide effective and relevant support for students who do not respond to core curricula, and g enhance fidelity of instructional implementation Sugai, In response, a general problem-solving framework, Response to Intervention RTI , has evolved to address these need statements. Although not new or limited to special education, RTI initially appeared as policy in the Individuals with Disabilities Education Improvement Act of IDEA , and it has conceptual and empirical foundations in, for example, applied behavior analysis, curriculum-based measurement, precision teaching, pre-referral intervention, teacher assistance teaming, diagnostic prescriptive teaching, data-based decision making, early universal screening and intervention, behavioral and instructional consultation, and team-based problem solving Sugai, RTI has been described as an approach for establishing and redesigning teaching and learning environments so that they are effective, efficient, relevant, and durable for all students, families, and educators Sugai, Learner performance and progress should be reviewed on a regular basis and in a systematic manner to identify students who are a making adequate progress, b at some risk of failure if not provided extra assistance, or c at high risk of failure if not provided specialized supports. Data-based decision making and problem solving: Information that directly reflects student learning based on measurable and relevant learning criteria and outcomes should be used to guide decisions regarding instructional effectiveness, student responsiveness, and intervention adaptations and modifications. Student progress should be assessed on a frequent and regular basis to identify adequate or inadequate growth trends and support timely instructional decisions. Priority should be given to using actual student performance on the instructional curriculum to guide decisions regarding teaching effectiveness and learning progress. Continuum of evidence-based interventions: An integrated and linked curriculum should be available such that: A core curriculum is provided for all students; A modification of this core is arranged for students who are identified as nonresponsive, and A specialized and intensive curriculum is developed for students whose performance is deemed nonresponsive to the modified core. Elements of this continuum must have empirical evidence to support efficacy intervention is linked to outcome , effectiveness intervention outcomes are achievable and replicable in applied settings , relevant intervention can be implemented by natural implementers and with high fidelity , and durable intervention implementation is sustainable and student outcomes are durable. Team-based structures and procedures are in place to ensure and coordinate appropriate adoption and accurate and sustained implementation of the full continuum of intervention practices. Although most RTI implementation efforts have focused on academic curriculum and instructional practices e. A comparison of RTI applications in early literacy and social behavior reveals similarities within core RTI characteristics see Figure 1. School-wide positive behavior support and responsiveness-to-intervention. A particularly important feature of SWPBS and RTI is an emphasis on prevention see Figure 2 , which has its roots in public health and disease control and occurs at three levels: All students are exposed to a core social behavior curriculum to prevent the development of problem behavior and to identify students whose behaviors are not responsive to that core. Supplemental social behavior support is added to reduce the current number and intensity of problem behavior. School climate and discipline:

School-wide positive behavior support. Although conceptualized as a three-tiered framework, this continuum of evidence-based practices of RTI and SWPBS applications is best represented as a blended integration that has relevance and application across the range of teaching and learning environments that exist in schools and communities. In Figure 3, examples of specific school-based behavioral interventions are organized in the traditional three-tiered framework but also are aligned along this integrated curriculum. If done properly, each practice should have decision rules for determining movement up and down the continuum based on student performance. The specialized nature of interventions and breadth of the continuum will vary by developmental level e. For example, an intensive program for students with significant emotional and behavioral disorders might have a structured level system and token economy for all students that involves hourly social behavior progress monitoring and feedback associated with school-wide social skills primary tier ; a peer- or adult-based individualized behavioral contracting system with continuous prompting, monitoring, and feedback secondary tier ; and cognitive-behavioral counseling sessions every morning that are linked to psychopharmacological and person-centered process planning tertiary tier. Lessons learned and to be learned. Department of Education, Washington, D. In conclusion, RTI is a good framework and logic for organizing and increasing the efficiency with which evidence-based practices are selected, organized, integrated, implemented, and adapted. Examples and applications of the RTI logic are being developed, demonstrated, and tested in a number of academic content areas and in social behavior supports. As represented in SWPBS, RTI gives priority to the continuous monitoring of important student performance indicators in response to high-fidelity implementation of evidence-based practices. Timely screening and data-based decisions are encouraged so that more effective and efficient interventions can be provided for students whose behaviors are not responsive to core practices and interventions. Preventing the development and lessening the intensity of problem behavior must be a high priority of instructors seeking to maximize student learning and the impact of effective interventions. If done wisely in the context of other initiatives and interventions across classroom and nonclassroom settings, the possibility of improving student academic and social behavior outcomes can become a reality for all students. How curriculum adoptions and instructional design decisions are made; How special and general educators work together to address the needs of all students; What assessment tools and procedures are used to make reliable and valid instructional decisions; How high fidelity of implementation of best practices is assessed, evaluated, and supported; What communications among students, teachers, and families look like; How resources are organized to respond effectively and efficiently with students who do not achieve the desired oucomes in response to the intervention; What criteria are used to determine whether a practice is evidence based; How the practices and systems align with the social, cultural, and educational vision and values of students, family members, and school staff. Principles and strategies for effective practice. Conceptual confusion within response-to-intervention vernacular: Communique, 34 3 , 1â€"8. Examining classroom behavior support in second grade. 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Chapter 2 : Behavior in Schools - school-wide positive behavioral intervention & supports

Positive Behavior Support (PBS), is a proactive approach proven successful in addressing challenging behavior within general and special education classroom settings and is most effective when implemented across home.

Principal support such as agreeing with SWPBS principles, allowing teacher release time for training and team meetings and allocating resources for implementation are significant towards the sustainability of SWPBS. The conference will be held on 14 and 15 March , at the Melbourne Convention and Exhibition Centre. Online registration is now open. She works alongside schools, government departments and NGOs building understanding of inclusive ways of working and learning together. She has a particular interest in Universal Design for Learning, the inclusive design of flexible learning spaces and culturally responsive practices. Her background is in primary teaching, blind and low vision education, e-learning and inclusion. Dr Barbara Ehren, USA Barbara was a professor at the University of Central Florida where she directed a doctoral program on language and literacy for learners who struggle. She has served in many capacities in schools: She has broad experiences in research, writing and professional development around educational innovations including MTSS, school-wide literacy initiatives, and new roles of SLPs in schools. She has worked with many educational agencies in the U. She has been providing technical assistance in school-wide positive behavioural interventions and supports for over 20 years. She conducts research and provides technical assistance to teams implementing positive behaviour support, interagency collaboration, and other evidence-based practices in education, disability organisations, juvenile justice, and mental health. Rachel has served as a member of the Board of Directors for the Association for Positive Behavior Support for over 13 years and served as President for three years. Brian is a school psychologist who consults with local and state education agencies in the U. Additionally, he teaches graduate courses on systems change, implementation science, effective learning strategies and data-based instructional design. Her research focuses on effective instruction, supporting social emotional development and addressing challenging behavior, and coaching teachers. Through her work on the National Center on the Social Emotional Foundations for Early Learning and funded research projects, she was involved in the development of the Pyramid Model for Supporting Social Emotional Competence in Young Children and a model for coaching teachers to implement effective practices known as Practice Based Coaching. She is currently leading projects focused on examining the efficacy of the Pyramid Model in infant toddler, pre-k and kindergarten settings. All of these projects integrate school-based positive behaviour interventions and support within a multi-tiered systems framework. Don coordinates systems change efforts at a local, state and national level to support the implementation of evidence-based practices. He has taught students with emotional and behavioural disorders in high school, elementary, and self-contained psychiatric settings. Dr Lewis has been involved with developing school-wide systems of behavioural support for over 20 years. He has worked directly with school teams around the world and is a frequent contributor to the professional literature examining various aspects of Positive Behaviour Support. Shiralee has worked as a teacher and leader in Australian schools, and she has lead the implementation of School-Wide Positive Behaviour Support in Victoria. Her research interests include disability discrimination in education, reducing the use of restrictive interventions, and using SWPBS with fidelity. His research and practice interests include school-wide positive behaviour support, behavioural disorders, applied behaviour analysis, and classroom and behaviour management, and school discipline. Janene Swalwell, Australia Janene, Monash University, is an educational and developmental psychologist and educator. Janene is currently researching promotion social-emotional-behavioural support for young children in Victorian preschools, implementing the Pyramid Model. Prior to working at Monash University, Janene provided and managed services for young children, including for those with disabilities, social-emotional learning needs and severe behavioural challenges. Janene is past state and national president of the Early Childhood Intervention Association. Janene also provides training in social-emotional development, the Pyramid Model, implementation support and psychological supervision. Conference enquiries Email PBS. Research tells us that school staff learn better when training consists of coaching and feedback. Using a

coaching model helps school staff to develop the practical skills for implementing SWPBS at their school, as opposed to only attending a lecture or seminar about the theory of SWPBS. Using a coaching model results in better outcomes through better fidelity of implementation. SWPBS coaches do not support schools in regards to individual students. Coaches help establish whole-school processes. Join the SWPBS initiative This is a summary flowchart of the steps for a school, from initial contact with the central unit through to achieving tier I fidelity.

Chapter 3 : School-wide positive behaviour support

â€¢Develop a classroom-wide behavior support plan (CWBSP) that includes evidence-based practices â€¢Understand Challenging Behavior and Function.

Chapter 4 : PBIS in the Classroom

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Chapter 5 : An Introduction to Classroom Management in Special Education

behavior support can be used in the classroom context to support teachers' ability to deliver effective instruction to all students, thereby increasing success rates and reducing negative behavior.

Chapter 6 : School-Wide Positive Behavior Support | RTI Action Network

To date, over 7, schools are implementing schoolwide systems of positive behavior support (SWPBS). At the universal/primary tier, these schools create a foundation of support to prevent.