Effective Tier 1 for ALL: Integrated Approach to Universal Prevention

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Primary Prevention
- Population-based approach
  - Examples
    - Diabetes, obesity, cancer
  - About preventing the development of mental health problems and school failure
    - Primary prevention
  - About promoting social-emotional skills or building resilience
    - Psychological immunization/inoculation

Public Health Example

Recommendations for all
- Balanced diet (leafy greens, protein)
- Exercise
- Stress management
Targeted/Intensive (High-risk students)
Individual Interventions (3-5%)

Selected
(At-risk Students)
Small Group or Individual Strategies
(10-25% of students)

Universal
(All Students)
School/classwide, Culturally Relevant Systems of Support
(75-90% of students)

Tier I Menu:
• Positive relationships
• School-wide PBIS
• Progressive method of responding to prob. Beh.
• SEL curriculum
• Proactive classroom management = Good Behavior Game
• Physiology to learn

School-Wide PBIS:
Universal Behavioral Expectations and Establishing a Positive School Climate

Team Activity: Chart on left side

• What are problem behaviors that occur at your school?

Spare the rod...spoil the child

Don't smile until Christmas!

He doesn't respect me so I don't have to show respect towards him

It’s not my job to teach and manage his behavior
Team Activity: Chart on right side

• For each problem behavior listed, what is a positively stated alternative behavior?

SW-PBS

• Developed in response to the repeated negative effects associated with punitive discipline
  ▫ “Corrective discipline” - Mayer and colleagues
• Focuses on:
  ▫ Creating common language
  ▫ Teaching expected, desirable behaviors—not simply ousting problem behaviors
  • Help students “code switch”
  ▫ Establishing an environment in which there are consistent expectations
  ▫ Enhancing learning and motivation through the use of contingent positive reinforcement

Establishing a Positive Social Culture
Culture = beliefs, customs, and behaviors of a group

MEMBERSHIP

Common Language

Common Experience

Common Vision/Values

The Components of School-wide PBIS
1. Establish 3 to 5 common behavioral expectations, create a matrix and post them in all settings to cue behavior;
   ▫ Does the school have established expected behaviors that are consistent across all settings?
2. Establish common definitions of problem behaviors and implement a progressive response system these behaviors;
   ▫ Does your school employ a progressive discipline procedure that ends with office support (not old referral practices)
3. Regularly scheduled instruction and assistance in behavioral expectations;
   ▫ Rotational teaching in all settings
   ▫ Is time allotted at the beginning of and at various points throughout the year to teach and revisit expected behaviors?
The Components of Schoolwide PBS

4. Develop and implement a motivational system that encourages and reinforces students to exhibit behavioral expectations;
   ▫ Are staff trained to strive for the 5 to 1 ratio?
   ▫ Does your school have a currency whereby students can earn rewards or access to privileges?
5. Staff receive ongoing training, feedback and coaching about effective implementation of the systems
   ▫ Are staff trained in all the above?
6. Systems for measuring and monitoring the effectiveness your SW-PBS efforts.
   ▫ How does your school intend to measure effectiveness of SW-PBS?
     • Tracking of behavioral incidents that lead to office referral
     • Assess students’ opinion about the positivity of the school environment
     • Assess ratio of 5 to 1

Useful videos

• Staff video on behavioral expectations
  ▫ http://www.youtube.com/watch?v=32BsjDVwdIU
• PBIS.org videos
  ▫ http://www.pbis.org/swpbs_videos/default.aspx
• School Tube
  ▫ http://www.schooltube.com/video/14b668172e174cf6a43d/Chichester-Middle-School-Positive-Behavior-Support
• Mr. Carmona Weebly
  ▫ http://mrcarmona.weebly.com/will-you-be-a-super-hero.html

Team Activity: Chart

• Do we have 3 to 5 common behavioral expectations?
• Have we created a behavioral expectation by setting matrix?
• Do we have a plan in place to teach the expectations?
• Do we have a reinforcement system that is linked to our expectations?

SW-PBS Resources

• Building Effective Schools Together (BEST; Sprague, 2004)
• Effective Behavior and Instructional Supports (EBIS; Sugai et al., 2006)
• Florida Positive Behavior Support Project (Kincaid - http://flpbs.fmhi.usf.edu/)
• OSEP Technical Assistance Center - Positive Behavior Interventions and Supports (http://pbis.org/)
• MR. CARMONA'S WEBSITE
  ▫ http://mrcarmona.weebly.com/index.html