Overview of Positive Behavior Support

Rob Horner
University of Oregon

www.pbis.org

Goals

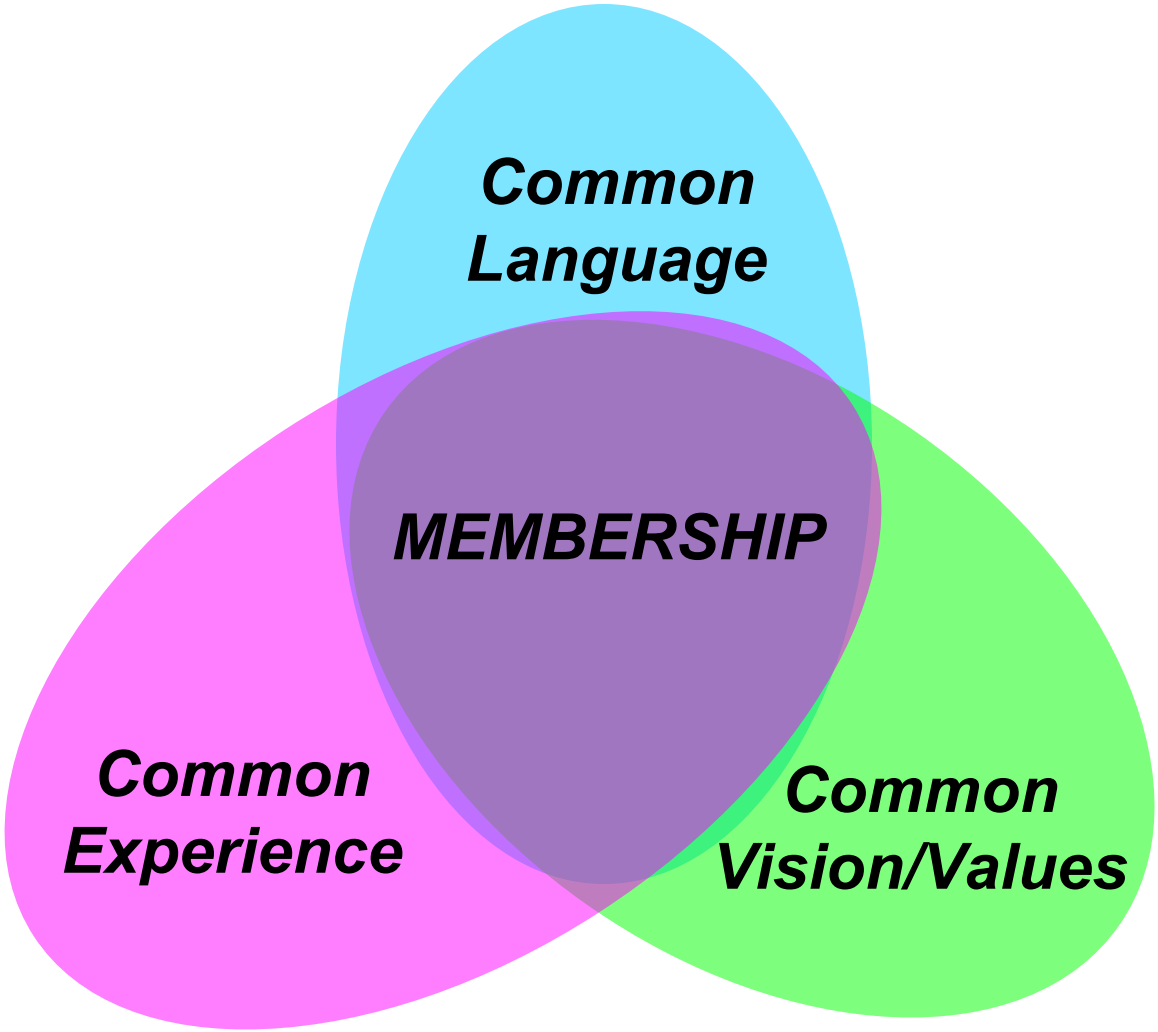
- Identify the core elements of school-wide positive behavior support.
- Define the outcomes to date associated with a "whole-school" approach to behavior support
- Identify the role of wraparound in the school-wide PBS approach.

What is School-wide Positive Behavior Support?

- School-wide PBS: A systems approach for establishing the **social culture** and individualized behavioral supports needed for schools to achieve both social and academic success for all students.

- Evidence-based features of SW-PBS
- Prevention
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual interventions.
- Administrative leadership – Team-based implementation (Systems that support effective practices)

Establishing a Social Culture

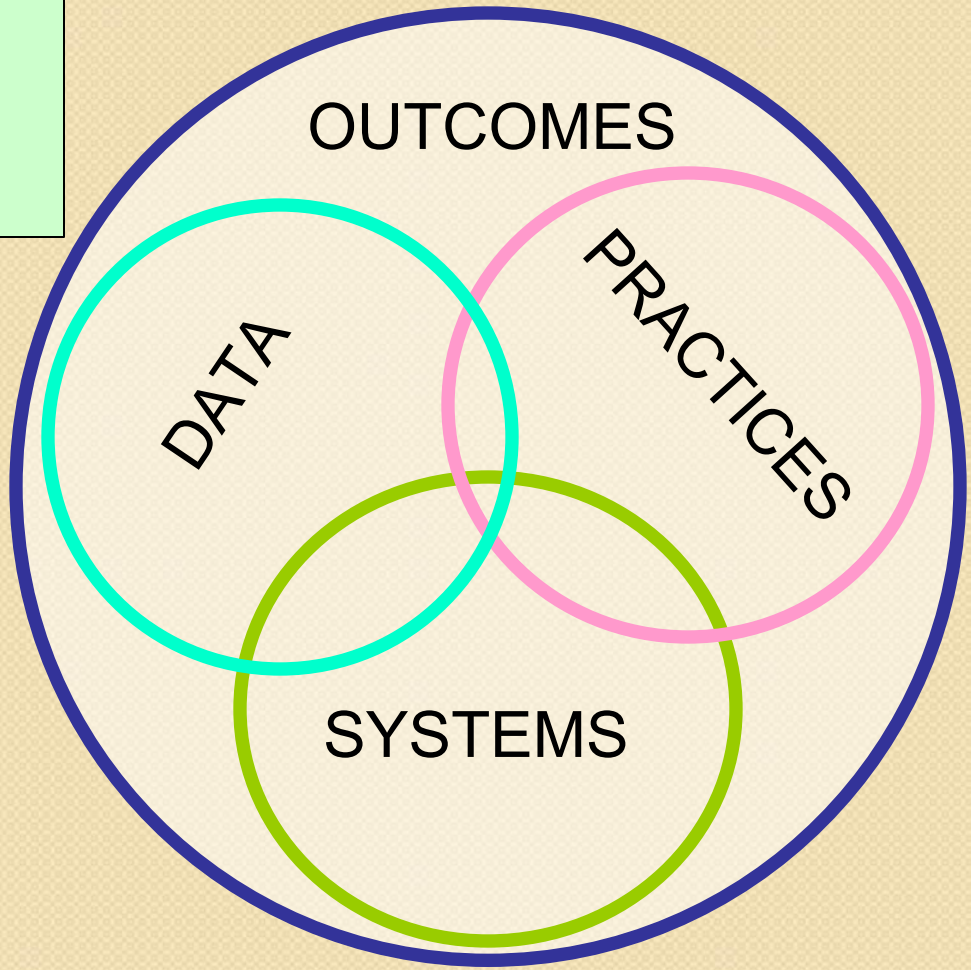


Define School-wide Expectations for Social Behavior

- Identify 3-5 Expectations
- Short statements
- Positive Statements (what to do, not what to avoid doing)
- Memorable
- Examples:
  - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults

Supporting Social Competence, Academic Achievement and Safety

School-wide PBS



Supporting Student Behavior

Supporting Decision Making

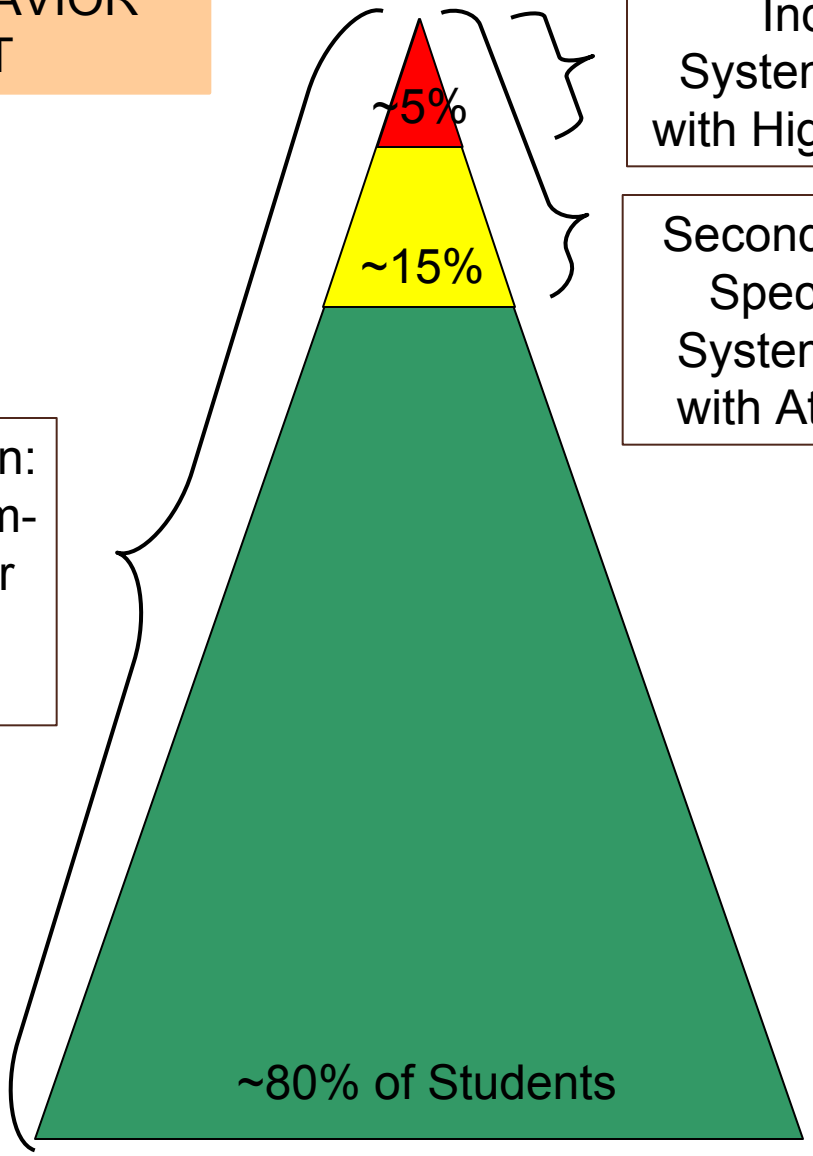
Supporting Staff Behavior

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings



Current Research

- School-wide PBS is "evidence-based"
  - Reduction in problem behavior
  - Increases in academic outcomes
    - Horner et al., 2009
    - Bradshaw et al., 2006; in press
- Behavioral and Academic gains are linked
  - Amanda Sanford, 2006
  - Jorge Preciado, 2006
- School-wide PBS has benefits for teachers and staff as well as students.
  - Scott Ross, 2006
- Sustaining School-wide PBS efforts
  - Jennifer Doolittle, 2006

Issues

- Building capacity
  - Defining the Wraparound approach with operational precision
  - Building measures of fidelity as well as measures of outcome
  - Developing the organizational models
    - Teams/ Process/ Administrative Support
  - Professional Knowledge
    - Individuals with skills, experience, knowledge

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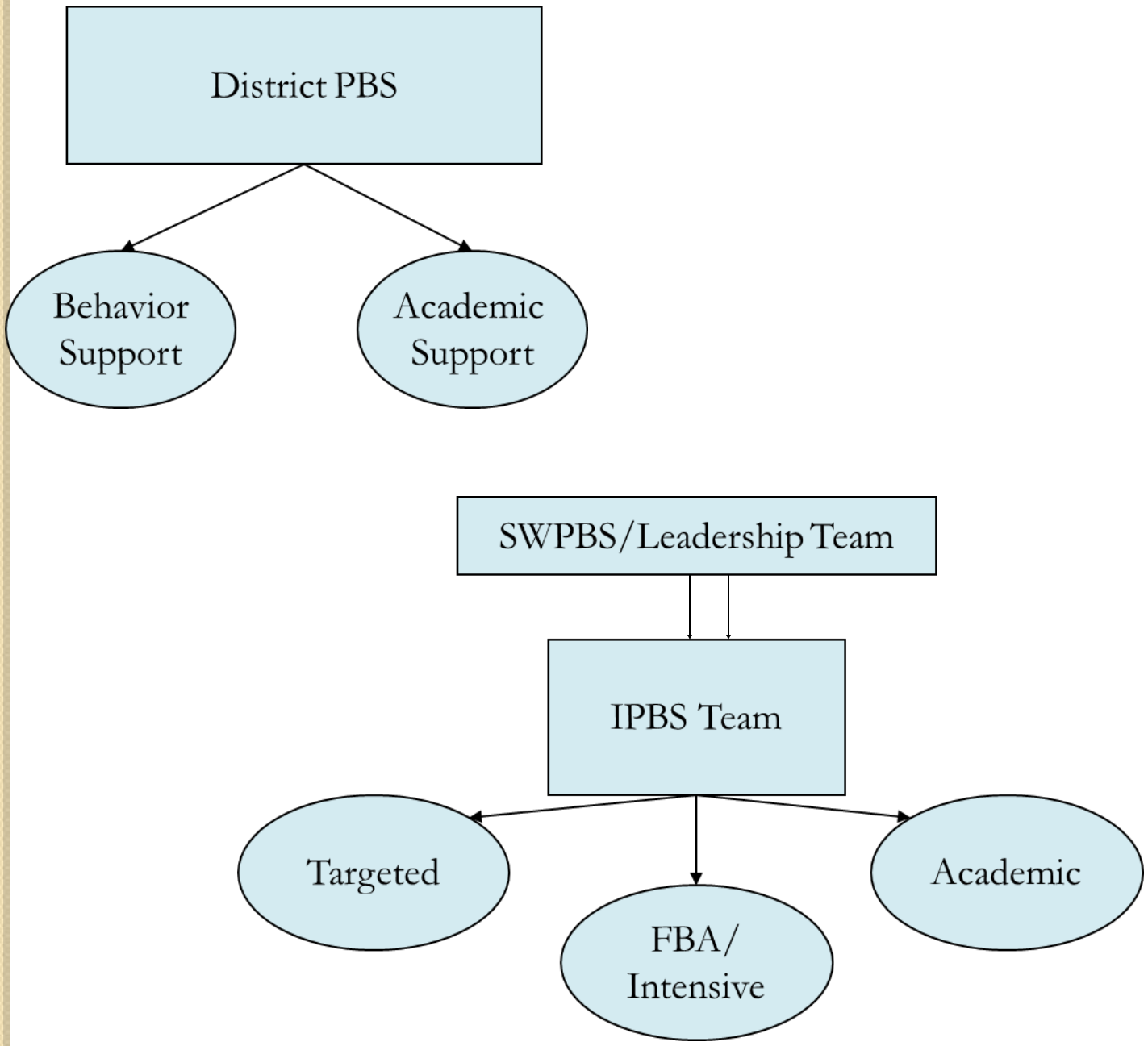
District PBS
Behavior Support
Academic Support
SWPBS/Leadership Team
IPBS Team
Targeted
FBA/ Intensive
Academic

Summary

- Wraparound supports SWPBS
- SWPBS supports wraparound
- Build integrated support structure
  - Knowledge about student (personal, physical, emotional)
  - Knowledge about context
    - Immediate context
    - Social/ family/ cultural context
  - Knowledge about behavioral theory