
Best Practices in Developing a Positive Behavior Support System at the School Level

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OVERVIEW

School-wide positive behavior support (PBS) is a broad set of research-validated strategies designed to create school environments that promote and support appropriate behavior of all students. These environments are brought about through the identification of common behavioral expectations that are valued by the school community and can apply to all students in all school settings and situations. These common expectations are directly and explicitly taught to all students to create an atmosphere in which students know what is expected of them at all times. Furthermore, in a PBS framework, students are systematically and frequently acknowledged for their appropriate behavior. Undesired behavior, when it occurs, is responded to swiftly and consistently. A school environment is therefore created that (a) teaches students skills to behave appropriately, (b) positively acknowledges students engaging in those behaviors, and (c) provides consistency and stability in interactions among students and staff members.

A method of ongoing data collection regarding student behavior is a hallmark of PBS, emphasizing the need to use such information for making decisions about the effectiveness of the school's universal prevention efforts and about group and individual student performance (Carr et al., 2002; Lewis & Sugai, 1999; Office of Special Education Programs Center on Positive Behavioral Interventions and Supports [OSEP], 2004).

PBS is predicated on the assumption that typical school discipline practices are ineffective for promoting and supporting desired behavior in school. School discipline policies typically list punishments for behavioral infractions, such as exclusionary suspensions or expulsions. While such exclusion practices may produce a rapid decrease in undesired behavior at the time it occurs, they usually do not produce long lasting behavior change and they typically do not provide teaching opportunities to promote desired behavior (Constenbader & Markson, 1998; Skiba & Peterson, 2000). In addition, school personnel generally under use positive reinforcement techniques (Maag, 2001). Despite intermittent positive reinforcement's ability to sustain appropriate behaviors in students, many teachers believe that students should behave appropriately "just because they should." Yet, a high degree of positive acknowledgment of students' appropriate behaviors can foster positive relationships between staff and students, which in turn could influence the overall climate of a school and student outcomes (Baker, Terry, Bridger, & Winsor, 1997; Lehr & Christenson, 2002).

School-wide PBS is a structured way to promote positive relationships in schools and to provide students with social and behavioral skills to be successful learners and school citizens. Researchers have demonstrated positive outcomes for staff in terms of regained time for administrative duties and instruction as a result of not having to address behavior problems (e.g., Scott & Barrett, 2004) and for students in terms of reductions in challenging behaviors at all grade levels (e.g., Bohanon

et al., 2006; Duda, Dunlap, Fox, Lentini, & Clarke, 2004; Luiselli, Putnam, Handler, & Feinberg, 2005; McCurdy, Mannella, & Eldridge, 2003) and in various school locations (e.g., Kartub, Taylor-Greene, March, & Horner, 2000; Todd, Haugen, Anderson, & Spriggs, 2002).

This chapter will review the core features of school-wide PBS as it is applied to a school building level and is applicable for those school psychologists who are looking for an overview of basic implementation requirements of school-wide PBS. There is considerable information about systemic requirements for successful implementation of PBS on a national, state, and district level in other chapters (see Curtis, Castillo, & Cohen, chapter 54, vol. 3; Johns, Patrick, & Rutherford, chapter 43, vol. 3; Knoff, chapter 45, vol. 3; Sugai, Horner, & McIntosh, chapter 46, vol. 3).

In addition, the primary focus of this chapter is on PBS as it relates to *school-wide* implementation (i.e., universal primary prevention of problem behaviors in all school locations). It is important to recognize a PBS system also addresses the behavioral needs of small groups of students (e.g., at-risk students in need of targeted secondary prevention) and individual students (i.e., those who are unresponsive to school-wide efforts and secondary level prevention efforts and are in need of intensive tertiary prevention). See Bear, chapter 88, vol. 4, and Steege & Watson, chapter 19, vol. 2, for more information on these topics.

BASIC CONSIDERATIONS

Importance of Teaming

There are many teams in a school, such as teams addressing school improvement, climate, student difficulties, and school resources. Teaming for school-wide PBS is the process of “working as a cohesive, integrated, and representative collection of individuals who lead the systems change and implementation process” (OSEP, 2004, p. 26). Sugai, Horner, Lewis-Palmer, and Todd (2005) recommend that the implementation of PBS in schools be organized and monitored by a team of four to eight individuals consisting of at least one administrator and other school staff committed to working on changing the behavioral climate of the school building. Staff from general education, special education, and special services such as school psychology or guidance counseling should be included on the leadership team. In addition, the team may want to consider having at least one family member on the team or creating a

family advisory group to ensure that viewpoints and concerns of family members are taken into account. At a middle or high school level, it also can be beneficial to have a student advisory group or student member of the leadership team to provide student input on the development and implementation of PBS.

The common belief underlying the use of teams in organizations is that group decision making and collaboration produce better outcomes than individual decision making. However, research suggests that the most effective teams are composed of personnel who have expertise in the team’s topic (Iverson, 2002). Care should be taken to select members for the team who not only have interest in working toward a positive behavioral climate in school but also have skills in behavior, resource management, prevention, communication, and program development so they may be effective collaborators. (See Adelman & Taylor, chapter 106, vol. 5, for further discussion about resource teams as they relate to systemwide planning for social, emotional, and behavioral support for students.)

Because there are so many teams in schools, it may be difficult to find the time to create a new team devoted to PBS. Sugai et al. (2005) recommend a strategy of analyzing the roles, goals, and measurable outcomes of each school team, combining those that have similar goals and outcomes, and eliminating those that cannot identify goals and measurable outcomes. In addition, schools often have many initiatives going on at one time. A similar approach should be taken to analyze initiatives; that is, to identify purposes and measurable outcomes of each initiative and combine similar ones or eliminate ones that do not have well-defined outcomes for students. For example, a school may have a school-wide bully prevention program, but decide they want to implement a PBS framework as well. The respective teams that organize those approaches should analyze the purpose of each program and consider combining them, because bully prevention activities can often fall under the realm of school-wide PBS.

To function effectively, team members should take on certain roles. There should be a team facilitator whose role it is to guide the conversation and ensure the group remains focused on the topic at hand. There also should be a timekeeper and recorder to keep the group on track and organized. Someone should be responsible for creating an agenda and making sure all team members know the purpose of the meeting for that day. Teams should meet regularly (e.g., once every 2 weeks at a prescribed time) to ensure adequate planning time. Persons with skill in facilitating group communication

and group participation also should be identified to ensure that the ideas of all team members are expressed and considered. Having these roles and activities will lead to more efficient team processing and decision making (Iverson, 2002).

The PBS team has the main function of providing leadership for the school's PBS efforts. The team works to assess school needs, develop and operationalize expectations, train staff to implement the strategies, and evaluate the effectiveness of efforts by reviewing student data regularly. The team should create and maintain an action plan to guide its ongoing efforts, and review and update that action plan as needed. Additional functions of the team are to address sustainability issues (e.g., replacing a team member when one leaves, training new staff), report to community stakeholders (e.g., parents, board of education), and obtain or allocate resources for PBS work.

Obtaining Staff Buy-In

There must be sufficient acceptance among staff of the procedures and a willingness to implement them with integrity because PBS involves all personnel in a school. Sugai et al. (2005) recommend having a minimum of 80% of staff willing to implement PBS procedures. This percentage can be obtained by a ballot, show of hands, or consensus; however, an anonymous ballot typically is the best way to obtain the most accurate count of staff in favor of PBS. Schools that have less than 80% of staff committed may experience difficulties with implementation, sustainability, and effectiveness.

Obtaining 80% buy-in can sometimes be a daunting task. Scott (2002) recommends several strategies for responding to common arguments against using PBS. Some school staff may believe their responsibility is only to teach academics. However, many researchers (e.g., Bursuch & Asher, 1986; DiPerna & Elliott, 2000; Elliott, Gresham, Freeman, & McCloskey, 1988) have demonstrated the strong correlation between academic performance and social skills. Therefore, they often must be taught simultaneously for some students to produce positive academic outcomes.

Time is another issue that confronts educators. In the long run, PBS can save time because it prevents problems from occurring in the first place. Scott and Barrett (2004) found that administrators could save the equivalent of almost 16 days in a school year by not having to deal with office referrals and suspension issues.

Another common argument comes from teachers who may feel that what they are doing is already

sufficient, that they are already meeting the behavioral needs of all students effectively. If this is the case, then the school's office discipline data should demonstrate this assertion and a more structured school-wide program may not be necessary. In addition, surveys such as the Effective Behavior Support Survey (Sugai, Horner, & Todd, 2000; available online at www.pbis.org) can be useful to determine staff perception of components of PBS already in place and priorities for making changes.

Finally, some school staff members do not believe that positive reinforcement and acknowledgement of appropriate behavior is appropriate for students. Many believe it is even harmful. A detailed rationale against this belief is beyond the scope of this chapter; however, several researchers have demonstrated that rewards do not pose any negative effects on student motivation or performance (as summarized by Cameron, Banko, & Pierce, 2001). School staff members who have arguments such as these may benefit from reading more information about PBS, visiting websites related to PBS, talking to others who have used PBS, or looking at outcome data from PBS schools to help build their commitment.

Another necessity for buy-in among staff is to have a school administrator who actively supports PBS efforts. Although research has not yet informed us about the amount of active involvement necessary for implementation, common practice suggests that at least one administrator should be part of the school leadership team, attend all meetings, and be a role model for staff in the school by modeling and using PBS strategies. It is important to have the support of the building administrator who is able to dedicate resources (e.g., money, time) to the implementation of PBS.

Finally, Sugai et al. (2005) suggest that a commitment to changing the behavioral climate of the school should be one of the top three goals of the school. The goal should be written into a school improvement plan so it is monitored frequently. Having a goal provides a level of accountability for implementation and effectiveness monitoring that otherwise would not be present.

School Policy

It is important that school discipline policy be aligned to the tenets of PBS. School policy regarding behavior should describe the proactive approach of the PBS system in addition to the typical consequences found in a school or district discipline policy. For example, many school districts have policies around behavioral

infractions (e.g., automatic suspensions for certain zero tolerance behaviors) that will need to be included in the school discipline policy. It is recommended that schools develop a PBS handbook that incorporates the school's overall approach to managing behavior at the primary, secondary, and tertiary levels of prevention. The handbook should clearly describe the steps for implementing PBS at all three levels of the system.

School leadership teams also may want to consider having policy related to PBS in their hiring practices. As schools fully implement all components of PBS (i.e., primary, secondary, and tertiary levels of prevention) to address the needs of all students, it will be important to have staff members who understand the foundations and processes of PBS. Administrators and hiring teams would do well to ask questions related to PBS in staff interviews to assess candidates' knowledge and willingness to implement PBS strategies. In addition, as PBS becomes institutionalized, staff competence related to implementation could become part of the staff evaluation process.

Staff Development

Staff development is a major consideration when implementing PBS in school buildings. All school staff, including certified and noncertified staff, as well as school volunteers who may come in contact with students, should be aware of PBS and trained in at least the basics of implementation. For example, when a student walks down a hallway and demonstrates desired expectations for hallway behavior, a custodian who witnesses the behavior can acknowledge the student. Only if that custodian is knowledgeable about PBS will he or she use the acknowledgement system that is part of the school's PBS framework.

Training should first occur with the leadership team interested in implementing PBS in the school. Sources for accessing training information include working through district- or state- level leadership teams or reading material about PBS. The OSEP Center on Positive Behavioral Interventions and Supports (www.pbis.org) has information related to steps and procedures for PBS implementation. It also contains contact information for each state's PBS contact person. Leadership teams are highly encouraged to contact this person when thinking about implementing PBS practices in their schools to ensure alignment with state efforts.

When accessing trainings through district- or state-level leadership teams, school building teams would

likely attend a sequence of trainings designed to introduce the logic behind PBS, teach the core components of implementation, and enhance sustainability of the school's efforts by providing a number of checklists and tools for measuring implementation integrity and effectiveness. Teams also may be asked to identify a coach, a person internal or external to the building who has advanced training in behavioral theory and who can attend team meetings at least once per month (Sugai et al., 2005). The coach's role is to provide support and guidance to the team members as they work to implement and monitor PBS efforts.

It is important to note that team training typically occurs over a 3-year period (Sugai et al., 2005). The first year, often consisting of 4 days of training spread across the school year, addresses implementation of the universal prevention component of PBS. The second and third years address implementation at the secondary and tertiary prevention levels, which are built on the foundation of the whole-school prevention system.

The school leadership team is then responsible for training the rest of the school staff in PBS practices. Such training may occur during staff meetings, after school, or during special teacher work days when students are not there. Finding adequate time to work with staff is often difficult for leadership teams. Teams may need to find creative ways to engage staff without overburdening them. For example, one leadership team member may take over for a classroom teacher while the teacher attends a brief training session to learn about a component of PBS implementation.

The leadership team also will need to plan follow-up trainings, or booster sessions, for staff after initial implementation of PBS. Booster sessions will keep staff up to date on team activities and provide staff with new information relative to implementation effectiveness, changes that need to be made, and techniques for continued and sustained implementation at the primary, secondary, and tertiary levels. During these booster sessions, as well as between staff trainings, it will be important for leadership teams to acknowledge the work that staff is doing on PBS, ask if staff members need any assistance, and provide that needed assistance swiftly to ensure continued engagement and implementation.

Funding

PBS work does not have to require significant monetary resources. Funding may be required for release time for professional development activities, materials (e.g., copying costs, posters, banners), reinforcement items

(e.g., tokens, bookmarks with school expectations, T-shirts), and a data collection system. Schools should have a budget line-item for funding PBS work (Sugai, Lewis-Palmer, Todd, & Horner, 2001). While this may be difficult for many schools, having a specific budgeted allocation for PBS demonstrates a strong commitment to this work and can enhance sustainability over time.

Schools may sometimes obtain district, state, or federal grant money to start PBS; however, it is unlikely that grant money will sustain the long-term implementation of this work. Fundraisers also may be a short-term mechanism to obtain funding. School personnel would do well to assume no new permanent funding will be available for PBS, and instead reallocate funds from other sources. It will be important for teams to work efficiently with existing resources rather than assume outside sources will fund their efforts. Any external funding should be considered a bonus to existing funding mechanisms.

Engaging Families and Community Members

According to Carr et al. (2002), stakeholders are very important contributors to successful implementation of PBS at the school level. Stakeholders include parents, families, business leaders, community members, and school board members. These groups can be valuable resources to leadership teams by providing diverse perspectives, offering assistance (sometimes in the form of funding or donations), and ensuring that all voices are heard when discussing valued outcomes for students. In addition, teams should consider making annual reports to district-level leadership to promote activities and to ensure continued support from key stakeholders.

There are numerous ways to engage families and community members in PBS efforts, ranging from providing information (e.g., newsletters, newspaper articles, parent meetings) to encouraging active participation in PBS-related school activities (e.g., organizing assemblies, developing posters, donating resources). School leadership teams may want to develop surveys for families and community members to use as a source of input for their work and to solicit feedback. As families and community agencies learn about and understand what PBS is, they may themselves adopt the framework in their own settings, thus creating a beneficial link between home, school, and community, a link that has been proven to produce better outcomes for children (Esler, Godber, & Christenson, 2002).

Sustainability

From the outset of PBS implementation, leadership teams need to think about sustainability of efforts. Systemic changes brought about by school-wide PBS should be expected to last at least 10 years (Sugai et al., 2005). Regularly evaluating the impact of the prevention system and using data to inform decision making about the effectiveness of implementation are crucial elements to sustainability over time. In addition, having the universal prevention system is necessary, but not sufficient, for long-term impact of the school-wide program. As part of the systemwide three-tier framework described by Tilly (chapter 2, vol. 1), the universal prevention component of PBS will not reach the 15–20% of the student population who need more intensive intervention efforts. Implementation of the secondary-level targeted group interventions and tertiary-level intensive individual interventions are necessary for long-term success of PBS.

Other techniques for enhancing sustainability over time include providing incentives for staff members who use the PBS approach appropriately and consistently, sharing student data with staff regularly, and offering ongoing professional development and training related to PBS. New staff members coming into a school implementing PBS should be immediately oriented to the techniques so they know what is expected of them and their students. Having a PBS handbook, such as the one described earlier, may help with sustainability as documentation of the school's work. The handbook can be given to all staff, including new staff and substitute teachers, to ensure consistency of implementation and understanding of the processes involved.

Role of the School Psychologist

School psychologists can play a large role in all components of a school-wide PBS system. School psychologists are well suited to be members of leadership teams, to assist with needs assessment data collection and analysis, to consult with teachers regarding procedures, and to analyze school-wide data for decision making. School psychologists could coordinate or conduct social skills or problem-solving instruction groups or serve as coordinators of other group intervention or monitoring efforts. Numerous social skills programs exist that have strong empirical support for their effectiveness (e.g., Collaborative for Academic, Social, and Emotional Learning, 2003), and school psychologists are in an excellent position to evaluate such programs and make

informed choices about those programs that could work in their schools. At an individual student intervention level, school psychologists are skilled at completing functional behavioral assessments (FBA) and designing intervention plans based on those assessments. School psychologists bring extensive knowledge of and skills in assessment and intervention techniques, behavioral principles, and data analysis that can be very useful for developing and sustaining an effective school-wide behavior support program (McKevitt, 2005).

The work of PBS is directly connected to the model of school psychological service delivery and training espoused by *School Psychology: A Blueprint for Training and Practice III* (Ysseldyke et al., 2006). *Blueprint III* embraces two main outcomes for training and practice in school psychology: build and maintain the capacities of systems and improve competencies for all children and youth. Universal, targeted, and intensive interventions are the mechanisms by which these outcomes can be realized. All of the functional and foundational competencies for school psychologists outlined by *Blueprint III* are essential for effective implementation of PBS strategies in the three levels of intervention. PBS at its core is designed to build the capacity of systems to improve behavioral, social, emotional, and academic outcomes for all students. Ysseldyke et al., chapter 3, vol. 1, present further information about *Blueprint III* and its implications for school psychology practice.

BEST PRACTICES

At the universal prevention level of PBS, procedures to address school-wide issues and a system to support student success must be developed. The universal system is designed for *all* students in a school building. The universal instructional system of PBS must address five critical features. Researchers at the OSEP Center on Positive Behavior Interventions and Supports (OSEP, 2004) have identified the core features of a school-wide system as (a) establishing and defining clear and consistent school-wide expectations, (b) teaching the school-wide expectations to students, (c) acknowledging students for demonstrating the expected behaviors, (d) developing a clear and consistent consequence system to respond to behavioral violations, and (e) using data to evaluate the impact of school-wide efforts.

Establishing and Defining Expectations

The first critical feature of a school-wide PBS system is to establish clear and consistent school-wide expectations.

The school-wide PBS team and/or the school personnel should identify three to five behavioral expectations that are specific to the needs and culture within the school building. The expectations should be positively stated (e.g., be responsible, be safe) and void of a long list of negative rules (e.g., don't run, don't hit, don't kick). Expectations should be brief and memorable for students and staff and be developmentally appropriate for the age of the students. Expectations become more memorable for students if they are linked to an acronym or a logo (e.g., STAR students: Safe, Teachable, Accept responsibility, Respectful). However, a team should not spend an excessive amount of time trying to match the behavioral expectations to an acronym. The behavioral expectations are intended to be used in all locations within the school, should be posted throughout the environment, and are intended to be used by all staff members in the building. Classroom teachers may or may not choose to adopt the building-wide expectations for their own classroom. If they do not, it is recommended that their classroom rules do not conflict with the school-wide expectations.

Teaching Expectations to Students

The second critical feature is to teach the behavioral expectations to students. The broadly stated behavioral expectations should be further defined as specific, observable behaviors for each location within the school. For example, "be responsible" in the cafeteria may be defined as putting garbage in the trash can and trays in the sink. The same expectation in the classroom may be defined as bringing appropriate materials to class and turning in homework assignments. School staff may use a teaching matrix to assist with defining specific behavioral examples of the expectations (Sugai et al., 2005). For each location/expectation combination on the matrix, school personnel should identify the best example of the expectation in the location and an example that addresses the most problematic behavior in that location. The matrix may then be used to guide instruction. Figure 1 is an example of a completed teaching matrix.

Behavioral expectations must be taught to students. Effective teaching strategies include identifying the big ideas in a content area, making strategies conspicuous for learners, using scaffolding to support learning, strategically integrating essential information, linking instruction to students' background knowledge, and providing repeated opportunities to practice and master concepts (Kame'enui, & Carnine, 1998). The instruction

Figure 1. Sample teaching matrix.

		School-Wide Expectations		
		Be responsible	Be respectful	Be safe
Location	Classroom	<ul style="list-style-type: none"> • Bring materials for class • Turn in homework 	<ul style="list-style-type: none"> • Raise your hand to speak • Keep your eyes on the speaker 	<ul style="list-style-type: none"> • Walk • Keep hands and feet to yourself
	Hallway	<ul style="list-style-type: none"> • Pick up trash and throw it away 	<ul style="list-style-type: none"> • Use quiet voices • Shut locker doors quietly 	<ul style="list-style-type: none"> • Walk • Keep hands and feet to yourself
	Cafeteria	<ul style="list-style-type: none"> • Put tray, utensils, and garbage in appropriate locations • Clean up spills and pick up trash 	<ul style="list-style-type: none"> • Use quiet voices • Use manners while eating 	<ul style="list-style-type: none"> • Use eating utensils as intended • Walk • Keep hands and feet to yourself

should be direct and explicit, following a similar format of direct instruction for academics. Instruction should first identify the expectation(s) or concept(s) being taught (e.g., the big ideas). For example, “Today we are going to learn about being respectful in the hallway.” Instruction should include modeling of the expected behaviors and modeling of nonexamples of the expected behaviors. Nonexamples of the expected behaviors are included so that students learn to discriminate between acceptable and unacceptable behaviors. Using self-talk while modeling examples and nonexamples makes the thinking strategy overt for students. It is good practice to have only adults demonstrate the nonexample behaviors during the instruction so students do not inadvertently practice undesired behaviors. Students should be given an opportunity to practice the expected behaviors repeatedly in the instructional setting. Corrective feedback and acknowledgement of demonstrating the expected behaviors during practice opportunities will allow students to build their accuracy and fluency in demonstrating the behavioral expectations throughout the school settings. The method of delivering instruction should be matched to the students’ developmental level. For example, it would be appropriate to use puppets to enhance instruction for preschool or primary grade levels and music or video production to enhance instruction at the high school level. The language used in the instruction also should be matched to the developmental level of the students.

It is important for the team to carefully consider the schedule of instruction. Each school should have a plan to provide initial instruction on the school-wide expectations for all students at the start of the school year. Schools often rotate students through instructional stations in each school location for this initial

instruction. A well thought-out rotation schedule across multiple school days helps to ensure the efficiency of the instruction. Additional instruction or booster sessions should be provided throughout the school year, either in large groups or small groups, based upon needs identified from the data being collected to evaluate effectiveness of the PBS system.

Acknowledging Students for Demonstrating Desired Behavior

Once students have been taught the behavioral expectations, they need to be acknowledged for demonstrating the expected behaviors. The universal primary prevention level of PBS should include a positive reinforcement system to catch students behaving appropriately in order to maintain the desired behaviors. The team should determine the type and frequency of rewards that will be provided to students. The reinforcement system may include a variety of rewards. Some schools use tangible rewards (e.g., tickets that may be redeemed for prizes), access to privileges or preferred activities (e.g., time to use the computer), or social recognition (e.g., name announced at assembly and picture in the hallway). The team also should consider whether rewards would be delivered to individual students, groups of students, classrooms, grade levels, or all students in the school. The developmental level of the students should be taken into consideration as the team creates the acknowledgement system. It is often beneficial to include students in the process of determining the rewards available, particularly at the secondary grade levels. Regardless of the rewards chosen, the system must be easy and efficient for all staff members to use.

PBS is designed as a system to support the academic and behavioral success of all students. However, one key issue in developing the system is to change adult attitudes and adult behavior. It is important for the team to also consider developing a system to acknowledge staff for implementing the school-wide PBS system.

Developing the Consequence System

The fourth component of a school-wide PBS system is having clear and consistent responses by school staff to behavioral violations. While the majority of students will respond to the behavioral instruction and acknowledgements provided to them, some students will still demonstrate varying degrees of behavior

concerns. Therefore, a system must be put into place that provides students with corrective consequences when they demonstrate behavioral errors. The consequence or discipline system should clearly identify consistent staff responses for behavioral infractions and when staff members need to document behavioral issues. School teams often create a leveled consequence system that groups behaviors with similar severity levels or similar impact on the classroom environment. The team may then identify consequence options for each group of behaviors, ensuring that the intensity of the consequence options match the intensity and severity of the behaviors. Consequences may range from fairly minor, such as verbal reprimand or redirection, to more intense consequences, such as suspension and expulsion. Figure 2 is an example of an elementary school’s leveling system.

Figure 2. Example of a consequence-level system.

Level 1 behaviors	Level 2 behaviors	Level 3 behaviors
<ul style="list-style-type: none"> • Noncompliance • Disruption of instruction • Overt disrespect • Minor destruction of property 	<ul style="list-style-type: none"> • Physical aggression • Harassment • Abusive language 	<ul style="list-style-type: none"> • Major destruction of property • Theft • Alcohol • Drugs • Weapon
Level 1 possible consequences	Level 2 possible consequences	Level 3 possible consequences
<ul style="list-style-type: none"> • Nonverbal cue • Proximity • Student conference • Verbal warning • Timeout • Parent contact • Behavior contract • Administration, parent, student, teacher conference • Loss of recess • Loss of privilege • Restitution or apology • Overcorrection <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • First offense: Staff administers consequence • Second offense: Complete the office referral form and staff administers consequence • Third offense: Complete the office referral form and send the student to the office 	<ul style="list-style-type: none"> • Nonverbal cue • Proximity • Student conference • Verbal warning • Timeout • Parent contact • Behavior contract • Administration, parent, student, teacher conference • Loss of recess • Loss of privilege • Restitution or apology • Overcorrection • In-school suspension • Out-of-school suspension • Bus suspension <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • Complete the office referral form and send the student to the office 	<ul style="list-style-type: none"> • In-school suspension • Out-of-school suspension • Bus suspension • Contact law enforcement • Expulsion <p>(May include lower level consequences)</p> <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • Complete the office referral form and send the student to the office

The consequence for behavioral infractions also should include a teaching component. The teaching component may range from reminding the student of the behavioral expectation to actually reteaching and practicing the expected behavior(s) in the actual location(s) in the school. Regardless of the type of consequences, the system should be easy for staff to use and all staff members should consistently use the system.

Along with identifying staff response to behavioral infractions, the team will need to identify when and how staff members will document inappropriate behaviors. Information collected about the behavioral incident should include the date and time of the incident, the student's name and grade, the classroom teacher's name, the referring person's name, the location of the incident, and consequence given. Some schools also choose to identify the potential function of the student's behavior on the referral form. These data should be entered into a database and should be used by the team to guide decision making about program effectiveness.

Using Data

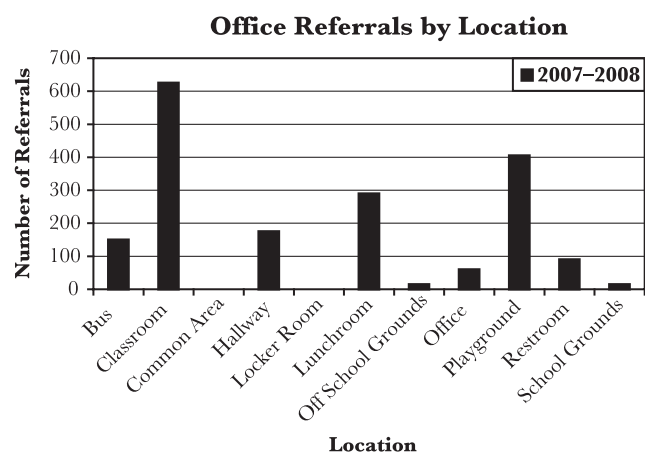
Data about the implementation of the universal school-wide PBS system and its effects on student outcomes should be collected. The School-Wide Evaluation Tool (SET; Sugai et al., 2001; available online at www.pbis.org) is an instrument that measures the integrity of implementation of the universal level of PBS. The SET was originally designed as a research instrument to evaluate the level of implementation of the key features of a school-wide system of PBS (Horner et al., 2004). The SET measures the level of implementation in seven areas: behavioral expectations defined, behavioral expectations taught, behavioral expectations rewarded, systematic response to rule violations, information gathered to monitor student behavior, local management support for school-wide procedures, and district-level support for school-wide procedures. An independent observer completes the SET for a school. The observer completes a document review, observations within the school, and interviews with the administrator, staff, and students. The SET yields a summary score for each of the seven areas and an overall mean score. The goal is to obtain at least 80% on the mean score and 80% on the subscale score of "expectations taught." Schools that are able to reach and maintain this level of implementation tend to experience the benefits of PBS that have been reported in the effectiveness research (Horner et al., 2004).

School personnel should use the SET results to monitor the level of implementation of the universal prevention system over time. In addition, areas of improvement can be identified from the SET results. These areas of improvement should be addressed in the team's action plan.

The Team Implementation Checklist (TIC; Sugai, Horner, & Lewis-Palmer, 2001; available online at www.pbis.org) is another tool that can be used to evaluate the implementation of the universal system. The team completes the TIC at least once per quarter. The TIC lists several steps to implementing the universal school-wide PBS system. The team rates itself on each action step. Each step is rated as either achieved, in progress, or not started. The result is the percent of steps achieved. The goal is to have at least 80% of the steps achieved to indicate that the universal PBS system is in place and functioning (Sugai et al., 2005). School personnel should include steps in the action plan to address items on the TIC that are marked as in progress or not started.

A comprehensive evaluation plan will also include evaluating the impact of PBS on student behavior. Behavior incident or office referral data are efficient, effective, and naturally occurring ways to monitor the impact of the universal PBS system on student performance. Office referral data should be entered into a data system on a regular basis. Analysis of the data should be readily available for decision making and should be available in graphic format to allow for the visual analysis of the data. An example of an efficient data system for housing office referral data is the School-Wide Information System (SWIS), available at www.swis.org. Figure 3 provides a sample of the type of

Figure 3. Example of office discipline referral data output.



data display one might obtain from a system such as this one.

School personnel should regularly review the office referral data at team meetings to determine if changes need to be made to the school-wide PBS system. Office referral data can be analyzed regularly to look for trends or patterns of behavior. For example, school personnel can examine the types of problem behaviors being demonstrated, the locations of the problem behaviors, or problematic times throughout the school day. Regularly reviewing the data allows the team to use behavior referral data as a formative analysis tool. For example, if the data indicate an increase in the number of office discipline referrals in the hallway, the team would want to address the issue. The team should collect additional data to determine why the problem is occurring and then implement an action plan to address issues in the hallway. The ongoing data collection can be used to evaluate the impact of the plan in the hallway.

Office referral data also should be reviewed at the end of the year as a summative evaluation tool. End of the year office referral data can be used to determine the overall impact of the PBS system for the current year and can be compared to previous years. For example, the total number of office referrals could be compared across multiple years to determine if PBS is affecting the overall demonstration of problem behaviors in the school building. (See Kovalski & Pedersen, chapter 6, vol. 2, for further discussion about how data may be analyzed for decision making.)

A school leadership team may want to consider using additional school-wide data to determine the impact of PBS on student outcomes. The team may want to consider examining the impact of PBS on attendance rates, suspension and expulsion data, and the number of students who drop out of school. The team also can examine the impact of the PBS system on academic achievement. Research is beginning to demonstrate that schools that implement PBS see correlations with higher academic achievement on statewide or district-wide assessment (Sugai et al., 2005). In addition, schools that are using a response-to-intervention (RTI) approach for academics see larger improvements in academics when academic interventions are combined with positive behavioral support systems (McIntosh, Chard, Boland, & Horner, 2006). McIntosh et al. (2006) studied a school district that utilized a combination of universal behavior and reading interventions in an RTI framework for at least 5 years. They found that this district had higher proportions of elementary students meeting reading and

behavior benchmarks as compared to a large national comparison group.

Establishing Targeted Group Interventions

Office referral data may be used to evaluate the overall impact of the PBS system. The data also may be used to identify those students who need more support beyond the universal instruction provided to all students. A PBS system also includes secondary and tertiary levels of support for students. A system of secondary or targeted support should be available for groups of students who need additional support in order to be successful in the school environment. Typically, students with three to five office referrals in a given school year, but who are not displaying significantly disruptive or dangerous behaviors, need more instruction and support beyond the universal level of instruction. These students may need small group reteaching of and practice on the behavioral expectations in various locations in the school. These students also may be in need of small-group instruction in concepts such as anger management, social skills, problem-solving skills, and friendship-making skills in order to improve performance and master needed skills for school success.

The Behavior Education Program (Crone, Horner, & Hawken, 2004) is an example of an intervention method to provide groups of students with more support. In this program, targeted students carry a monitoring sheet with them to each class and have teachers rate the students' behavior on each of the school's behavioral expectations. This rating provides regular and frequent access to positive reinforcement from adults for those students who need more intense behavior support. If students' behavior does not improve while on this plan, they may need to participate in a more intensive individual intervention.

Establishing Intensive Individual Interventions

A small number of students will require intense individualized instruction beyond the universal and/or secondary levels of a PBS system. Typically, these are the students with six or more office referrals in a given school year and/or the students who demonstrate significantly dangerous or disruptive problem behaviors in the school setting. The PBS system should include a way to proactively identify these students, determine their individual needs, and implement instructional interventions. FBA should be used to identify the

Table 1. Summary of Key Features of School-Wide PBS Implementation

Feature	Brief description of actions needed
Expectations defined	Define three to five short, positively stated school-wide expectations.
Expectations taught	Provide direct and explicit instruction in each school location.
Acknowledgement system	Develop an easy and effective way for staff to reinforce expected behaviors.
Consequence system	Develop clear and consistent response to behavioral errors.
Data system	Use data to monitor the effectiveness of the system and to identify needs within the school-wide system.

function of the student's problem behavior and the student's specific instructional needs. The information gathered during the FBA should be used to develop a behavior support plan that identifies (a) the changes that will be made to the setting and antecedent events to prevent problem behaviors, (b) the new behavioral skills to be taught and how those skills will be reinforced, and (c) the behavior reduction strategies that will be implemented to reduce the frequency of the problem behavior. These behavior support plan elements are crucial to support the student and help the student be successful in the school environment (Crone & Horner, 2003; O'Neill et al., 1997). An individual monitoring plan should be developed for each student in need of individual support. The monitoring plan should evaluate the impact of the behavior support plan on the student's behavior and the treatment integrity of implementing the instructional plan. (See the other chapters mentioned earlier for more thorough discussions about secondary and tertiary levels of support for behavior concerns.)

An important consideration for students receiving targeted or intensive intervention services is the issue of exit from services. Progress must be monitored closely to ensure the intervention is having a desired effect on behavior. If not, new or additional strategies should be implemented. If it is effective, however, those implementing the intervention need to determine when the intervention should be changed to be less intense or even discontinued. Although students receiving the most intensive behavioral interventions may still need to receive targeted behavioral interventions, success at the universal prevention level is ultimately the goal for all students. (See Powell-Smith & Ball, chapter 15, vol. 2, for further considerations on the issues associated with exiting services.)

SUMMARY

PBS is an effective framework for creating school environments that promote appropriate behavior for all students. Within that framework, preventive methods

are incorporated that address the behavior of all students, including targeted groups of students and students needing intensive individualized support. The result is a school-wide system in which a culture of appropriate behavior is expected and demonstrated by students and acknowledged frequently by adults. Problem behavior is largely prevented and when it occurs, is responded to swiftly and consistently. Data are collected and used to evaluate the effectiveness of the system and to make decisions about how to best address student behavior.

Table 1 is a summary of the key components of PBS described in this chapter. Implementation of those components, combined with the foundational elements discussed earlier, will allow schools to promote and support the behavioral success of all students, which in turn can have a profound impact on the climate, culture, and achievement of the school community.

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Has useful tools and suggestions for establishing school teams, obtaining funding, conducting needs assessments, and selecting effective programs for teaching behavioral skills.

WEB RESOURCES

Office of Special Education Programs Center on Positive Behavioral Interventions and Supports: www.pbis.org

Has numerous resources available to assist with implementation of school-wide behavior support efforts, including information, presentations, questionnaires, forms, and references. SET and TIC referenced in the chapter also are available on this website. Contains links to numerous locations around the country implementing PBS.

School-Wide Information System: www.swis.org

A web-based data collection system used for recording and summarizing office discipline referrals in a useful format for decision making about student behavior. A demonstration of SWIS as well as sample office discipline referral forms can be assessed.

Association for Positive Behavior Support: www.apbs.org

An international organization devoted to the advancement of PBS.

