Comprehensive School-wide Positive Behavior Support: Developing the Infrastructure

Darlene Anderson, Lynnette Christensen, Michelle Marchant & K. Richard Young
Center for the Improvement of Teacher Education & Schooling
(CITES)
Brigham Young University
BYU PUBLIC SCHOOL PARTNERSHIP (BYU-PSP)

Five School Districts

- Jordan, Alpine, Provo, Nebo, Wasatch
- These five districts educate one third of Utah’s school age youth

BYU

- Multidisciplinary team consisting of:
  - Dean of the School of Education
  - Faculty from Teacher Education and Educational Leadership Departments
  - Center for the Improvement of Teacher Education and Schooling (CITES)
OUR PRIORITY. . .

To develop a model program to create safe and secure schools
The Peaceable Schools Initiative

If schools attend to the emotional and behavioral needs of students on a broad scale, it is likely they will create the conditions necessary for social competence and the academic success of students.

(Young, Marchant, & Wilder, 2003)
Collaborative effort between partnership districts and BYU to acquire federal grant money.
Pilot Schools

District superintendents identified districts and schools to receive intervention priority. As a result of their decisions, two pilot schools were selected.
Purpose of the Peaceable Schools Program

The purpose of the program is to contribute to the knowledge and understanding of the issues that facilitate, sustain and nurture the emotional, social and moral development of youth by designing, implementing and evaluating school-wide positive behavior support.
“In addition to teaching academic content, educators must work to develop the social, emotional, and moral character of students as part of their daily assignment.”

(Young et al., 2003)
Program Expansion

**Districts:**
Nebo District has recently adopted the program for all elementary schools and has requested pilot programs in two secondary schools

**BYU:**
Peaceable Schools curriculum has been integrated into the Special Education Department and may be further integrated within the School of Education
PEACEABLE SCHOOLS
Comprehensive School-wide Positive Behavioral Support
District & School Steering Committees
Family & Community Involvement
Primary Services for all Students
School-wide Screening & Referral
Assessment & Individual Interventions
Professional Development
Evaluation Procedures

THEORETICAL & PHILOSOPHICAL BACKGROUND
Peaceable Schools is as much about a process as it is about a program.
Model

School Wide

Classroom

Non-classroom

Family

Community

Individual (Primary)
85%-90%

Classroom/Non-classroom (Secondary)
7%-10%

Individual (Tertiary)
3%-8%

All Children

At-risk Children

Identified Children

NON-SCHOOL

Individual
School-wide Systems Approach

School-wide systems approach

Individual

Classroom

Non-classroom
UNDERLYING FRAMEWORK
Overview

• Identify shared needs
• Define solutions
• Determine district participation interest and priorities
• Match priorities with potential funding sources
• Identify stakeholders
• Identify project development team
• Build stakeholder support
DETERMINE FOCUS

1. Can we accurately identify students at risk for emotional and behavioral disorders (EBD) and intervene effectively?

2. Can the implementation of School-wide
3. Positive Behavior Support (PBS) improve
4. school climate?

3. Is program implementation acceptable, feasible and
4. sustainable at district and school levels?
Identify Essential Features

1. Comprehensive School-wide PBS
2. District & School Steering Committees
3. Family and Community Involvement
4. Primary Services for *All Students*
5. School-wide Screening and Referral
6. Assessment and Individual Interventions
7. Professional Development
8. Evaluation Procedures
SELECT SPECIFIC COMPONENTS

ELEMENTARY
One Teacher Implements
Early Intervention
School-to-Home Notes

SECONDARY
Multiple Teacher Implementation
Achievement Plus Class
Curriculum-Based Assessment
PINPOINT AREAS OF CONCERN

ELEMENTARY

Behavior Management
Limited Support
Parent Involvement
Non-classroom Areas

Academic Failure
School Discipline
Limited Social Skills
School Climate
PINPOINT AREAS OF CONCERN

SECONDARY

Curriculum
Instruction and Management
Support Staff
Parent Involvement

Academic Failure
School Discipline Problems
Excessive Absences
Limited Social Skills
IDENTIFY EXISTING RESOURCES

Examples

Primary - Character Ed

Secondary - Skill Building Classes

Tertiary - Special Education Services
PLAN FOR INTEGRATION

**Primary** - Character Ed - *Social Skill Instruction*

**Secondary** - Skill Building - *Individualized PBS*

**Tertiary** - Special Education Services
- *Preventing Special Education Referrals*
Program Implementation & Sustainability
DISTRICT INVOLVEMENT

1. Greater **efficiency** in the distribution of resources, technical assistance and staff development opportunities

2. The district policy guides efforts and increases **accountability**

3. Centralized, streamlined **decision-making**

4. Excellent source of **acknowledgement**

(Sugai & Horner, 2001)
BASIC PRINCIPLES

1. Work SMARTER not harder . . .
2. Select a MANAGEABLE number of priorities
3. Identify specific, MEASURABLE outcomes
4. Invest in what WORKS.
## ENABLING FRAMEWORK

**Essential Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>Peaceable Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. District Leadership Team</td>
<td>✓</td>
</tr>
<tr>
<td>2. District Coordinator</td>
<td>✓</td>
</tr>
<tr>
<td>3. Assurance and Maintenance of Superintendent</td>
<td>✓</td>
</tr>
<tr>
<td>Commitments and Endorsements</td>
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</tr>
</tbody>
</table>
## ENABLING FRAMEWORK

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<tr>
<td>5. Promotion of Individualized Action Planning at School Level</td>
<td>✓</td>
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ENABLING FRAMEWORK

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<tr>
<td>6. Development of District-wide Data</td>
<td>✓</td>
</tr>
<tr>
<td>Management System.</td>
<td></td>
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<tr>
<td>7. Establishment of District-Level Action</td>
<td>✓</td>
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<tr>
<td>Plan for Sustaining PBS.</td>
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Enabling Framework: Application

NSD Coordination Committee

PBS Coordinator

Student Support Sub-Committee

School-Parent Steering Committee

Data Management Sub-Committee
FINAL POINTS

1. District level supports and structures are needed to maximize the establishment and sustained implementation of school-wide PBS.

2. Although individual schools can start the process, district-level supports can help achieve long-term implementation and maximize outcomes for students and teachers (e.g., Sugai & Horner, 2001).