Intro to System-Wide PBS

Lashanna Brunson



Goal

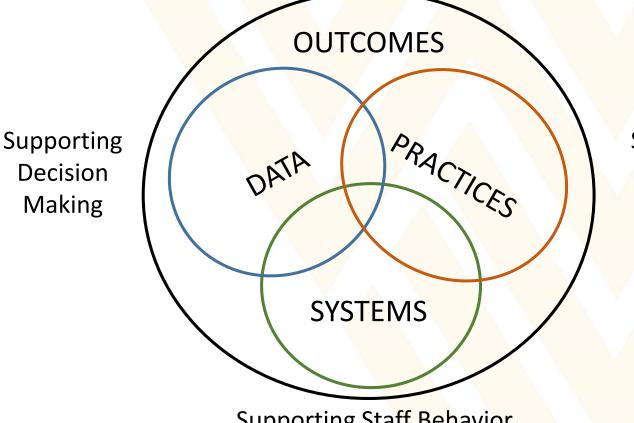
Provide a brief overview of system-wide PBS provided by the Positive Behavior Support (PBS) Program.



System-Wide PBS



System-Wide PBS



Supporting Staff Behavior

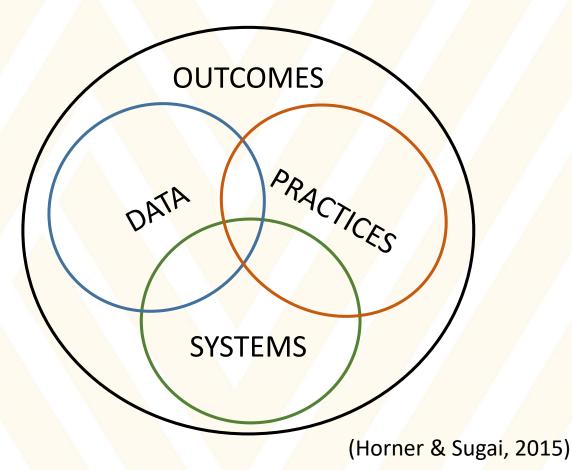
Supporting Client **Behavior**

(Horner & Sugai, 2015)

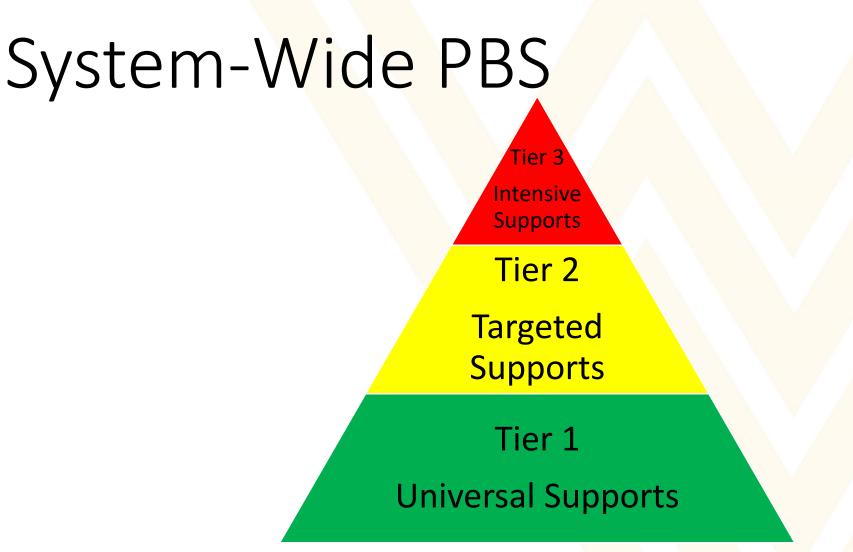


System-Wide PBS

- Set *outcomes*
- Identify *practices*
- Put systems in place
- Collect *data*









Benefits

- Decision making based on data (Irvin, et al., 2006)
- Decrease in challenging behaviors (Hieneman, 2015)
- Consistent expectations across agency settings (Sailor, Stowe, Turnbull, & Kleinhammer-Tramill, 2007)
- Highly adaptable (Eber, Sugai, Smith, & Scott, 2002)
- Consistency with interventions and strategies (Martella, et al., 2010)
- Consistent systems of reinforcement and consequences (Houchens, et al., 2017)

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CED's Role

- Assist team in developing individualized agency plan.
- Facilitate PBS Team meetings (scheduled regularly).
- Guide process as we build your capacity to sustain successful implementation over time.
 - Train trainers and coaches within agency.



CED's Role

- Provide coaching to staff.
- Assess fidelity of practices and tiers.
- Help guide development of positive behavior support plans for high risk clients.
- Participate in and treat system-wide PBS activities as a vital part of improving the lives of the individuals your agency serves.

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Agency Role

- Commit to making the implementation of PBS an agency priority.
- Commit to PBS values and process.
- Commit to establishing a PBS leadership team.
- Commit to time required to implement PBS system wide.
 - Participation in meetings at least monthly for Tier 1.
 - Developing procedures, trainings, materials, etc.



Agency Role

- Collect, analyze, and submit data monthly.
- Plan for the sustainability of system-wide PBS.
- Participate in and treat system-wide PBS activities as a vital part of improving the lives of the individuals your agency serves.



Apply for System-Wide PBS

- Call us at 855-558-4296 or email <u>pbs@hsc.wvu.edu</u> to request an application
- Application includes:
 - Info about your agency
 - Readiness assessment
 - Statement of commitment



References

- Eber, L., Sugai, G., Smith, C. R., & Scott, T. M. (2002). Wraparound and positive behavioral interventions and supports in the schools. *Journal of Emotional and Behavioral Disorders*, 10(3), 171-180. doi:10.1177/10634266020100030501
- Hieneman, M. (2015). Positive behavior support for individuals with behavior challenges. *Behavior Analysis in Practice*, 8(1),101-108. doi:10.1007/s40617-015-0051-6
- Horner, R. H., & Sugai, G. (2015). School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. *Behavior Analysis in Practice*, 8(1), 80-85. doi:10.1007/s40617-015-0045-4
- Houchens, G. W., Zhang, J., Davis, K., Niu, C., Chon, K. H., & Miller, S. (2017). The impact of positive behavior interventions and supports on teachers' perceptions of teaching conditions and student achievement. *Journal of Positive Behavior Interventions*, 19(3), 168-179. doi:10.1177/1098300717696938



References

- Irvin, L. K., Horner, R. H., Ingram, K., Todd, A. W., Sugai, G., Sampson, N. K., & Boland, J. B. (2006). Using office discipline referral data for decision making about student behavior in elementary and middle schools. *Journal of Positive Behavior Interventions*, 8(1), 10-23. doi:10.1177/10983007060080010301
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- Sailor, W., Stowe, M. J., Turnbull, H. R., & Kleinhammer-Tramill, P. J. (2007). A case for adding a social—behavioral standard to standards-based education with schoolwide positive behavior support as its basis. *Remedial and Special Education*, 28(6), 366-376. doi:10.1177/07419325070280060601



THANK YOU For more information: http://pbs.cedwvu.org/

855-558-4296

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