

PBIS/SWIS Update

August 13, 2018

Within my role as Academic and Behavior Coordinator, I will send frequent PBIS and SWIS updates out to all administrators and directors. My goal in undertaking this, is to support administrators, as well as, certified and classified staff in implementing/sustaining the PBIS framework. In addition, I want to ensure that Tina Searle and I are providing beneficial/timely support to administrators and school teams in their utilization of SWIS. Substantial information contained within these updates will be taken directly from the PBIS/SWIS web site(s). I will uninhibitedly replicate this material to ensure that you have accurate and consistent information. If there are topics and/or issues that you would like me to research and address please don't hesitate to send me an email. Feel free to share any or all of these updates with your staff. If you are too busy to read the bulk of this update please, at a minimum, skip to the bottom and review the "to dos" and "up-coming events."

Tina Johnson
Academic and Behavior Coordinator

What is PBIS? What is SWIS?

PBIS is a framework for maximizing the selection and use of evidence-based prevention and intervention practices. It utilizes a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

The SWIS Suite — a set of four applications (SWIS, CICO-SWIS, I-SWIS, and SAMI) — is a reliable, confidential, web-based information system built to collect, summarize, and use student behavior data for decision making. Research demonstrates that educators can make more effective and efficient decisions when they have the right data in the right format at the right.

Why PBIS - What do students and staff members gain in PBIS schools?

- **Students** enhance their social, emotional, and behavioral competence by
 - Regularly reviewing their school's agreed upon school-wide social values.
 - Frequently experiencing specific recognition when they engage in expected behavior
 - Extending expected behaviors to all parts of the school, especially in classrooms to enhance their academic engagement and success
 - Experiencing predictable instructional consequences (reteaching) for problem behavior without inadvertent rewarding of problem behavior
 - Using a common language for communication, collaboration, play, problem solving, conflict resolution, and securing assistance
- **Educators** develop positive, predictable, and safe environments that promote strong interpersonal relationships with their students by
 - Prompting, modeling, teaching, and acknowledging expected student behavior
 - Actively supervising all their students across all settings

- Maximizing academic instruction to enhance student achievement and support social, emotional, and behavioral development
- Providing clear and predictable consequences for problem behavior and following up with constructive support to reduce probability of future problem behavior
- Intensifying their PBIS supports (T2/3) if students are unresponsive to universal practices (T1)

What is the PBIS multi-tiered “continuum”?

The multi-tiered “**continuum**” is comprised of carefully selected, evidence-based practices at three different levels of support intensity. Specific practices are matched both to the level of support needed, and the local cultural context.

Tier 1: Universal practices are experienced by all students and educators across all settings to establish a predictable, consistent, positive and safe climate

- Behavioral expectations defined
- Behavioral expectations taught
- Reward system for appropriate behaviors
- Clearly defined consequences for problem behavior
- Continuous collection and use of data for decision-making
- Universal screening for behavior support

Tier 2: Targeted practices are designed for groups of students who need more structure, feedback, instruction and support than Tier 1 alone.

- Progress monitoring for at-risk students
- System for increasing structure and predictability
- System for increasing contingent adult feedback
- System for linking academic and behavioral performance
- System for increasing home/school communication
- Collection and use of data for decision-making
- Basic-level function-based support

Tier 3: Indicated practices are more intense and individualized to meet the challenges of students who need more than Tiers 1 and 2 alone.

- Functional Behavior Assessment (full, complex)
- Team-based comprehensive assessment
- Linking of academic and behavior supports
- Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed
- Collection and use of data for decision-making

PBIS/SWIS To Dos

1. Enter accurate school days into SWIS. Accurate School day counts ensures that you are able to collect and use data for decision making.
2. Enter accurate enrollment, ethnicity, IEP and 504 information into SWIS. This information ensures accurate reports and disproportionality data.
3. Build a school-wide social culture. Ensure PBIS effective practices are firmly in place.
 - DEFINE- clear and concise definition of behavior expectations
 - TEACH- direct teaching of behavior expectations
 - REMIND- daily reminders & supervision- “the positive nag”
 - CELEBRATE- consistent acknowledgement of the expected behaviors
 - CORRECT- consistent correction of the problem behaviors
4. Within each school Tier 1 practices should be established and communicated to staff, students and parents
 - Behavioral expectations defined – Behavior Matrix
 - Behavioral expectations taught – social skills, systems, routines
 - Reward system for appropriate behaviors – we will review this on September 26th
 - Clearly defined consequences for problem behavior – Behavior Matrix, consistency
 - Continuous collection and use of data for decision-making - SWIS
 - Universal screening for behavior support

PBIS/SWIS upcoming events

- The date hasn't been set yet but we will be conducting a new administrator SWIS training.
- The date hasn't been set yet but we will be conducting a new certified/classified staff training. Please be sure that Tina Searle and I have the names of the folks you need trained.
- The National PBIS Leadership Forum will be held in Chicago on October 4th and 5th. The following individuals are signed up to attend
 - William Hiser
 - Kris Cundall
 - Karl Wells
 - Bryant Blake
 - Sadie West
 - Ron Urbin
 - Carrie Ellison
 - Barbara Rezzonico
 - Sarah Blake
 - Tonja Vessels
 - Robert Daniel
 - Jared Hardman
 - Ryan Allen
 - Tina Johnson
- Initial PLCs at Work training is scheduled for September 10th and 11th at WWCC. This training ties directly to the use of PBIS and consistent/accurate behavior data.