



# SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTION AND SUPPORT (SWPBIS)

SWPBIS is a comprehensive and preventative approach to improving school climate. With the use of SWPBIS, serious behavior problems decline and overall school climate improves.

SWPBIS establishes a framework for positive school and classroom climate, in which expectations for students are predictable, directly taught, consistently acknowledged, and actively monitored.<sup>1</sup>

## ELEMENTS OF A SUCCESSFUL SWPBIS POLICY

Define and teach a common set of three to five positive behavioral/social expectations throughout the school.

Acknowledge and reinforce the behavioral/social expectations you want to see.

Establish and use consistent, equitable consequences for problem behavior.

Collect and record when, where, why, and to whom disciplinary interventions are given to make informed decisions about resources and assistance.

Develop and utilize multi-tiered support: primary/universal interventions for all students, secondary level prevention for students who are at risk, and tertiary/intensive interventions focused on students and families who are the most chronically and intensely at risk of negative behavior, and in need of greater supports.

## IMPLEMENTING SWPBIS BEST PRACTICES

### 1. Train Faculty.

Schools that successfully implemented SWPBIS have first sent a team – which

has included teachers, administrators, classified staff members, parent leaders who reflect the community's culture, and other adults who are part of the campus – to specific training and coaching.

## 2. Establish specific behavioral expectations and consistently enforce them.

For SWPBIS to work, all classrooms must have the same set of common classroom-level rules. It should also be clear to everyone on campus which behavioral problems are handled in a classroom, and which would be handled by administrators with higher level interventions.

## 3. Acknowledge positive, desired behavior/social expectations.

Strategies might include sending home positive notes or providing a reward that can be redeemed for prizes when a student exhibits behavior consistent with the school wide established rules. More important, though, is the relationship that is developed through these conversations.

## 4. Evaluate results and make changes as needed.

Successful implementation of SWPBIS at a school site requires tracking data around attendance, achievement, school climate, discipline, and fidelity of interventions. It should also bring in parents, students, and community to help create solutions!

## 5. Create systems and structures that will sustain change, and remain in place.

Community members and parents should participate in PBIS trainings, PBIS team meetings walk through schools, and learn about the intervention systems in place. Frequent data monitoring

and feedback are critical to sustainable implementation.

## IMPLEMENTING SWPBIS BEST PRACTICES

In general, schools that adopt a proactive approach to improving school climate, demonstrate low rates of suspension and up to a 50% reduction per year in office discipline referrals.<sup>2</sup>

In California, the adoption of PBIS across the state has increased significantly from 500 schools to just over 2,000. Schools adopting PBIS are continuing the implementation and sustaining the adoption of positive practices.

In the 2007–2008 school year, before PBIS implementation, the administration at Garfield High School in Los Angeles, California issued 510 suspensions and 2 expulsions.

The school's Academic Performance Index (API) was 591. After implementing PBIS for more than 3 years, Garfield issued one suspension and zero expulsions, and raised its API score to 714.

For the 2017–2018 school year, Garfield issued no out of school suspensions or expulsions.