

# Quick Reference Guide

## Positive Behavior Interventions/School-Wide Positive Behavior Support

**Key Terms:** antecedent-based interventions, applied behavior analysis, behavior reduction, effective learning environment, evidence based practice, positive behavior intervention

**What are Positive Behavior Interventions (PBIs)?** PBIs are designed to reduce deviant behavior by prompting and reinforcing substitute alternative constructional behaviors (Carr & Sidener, 2002). PBI provides evidence based proactive strategies that usually prevent/or reduce problematic behavior as effectively as punishment procedures, while being less restrictive and intrusive (Mayer et al., 2014).

**What is School-Wide Positive Behavior Support (SWPBS)?** SWPBS is a set of intervention practices and organizational systems for establishing the social culture and intensive individual behavior supports needed to achieve academic and social success for all students (Sugai, Horner, & Lewis, 2009). SWPBS is not a formal curriculum but a 2-3 year process of leadership team training intended to establish local or school capacity for adoption of effective and preventive behavioral interventions (with high implementation integrity (continuous data), professional development, & coaching to establish safe and social contingencies at the whole school level (Horner, Sugai, & Anderson, 2010). SWPBS involves successful implementation across the whole school.

Why	Where	Who
<p><u>ABA Based</u> - PBI is comprised almost exclusively of techniques and values originating in applied behavior analysis (Carr &amp; Sidener, 2002). While SWPBS has conceptual foundations from ABA, OBM, community health, positive behavior support, &amp; implementation science (Horner, Sugai &amp; Anderson, 2010).</p> <p><u>POSITIVE over Punishment (Mayer et al., 2014)</u> – PBI vs. punitive procedures, when function based and applied appropriately, positive antecedent and consequential behavior interventions:</p> <p>a.) usually prevent and/or reduce problematic behaviors just as effective as punishment procedures and are <u>less</u> restrictive and intrusive.</p> <p>b.) are <u>less</u> likely to provoke violence, escape, and aggression or to lower learners views of themselves, of those delivering contingences, and of associated tasks.</p> <p>c.) are <u>more</u> likely to emphasize teaching how to behave than how not to behave.</p> <p>d.) are <u>more</u> likely to elevate the person's general level of reinforcement, resulting in more prosocial behavior.</p>	<p>The core features of SWPBS draw from several decades of systematic research, demonstration, and innovation in education, mental health, and behavior analysis (Horner, Sugai &amp; Anderson, 2010).</p> <p>Target Settings for SWPBS (Horner, Sugai &amp; Anderson, 2010): public elementary, middle, and high schools, alternative settings such as juvenile justice settings, prisons, work environments, homes, hospitals, and community contexts.</p>	<p>Valuable outcomes within schools derived from PBI approaches (when used with effective instruction) (Mayers et al., 2014);(Horner, Sugai &amp; Anderson, 2010):</p> <p><u>Decreases in:</u> antisocial behaviors, including vandalism costs, discipline referrals, dropout and suspension rates.</p> <p><u>Increases in:</u> prosocial behaviors, including attendance, on task behavior towards assigned tasks, perceptions of school safety, and cooperation and positive feedback among students and staff.</p>
	<h3 style="margin: 0;">What</h3>	<p><u>Overall Importance:</u></p> <ul style="list-style-type: none"> <li>-Prevent and reduce problem behaviors.</li> <li>-Design effective learning environments.</li> <li>- Effective strategies for building new, desirable behavior, and preventing some problem behaviors from ever emerging.</li> </ul> <p><u>Primary Intervention(PI)</u> (implemented across entire school) &amp; <u>Secondary Intervention (SI)</u> (designed for students not responding to primary intervention):</p> <p>PI: behavioral expectations taught via direct instruction, positive reinforcement for meeting expectations, data based decisions.</p> <p>SI: behavior change strategies across particular students (check connect, check-in/check-out, first step to success, think time, and social skills groups/skill streaming.</p> <p><u>Tertiary Intervention (TI)</u> (students not responding to PI or SI): Individualized to needs of each student. Typically includes Functional Behavior Assessment (FBA).</p>

### How do I utilize SWPBS? *Derived from Sugai et al., (2000)*

Implementation details vary across age groups, contexts, and behavior. PBI have common features: application of FBA, environmental redesign, curriculum redesign, modification of behavior (teaching & changing of both adult and student), and removing rewards that maintain problem behaviors. The SWPBS approach emphasizes the use of data collection and analysis (e.g., direct behavioral observations, curriculum-based measurement) to inform decision making.

#### References

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