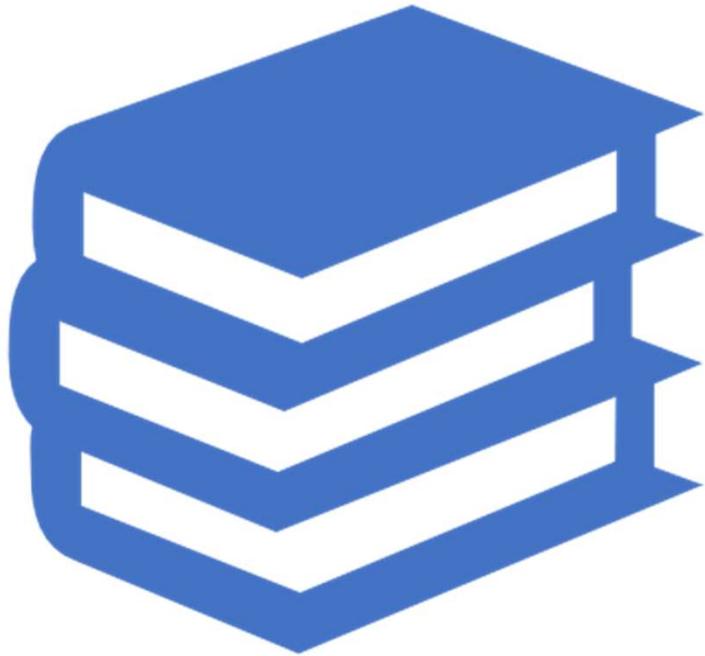


SWPBIS: Reflections and Future Directions

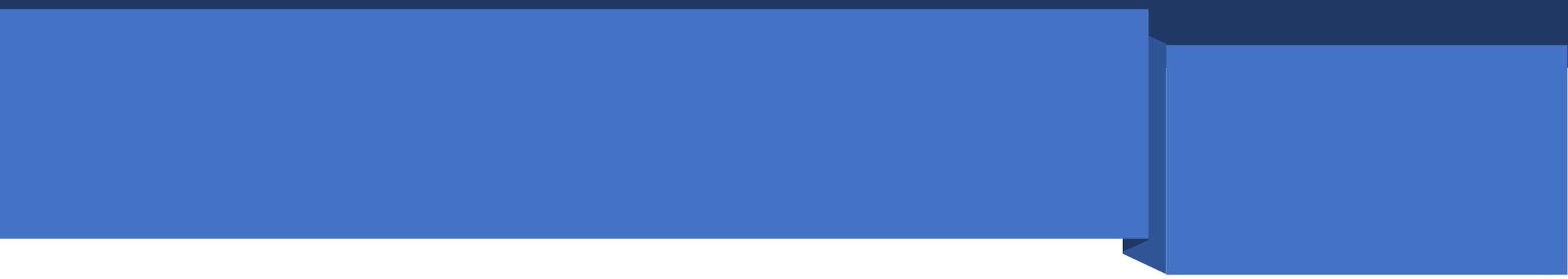
Randall L. De Pry, Ph.D.
Portland State University

1st (Virtual) Positive Behavior Support Europe
International Conference 2020, November 12, 2020
“Valuing Diversity in PBS”



Advanced Organizer

What We Know

A decorative horizontal bar consisting of two blue rectangular segments. The first segment is on the left and the second is on the right, slightly offset downwards and to the right, creating a 3D effect. The bar is positioned below the main title.



PBIS is a blueprint or framework

Characteristics of PBIS Schools

- School-wide behavioral expectations have been defined, taught, and posted throughout the school
- Students receive positive acknowledgements for correct responding
- Adults focus on proactive, preventative, and evidence-based behavioral supports for all learners



Characteristics of PBIS Schools

- Students can tell/show you the school-wide behavioral expectations
- Students indicate that the school is safe, predictable, and fair
- Students can identify adults in the school as actively concerned about their academic and social success



Characteristics of PBIS Schools

- Leadership team meets at least monthly to
 - Review their data
 - Determine if PBS practices are being used and if they're effective
 - Make data-based adjustments as necessary



SWPBIS Tiered Fidelity Inventory

version 2.1



Citation for this Publication

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

The Center is supported by a grant from the US Department of Education's Office of Special Education Programs (H326S130004). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

Implementation Framework Across Tiers (pbisapps.org)

Tier 1: Universal SWPBIS Features

Action Planning Form

Item	Current Score	Action	Who	When
Tier 1				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				
Tier 2				
2.1 Team Composition				

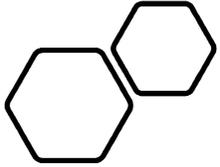
Tier 1: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

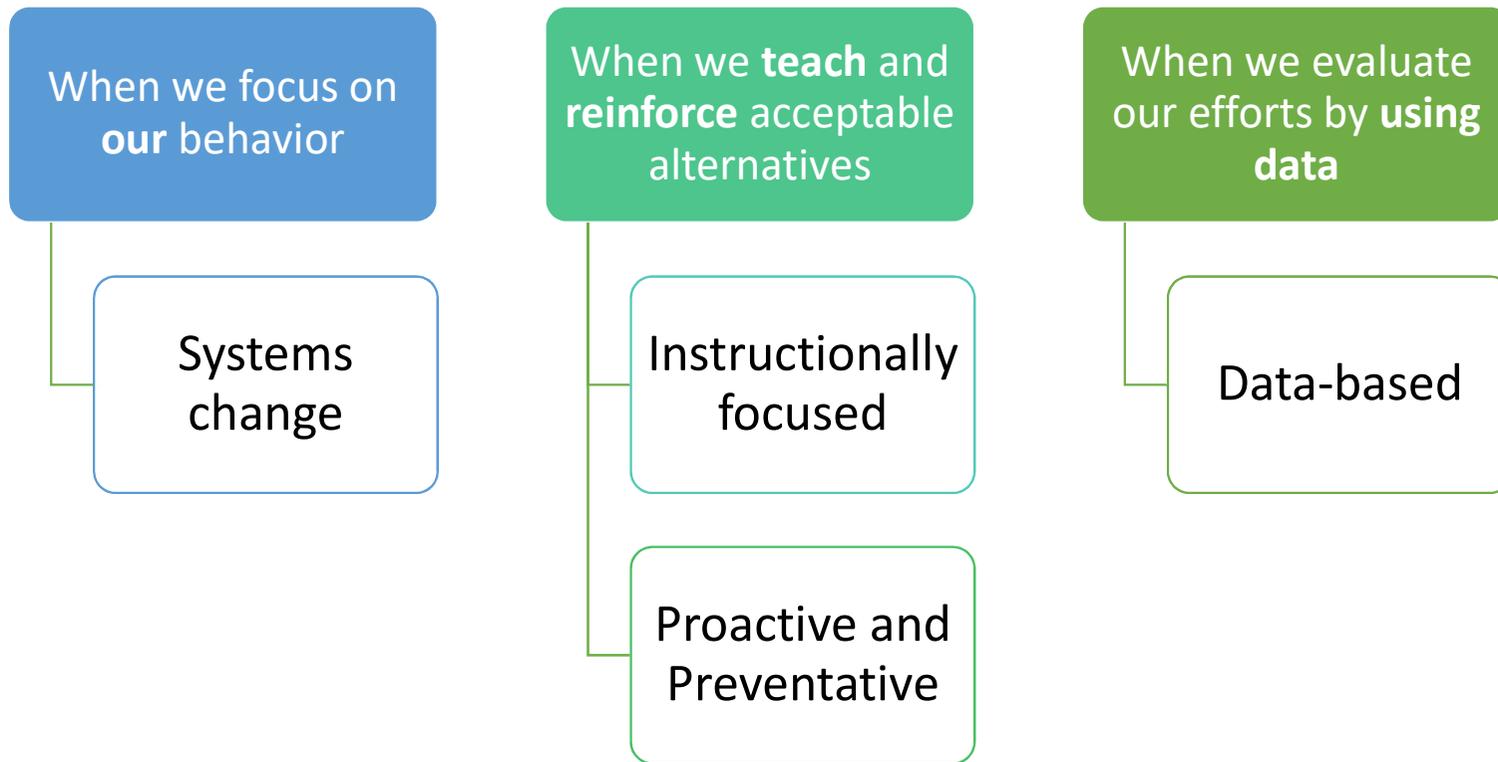
Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
1.1 Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	<ul style="list-style-type: none"> School organizational chart Tier 1 team meeting minutes 	0 – Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 – Tier 1 team exists, but does not include all identified roles or attendance of these members is below 80% 2 – Tier 1 team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> Tier 1 team meeting agendas and minutes Tier 1 meeting roles descriptions Tier 1 action plan 	0 – Tier 1 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1– Tier 1 team has at least 2 but not all 4 features 2 – Tier 1 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

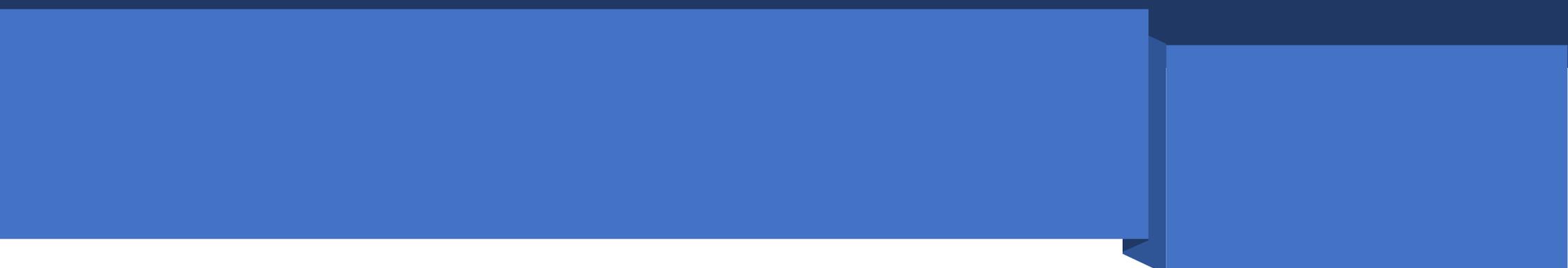
Features are Operationally Defined



Positive Academic and Social Outcomes are More Likely...



Toward an Equitable Future

The slide features a dark blue background with the title text in white. At the bottom, there are two horizontal blue bars. The first bar is a solid blue rectangle. The second bar is a 3D-style blue rectangle that appears to be floating above the first one, with a slight shadow and perspective effect.

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Levenson¹, Kent Smith², Kent McIntosh³, Jennifer Rose³, Sarah Pinkelman⁴

1. Wisconsin RTI Center; 2. University of Oregon; 3. Loyola University of Chicago; 4. Utah State University

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach.

An overview and other elements of the approach can be found at:

<http://www.pbis.org/school/equity-pbis>

Excellent Resources from PBIS.org

A Commitment to Racial Equity from the Center on PBIS



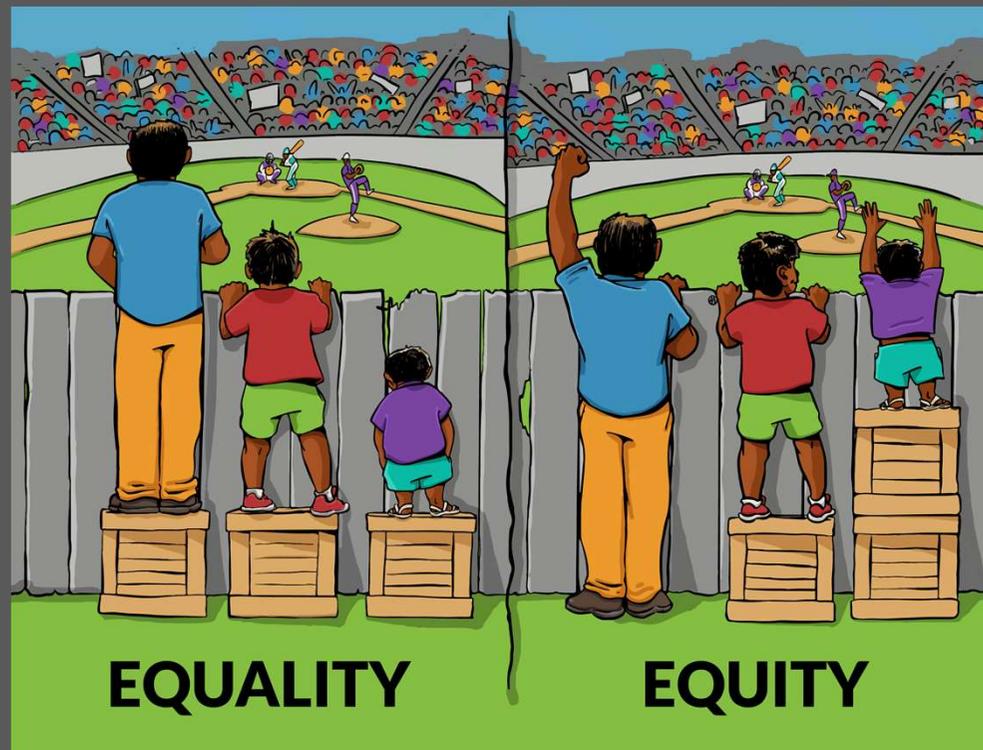
June 1, 2020

School behavior support systems can serve to perpetuate oppression or be a force for dismantling systemic racism and promoting equity. At the Center on PBIS, we are committed to improving outcomes for each student, and given centuries of oppression, violence, and segregation, we must increase our commitment to improving outcomes for each Black student. To dismantle systemic racism, we must:

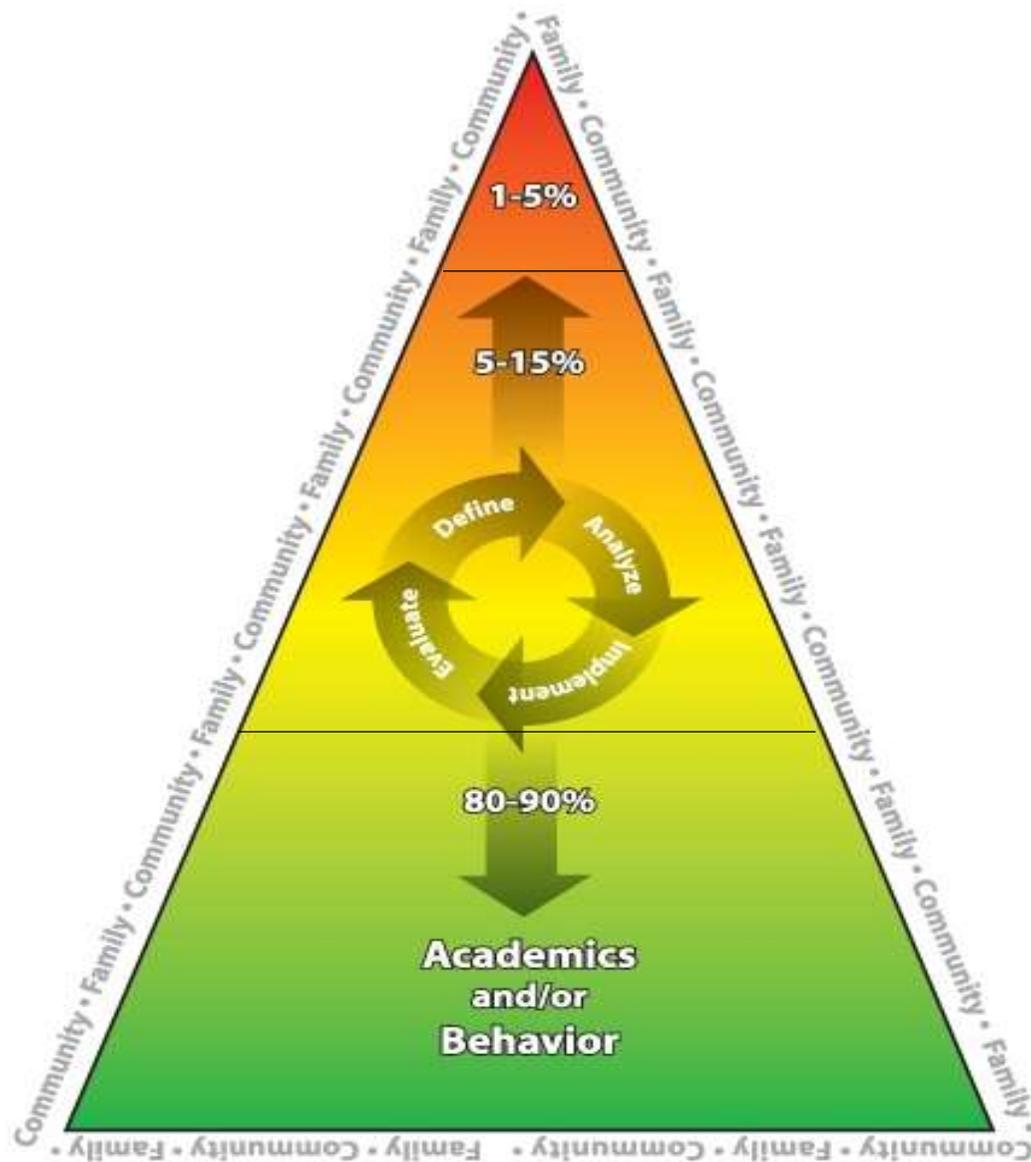
- Increase the [voice](#) of students and families in their educational systems
- Use [strategies](#) to make every student feel safe and welcome
- [Examine](#) school-wide expectations and teaching matrices for hidden biases and to increase cultural responsiveness
- [Disaggregate data](#) to assess and address disproportionality in exclusionary discipline
- Use [engaging instruction](#) that builds on students' prior knowledge
- Support educators in replacing exclusionary responses to problem behavior with [instructional responses](#)
- Revise punitive [policies](#) that disproportionately harm students who are Black, Indigenous, and people of color
- Identify our own [biases](#) about student behavior and replace deficit thinking with a strengths-based approach

The Center on PBIS is committed to partnering with the Black community and providing resources to help educators make Black lives matter.

Equity Illustrated

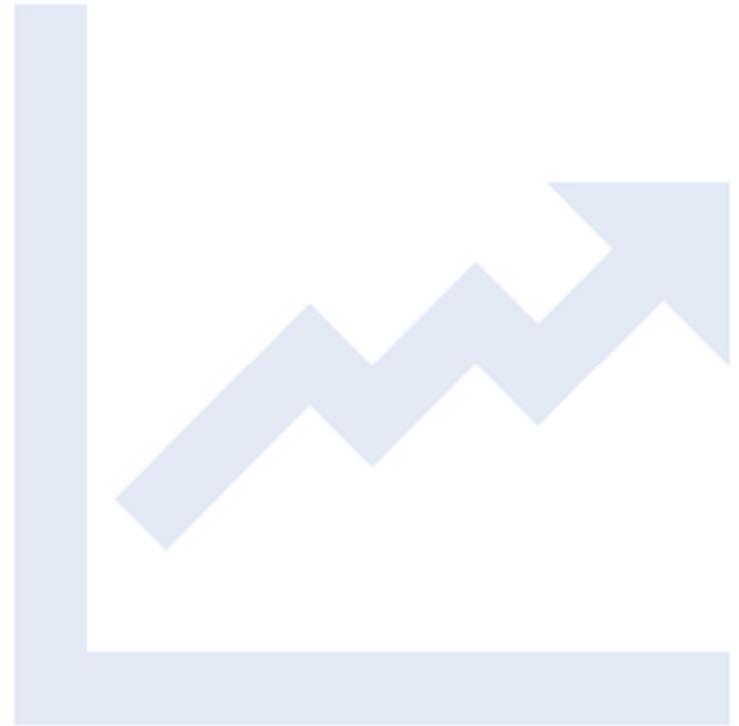


“Interaction Institute for Social Change | Artist: Angus Maguire.”





A Strategy for Keeping our Focus on Equity



Equity Lens Questions

Start of the Meeting

- What equity issues need to be considered specifically for our agenda?

Decision Making

- How are various groups advantaged and disadvantaged by this action/decision?
 - What steps have been taken to ensure that all stakeholders have voice in the process/are invited to provide feedback?
 - Do proposed actions/decisions improve, worsen, or make no change to existing disparities?
 - How have biases influenced our work and decision-making? How have they been addressed?
- Based on the above responses, what are the possible revisions to the action/decision under review?
- What next step is recommended and what actions will be taken to ensure equity?

Apply an Equity Lens

Start of the Meeting

- What equity issues need to be considered specifically for our agenda?

Apply an Equity Lens

Start of the Meeting

- What equity issues need to be considered specifically for our agenda?
- Strategies from “A Commitment to Racial Equity” (see PBIS.org)
 - *Examine school-wide expectations and teaching matrices for hidden biases and to increase cultural responsiveness*
 - *Discuss ways to support educators in replacing exclusionary responses to problem behavior with instructional responses*
 - *Revise punitive policies that disproportionately harm students who are Black, Indigenous, and people of color.*

Apply an Equity Lens

Decision Making

- How are various groups advantaged and disadvantaged by this action/decision?
 - What steps have been taken to ensure that all stakeholders have voice in the process/are invited to provide feedback?

Apply an Equity Lens

Decision Making

- How are various groups advantaged and disadvantaged by this action/decision?
 - What steps have been taken to ensure that all stakeholders have voice in the process/are invited to provide feedback?
- Strategies from “A Commitment to Racial Equity” (see PBIS.org)
 - *Increase the voice of students and families in their educational systems*
 - *Use strategies to make every student feel safe and welcome*



Stakeholder Participation

- The PBS approach, in contrast, has emphasized that consumers are not helpers but, rather, function as active participants and collaborators with professionals in a process of reciprocal information exchange... to build the vision, methods, and success criteria pertinent to defining quality of life for everyone concerned

- Carr et al. (2002,p. 8).

Apply an Equity Lens

Decision Making (continued)

- Do proposed actions/decisions improve, worsen, or make no change to existing disparities?
- How have biases influenced our work and decision-making? How have they been addressed?

Apply an Equity Lens

Decision Making (continued)

- Do proposed actions/decisions improve, worsen, or make no change to existing disparities?
- How have biases influenced our work and decision-making? How have they been addressed?
- Strategies from “A Commitment to Racial Equity” (see PBIS.org)
 - *Use engaging instruction that builds on students’ prior knowledge.*
 - *Identify our own biases about student behavior and replace deficit thinking with a strengths-based approach*

Apply an Equity Lens

Decision Making (continued)

- Based on the above responses, what are the possible revisions to the action/decision under review?
- What next step is recommended and what actions will be taken to ensure equity?

Inclusive Excellence

Inclusive Excellence

The recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents.

<https://www.du.edu/cme/resources/inclusive-excellence.html>

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