



# NTACT

National Technical Assistance Center on Transition



## Quick Guide: Secondary School-Wide Positive Behavior Interventions and Supports – Tier 1

*Jackalope High School has recently developed a School-Wide Positive Behavior Interventions and Supports (SWPBIS) system that is being implemented across Grades 9 through 12. In consulting with the school’s PBIS coach, the school’s leadership team decided to implement a Tier 1 intervention, Freshmen Success (Flannery & Kato, 2014), for all freshmen at Jackalope because they know 9th grade is a critical year for students (e.g., high course failure rate, low attendance). Freshmen Success consists of the implementation of additional tiered supports for freshmen that include freshmen-specific practices such as a formal curriculum on school engagement and enhanced reinforcement systems, as well as systems to support staff including a freshmen leadership team.*

### What is SWPBIS?

School-Wide Positive Behavior Interventions and Supports (SWPBIS) is a multi-tiered system of support currently being implemented in elementary, middle, and high schools across the country. SWPBIS is an approach that involves core features implemented through a variety of interventions across three prevention tiers (i.e., primary, secondary, tertiary) to support youth with disabilities in achieving social and academic goals (Horner, Sugai, & Lewis, 2015). To support the social behavior success of all students, the core elements at the primary level (school-wide; Tier 1) include defining and teaching behavioral expectations, implementing a school-wide reward system, clearly defining consequences, differentiating instruction, data-based decision making and use of existing data systems (e.g., office referrals, suspensions) to identify areas for improvement, screen for students requiring additional support, and progress monitor (Horner et al., 2015; Technical Assistance Center on PBIS, 2015). The core elements at the secondary level (targeted group; Tier 2) support students in reducing problem behavior and include: (a) progress monitoring for at-risk students; (b) developing systems for increasing structure, predictability, contingent adult feedback, and home/school communication; (c) linking academic and behavioral performance; (d) basic function-based support; and (e) on-going data-based decision making (Horner et al., 2015; Technical Assistance Center on PBIS, 2015). Finally, the core elements at the tertiary level (individual; Tier 3) include functional behavioral assessment (FBA), team-based assessment, linking academic and behavior supports, implementing individualized interventions, and on-going data-based decision making (Horner et al., 2015; Technical Assistance Center on PBIS, 2015). This fact sheet will provide information about secondary SWPBIS at the Tier 1 level.

### Why Is SWPBIS Important?

Ensuring all youth, including youth with disabilities, graduate high school prepared to live independent, productive lives is the ultimate goal of high schools in the 21st century. Being prepared for post-school life means being college and career ready. Being college and career ready has been defined as “being prepared for postsecondary education without the need for

remediation, which generally means that students have the academic background to do college-level work” (Brand, Valent, & Danielson, 2013, p. 5). While being prepared academically for postsecondary education and the world of work, it is only one element to support post-school success (Brand et al., 2013). Students with disabilities must also have the social behavior skills to promote social and academic achievement in high school and become successful, independent adults (Flannery & Sugai, 2009; Horner et al., 2015; Walker, 2015). The implementation of SWPBIS in secondary schools is one promising practice to support all youth, including youth with disabilities, in developing appropriate social behavior skills to successfully complete high school and transition into post-school life.

### **How Does Research Support SWPBIS – Tier 1?**

Research on SWPBIS in high school suggests that: (a) developing positive teacher-student relationships; (b) designing classroom environments that promote positive social behavior; and (c) implementing expectations, interventions, and supports, beginning in 9th grade, are critical (Flannery & Sugai, 2009). Research on implementation of SWPBIS in high schools at the primary level includes descriptive studies investigating perceptions of school personnel and students related to implementation fidelity of the core features and impact of implementation on office discipline referrals (e.g., Bohanon et al., 2006; Bohanon & Wu, 2015; Flannery, Fenning, & Bohanon, 2011; Flannery, Frank, Kato, Doren, & Fenning, 2013). Additionally, correlational research has been conducted to identify factors associated with sustained implementation of SWPBIS (e.g., Molloy, Moore, Traile, Van Epps, & Hopfer, 2013; McIntosh et al., 2013; McIntosh, Kim, Mercer, Strickland-Cohen, & Horner, 2014). Finally, experimental research is beginning to emerge to support the effectiveness of implementing SWPBIS in high schools (e.g., Flannery, Fenning, Kato, & McIntosh, 2014; Lane, Wehby, Robertson, & Rogers, 2007).

### **Where Do You Find the Primary Source for Positive Behavior Interventions and Supports?**

The Technical Assistance Center on Positive Behavioral Interventions and Supports (<http://www.pbis.org/>), funded through the U.S. Department of Education's Office of Special Education Programs, is the primary resource for information on PBIS. The purpose of the Center is to define, develop, implement, and evaluate a multi-tiered approach to technical assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the Positive Behavior Interventions and Supports (PBIS) framework. The Center emphasizes the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities (Technical Assistance Center on PBIS, 2015).

### **How Does This Apply to Families and Youth?**

- Be familiar with high school schedules, policies, and programs to help facilitate a positive home-school partnership – [www.pbis.org/common/cms/files/pbisresources/SFCP\\_UniversalManual\\_33009.pdf](http://www.pbis.org/common/cms/files/pbisresources/SFCP_UniversalManual_33009.pdf)
- Create a home environment that encourages learning and positive behavior [www.pbis.org/common/cms/files/pbisresources/SFCP\\_UniversalManual\\_33009.pdf](http://www.pbis.org/common/cms/files/pbisresources/SFCP_UniversalManual_33009.pdf)
- Become actively involved in the educational process at school and in the community - [www.pbis.org/common/cms/files/pbisresources/SFCP\\_UniversalManual\\_33009.pdf](http://www.pbis.org/common/cms/files/pbisresources/SFCP_UniversalManual_33009.pdf)
- Volunteer and get involved with the youth’s classroom and school activities [www.pbis.org/common/cms/files/pbisresources/SFCP\\_UniversalManual\\_33009.pdf](http://www.pbis.org/common/cms/files/pbisresources/SFCP_UniversalManual_33009.pdf)

- Involve families and youth in home-school coordination related to school expectations (e.g., planners, homework requirements) [www.pbis.org/common/cms/files/pbisresources/SFCP\\_UniversalManual\\_33009.pdf](http://www.pbis.org/common/cms/files/pbisresources/SFCP_UniversalManual_33009.pdf)
- Participate on universal (Tier 1) PBIS team at the high school – [www.pbis.org/family](http://www.pbis.org/family)

For more information about youth and family roles in high school SWPBS implementation: See <https://www.pbis.org/family>

### How Does This Apply to Administrators?

- Establish a strong leadership team that includes administrative staff in addition to representative faculty and staff - <http://www.pbis.org/training>
- Ensure all administrators understand PBIS philosophical principles and there is consistency in decision making and policy procedures across administrative staff - <http://www.pbis.org/school/primary-level>
- Ensure SWPBS is embedded in all facets of school operations including personnel decisions and distribution, budget, staffing patterns, and staff development - <http://www.pbis.org/training/staff>
- Allocate necessary resources to ensure effective implementation of SWPBS - [http://www.pbis.org/common/cms/files/pbisresources/PBIS\\_PD\\_Blueprint\\_v3.pdf](http://www.pbis.org/common/cms/files/pbisresources/PBIS_PD_Blueprint_v3.pdf)
- Provide training to the administrative team to ensure each member is knowledgeable and active in promoting the key concepts and features of SWPBS - <http://www.pbis.org/training>
- Integrate key concepts and features into other systems that fall under administrative management responsibilities (e.g., discipline, attendance, curriculum, athletics, extra-curricular activities) - <http://www.pbis.org/evaluation>
- Develop data and communication systems to support implementation and track student behavior across school environment - [http://www.pbis.org/common/cms/files/pbisresources/U300\\_Revised\\_82508FINALjpwlogo.pdf](http://www.pbis.org/common/cms/files/pbisresources/U300_Revised_82508FINALjpwlogo.pdf)
- Recognize and acknowledge staff participation (e.g., teaching expectations, providing rewards) in the SWPBS process - <http://www.pbis.org/Common/Cms/files/pbisresources/HighSchoolMonograph.pdf>

For more information about administrators’ roles in high school SWPBS implementation: See [Chapter 2: SWPBS Implementation in High Schools: Current Practice and Future Directions](#)

### How Does This Apply to School-Level Practitioners?

- Work with leadership team to conduct needs assessments (dropout data, tardies, climate surveys) to determine the top three problems from different constituents (students, teachers, security) - <http://www.pbis.org/blueprint/evaluation-tools>
- Focus on success for “all” students - <http://www.pbis.org/school/primary-level>
- Provide input to administrative and leadership teams to develop formalized continuous professional development and training plan - [https://www.pbis.org/common/cms/files/pbisresources/SWPBS\\_ImplementationBlueprint\\_vSep\\_23\\_2010.pdf](https://www.pbis.org/common/cms/files/pbisresources/SWPBS_ImplementationBlueprint_vSep_23_2010.pdf)
- Involve students in problem solving to identify how to improve the behavior climate of school - <http://www.pbis.org/school/primary-level>
- Actively involve students in the SWPBS process - <http://www.pbis.org/school/primary->

[level](#)

- Work with colleagues and leadership team to develop lesson plans to teach school-wide expectations - <https://www.pbis.org/training/staff/student>
- Use data to identify necessary cultural adaptations to ensure relevance to all students - <https://www.pbis.org/blueprint/evaluation-tools>
- Establish classroom expectations and rewards/contingency systems - <https://www.pbis.org/training/staff/student>

For more information about teachers' roles in high school SWPBIS Implementation:

See [Chapter 3: SWPBS Implementation in High Schools: Current Practice and Future Directions](#)

### **How Does This Apply to Vocational Rehabilitation Counselors?**

- Collaborate with school-level practitioners to help ensure expectations and rewards/contingency systems remain in place when students are participating in community-based work experiences - <https://www.pbis.org/training/staff/student>
- Become informed about SWPBIS leadership team activities and/or actively involved with SWPBIS leadership teams - <https://www.pbis.org/training/new-team>
- Participate in school-level professional development and training focused on SWPBIS - <https://www.pbis.org/training/new-team>
- Establish social behavior expectations within the community that align with school-level expectations - <https://www.pbis.org/school/primary-level>
- Collaborate with school-level practitioners to develop lesson plans to teach social behavior skills and expectations in community-based work settings - <https://www.pbis.org/training/student>
- Actively involve students in identifying appropriate work-based social behavior characteristics - <https://www.pbis.org/training/staff/student>
- Use data to identify necessary cultural adaptations to ensure relevance to all students participating in community-based work experiences - <http://www.pbis.org/common/cms/files/pbisresources/HSCT.pdf>
- Collect and use data to track student behavior in community-based work settings - Tool for Assessment of Effective Practices at [http://www.onestops.info/website.php?page=ud\\_resources](http://www.onestops.info/website.php?page=ud_resources)

For more information about Vocational Rehabilitation Counselors' roles in high school SWPBIS Implementation:

See [Chapter 6: SWPBS Implementation in High Schools: Current Practice and Future Directions](#)

### **Additional PBIS Resources Relevant to Secondary Education**

Technical Assistance Center on PBIS

- <https://www.pbis.org/>

High School PBIS

- <https://www.pbis.org/school/high-school-pbis>

Academic Seminar, the High School Behavior Education Program, 2nd Edition

- [https://www.pbis.org/Common/Cms/files/pbisresources/Acdemic\\_Seminar\\_Handbook\\_Second\\_Edition.pdf](https://www.pbis.org/Common/Cms/files/pbisresources/Acdemic_Seminar_Handbook_Second_Edition.pdf)

The High School Behavior Education Program (HS-BEP): A Secondary Level Intervention

- <https://www.pbis.org/resource/877/the-high-school-behavior-education-program-hs-bep-a-secondary-level-intervention>

## References

- Bohanon, H., Fenning, P., Carney, K. L., Minnis-Kim, M. J., Anderson-Harriss, S., Moroz, K. B., Hicks, K. J. . . . Pigott, T. D. (2006). Schoolwide application of positive behavior support in an urban high school: A case study. *Journal of Positive Behavior Interventions, 8*, 31-145.
- Bohanon, H., Flannery, K. B., Malloy, J., & Fenning, P. (2015). Utilizing positive behavior supports in high school settings to improve school completion rates for students with high incidence disabilities. *Exceptionality, 17*, 30-44.
- Brand, B., Valent, A., & Danielson, L. (2013). Improving college and career readiness for students with disabilities. Retrieved from <http://www.ccrscenter.org/sites/default/files/Improving%20College%20and%20Career%20Readiness%20for%20Students%20with%20Disabilities.pdf>
- Flannery, B., & Kato, M. M. (2014). Freshman Success (version 2.0). University of Oregon.
- Flannery, K. B., Fenning, P., Kato, M. M., & McIntosh, K. (2014). Effects of School-Wide Positive Behavioral Interventions and Supports and fidelity of implementation on problem behavior in high schools. *School Psychology Quarterly, 29*, 111-124.
- Flannery, K. B., Frank, J. L., Kato, M. M., Doren, B., & Fenning P. (2013). Implementing Schoolwide Positive Behavior Support in high school settings: Analysis of eight high schools. *The High School Journal, 96*, 267-282. doi: 10.1353/hsj.2013.0015
- Flannery, K. B., & Sugai, G. (2009). Monograph on SWPBS implementation in high schools: Current practice and future directions. University of Oregon.
- Horner, R. H., Sugai, G., & Lewis, T. (2015, April). *Is School-wide Positive Behavior Support an Evidence-based Practice?*. Retrieved from [www.pbis.org](http://www.pbis.org)
- Lane, K. L., Wehby, J. H., Robertson, E. J., & Rogers, L. A. (2007). How do different types of high school students respond to schoolwide positive behavior support programs? *Journal of Emotional and Behavioral Disorders, 15*, 3-20.
- McIntosh, K., Kim, J., Mercer, S. H., Strickland-Cohen, M. K., & Horner, R. H. (2015). Variables associated with enhanced sustainability of school-wide positive behavioral interventions and supports. *Assessment for Effective Intervention, 40*, 184-191.
- McIntosh, K., Mercer, S. H., Hume, A. E., Frank, J. L., Turri, M. G., & Mathews, S. (2013). Factors related to sustained implementation of Schoolwide Positive Behavior Support. *Exceptional Children, 79*, 293-311.
- Newcomer, L. & Barrett, S. (2009). Administration roles and functions in PBIS high schools. In B. Flannery & G. Sugai (Eds.), *SWPBS implementation in high schools: Current practice and future directions* [Monograph], pp. 23-42. Retrieved from <http://www.pbis.org/Common/Cms/files/pbisresources/HighSchoolMonograph.pdf>
- Putnam, R., Romano, S., Agorastou, M., Baker, E., Irvin, L., O'Connell, D., ... Stone, L. (2009). Establishing and maintaining staff participation in PBIS high schools. In B. Flannery & G. Sugai (Eds.), *SWPBS implementation in high schools: Current practice and future directions* [Monograph], pp. 43-56. Retrieved from <http://www.pbis.org/Common/Cms/files/pbisresources/HighSchoolMonograph.pdf>
- Swain-Bradway, J. & Malloy, J. (2009). Secondary and tertiary supports for PBIS high schools. In B. Flannery & G. Sugai (Eds.), *SWPBS implementation in high schools: Current practice and future directions* [Monograph], pp. 115-140. Retrieved from <http://www.pbis.org/Common/Cms/files/pbisresources/HighSchoolMonograph.pdf>
- Technical Assistance Center on PBIS. (2015). School-Wide Positive Behavior Interventions and Supports: Primary level. Retrieved from <http://www.pbis.org/school/primary-level>
- Walker, H. M. (2015). Perspectives and seminal achievements and challenges in the field of emotional and behavioral disorders. *Remedial and Special Education, 36*, 39-44. doi: 10.1177/0741932514554106

This document was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services - jointly from the Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA). This document has been reviewed and approved by the Office of Special Education and the Rehabilitation Services. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2015). *Secondary Positive Behavior Interventions and Supports – Tier 1*. Developed for NTACT by Valerie L. Mazzotti.

Developed in partnership with the Technical Assistance Center on Positive Behavioral Interventions and Supports