

Strategies at Hand was created to provide special and general education teachers as well as paraeducators and others with a variety of educational tools that can be easily accessed to address behavior management with students in school, classroom, and community.

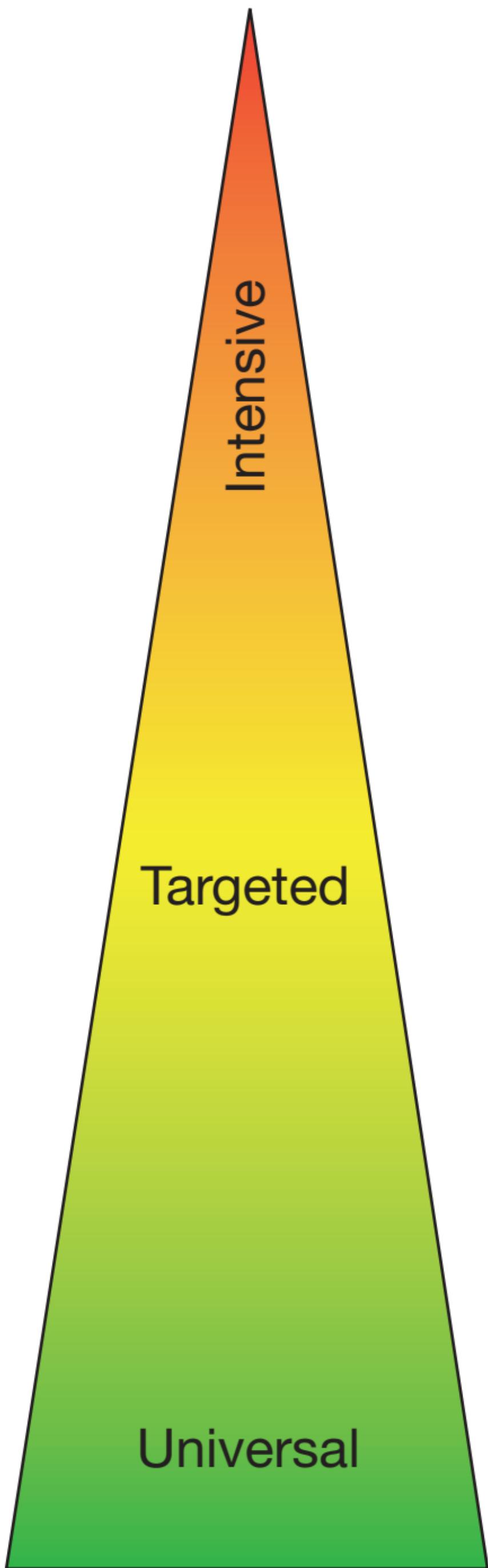
Schoolwide positive behavior support (SWPBS) is an evidence-based practice that uses a continuum of proactive behavior management strategies to define, teach, support, and reinforce positive student behaviors. As such, SWPBS uses (a) universal interventions for the entire school, (b) targeted interventions for students identified to be at risk, and (c) intensive interventions for students with chronic behavior problems (see figure next page).

This tool should be used by moving from the universal to the targeted and, finally, the intensive level based on the student's need.

For ease of use, the sections of this handy reference are as follows:

- **Green** – Universal or primary behavior support for ALL students; 85%-90% of students will require and respond to this level of intervention
- **Yellow** – Targeted classroom and group behavior support for some students who are at risk for behavior problems; 7-10% of students
- **Pink** – Intensive individualized behavior support for students with chronic challenging behaviors; 3-5% of students
- **Orange** – In-depth explanations of terms/strategies listed in one of the first three sections
- **Blue** – Related resources, including articles, books, movies, and online modules

Strategies marked by an * in one of the first three sections (green, yellow, or pink) are followed by more in-depth explanations in alphabetical order in the fourth (orange) section.



Intensive

Targeted

Universal

Strategies at Hand is meant to be used as a supplement to research-based strategies designed to meet the unique behavioral needs of students. As such, it is not an exhaustive list of strategies and resources.

A Note from the Authors

Much like teaching reading, writing, and arithmetic, students need to be directly taught how to exhibit positive behavior. This type of instruction does not take place over one lesson or one time; it should be ongoing throughout the student's school career. Often teachers make statements such as, "How many times do I have to tell you to be respectful?" The question should really be, "How many times do I have to teach Johnny to be respectful?" and the answer is, "As many times as needed for Johnny to understand and exhibit the behavior in multiple settings over several time periods."

Just as teachers sit down and teach a student how to read, teachers need to make behavior an important subject in their classes. Students need to be directly taught how to behave and subsequently reinforced for demonstrating positive behavior. If a student has difficulty reading, teachers take the extra time to help her learn the skills she needs to reach her goal. Similarly, if a student is having difficulty with his behavior, teachers need to take the time to teach that behavior skill.

Some students learn behavioral skills by watching their parents, siblings, or peers model the behavior; others may not have such models or may need additional direct teaching. It is our job as educators to identify the strategy the students need to learn the behavioral skill so they can be successful.

We hope you find this tool a great resource as you support your students in the classroom, school, and community!

Sincerely,

Tracy Gershwin Mueller, Ph.D., and
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UNIVERSAL INTERVENTIONS (85-90% OF STUDENTS)

The foundation of SWPBS includes the use of evidence-based practices that can benefit all students and staff. These universal interventions are implemented throughout the school, ensuring continuity across all settings, from the cafeteria to the classrooms.

Universal strategies include proactive behavior management approaches aimed to define, teach, model, practice, monitor, revise, and reinforce positive student behaviors. This level of support also includes schoolwide strategies to discourage negative behavior.

Schoolwide Positive Behavior Support (PBS) Strategies

- ✓ Create 3-5 clear and positively stated schoolwide behavioral expectations and post them throughout classrooms and the school for all students, staff, and family (see *Creating Schoolwide Behavior Expectations*, this section).
- ✓ Teach and practice following school expectations across all areas of the school (e.g., cafeteria, halls, library, bathroom) using a behavioral matrix (see *Creating a Schoolwide Behavioral Matrix*, this section).
- ✓ Plan and practice behavioral expectations for school events (e.g., define and practice behaviors students should display during assemblies, field trips, dances).