

SCHOOL-WIDE BEHAVIOR SUPPORT



High performing schools select and implement a carefully designed package of interventions to improve student behavior, decrease classroom disruptions, and increase school safety. This does more than just create a positive climate for students and staff. A positive behavior management system is also an effective approach to increasing academic achievement.

Approaches such as Effective Behavior Support (EBS) and Positive Behavioral Interventions & Supports (PBIS) provide both a philosophical framework and a set of strategies for enhancing social-behavioral success for all students. The following are research-supported components common to these approaches. School-wide behavior support is:

- ◆ *A systems approach* for increasing schools' capacity to educate all students, especially those with challenging behaviors.
- ◆ *A process* for capacity-building, not a packaged curriculum or product. It is an individualized system, with common features across schools.
- ◆ Supportive of the development of a *continuum of behavioral supports* where the intensity of intervention matches the severity of student need and inappropriate behavior.
- ◆ *Prevention focused* – high performing schools rarely rely on reactive, crisis management approaches to dealing with problem behavior. They understand that “fire proofing” is always more desirable than “fire fighting.”
- ◆ *Instructionally focused* – over-reliance on punishment of inappropriate behavior may in fact increase problem behavior and exacerbate students' risk status. Social-behavioral skills can be taught using the same strategies and approaches as academic skills.
- ◆ Supportive of the use of *assessment information* to guide decision making. Good decisions are based on good data. And good decisions lead to positive outcomes for students.
- ◆ Based on *evidence supported* principles and practices. The scientific method has created a large body of knowledge about what works. High performing schools put this to use.
- ◆ Focused on establishing organizations and cultures *committed to long-term use of effective practices*. High performing schools are rarely susceptible to “bandwagon” effects and fads.

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