Impact of School-wide Positive Behaviour Supports on Student Behaviour

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Abstract:

High Schools have more people, more departments, large campuses and more extracurricular activities making it more complicated for faculty to meet and to build consensus. The purpose of SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT (SWPBS) is to improve school environment and prevent students' problem behaviours across all school setting. Impact of implementation was measured using direct observation. The results suggest that SWPBS not only reduces discipline problem but also improves the school's overall academic outcomes because it creates a climate helpful to learning.

Keywords: *extracurricular, school environment, climate helpful to learning, problem behaviours*

I. INTRODUCTION

Positive behaviour support (PBS) is a general term that refers to the application of positive interventions and system changes to achieve socially important behaviour change. Carr, et al. (2002) define Positive Behaviour Support (PBS) as 'a set of research-based strategies used to increase quality of life and decrease problem behaviour by teaching new skills and making changes in a person's environment'. Positive behaviour support combines:

- Valued outcomes;
- Behavioural and biomedical science;
- Validated procedures

School Wide Positive Behaviour Support (SW-PBS) is a framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research based practices, including developing clear behavioural expectations, teaching these expectations, acknowledging appropriate behaviour, consistently correcting inappropriate behaviour, and using behavioural data to systematically solve problems.

School are complex environments where the knowledge, collective skill and practices of culture are taught, shaped, encouraged, and transmitted. Many school personnel are becoming increasingly frustrated with the impact of student behaviour on their schools. Research studies show that school-wide positive behaviour supports (SWPBS) are an effective alternative to reactive, punitive policies and result in safer schools and increased academic achievement of students *(Skiba & Sprague, 2008; Warren et al., 2006).*

II. THE PURPOSE OF SWPBS

The purpose of SWPBS is to improve school climate and prevent student problem behaviours across all school settings. According to Kansas Institute for positive behaviour support at the University Kansas (March 2009 vol I ISSUE I) essential elements of SWPBS include: (1) building a culture within the whole school that will serve as a foundation for both social and academic success, (2) emphasizing early identification and prevention of problem behaviour, (3) directly teaching appropriate social skills to all students, and modifying or rearranging the school context when necessary to prevent problem behaviour, (4) using a three-tiered continuum of behaviour support practices in order to prevent problem behaviour, and (5) actively using data for decision-making.

SWPBS is an empirically based approach to effect meaningful behavior change in individuals and organizations (Horner & Sugai, 2005; Safran & Oswald, 2003; Sugai & Horner, 2002; Sugai et al., 2000). SWPBS employs a continuum of support with three tiers of prevention: primary, secondary, and tertiary (Sugai & Horner, 2002; Sugai et al., 2000; Walker et al., 1996).

1. Universal interventions (primary tier) support all students and typically include establishing, teaching, and posting a small number of positively stated expectations or rules; developing and implementing a schoolwide reinforcement system; and increasing the consistency with which consequences (both rewards and corrective actions) are applied.

2. Targeted-group interventions (secondary tier) support small groups of students with higher intensity needs and may include a check-in/check-out or behaviour education program (e.g., Crone, Horner, & Hawken, 2004; Fairbanks, Sugai, Guardino, & Lathrop, 2007), intensive social skills training (e.g., Lane et al., 2003), mentoring (e.g., Big Brothers & Big Sisters; Grossman & Tierney, 1998), and other similar evidence-based interventions.

3. Individualized interventions (tertiary tier) support individual students who display high-frequency or high intensity problem behaviour and include (a) individualized, function-based, and positive behaviour intervention plans (e.g., Crone & Horner, 2003; O'Neill, Horner, Albin, Storey, & Sprague, 1997) and (b) even more intensive and coordinated supports facilitated by a wraparound process (e.g., Eber, Sugai, Smith, & Scott, 2002; Scott & Eber, 2003).

Across the three tiers of prevention, schools adopting SWPBS identify meaningful (locally important) and

measurable outcomes, use data to make decisions, select and implement evidence-based practices to improve student behaviour, and develop systems to maximize efficiency and increase support for staff (Sugai et al., 2000). Research indicates that SWBS creates an effective environment in which evidence-based practices can be implemented effectively (Kartub, Taylor-Greene, March, & Horner, 2000; Lewis, Powers, Kelk, & Newcomer, 2002). Interventions at each tier are associated with desired changes in the overall performance of students within the school (Netzel & Eber, 2003; Turnbull et al., 2002) and the performance of individual students with chronic problem behaviour (Turnbull et al., 2002) in a general education setting. Similarly, initial findings from randomized control trials indicate positive outcomes (e.g., increased fidelity of implementation and improved academic and behaviour outcomes) for schools implementing SWPBS (Horner et al., in press; Leaf & Bradshaw, 2007).

Dr. Golly (2006) has identified the following five universal principles for managing their in-class conduct:

- Being Respectful
- Modelling Behaviours
- Having Clear Expectations
- Maintaining Routines
- Dealing with Chronic Misbehaviours

Every child is capable of academic success at some level. Schools should provide all students with a strong emphasis on achievement in the classroom. All schools should develop and implement a comprehensive, school-wide set of strategies for supporting positive behaviour for all students. This comprehensive system should include school-wide activities and policies that work to prevent behaviour problems and to reinforce positive behaviours, classroom strategies and additional resources to provide targeted early interventions and supports for at-risk students. Classroom and school-wide rules should be clearly stated and prominently displayed throughout the school to assure that students, parents, and staff are aware of behavioural expectations at all times. Consistency in consequences is a critical component in positive student behaviour. Students should understand that the same behavioural consequences apply to every student. A diverse team of staff members and parents should review and agree on all behaviour policies, strategies, and interventions prior to their use. In addition, the consequences that are applied to students (both positive and negative) should be applied similarly across both the classroom and school-wide settings. Positive relationships between staff and students can also help to foster ongoing communication and students who feel connected to staff will have a stronger sense of responsibility for maintaining a positive school environment. In this environment, staff will be more likely to have success with offering guidance to struggling students and in modelling appropriate behaviours.

III. RESEARCH QUESTIONS

By addressing certain questions raised during this study-

1. Does school-wide positive behaviour support (SWPBS) an effective alternative to reactive, punitive policies and result in safer schools and increased academic achievement of students?

2. Does positive school environment create a climate helpful to learning?

IV. METHOD OF INQUIRY

The one school of Malda district chosen for this study was purposefully selected because it provided a site where the participants experienced the adoption of school wide positive behaviour supports as part of a school improvement process over two year period. The fact that the school had experienced significant student behaviour problems with consequent teacher discipline referrals and suspensions made it a desirable location to conduct the study. The data for this study came from direct observation through whole school compound. Direct observation was made from every corner of student side. Such as student class room behaviour (with teacher & without teacher both), students` play ground behaviour, peer group relation, student-teacher relation, respectfulness towards teacher, obedience to teacher, causes psychological backwardness.

V. RESULT

When SW-PBS is implemented to criterion, results indicate the following improvements in academic and social behaviour outcomes: a) Minimum   reduction in office discipline referrals for students with and without Individualized Education Programs (IEPs), b) increases in the time students spend in instruction, c) decreases in the amount of time administrators and teachers spend addressing problem behaviours, and d) improvement in the perception of school safety and mental health through decreases in "risk factors" and increases in mental health "protective factors." . When schools implement SWPBS, they typically experience decreases in inappropriate behaviours. In addition, schools that implement SWPBS often find that students' academic performance improves, as teachers are able to return to teaching academics after stabilizing the social behaviour. For example, Scott and Barrett (2004) conducted cost–benefit analyses for schools implementing SWPBS; that is, they identified the amount of time saved by school staff and students who were no longer assigning and receiving, respectively, large numbers of office discipline referrals. They found that administrators saved, on average, 15¾ days of administrator time, and students saved, on average, 79½ days of instructional time per year following implementation of SWPBS. As a result of implementing SWPBS, the administrator can now allocate her time to more proactive and preventative approaches and be an instructional leader, rather than a disciplinarian.

VI. CONCLUSION

While PBS implementation is still in the high school student, it is being implemented in more schools across the world with each passing year. These findings suggest that there are proximal effects of SWPBIS on a range of behaviour problems, such as ODRs, concentration difficulties, and aggressive or disruptive behaviour, as well as improvements in prosocial behaviours and emotion regulation. The effects of SWPBIS on prosocial behaviour and emotional regulation are relatively unique in the literature. Research indicates that SWPBS creates an effective environment in which evidence-

based practices can be implemented effectively. When SWPBS done consistently and accurately, school staff can experience improved disciplinary climate, more available instructional minutes, enhanced academic achievement, greater family and community relations, and improved capacity to address the needs of students who need more intensive behaviour and/or academic supports to be successful. Students as well as teachers and administrators are seeing benefits from such a behaviour system. The versatility of PBS implementation has educators eager to implement or at the very least continue exploring its many possibilities. Whatever the case, students benefit from it and schools can be confident they are serving the best interest of their students.

VII. REFERENCES

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