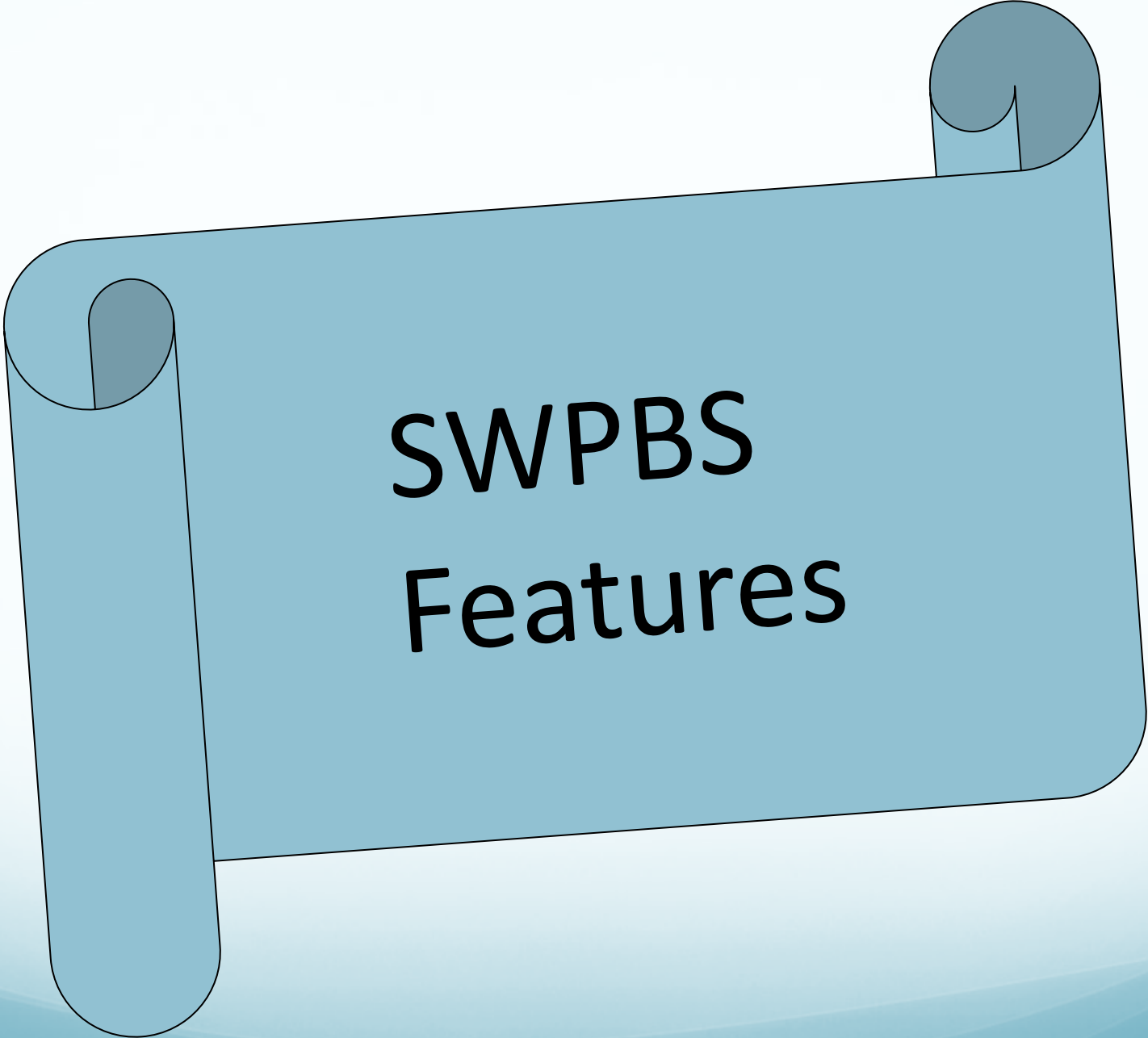


Primary Interventions

Schoolwide
Universal
Prevention



SWPBS
Features

Big Idea!

“A program consisting of potent and validly conceived mechanisms and processes may not succeed because the host environments are not able to support these processes” (Zins & Ponte, 1990, p. 24)





Host Environment Features

Effective

- *Achieve desired outcome?*

Efficient

- *Doable by real implementer?*

Relevant

- *Contextual & cultural?*

Durable

- *Lasting?*

Scalable

- *Transportable?*

Logical

- *Conceptually Sound?*

Systems Model

Primary prevention is part of a system and requires systems level planning - not a behavior program. School is the primary “unit of analysis.”

Universal Strategies: School-Wide

Essential Steps and Components

1. School-wide (District) Values
2. Existing Program Audit
3. Clearly define expected behaviors
4. Procedures for teaching & practicing expected behaviors
5. Procedure for monitoring expected behaviors
6. Procedures for acknowledge/encouraging expected behaviors
7. Procedures for discouraging problem behaviors
8. Procedures for record-keeping and decision making

Step 1: SCHOOLWIDE VALUES

What are your schoolwide Values?

How were they developed?

How do staff and students know about them?

How are they used in your school?

Step 2: Tier One Audit

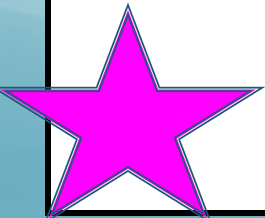
Question:

What related teams/services are already in place?

Sample Teaming Matrix

| Initiative, Committee | Purpose | Outcome | Target Group | Staff Involved | SIP/SID |
|-------------------------|------------------------|---|--|---------------------------------|--------------------|
| Attendance Committee | Increase attendance | Increase % of students attending daily | All students | Eric, Ellen, Marlee | Goal #2 |
| Character Education | Improve character | Improve character | All students | Eric, Ellen, Marlee | Goal #3 |
| Safety Committee | Improve safety | Predictable response to threat/crisis | Dangerous students | Has not met | Goal #3 |
| School Spirit Committee | Enhance school spirit | Improve morale | All students | Has not met | |
| Discipline Committee | Improve behavior | Decrease office referrals | Bullies, antisocial students, repeat offenders | Ellen, Eric, Marlee, Otis | Goal #3 |
| DARE Committee | Prevent drug use | | High/at-risk drug users | Don | |
| EBS Work Group | Implement 3-tier model | Decrease office referrals, increase attendance, enhance academic engagement, improve grades | All students | Eric, Ellen, Marlee, Otis, Emma | Goal #2 Goal #3 |

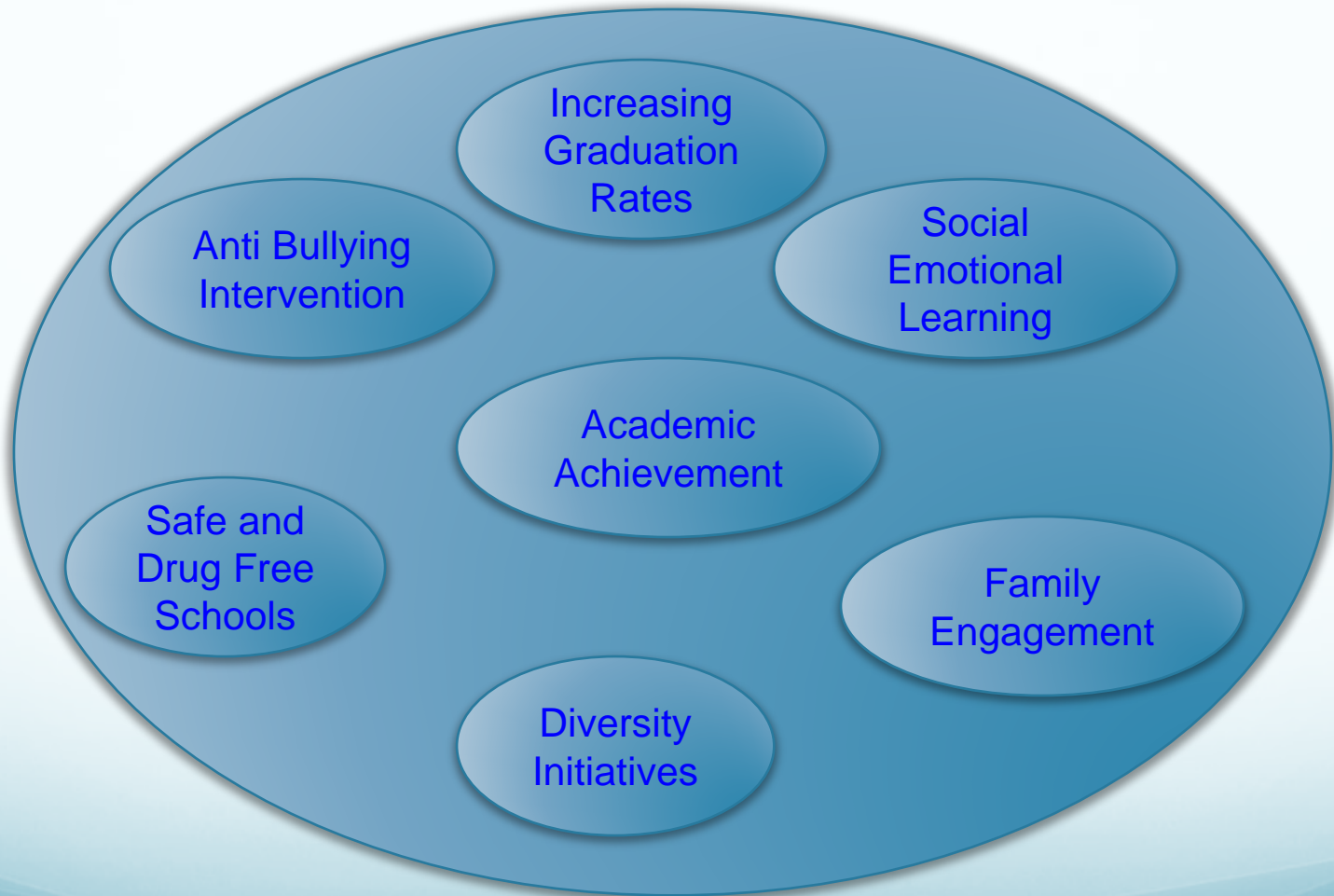
Are outcomes measurable?



Working Smarter

| Initiative, Project, Committee | Purpose | Outcome | Target Group | Staff Involved | SIP/SID/e tc |
|---|----------------|----------------|-------------------------|---------------------------|-------------------------|
| <i>Attendance Committee</i> | | | | | |
| <i>Character Education</i> | | | | | |
| <i>Safety Committee</i> | | | | | |
| <i>School Spirit Committee</i> | | | | | |
| <i>Discipline Committee</i> | | | | | |
| <i>DARE Committee</i> | | | | | |
| <i>EBS Work Group</i> | | | | | |

Examples of Braided Initiatives



Avoid initiative overload (2 for 1)

Self-Assessment of Primary Interventions

What primary preventions do you already have in place?
What impact are they having? How do you know?

- Code of Conduct
- Student handbook
- Community of caring
- Adviser/advisee groups
- Literacy interventions
- Structured study halls
- Bulling/Harassment programs
- Attendance programs
- Others?????

Additional Questions

- What committees/work groups can we **eliminate**?
- What committees/work groups can we **combine**?
- What committees/work groups need to be **supported** for improved outcomes and sustained functioning?
- What would an **organizational chart** look like that shows the relationship between each of our recommended committees/work groups?

Effective and Efficient



Smarter not Harder

Step 3:

Universal Strategies:

Classroom & Non-classroom Settings

- Identifying Non-classroom settings
- Identify Setting Specific Behaviors
- Identifying Agreed Upon Classroom Behaviors



ACTIVITY!!!

WHAT ARE YOUR COMMON, NON-CLASSROOM SETTINGS



Teaching Matrix



SETTING

| | | All Settings | Hallways | Park | Cafeteria | Assembly | Bus |
|--------------|-------------------|--|--|-------------------------------|---|---|--|
| Expectations | Respect Ourselves | Be on task. Give your best. | | Use a legal space. | Eat all your food. Select healthy foods. | Study, read, compute. | |
| | Respect Others | Be kind. Use feet to send. Help/share with others. | Use normal voice volume. Walk to right. | Park in a large enough space. | Practice good table manners. | Whisper. Return. | Listen/watch. Use appropriate applause. Use a quiet voice. Stay in your seat. |
| | Respect Property | Recycle. Clean up after self. | Pick up trash. | Make physical space. | Wash hands & utensils. Clean up eating area. | Wash hands in chairs. Treat books carefully. | Pick up. Treat chairs appropriately. Wipe your feet. Sit appropriately. |

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

Team Work Time

