**Steps to Implementing PBIS in Afterschool Programs (ASPs)**

Adapted from Farrell, A; Collier-Meek, M; & Pons, S. (2013). Embedding positive behavior interventions and supports into afterschool programs. *Beyond Behavior.* <https://www.researchgate.net/publication/264977490_Embedding_positive_behavior_interventions_and_supports_into_afterschool_programs>

**Preparation:**

*Buy-in from staff*

Develop an efficient PBIS tenets and practice presentation to ensure staff support and be prepared for regular staff turnover

*Examples:* Create a short video of ASP staff and students describing components of PBIS for their program, develop a brochure “quick guide” of PBIS implementation

*Leadership for PBIS initiative*

Task a small group of individuals to (a) lead the PBIS initiative, (b) work creatively to meet regularly, (c) collaborate with staff, and (d) collaborate with leadership and individuals with behavioral expertise

*Examples:* Three ASP staff members come 15 minutes early to work twice weekly to action plan PBIS implementation and task supportive staff with projects to support the initiative

*Training and coaching*

Develop professional development and ongoing support in recognition of limited behavioral expertise of ASP staff and research on adult behavior change

*Examples:* Initial introduction of PBIS done in short periods across several days, regularly revisiting key PBIS strategies with modeling and practice

*Resources*

Be creative to overcome resource limitations of some ASPs by collaborating with organizations/school districts, reusing materials, soliciting donations, and employing no-cost backup reinforcers

*Examples*: ASP staff attend PBIS events at local school districts, participants turn in tokens so they can be reused

*Develop a connection with the school day*

Collaborate with feeder schools to increase consistency for students and capitalize on any expertise in PBIS implementation

*Examples:* ASP staff member regularly exchanges emails with school PBIS coaches to update on initiatives and problem solving strategies

**Implementation**

*Program-level implementation*

Establish program climate by (a) developing three to give positively stated expectations, (b) creating behavior matrices that define expected behavior for multiple settings and routines, (c) distinguishing nuisance behaviors from problem behaviors, (d) establishing a token economy to reinforce expected behavior, and (e) creating lesson plans to teach the desired behaviors

*Examples:* ASP defines expectations as “Work hard and be a kind friend” and staff creates behavior matrices around the community center, participants are explicitly taught these expectations and given tokens when exemplifying them

*Staff­-level implementation*

Support staff to (a) provide behavior specific praise, (b) deliver appropriate corrections, (c) differentiate between nuisance behaviors and problem behaviors, (d) monitor student behavior (i.e. move, scan, and interact), and (e) employ prompts and precorrections

*Examples:* Staff monitor participants’ behavior whole providing specific feedback, ignoring nuisance behaviors, and delivering appropriate corrections to respond to problem behaviors

**Evaluation**

*Systems*

Establish process and outcome data systems that can be used to (a) monitor effectiveness, (b) refine PBIS implementation, and (c) target staff training and student support

*Examples:* Staff regularly monitor how many tokens are being provided and ensure students are being regularly acknowledged for expected behavior