



School-Wide Positive Behavioral Interventions and Supports (SWPBS) **& Crisis Consultant Group, LLC Calm Every Storm™**

What is School-Wide Positive Behavioral Interventions & Supports (SWPBS)?

“Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.” (Source: www.pbis.org)

SWPBS Concepts & Principles	CCG Response
Primary Tier (school-wide or universal)	CCG believes and teaches that at all times professionals should aim to maintain a baseline of communication, awareness, and assessment with all students in order to be prepared to intervene at any time. The primary focus of all interventions is on prevention so that the least restrictive intervention is utilized. We accomplish this by focusing on the positive and past accomplishments/choices made by a student.
Secondary Tier (classroom or selected)	Throughout an escalating situation, CCG teaches responders to remain calm and focused by using effective verbal de-escalations techniques aimed at lowering students’ emotional levels. The goal is to always employ the least restrictive intervention necessary to calm an escalated individual.
Tertiary Tier (individual or intensive)	CCG only teaches responders to use a “hands on” physical restraint when a student is an imminent risk of harming themselves or others. CCG believes in using verbal techniques throughout an escalating or restraint because the goal is always help calm and soothe the student so that they are able to regain control, feel safe and have their needs met so they can and return to the educational environment.
Develop a continuum of scientifically based behavior and academic interventions and supports	All of CCG’s programs are in direct alignment with the 15 principles for handling seclusion and restraint in schools outlined by the Department of Education. Furthermore, CCG supports the use of Individualized Education Plans (IEP’s) and Functional Behavior Analysis (FBA) reports to guide intervention efforts.
Use data to make decisions and solve problems	At CCG we know that basing interventions using information about the individual in crisis can make for a more successful outcome. In the majority of situations

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CALM EVERY STORM[®]

— Learn How. Know When. —

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	having a positive rapport and relationship can make a difference in how that individual responds. Aside from parents, educators spend the most time with children and thus are in a unique position to be able to assist a student when there is problematic behavior in the school setting and beyond.
Arrange the environment to prevent the development and occurrence of problem behavior	Many times acting out or problem behavior stems from environmental factors that may not be easily identified at first glance. CCG believes in training professionals to look beyond the behavior in order to find the root cause so that efforts can be made to reduce and eliminate problematic behavior.
Teach and encourage pro-social skills and behaviors	A central component of CCG's curriculum focuses on the use of self in crisis situations. We understand how difficult it can be for educators to remain calm, react professionally and respond with respect when faced with challenging behaviors. By recognizing responder triggers, we are better able to help educators plan for how they will respond when triggered by acting out students. Our programs have continuously shown a reduction in injuries and workman's compensation claims while increasing staff confidence and morale.
Implement evidence-based behavioral practices with fidelity and accountability	CCG expects all course participants to be faithful to the model and to hold each other accountable for implementing positive crisis intervention strategies and techniques in their schools. CCG teaches participants how to effectively de-brief following crisis incidences. CCG encourages staff to debrief in order to identify areas of strength as well as areas for improvement. Furthermore, CCG encourages schools to also debrief with the student and their parents/guardian in order to maintain communication and gain further insight into how to prevent the situation from occurring again.
Screen universally and monitor student performance and progress continuously	Crisis can occur at any time which is why CCG helps responders to be able to assess, intervene and monitor students who may be more at risk of developing problematic behaviors that could lead to crisis situations in order to effectively reduce the chances of harm to others.

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