Getting Started with School-wide PBIS

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www.neswpbs.org
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KEY WORDS: School-wide & Classroom-wide, Tier 1 Practices & Systems, Multi-tiered Support Systems

PURPOSE
Provide brief overview of main school-wide & classroom-wide implementation practices & systems of SWPBIS (Tier 1): Why, Definitions, & Tier 1 Main Features.

PBS – Respect & Responsibility

OTHERS
- Use cells & converse @ breaks
- Work as team collaboratively

SELF
- Hydrate & stretch
- Check yourself
- Be polite

ENVIRONMENT
- Practice & recycle
- Keep track of personal stuff

Why Invest in Schools, Classrooms, & School Climate?
**SUBJECTIVE non-data-based decision making**

Events & images of VIOLENT & DISRESPECTFUL behavior

Harassment, discrimination, & BULLYING behavior

Degradation of SCIENTIFIC knowledge, methods, & decision making

IMPLEMENTATION IN/FIDELITY of evidence-based practices

NEGATIVE classroom & school CLIMATE & CULTURE

Subjective non-data-based decision making

Increases economic, social, & political GAPs & POLARIZATION

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12th graders, 1900 Hrs/day

11th graders, 1800 Hrs/day

Positive adult modeling

Positive classroom climate

Positive classroom & school climate

Specialized supports

Caring professional adults

IN-EFFECTIVE PRACTICES

IN-FIDELITY of evidence-based practices

Academic success

Social, emotional, & behavioral success

1800 Hrs/day, 1900 Hrs/day

12th graders, 1900 Hrs/day

11th graders, 1800 Hrs/day

Regardless of perceptions of crime, 95% students reported feeling safe at school.

More likely to report feeling safe at school if access to adult or student

2015 Nationally Representative Sample Survey

Perceptions of school safety & neighborhood crime of 12-18 year olds.

USDoE NCES March 2018

Regardless of their perceptions of school safety & neighborhood crime, about 95% of 12-18 year olds reported feeling safe at school.

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Regardless of their perceptions of bullying victimization & hate-related words, about 95% of 12-18 year olds reported feeling safe at school.
Decreases in rates of reported bullying & hate-related words in 2015:

- 20% in 2015
- Post 2016??

Decreases in rates of reported frequent bullying & increases in telling adults:

- 2007-2015

FBI Data on Reported Hate Crime Incidents:

- 4.6% increase in hate crime incidents: anti-Muslim, race/ethnicity, religion, sexual orientation
- Offenders: 46% white, 25% black

Southern Poverty Law Center, 18 Aug 2018

https://www.splcenter.org/hate-map

Why PBIS?

3 Worry & Ineffective Responses to Problem Behavior:

- "Wait-n-See" approach
- "Get Tough" reactive practices
- "Train-n-Hope" training format
Federal Policy Response

Definitions & Features

MTSS is....

MTSS - "An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (Batsche, 2015)

MTSS - "Systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students" (CO Dept of Education, Oct 2016).

MTSS - "Practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005)

MTSS - "An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success" (CA Dept of Ed., Jul 19, 2017)

MTSS - "Blueprint for school improvement that focuses on system structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students" (MA Exec Office of Ed. 2018).

MTSS - "An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (FL MTSS, n.d., p.2)
PBIS aka MTSS, SWPBS, MTSS-B, MTBF, RtI-B…

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for All students

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Doing Business

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Prevention Logic for All

Redesign of teaching environments…not students

Prevention Objectives

Prevention Actions

Primary Prevention: Systemic for All Students, Staff & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Individualized Systems for Students with High-Risk Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Equitable Academic & Social Behavior Competence

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012ab
Supports for all students with disabilities are multi-tiered.

% of Students V. % of Contributions
(Horner, 2011)

INCREASED EFFORT

Continuum Logic & Key PBIS Working Elements

Outcomes  Data  Practices  Systems

Intensity  Frequency  Duration  Specialization  De-Revelation  Teaching
Responsive-to-Treatment
Academic-Behavior Association


**Risk & Protective Factors:**

- **Risk Factors**
  - Mental illness
  - Disability
  - Substance Use
  - Antisocial behavior

- **Protective Factors**
  - Academic competence
  - Healthy habits
  - Interpersonal skills
  - Self-management skills

**Implementation Consideration**

**Risk Enhancers**

- Trauma
- Negative in-school social experiences
- Family, school, community disruption
- Discrimination

**Protective Factors**

- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

**INEFFECTIVE RESPONSE**

- Reactive management
- Exclusion, segregation, isolation
- Train & hope
- Non-evidence-based practices
- Subjective decision making
- Low quality implementation of evidence-based practices

**Protective Factors**

- Academic competence
- Healthy habits
- Interpersonal skills
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Implementation Consideration

**Risk Enhancers** vs **Protective Factors**

**Risk Enhancers**
- Trauma
- Negative modeling
- Family, school, community disruption
- Discrimination

**Protective Factors**
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

**Effective Response**
- Prevention-based behavioral science
- Tiered support systems
- Data-based decision making
- Continuous professional development
- High fidelity implementation

**Ineffective Response**
- Reactive management
- Exclusion, segregation, isolation
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- Non-evidence-based practices
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**Culture**

Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

**Culture =**

Collection of learned behavior, maintained by similar social & environmental contingencies

**HOMEWORK:** “Learning History Map”

- Your Name

**Implementation Consideration**

**Risk Enhancers** vs **Protective Factors**

**Risk Enhancers**
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**HOMEWORK:** “Learning History Map”

- Your Name
How does my learning history affect my actions?

- Do I have shared experiences with individuals who are diverse?
- Are my actions equitable?
- Do I stop & check before I act?
- Do I act with the team?
- Do I use data to guide my actions?

References

Part 1 Quiz

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PBIS is not an intervention. It is a ____</td>
<td>Framework</td>
</tr>
<tr>
<td>2. True or False: PBIS develops a continuum of practices</td>
<td>True</td>
</tr>
<tr>
<td>3. What are 4 core operating elements of PBIS</td>
<td>Outcomes, Data, Practices, Systems</td>
</tr>
<tr>
<td>4. Prevention is about</td>
<td>d. Incidence &amp; Prevalence</td>
</tr>
<tr>
<td>a. Reducing development of new problem behaviors</td>
<td></td>
</tr>
<tr>
<td>b. Increasing consequences for rule violations</td>
<td></td>
</tr>
<tr>
<td>c. Reducing intensity &amp; frequency of existing problem behavior</td>
<td></td>
</tr>
<tr>
<td>d. a &amp; c</td>
<td></td>
</tr>
</tbody>
</table>

General Steps for Getting Started

STEP 1 - Establish Leadership Team/Membership
STEP 2 - Develop Brief Statement of Beliefs & Purpose
STEP 3 - Identify Positive School-Wide Behavioral Expectations
STEP 4 - Develop Procedures for Teaching School-Wide Behavioral Expectations
STEP 5 - Develop & Implement Procedures for Teaching Classroom-Wide Behavioral Expectations
STEP 6 - Develop Continuum of Procedures for Encouraging & Strengthening School-Wide Behavioral Expectations
STEP 7 - Develop Continuum of Procedures for Discouraging Violations & Classroom Behavior Expectations
STEP 8 - Develop Data-Based Procedures for Monitoring (Implementation of STARRES: Primary/Total)
Step 9 - Develop Systems to Support Staff
Step 10 - Build Continues to Balance on-Going Implementation

General Implementation Process:

Leadership team
School-Wide & Classroom-wide PBIS (Tier 1)
Continuum of procedures for discouraging rule violations
Continuum of procedures for encouraging expected behavior
Procedures for teaching SW & classroom-wide expected behavior
Procedures for on-going data-based monitoring & evaluation
Behavior purpose statement
Set of positive expectations & behaviors

Team
Agreements
Data-based Action Plan
Implementation
Evaluation

Team
Agreements
Data-based Action Plan
Implementation
Evaluation

Team
Agreements
Data-based Action Plan
Implementation
Evaluation

Team
Agreements
Data-based Action Plan
Implementation
Evaluation
Team-led Process

Sample Behavior Statements

Ex. 1
G. Ikuma School is a community of learners & teachers. We are here to learn, grow, & become good citizens.

Ex. 2
At Abrigato School, we treat each other with respect, take responsibility for our learning, & strive for safe and positive school for all!

Teaching how to determine hypotenuse of triangle

Social Skills Misrules

- Punishment teaches
  - Punishment signals error.
  - Punishment does not teach SS.

- Teach “I had every memory.”
  - SS are needed all day.
  - SS are prompted & practiced all day.

- Not my responsibility
  - SS are needed to learn.
  - SS are needed to teach.

- Bad behavior is trait
  - SS (good/bad) learned & taught.
  - Teaching SS should be formal.
"Power of Habits"
...or Challenging Behavior
Charles Duhigg, 2012

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV remote</td>
<td>Walk</td>
<td>Entertained?!</td>
</tr>
<tr>
<td>Teased</td>
<td>Ignore</td>
<td>Teasing stops?!</td>
</tr>
<tr>
<td>Difficult work</td>
<td>Try</td>
<td>Work removed?!</td>
</tr>
</tbody>
</table>

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

Establishing/Replacing Habit
Charles Duhigg, 2014

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remove competing cue</td>
<td>• Teach acceptable alternative</td>
<td>• Add reward for new habit</td>
</tr>
<tr>
<td>• Add desired cue</td>
<td>• Teach desired alternative</td>
<td></td>
</tr>
</tbody>
</table>

All three elements are considered in SSI ...& addressing challenging behavior

Emphasizing & Teaching Positive Expectations

Welcome to Westwood! It's the Westwood Way

It's The Westwood Way
Magnets

It's The Westwood Way

Emphasizing & Teaching Positive Expectations
Basic Behavior Teaching Processes

1. Assess current skill
2. Teach for acquisition (model & practice)
3. Pre-correct for use in required settings
4. Actively model, supervise, shape & reinforce
5. Train with new examples for generalization

Basic Behavior Teaching Processes

Carmen Arace Intermediate, Bloomfield
### RAH – at Adams City High School

**Respect – Achievement – Honor**

<table>
<thead>
<tr>
<th>Location</th>
<th>Expectations</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>- Be on time; attend regularly; follow class rules.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hallway/Commons</td>
<td>- Keep location neat, keep to the right, use appropriate language, monitor noise level, allow others to pass.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td>- Put trash in cans, push in your chair, be courteous to all staff and students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bathrooms</td>
<td>- Keep area clean, put trash in cans, be mindful of others' personal space, flush.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

###Expectations & behavioral skills are taught & recognized in natural context

![Image of students in a school setting with expectations posters]

Douglas County S.D., CO 4-08

**Using Your B.U.S. Behavior...**

- **Be on Time:**
  - Check-in
  - ID Band
  - ID Tag
  - iReady
  - iReady Log
  - HW Log

- **Work:**
  - On Task
  - Off Task
  - Daydreaming
  - Not Listening
  - Tinkering

- **Stay:**
  - Class
  - Recess

- **Be a Good Example:**
  - Respect others
  - Not interrupting
  - Not leaving out

- **What to Do When:**
  - First
  - First
  - First

- **End Choices:**
  - Yes
  - Yes
  - No

- **Why You Get into Trouble:**
  - iReady
  - iReady
  - iReady

- **What to Do When:**
  - First
  - First
  - First

- **What Happens When:**
  - First
  - First
  - First

- **What You Should Know:**
  - iReady
  - iReady
  - iReady

- **What You Can Do:**
  - iReady
  - iReady
  - iReady
**Classroom Routines**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Group work</th>
<th>Desk work</th>
<th>Quizzes and tests</th>
<th>Arrival</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Offer ideas Complete all tasks Sit with feet on the ground Get up and walk to check all work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Read through and discuss work Keep belongings in locker Pack necessary materials</td>
<td></td>
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<tr>
<td><strong>Ready to Learn</strong></td>
<td>Read quietly/Shared ahead of others Raise eyes with paper/pencils</td>
<td>Keep desks clear</td>
<td>Use scrap paper</td>
<td>Move chairs quickly</td>
<td>Move in the hallway</td>
</tr>
<tr>
<td><strong>Respect Property</strong></td>
<td>Keep hands to self</td>
<td>Use inside voice</td>
<td>Keep hands to self</td>
<td>Use inside voice</td>
<td>Use inside voice</td>
</tr>
<tr>
<td><strong>Respect Others</strong></td>
<td>Eyes on speaker</td>
<td>Use materials as intended</td>
<td>Eyes on speaker</td>
<td>Have plan</td>
<td>Have plan</td>
</tr>
<tr>
<td><strong>Respect Self</strong></td>
<td>Keep aisles clear</td>
<td>Return with done</td>
<td>Return supplies</td>
<td>Raise hand or show later</td>
<td>Raise hand or show later</td>
</tr>
<tr>
<td><strong>Routines</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Entering &amp; Classroom</strong></td>
<td><strong>Exiting</strong></td>
<td><strong>Wait 2 minutes &amp; try again.</strong></td>
<td><strong>Put/get materials first.</strong></td>
<td><strong>Have materials ready.</strong></td>
<td><strong>Have materials ready.</strong></td>
</tr>
<tr>
<td><strong>Note-taking</strong></td>
<td></td>
<td></td>
<td><strong>Keep hands to self.</strong></td>
<td></td>
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<tr>
<td><strong>Teacher Lecture</strong></td>
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<tr>
<td><strong>Appropriate Note-taking</strong></td>
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<tr>
<td><strong>Independent &amp; Lab Work</strong></td>
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<td><strong>Problem Solving</strong></td>
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</table>

**High School Example**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Typical Classroom Setting/Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>
Typical Classroom Settings/Routines

- a. 
- b. 
- c. 
- d. 
- e. 

1 Minute Please

SW & Home

EXPECTATIONS

TYPICAL HOME ROUTINES

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Say &quot;good morning&quot;</td>
<td>Try your best</td>
<td>Say your words</td>
<td>Say &quot;thank you&quot;</td>
<td>Say &quot;good night&quot;</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Put clothes in washer</td>
<td>Put books away</td>
<td>Wash hands</td>
<td>Brush teeth</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>Return food to refrigerator</td>
<td>Put homework in backpack</td>
<td>Put toy in room when done</td>
<td>Keep chair legs on floor</td>
<td>Put toys on shelf</td>
</tr>
</tbody>
</table>

Home Example

<table>
<thead>
<tr>
<th></th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>After School</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Mealtime</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Bedtime</td>
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High School Home Example

<table>
<thead>
<tr>
<th></th>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Driving</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mealtime</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>With Friends</td>
<td>-</td>
<td>-</td>
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</tr>
</tbody>
</table>
Supporting SW Expectations w/ Effective Classroom Behavior Practices

Acknowledge & Recognize

“GOLDEN PLUNGER”
- Involve custodian
- Procedure
  - Custodian selects one classroom/hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall

“G.O.O.S.E.”
- “Get Out Of School Early” or “arrive late”
- Procedures
  - Kids/staff nominate
  - Kids/staff reward, then pick

“1 FREE PERIOD”
- Contributing to safe, caring, effective school environment
- Procedures
  - Given by Principal
  - Principal takes over class for one hour
  - Used at any time

“DINGER”
- Reminding staff to have positive interaction
- Procedures
  - Ring timer on regular, intermittent schedule
  - Engage in quick positive interaction
Results revealed that the PGD strategy produced significant improvements in academic engaged time and reductions in disruptive behavior. Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, and acceptable.


**PGD =** INCREASE in academic engagement upon entering classroom

**PGD =** DECREASE in disruptive behavior upon entering classroom

1. **Personal Greeting & Interaction**
   - Name, fistbump, high-five, etc.

2. **Precorrective Task**
   - Tell me, show me, do for me, etc.

3. **Positive Reinforcement**
   - Specific verbal praise, gesture, authentic social, etc.

WHEN & WHERE: Every major transition...throughout year, especially, beginning of year, grading period, return from break, library, etc.

EXAMPLES: Entering/exiting building, classroom, lunchroom, sporting event, assembly, library, office, bus.

**Homework:** “Positive Greeting at Door”

**Big Ideas**

1. Schools = excellent PREVENTION opportunity (180 days/year) that can be safe, predictable, positive for ALL students

2. BEHAVIORAL SCIENCES serve as useful theory of action/change

3. Positive, doable, effective PRACTICES exist to maximize academic/behavioral success

4. Implementation SYSTEMS needed for students to experience & benefit from effective practices

5. DECISION-based DATA systems to inform actions

6. Consideration of CULTURE needed to guide decisions & actions
**“Doing it correctly?”**

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
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</tbody>
</table>

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**http://www.pbis.org/whats-new**

- School Climate
- Education, Diversity, & Culture
- Community Engagement
- PBIS & School Climate
- Data & Cognition
- Family Engagement
- Alignment & Integration
- Health & Safety

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**NEPBS Forum**

- Nov 15-16
- Norwood, MA

**PBIS Celebrating Positive & Safe Learning Environments**

- October 4-5
- Chicago, IL

**NEPBS Forum**

- May 16-17, 2019
- Mystic, CT

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- Online: view posted presentations at www.pbis.org/presentations/chicago_forum_17
- Paper form from your session facilitator.