PBIS in Schools: Implementation Fundamentals

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PURPOSE
Celebrate progress to-date, & describe fundamentals for implementation fidelity & durability

- Review of Basics
- Teaching Social Skills
- Culture

www.neswpbis.org

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John B. King, Jr.
U. S. Secretary of Education

- MTSS
- Equity
- School-to-Prison Pipeline
- Data for Decision Making
- Disabilities
- EBP
- School Reform
- School Climate

School Discipline Challenge: Academic & behavior success (failure) are linked!

Teaching to Corner

"This is the worst class I've ever had."
Implementation Enhancement Considerations

- **Implementation Phases**
  - 1-2 years to achieve readiess/buy-in
  - 1-3 years for initial implementation w/ fidelity
  - 3-5 years for automaticity w/ continuous adaptation

- **Key Implementation Factors**
  - Readiness
    - Active administrator participation
    - Decision making data system
    - School team
    - District/state priority
  - Common vision
    - Common language
    - Common experience

- **Outcome**
  - School expectations/lesson plans
  - Acknowledgment/program
  - Active supervision
  - Classroom/school linkage

- **Everyday Practices**

- Each school progresses at different rates because of local context factors
- Self-assessment important to monitor progress & direct on-going implementation
- School staff require regular positive feedback

General Implementation Process

- Team
- Agreements
- Data-based Action Plan/"Plan"
- Evaluation "Check"
- Implementation "Do"
- All Staff, Students, Administrators

School-wide Positive Behavioral Interventions and Supports (SWPBIS):
Getting Started Workbook

- Implementation Blueprint
- Best Practices Classroom Management Guide
- Team Implementation Checklist
- Tiered Fidelity Inventory

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

Be Accurate & Fluent w/ Basics
**U.S. Schools using PBIS (≥ Tier 1)**

August, 2015

- 21,278

Oct 2015

**RCT & Group Design PBIS Studies**


**Supporting Important Culturally Equitable Academic & Social Behavior Competence**

- Supporting Culturally Knowledgeable Staff Behavior
- Supporting Culturally Valid Decision Making

- Supporting Culturally Relevant Evidence-based Interventions

**Establish Positive Classroom & School Climate**

**PBIS T1**

- MTSS SYSTEM OF INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT
- Primary Prevention: School/Classroom Wide Systems for All Students, Staff, & Settings
- Secondary Prevention: Special Group Systems for Students with At-Risk Behavior
- Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

“Get your next month’s salary!”

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

**Academic & Social Decision Making**

- Supporting Evidence-based Practices

- Supporting Important Culturally Equitable Academic & Social Behavior Competence
Where is your classroom & school on the climate scale?

PBIS goal to establish & maintain positive teaching & learning environment

School Climate Survey Suite
Administration Manual

Prevention Logic for All
Redesign of teaching environments...not students
Primary Prevention:
School- Classroom- Wide Systems for All Students, Staff, & Settings

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

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

~80% of Students
~15%
~5%

Continuum of School-Wide Instructional & Positive Behavior Support

Universal
Intensive
Targeted
Few
Some

Continuum of Support for All

Universal
Intensive
Targeted
Few
Some

Continuum Logic & Key PBIS Working Elements

Outcomes
Data
Practices
Systems

INCREASED EFFORT
Responsive-to-Treatment

Label behavior…not people

Label behavior…..not kids
FIDELITY & SUSTAINABILITY ENHANCERS

- Measure student responsiveness
- Invest smallest thing has biggest effect
- Integrate around common measurable outcomes
- Eliminate 2 to add 1
- Err positively
- Start w/ success
- Reinforce regularly, specifically, & frequently
After 3 years, pilot schools have:

- More than doubled # students meeting grade literacy level goals.
- More than halved # students at significant risk for reading failure.

Most are responsive...but some need a bit more.
Teach Social Skills for Generalized Responding

Social Skills Misrules

- Punishment teaches
  - Punishment signals error.
  - Punishment does not teach SS.
- "Teach 1 hour every Monday"
  - 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

CUE
- Dessert
- TV remote
- Teased
- Difficult work

HABIT
- Eat
- Sit & watch
- Hit
- Destroy work

REWARD
- Satisfied
- Entertained
- Teasing stops
- Work removed

Establishing/Replacing Habit

Charles Duhigg, 2014

CUE
- Remove competing cue
- Add desired cue

HABIT
- Teach acceptable alternative
- Teach desired alternative

REWARD
- Remove reward for old habit
- Add reward for new habit

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

Social Skill Teaching & Learning Phases

White & Haring, 1980

Acquisition
- New skill w/ accuracy
  - Show, model, explain w/ feedback
Fluency
- Speed & consistency
  - Practice w/ feedback
Maintenance
- Sustained accuracy & fluency
  - Practice w/ less feedback
Generalization
- Use in new context
  - Teach, practice in variety of conditions
Adaptation
- Modify & fit behavior in new context
  - Teach variations w/ feedback
Teaching Expectations Matrix

Our selves

Property

Respect

Respect

Respect

Others

Help/share

Hands/feet

best effort.

Be on task.

after self.

Give your

Settings

Clean up

Recycle

Be kind.

others.

to self.

with

Be

All

Use normal

Hallways

Maintain

space.

right.

volume.

Eat all your

Cafeteria

manners

Read, write, compute.

Eating area.

Select

foods.

Set
goals.

acquire

equipment.

Play safe.

Properly.

Include

Books.

Practice

books.

Return

Readings.

Study,
Culture & Context

Culture =
Group of individuals
Overt/verbal behavior
Shared learning history
Differentiates 1 group from others
Predicting future behavior

Flexible, dynamic, & changed/shaped over time & across generations & settings.
Collection of learned behaviors, maintained by similar social & environmental contingencies.

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Concluding Comments

Implement PBIS/MTSS for all
Align, eliminate, & integrate
Avoid reactive management
Model what you expect
Acknowledge equitably
Give priority to evidence-based practices
Be explicit & deliberate & keep it simple

SAVE THE DATE

October 27-28, 2016
2016 National PBS Leadership Forum
PBIS: Systems for Enhancing Climate & Culture
Donald Stephens Convention Center
Rosemont, IL

Including strands specifically designed for our Mental Health, Juvenile Justice, and Family/Community Partnership.

Visit the Upcoming Events page at www.pbs.org for more