Extending PBIS (MTSS-B) to Classroom Behavior Management

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www.pbis.org  www.neswpbis.org  www.cber.org

PURPOSE
Discuss how school-wide PBIS (Tier 1) teams can support implementation of effective classroom behavior management, aka, classroom-wide PBIS.

• Brief review of school-wide PBIS
• Alignment of SW with CW PBIS
• Effective CW PBIS Practices

Expectation that school team & administration develop SW & CW implementation plan that is contextually, culturally, developmentally appropriate.

www.pbis.org

Why your efforts are important...& we need double-up our efforts.

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

• Academic Achievement
• MTSS
• Equity
• School-to-Prison Pipeline
• Data for Decision Making
• Disabilities
• Evidence-based Practices
• School Reform
• School Climate
In the first days after the 2016 presidential election, the Southern Poverty Law Center’s Teaching Tolerance project administered an online survey to K-12 educators from across the country. Over 10,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicate that the results of the election are having a profoundly negative impact on schools and students. Ninety percent of educators report that school climate has been negatively affected, and most of them believe it will have a long-lasting impact. A full 80 percent describe heightened anxiety and concern on the part of students worried about the impact of the election on themselves and their families.

Responses from 10,000 educators....

• 9/10 seen negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
• 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
• 4/10 heard derogatory language to these groups.
• 5/10 said students were targeting each other based on which candidate they supported.
• 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
• 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
• 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.

Since Nov 8 2016
Why “getting tough” not good response?

- Shifts accountability away from child
- Weakens child-adult relationship
- Triggers & reinforces antisocial behavior
- Creates environments of control
- Weakens academic & social behavior

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1. 1/12/17
2. Why “getting tough” not good response?
3. Shifts accountability away from child
4. Weakens child-adult relationship
5. Triggers & reinforces antisocial behavior
6. Creates environments of control
7. Weakens academic & social behavior

Where is your classroom & school on the climate scale?

Negative Climate
- Academic failure
- Reactive management
- Exclusion
- Reprimands
- Negative social movements
- Non-compliance
- Social withdrawal
- Low rates praise
- Negative engagements
- Bullying
- Negative expectations

Reinforcing Cycle
- Academic success
- Positive management
- Active
- Positive relationships
- Many goals
- Welcoming environment
- Positive engagements
- Teaching social skills
- Positive expectations
- Model expected behavior

Coercive Cycle
- Low rates praise
- Non-compliance
- Exclusion
- Many goals
- Many.,
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PBIS goal to establish & maintain positive teaching & learning environment

Establish positive school climate

Maximizing academic success

Teaching important social skills

Recognizing good behavior

Modeling good behavior

Communicating positively

Supervising actively

How?

What is PBIS (MTSS)?

PBIS

RtI

PBIS

RtI-A

RtI-B

SWPBS

ISF

EBS

Biglan, Colvin, Mayer, Patterson, Reid, Walker

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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

Implement w/ Fidelity

Develop Continuum of Evidence-based Practices & Systems

Decide with Data

Screen Universally

Monitor Progress Continuously

Use Team to Coordinate Implementation

PBIS & MTSS Share Functions

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Doing Business

Supporting Culturally Valid Decision Making

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

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

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

~15%

~5%

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O'Keeffe, & Fallon, 2012ab
Continuum of Support for All

Universal

Intensive

Targeted

Few

Some

All

INCREASED EFFORT

Intensity
Frequency
Duration
Specialization
Differentiation
Teaming
Responsive-to-Treatment

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

www.neswpbs.org

School-Wide PBS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

GOAL: Effective School, Family, Community Organizations

Extending SW-PBIS to CW-PBIS
Classroom-Wide & School-Wide PBS (Tier 1)

Leadership team
Behavior purpose statement
Set of positive expectations & behaviors
Procedures for teaching SW & classroom-wide expected behavior
Continuum of procedures for encouraging expected behavior
Continuum of procedures for discouraging rule violations

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.

Social Skills Misrules

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Teaching Matrix

Setting

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES

High Schools

NEHS website, Oct. 26, 2004

RAH – at Adams City High School (Respect – Achievement – Honor)

RAH Classroom Hallway/ Commons Cafeteria Bathrooms

Respect

Be on time, dress regularly, follow school rules
Keep lockers neat, keep to the right, use appropriate language, don’t bother others
Not in the hall, practice in your class, be considerate to all staff and students
Keep interior quiet, no talking in halls, be considerate of other personal space, back lines

Achievement

Do your best on all assignments and assessments, under teachers, ask questions
Keep track of your belongings, monitor time to get to class
Check space before you leave, keep in line of personal belongings
Be a good example to other students, have the room before you leave

Honor

Do your own work, tell the truth
Be considerate of others and respect personal space
Keep your own place in line, maintain personal boundaries
Report any graffiti or vandalism
Respect
- Listen to coaches and push yourself and encourage teammates
- Respect rules of the game, your opponents, and the competition
- Show positive sportsmanship, solve problems maturely, and have respectful interactions with referees and umpires
- Show up on time for every practice and competition
- Demonstrate academic excellence and complete your assignments missed for team travel

Achievement
- Set example in the classroom and on the playing field as a true achiever
- Set and reach for both individual and team goals and encourage teammates
- Earn passing grades, attend school regularly, only excused absences
- Complete your academic assignments missed for team travel

Honor
- Demonstrate good sportsmanship and team spirit
- Suit up in clean uniforms, win with honor and integrity, and represent your school with good conduct
- Show team pride in and out of school, stay out of trouble, and set a good example for others
- Suit up for any competitions you are not playing, show team honor, and cheer for teammates
- Remember you are acting on behalf of the school at all times and demonstrate team honor/pride
Typical Context Routines | Classroom-Wide Rules/Expectations
---|---
All Times | Respect Others | Respect Property | Respect Self
Lesson Introduction | Eyes on speaker | Organize materials | Do your best
Homework | Do homework | Return supplies | Do your best
Transition | Use inside voice | Return supplies | Do your best
“I Need Assistance” | Raise hand or show “Assistance Card” | Keep hands to self | Have plan
Teacher Lecture | Eyes on speaker | Use materials as intended | Have plan
Independent & Lab Work | Use inside voice | Use materials as intended | Ask
Problem Solving | Do your best
Specific Guidelines & Q&A.

SW to CW PBIS….basics!

1. SW Tier 1 implemented w/ fidelity
2. SW & CW data-based decision making
3. CW linked to SW expectations
4. CW linked to expectations and common routines & settings
5. Effectively aligned & delivered instructional practices & curricula
6. Full-time application of basic behavior management practices
7. SW based CW Tier 2/3 practices & supports

General Team Action Steps

1. Ensure SW Tier 1 implemented w/ fidelity by >80% staff
2. Develop & implement plan for development of CW link to SW expectations
3. Review CW discipline data for priority targets
4. Based on review, develop & implement plan based on selection 1 or more classroom behavior management practices
5. Actively & daily supervise & reinforce implementation of CW-SW expectations & classroom behavior management practices

Elementary

Typical Contexts/ Routines | Classroom-Wide Rules/Expectations
---|---
Respect Others | Respect Yourself | Respect Self

- Stop, Step Back, Think, Act

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES
Expectations & behavioral skills are taught & recognized in natural context.
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General Team Action Steps

Upcoming Events

Northeast PBIS
- May 18-19
- Mystic, CT

APBS Conf.
- Mar 1-4
- Denver, CO

PBIS Forum
- Sep 27-29
- Chicago, IL

New England PBIS
- Nov 14-15
- Norwood, MA

Classwide Positive Behavior Interventions and Supports

- A Guide to Positive Classroom Management

Involves: Positive Relationship to Enhance Teaching & Learning

Use more specifics than general positives

Precorrect errors for success

Use developmentally, culturally, contextually appropriate positives

Actively & positively supervise

Maintain “5 to 1” positives to negatives

Maximize time & opportunities for academic success

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Universal* Targeted* Intensive*
Continuum of Support for ALL:
"MOLCOM"
Dec 7, 2007

Problem solving
Cooperative play
Adult relationships
Anger management
Attendance
Peer interactions
Independent play

Label*behavior…..not*kids*
Self-regulation
Homework
Technology

Common% Vision/Values%
Common% Language%
Common% Experience%

Quality Leadership
Effective Organizations
Classroom
School
District
State

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