"Current Status & Future Directions"

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

Highlight some current & future topics & directions in coaching & leadership context.

- Coaching
- MTSS & PBIS
- School Climate
- Teaching Social Skills
- Culture
- Implementation Capacity
www.neswpbs.org

www.pbis.org

“Presentations”
Big Coaching Ideas

Teach to Coach

Consider Cultural Context

Teach by Learning Phase

Give Continuous Positive Constructive Performance Feedback

Support by Implementation Phase

Organize in Multi-Tiered Systems of Support

Develop Local Implementation Capacity

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Context & Basics
- Academic Achievement
- MTSS
- Equity
- School-to-Prison Pipeline
- Data for Decision Making
- Disabilities
- Evidence-based Practices
- School Reform
- School Climate
School Discipline Challenge:
Academic & behavior success (failure) are linked!

“This is the worst class I’ve ever had.”
Why PBIS Coaching?
Problem Statement

“We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren’t realized. School personnel & teams need more than exposure, practice, & enthusiasm.”
“Train & Hope”

WAIT for New Problem

REACT to Problem Behavior

Expect, But HOPE for Implementation

Select & ADD Practice

Hire EXPERT to Train Practice
What is PBIS Coaching?
Implementation Blueprint
www.pbis.org
Coaching

Set of responsibilities, actions, activities

Bridge between training & implementation

Positive & supportive resource & facilitation

.....not person

.....not administrative accountability

.....not nagging
General Implementation Process

Data-based Action Plan “Plan”

Evaluation “Check”

Implementation “Do”

Team

Agreements

State/Country
District
School
Students
Staff
Principal, Superintendent

All Staff, Students, Administrators

= Coaching
Basic SWPBS Implementation Framework

- **Regional/State Leadership**
  - SWPBS practices, data, systems
  - Policy, funding, leadership, priority, agreement

- **District Behavior Team**
  - 2 yr. action plan
  - Data plan
  - Leadership
  - Team meeting schedule

- **School Behavior Team**
  - SWPBS
  - CWPBS
  - Small group
  - Individual student

- **School Staff**
  - Academic
  - Expectations & routines
  - Social skills
  - Self-management

- **Student Benefit**

- **External Coaching Support**

- **Internal Coaching Support**

- **Team Coaching Support**
Guidance for team startup

Technical assistance

Resource access

Problem solving

Data-based decision making

Positive reinforcement

Prompting & reminding

Communications network
Coaching: Moving implementation through phases
Adapted from Fixsen & Blase, 2005

EXPLORATION & ADOPTION
- We think we know what we need, so we ordered 3 month free trial (data: outcome-practice)

INSTALLATION
- Let’s make sure we’re ready to implement (infrastructure)

INITIAL IMPLEMENTATION
- Let’s give it a try & evaluate (demonstration)

FULL IMPLEMENTATION
- That worked, let’s do it for real (investment)

SUSTAINABILITY & CONTINUOUS REGENERATION
- Let’s make it our way of doing business (institutionalized use)
LOCAL COACHING

Enhanced local content KNOWLEDGE & IMPLEMENTATION CAPACITY

STUDENT progress & benefit

Implementation FIDELITY

Full & scaled IMPLEMENTATION

Coaching Outcomes
PBIS Basics
MTSS

PBIS
PBIS
SWPBS

Rtl
Rtl-A
Rtl-B
EBS
PBIS aka MTSS, RtI, 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

Develop LOCAL EXPERTISE & Implementation Fluency

Use TEAM to Coordinate Implementation

PBIS & MTSS Share Functions

MONITOR PROGRESS Continuously

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PBIS & MTSS Share Functions
Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

Supporting **Culturally Relevant** Evidence-based Interventions

Supporting **Culturally Knowledgeable** Staff Behavior

Supporting **Culturally Valid** Decision Making

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012ab
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

MTSS: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

~15% SOME

~5% FEW

ALL
Schools Using PBIS
August 2016

> Tier 1

23,363 schools
“Bet 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
Establish Positive Classroom & School Climate
Coercive Cycle

**KID:**
Negative School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardy, & truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

**SCHOOL:**
Negative School climate
- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models
Shifts accountability away from school

Triggers & reinforces antisocial behavior

Creates environments of control

Devalues child-adult relationship

Weakens academic & social behavior development

Why is negative school climate undesirable?
Positive School Climate
- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgement
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

Positive School Climate
- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

Positive Reinforcement Cycle
What’s It Take to Shift from Negative to Positive School Climate?

*Easy to say….requires sustained priority to do.*
Where is your classroom & school on the climate scale?

Negative Climate

- Academic failure
- Reactive management
- Exclusion
- Reprimands
- Non-compliance
- Social withdrawal
- Bullying
- Negative expectations
- 
- 

Positive Climate

- Academic success
- Positive engagements
- Active supervision
- Reteaching
- Many response opportunities
- Welcoming environment
- Positive reinforcement
- Teaching social skills
- Positive expectations
- Model expected behavior
- 

Coercive Cycle

Reinforcing Cycle

PBIS goal to establish & maintain positive teaching & learning environment
How staff rated the current school climate at John Gray

School Climate Rating from Negative to Positive

How many people voted for each rating.
School Climate Survey Suite
Administration Manual

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www.pbisapps.org
# School Climate Self-Assessment – 5 min.

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
</tr>
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<tbody>
<tr>
<td>Yes ? No</td>
<td>1. &gt;80% STUDENTS have socially appropriate interactions w/ PEERS daily?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. &gt;80% STAFF have more POSITIVE than negative social interactions with their STUDENTS daily?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. &gt;80% STAFF MODEL positive expected social behavior daily?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. &gt;80% students experience high levels of SUCCESSFUL ACADEMIC ENGAGEMENT every hour?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. TEAM using DATA to monitor the above?</td>
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</table>
Establish positive school climate

Maximizing academic success

Teaching important social skills

Communicating positively

Supervising actively

Modeling good behavior

Recognizing good behavior

HOW?

Biglan, Colvin, Mayer, Patterson, Reid, Walker
“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”

Skinner, 1953, *Science of Human Behavior*