**Context & Basics**

- Academic Achievement
- MTSS
- Equity
- School-to-Prison Pipeline
- Data for Decision Making
- Disabilities
- Evidence-based Practices
- School Reform
- School Climate

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**PURPOSE**

Describe how MTSS, RtI, & PBIS represent prevention frameworks for enhancing school climate, social competence, & academic engagement.

- RtI
- MTSS
- PBIS
- Prevention
- School Climate
- Teaching Social Skills
- Culture

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

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

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School Discipline Challenge: Academic & behavior success (failure) are linked!
**PBIS aka MTSS, RII, SWPBS, MTSS-B, MTBF, RII-B...**

*Framework for enhancing adoption & implementation of*

*Continuum of evidence-based interventions to achieve*

*Academically & behaviorally important outcomes for*

*All students*

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**Oct 2015**

**RCT & Group Design PBIS Studies**

- Herman, C. S., Bregman, J. K., & Rehnbom, J. (2009). Examining the evidence base for school-level positive behavior supports. Focus on Evidence-Based Practice, 10(2), 1-16.

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**Oct 2015**

**RCT & Group Design PBIS Studies**

- "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

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

**Supporting Culturally Knowledgeable Staff Behavior**

**Supporting Culturally Valid Decision Making**

**Supporting Culturally Relevant Evidence-based Interventions**

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**Establish Positive Classroom & School Climate**
Where is your classroom & school on the climate scale?

PBIS goal to establish & maintain positive teaching & learning environment

Positive Climate
- Academic success
- Positive engagements
- Active supervision
- Many response opportunities
- Teaching social skills
- Positive expectations
- Model expected behavior

Negative Climate
- Academic failure
- Reactive management
- Seclusion
- Non-compliance
- Social withdrawal
- Low rates praise
- Negative engagements
- Model expected behavior

Where is your classroom & school on the climate scale?

Where is your classroom & school on the climate scale?

PBIS goal to establish & maintain positive teaching & learning environment

Establish positive school climate

Maximizing academic success

Teaching important social skills

Modeling good behavior

Recognizing good behavior

Communicating positively

Supervising actively

HOW?

Prevent w/ Multi-Tiered Logic
Prevention Logic for All

Redesign of teaching environments...not students

Prevention Objectives

- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions

- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Prevention Objectives

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

All ~80% of Students

Some ~15%

Few ~5%

Continuum of Support for All

Universal

Targeted

Intensive

Few

Some

All

Continuum of Support for ALL:
- Universal
- Targeted
- Intensive

Label behavior...not people
Continuum Logic & Key PBIS Working Elements

Outcomes | Data | Practices | Systems
---|---|---|---
INCREASED EFFORT
Responsive-to-Treatment

Academic & Behavior Success

Restorative Practices
Social Skills Programming
Wellness & Self-Regulation
Social Emotional Learning
Positive Reinforcement

Classroom Management
Counseling
Culture

Dropout Prevention
Bullying Prevention

School Climate
Cultural Responsiveness

Discipline Handbook
Wraparound
Function-based Support

Academic & Behavior Success

Trauma Informed Strategies
School Mental Health
Check & Connect

Cognitive Behavior Counseling
Check In Check Out

Social Emotional Learning
Dropout Prevention
Bullying Prevention

School Climate
Cultural Responsiveness

Literacy Instruction
Social Skills Programming

Check In Check Out

Discipline Handbook
Wraparound
Function-based Support
Classroom Management
Restorative Practices
Wellness & Self-Regulation
Cognitive Behavior Counseling
Check In Check Out
Social Emotional Learning
Dropout Prevention
Bullying Prevention
School Climate
Cultural Responsiveness

Dropout Prevention
Bullying Prevention

Social Skills Programming
Cultural Responsiveness

Check In Check Out

School Climate
Cultural Responsiveness

Cognitive Behavior Counseling
Check In Check Out

Discipline Handbook
Wraparound
Function-based Support
Classroom Management
Restorative Practices
Wellness & Self-Regulation
Cognitive Behavior Counseling
Check In Check Out
Social Emotional Learning
Dropout Prevention
Bullying Prevention
School Climate
Cultural Responsiveness

Culturally Responsive School-wide Social Skills Instruction
Instructional Classroom Management
**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

**CT’s K-3 Reading Model Works**

- A first grade classroom before CT’s K-3 Reading Model
- A first grade classroom after 3+ years of CT’s K-3 Reading Model

**Teach Social Skills for Generalized Responding**

- Mike Coyne et al., April 2016

**Major Behavior Aug-Dec 2015**

- 0.94%
- 6.42%
- 9.81%
- 62.83%

**% of Students V. % of Contributions (Homer, 2011)**

- 34% to 12% High Risk
- 32% to 67% Low

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.

**Early Literacy Achievement in Pilot Schools: Change in 1st Grade Risk Status from 2012 - 2015**

- Mike Coyne et al., April 2016

**Fall 2012**
- Low risk: 34%
- Some risk: 20%
- High risk: 21%

**Fall 2013**
- Low risk: 32%
- Some risk: 26%
- High risk: 25%

**Fall 2014**
- Low risk: 30%
- Some risk: 44%
- High risk: 56%

**Fall 2015**
- Low risk: 26%
- Some risk: 67%
- High risk: 67%
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

“Power of Habits”

….or how do we replace strong with weak habit!

Charles Duhigg, 2012

CUE

Dessert

TV remote

Teased

Difficult work

HABIT

Eat

Sit & watch

Hit

Destroy work

REWARD

Satisfied

Entertained

Teasing stops

Work removed

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.

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 Matrix

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES
Basic Behavior Teaching Processes

- **DEFINE** simply
- **MODEL/Demonstrate w/range of examples**
- **RETEACH**
- **REINFORCE & Reback**
- **MONITOR & provide positive feedback & reinforcement**
- **FLUENCY BUILDING & GENERALIZED RESPONDING**
- **MONITOR & provide positive feedback & reinforcement**
- **RETURN & provide positive feedback & reinforcement**
- **ACTIVITY/SUPERVISE**

Implement w/ Cultural & Contextual Fidelity

1. **Empirical Support**
   - Functional Relationship
   - Meaningful Effect Size
   - Replication
   - Context

2. **Student Fit**
   - Need (+/-)
   - Priority

3. **Context-Environment Fit**
   - Language
   - Developmental
   - Educational
   - Cultural

Culture =

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

Concluding Comments
**Closing 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

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**SAVE THE DATE**

October 27-28, 2016

2016 National PBS Leadership Forum

PBIS: Systems for Enhancing Climate & Culture

Donald Stephens Convention Center

Rosmont, IL

Session topics include:

- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Aligning Systems
- Mental Health Integration
- Applied Evaluation

**More Information**

Visit the Upcoming Events page at www.pbis.org for more information.