PBIS/PBL for All: Maximizing Academic & Behavior Success

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
18 July 2017

www.pbis.org www.neswpbs.org www.swis.org
George.sugai@uconn.edu

BIG IDEAS

Align & integrate classroom & school-wide PBIS practices & systems

Teach social behavior like academic skills

Integrate high quality evidence-based behavior management practices into every academic & behavior opportunity

Academic-Behavior Association


Assumptions

Evidence-based classroom & management PRACTICES exist
DATA needed to judge implementation fidelity & student responsiveness
CONTINUUM needed to select, organize, & implement PRACTICES
School-wide SYSTEMS needed to support classroom implementation

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

Getting Started Workbook

School-Wide & Classroom PBIS

Leadership team

Behavior purpose statement

School-Wide & Classroom PBIS (Tier 1)

Set of positive expectations & behaviors

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for discouraging rule violations

Procedures for ongoing data-based monitoring & evaluation

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 & common routines & settings
5. Effective instructional practices & curricula aligned & delivered
6. Full-time application of basic behavior management practices
7. SW based CW Tier 2/3 practices & supports
Teaching how to determine hypotenuse of triangle

"Work w/ another partner & do these 4 examples..."

"I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle..."

"Watch me...if A = 3 & B = 4, then C² = 25, & C = 5..."

"Work w/ your partner & calculate hypotenuse of triangle for these 3 examples...."
Social Skill Teaching & Learning Phases
White & Haring, 1980

- **Acquisition**
  - New skill must be contextually accurate
  - HOW: show, model, explain w/ feedback

- **Fluency**
  - New skill must be smooth & consistent
  - HOW: practice w/ feedback

- **Maintenance**
  - New skill must continue when training removed
  - HOW: practice w/ less feedback

- **Generalization**
  - New skill must be used in new similar situations
  - HOW: teach, practice in variety conditions

- **Adaptation**
  - New skill must be changed to fit new different situations
  - HOW: teach variations w/ feedback

---

Basic Behavior Teaching Processes

1. **ASSESS** current skill
2. **TEACH** for acquisition (model) & fluency (practice)
3. **PRECORRECT** for use in required settings
4. **Active MODEL, SUPERVISE, shape & REINFORCE**
5. Train w/ new examples for **GENERALIZATION**
Teaching Matrix

Setting
- All Settings
- Hallways
- Playgrounds
- Cafeteria
- Library/Computer Lab
- Assembly
- Bus

Expectations
1. Social Skill
- Share
- Respect
- Comply
- Collaborate
- Communicate
- Respect
- Pray

2. Natural Contexts
- Be on time; attend regularly; follow class rules
- Keep location neat, keep to the right, control noise level; allow others to pass
- Keep your desk, your seat, your backpack neat; be mindful of others’ personal space, think safe

3. Behavior Examples
- Respect Be on time; attend regularly; follow class rules
- Keep location neat, keep to the right, control noise level; allow others to pass
- Keep your desk, your seat, your backpack neat; be mindful of others’ personal space, think safe

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

RAH Classroom
- Respect
  - Be on time; attend regularly; follow class rules
  - Keep location neat, keep to the right, control noise level; allow others to pass
  - Keep your desk, your seat, your backpack neat; be mindful of others’ personal space, think safe

RAH Classroom
- Achievement
  - Be your best; respect authority; take responsibility
  - Work hard; ask questions
  - Be a good example to others

RAH Classroom
- Honor
  - Show your respect, tell the truth
  - Be considerate of yours and others’ personal space
  - Keep your own place in line, maintain personal boundaries

Douglas County S.D., CO 4-08

Expectations & behavioral skills are taught & recognized in natural context

Noah's Expected Behaviours
- Act responsibility
  - Help others when they need help
  - Help others with their work

Nopera's expected behaviours at home
- Use kind words with everyone
  - Share your food
  - Know table manners

Waratah Special Day School, BC
SW & Home

**EXPECTATIONS**

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

**Linking Positive Behavior at School & Home**

**Morning**
- Be Safe
- Be Respectful
- Be Ready to Learn
- Honor diversity
- Finish homework before e-games

**After School**
- Fill gas tank
- Tell when expected home

**Mealtime**
- Turn stove off
- Eat dinner with family

**Bedtime**
- Designate driver
- Be supportive bystander

**High School Home Example**

- Be Safe
- Be Respectful
- Be Ready to Learn
- Help eat table or help with dishes
- Do laundry

Supporting SW Expectations w/ Effective Classroom Behavior Practices
### Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Time Start</th>
<th>Time End</th>
<th>Tally each Positive Student Contacts</th>
<th>Total #</th>
<th>Tally each Negative Student Contacts</th>
<th>Total #</th>
<th>Ratio of Positives to Negatives: _____ to 1</th>
</tr>
</thead>
</table>

**Teacher__________________________ Date___________**

**Instructional Activity Time Start_______ Time End________**

**Ratio of Positives to Negatives: _____ to 1**

---

### Classroom Management Practice Rating

1. I have arranged my classroom to minimize crowding and distraction  
   - Yes  - No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).  
   - Yes  - No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).  
   - Yes  - No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).  
   - Yes  - No
5. I provided each student with multiple opportunities to respond and participate during instruction.  
   - Yes  - No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing).  
   - Yes  - No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction.  
   - Yes  - No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.  
   - Yes  - No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).  
   - Yes  - No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.  
    - Yes  - No

**Overall classroom management score:**

10-8 "yes" = "Super"  7-5 "yes" = "So-So"  < 5 "yes" = "Improvement Needed"  

# Yes___ # No___
Classroom Practices & Systems Self-Assessment

1. Positive Reinforcement
   - Developmental, Cultural, Contextual
   - Academic & Social
   - Verbal & Non-verbal
   - Individual & Group
   - Positive > Negatives
   - Public & Private

2. Active Supervision
   - Effective Classroom Behavior Management
   - 3. Precorrect
   - 4. Maximize Academic Success
   - 5. Teach Behavior Like Academic

3. Precorrect

4. Maximize Academic Success

5. Teach Behavior Like Academic

Classroom Practices & Systems Decision Making

1. Positive Reinforcement
   - Developmental, Cultural, Contextual
   - Academic & Social
   - Verbal & Non-verbal
   - Individual & Group
   - Positive > Negatives
   - Public & Private

2. Active Supervision
   - Effective Classroom Behavior Management
   - 3. Precorrect
   - 4. Maximize Academic Success
   - 5. Teach Behavior Like Academic

3. Precorrect

4. Maximize Academic Success

5. Teach Behavior Like Academic
2. Actively supervise

- Move
- Interact
- Model
- Reinforce

3. Precorrect

- Identify triggers, maintainers in problem context
- Remove & minimize triggers & maintainers
- Strengthen & practice replacement responses
- Add reinforcers for approximations

4. Maximize academic success

- Multiple opportunities to respond
- Variety of engagements
- Academically challenging
- Reinforcement of desired approximations

5. Teach academic routines & social skills

- Teach for fluency & generalized use in context
- Use school-wide behavioral expectations
- Model, prompt & precorrect
- Reinforce desired approximations

---

### Classroom Management - 5 minutes

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Basic classroom management practices used in most (80%) of classrooms throughout school day?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Plan exists for teaching school-wide social skill expectations in classrooms?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Plan for teaching &amp; encouraging use of basic classroom management practices?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Planned &amp; practiced procedures for crisis situations?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
</tr>
</tbody>
</table>
Classroom Continuum

PBIS: Classroom Behavior Management Practices & Systems

School-wide Implementation Practices & Systems - Abbreviated

GENERAL IMPLEMENTATION PROCESS: “Getting Started”

BIG IDEAS

Align & integrate classroom & school-wide PBIS practices & systems

Teach social behavior like academic skills

Integrate high quality evidence-based behavior management practices into every academic & behavior opportunity