National Climate Change: Doubling Down on MTSS, Prevention, & Behavioral Sciences

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Purpose
Describe how renewed emphasis on implementation of MTSS/PBIS could function as prevention response to major change in classroom & school climate.

Topics: Behavioral Sciences, Prevention, School Climate, & Culture

Big Ideas

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
2. BEHAVIORAL SCIENCES serve as useful theory of action/change
3. Positive, doable, effective PRACTICES exist to maximize academic/behavioral success
4. Implementation SYSTEMS needed for students to experience & benefit from effective practices
5. DECISION-based DATA systems to inform actions

Continuum of outcomes, data, practices, & systems.

Climate affects teaching & learning affects climate

Classroom & School Climate

Academic Success ↔ Behavior Success

Multi-tiered Systems Support

Reported, observed, experienced directly/indirectly by students & members of staff, family & community
Behavioral Sciences & Prevention

PBIS Conceptual Foundations

Behaviorism
- Laws of Behavior
- Applied Behavioral Technology
- Social Validity
- PBIS
- All Students

ABA

PBS

Laws of Behavior

Applied Behavioral Technology

Social Validity

PBIS

All Students

Defendable Theory of Action

Confirmable

Repeateable

Parsimonious

Actionable

1. Describe & Hypothesize Observations
2. Develop Effective Strategy
3. Establish Implementation System
4. Evaluate & Act on Results

Biology is important

Behavior is learned

Behavior is lawful, therefore understandable & influence-able

Adjust environment to influence & teach behavior

Science of behavior has taught us that students...

Are NOT born with "bad behaviors."

Do NOT learn when presented aversive consequences

DO learn better ways of behaving by being Taught

Receiving positive feedback

Change Agents

Physical & Occupational Therapy

Child, Family, & Community Health

Higher Education

Early Childhood & Preschool

School Counseling, Social Work, & Psychology

Special Education

Juvenile Justice

Nursing

Mental Health

General Education

Unions

Personnel Preparation

Federal Government

Business
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 (practice, monitor, acknowledge) prosocial behavior

**Incidence**
- Biglan, 1995; Mayer, 1995; Walker et al., 1996

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“Power of Habits”

...or Challenging Behavior

Charles Duhigg, 2012

**CUE**
- TV remote, Teased, Difficult work

**HABIT**
- Walk, Ignore, Try

**REWARD**
- Entertained?!, Teasing stops?!, Work removed?!

**CHALLENGE:** Replacing current behavior (strong habit) with new behavior (weak habit) tried?

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

School Climate & PBIS

Apply Behavior Analytic Logic
School Climate

INDIVIDUAL & GROUP level construct

SHARED BELIEFS, values, attitudes

SHAPED INTERACTIONS between & among students, teachers, & administrators

Sets NORMS of (un)acceptable school behavior

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

Coercive Cycle

Shifting accountability away from school
Triggers & reinforces antisocial behavior
Why is negative school climate undesirable?
Weakens academic & social behavior development

Creating environments of control
Devalues child-adult relationship

Positive Reinforcement Cycle

SCHOOL: 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

KID: 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

Where is your classroom & school on the climate scale?

PBIS goal to establish & maintain positive teaching & learning environment
What’s It Take to Shift from Negative to Positive School Climate?

Easy to say…requires sustained priority to do.

Establish positive school climate

Maximizing academic success

Teaching important social skills

Supervising actively

HOW?

Communicating positively

Modeling good behavior

Recognizing good behavior

Negative Student Behavior

Positive Reinforcement Cycle

Positive Student Behavior

Positive School Behavior

Coercive Cycle

National Climate Change: “Double-Down” on Prevention & Behavioral Sciences
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 15,000 teachers, counselors, administrators, and students were surveyed. The survey data indicate that the results of the election are having a profoundly negative impact on schools and students. Many expressed concerns about whether school climate has been neutralized by the election, and most of them believe it will have a long-lasting impact. A full 90 percent describe heightened anxiety and campuses in the past part of students worried about the impact of the election on themselves and their families.

### THE NUMBER OF PEOPLE WHO MENTIONED...

- **SHASTIKAL**: 54
- **CONFEDERATE FLAGS**: 31
- **THE FBI**: 8
- **“BUILD THE WALL”**: 4
- **DEPORTATION**: 22
- **ISLAM**: 15
- **THE N-WORD**: 11
- **RUSSIA**: 10
- **LYING**: 7
- **NOCES**: 4
- **AFRICA (sent back to)**: .8
- **SLAVERY (returns to)**: .2

### 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.

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**Hate Map National Numbers**

- 14% Hate group increase since 2015
- 998 # of anti-government “patriot” groups in 2015
- 190 # of KKK groups in 2015
- 42% Anti-Muslim hate group increase since 2015

**Hate Incident Motivations**

- 21% 21%

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**Active Hate Groups**

- TX (84)
- CA (68)
- FL (59)
- NY (44)
- New Eng (26)

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**Nation Climate Change**

- http://www.pbis.org/what's-new

**Implementation Fidelity**

- School Climate
- Equity, Discipline, & Culture
- Bullying & Hate

**ESSA & School Climate**

- Family Engagement
- Alignment & Integration
Culture =
Group of individuals
Flexible, dynamic, & changed/shaped over time & across generations & setting.
Overt/verbal behavior
Collection of learned behaviors, maintained by similar social & environmental contingencies
Shared learning history
Differentiates 1 group from others
Predicting future behavior

Culture, Context, & Learning History

Potential for cultural exchange & conflict

Potential for cultural exchange & conflict

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5/29/17
**RCT & Group Design PBIS Studies**


**How does my learning history affect my actions?**

- Do I have **shared experience** w/ individuals who are **diverse**?
- Are my actions **equitable**?
- Do I **stop & check** before I act?
- Do I act w/ **team**?
- Do I **use data** to guide my actions?

McIntosh et al., 2016

**MTSS: PBIS**

- Implement w/ **Fidelity**
- Decide with **Data**
- Develop Continuum of Evidence-based Practices & Systems
- Screen **Universally**
- PBIS & MTSS **Share Functions**
- ESSA & School Climate
- Develop Local Expertise & Implementation Fluency
- Monitor Progress Continuously
- Use Team to Coordinate Implementation

**PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students**
Supports for all students w/ disabilities are multi-tiered

Continuum Logic & Key PBI’S Working Elements

INCREASED EFFORT
- Intensity
- Frequency
- Duration
- Specialization
- Differentiation
- Teaming
- Responsive-to-Treatment

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

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.
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

Mike Coyne et al., April 2016

CT’s K-3 Reading Model Works

On track for reading success
At significant risk for reading failure

Integrated MTSS

Academic Systems

- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High intensity

- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response

Behavioral Systems

- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response

Universal Interventions

- All students
- Preventive, proactive

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive

ACADEMIC-BEHAVIOR ASSOCIATION


Schools Using PBIS

August 2016

> Tier 1

23,363 schools

Schools Implementing PBIS by State 2015-16

21 states >500 schools
8 states >1000 schools
Schools Implementing PBIS by State 2015-16

21 states >500 schools Implementing PBIS

Proportion Schools Implementing PBIS by State 2015-16

13 States >40% Implementing PBIS

PBIS Tier I Fidelity by State 2015-16

62% Tier I Criterion
8,328/13,414

Using PBIS
Assessing Tier I Fidelity
Meeting Tier I Fidelity Criterion

PBIS Tier II Fidelity by State 2015-16

35% Met Tier II Criterion
2,402/6,827

PBIS Tier III Fidelity by State 2015-16

21% Met Tier III Criterion
1,436/6,827

State Implementation Lessons

1. Examination of implementation fidelity should be more comprehensive & complete
2. Scaling-up PBIS evidence-based practices & systems should be deliberate
3. Implementation fidelity requires more attention as problem behavior intensifies
www.pbisapps.org
www.pbis.org

**Elem Major ODR**

**Middle Major ODR**

**High Major ODR**

**RCT & Group Design PBIS Studies**

- 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

Oct 2015

"Bet your next month's salary!!"
PBIS: Behavioral Sciences, Prevention, & Multi-Tiered Systems of Support

PBIS: Classroom Behavior Management Practices & Systems

PBIS: Family Engagement & Integrated Systems of Behavioral Health

**BIG IDEAS ✓**

1. Schools = excellent **PREVENTION** opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students

2. **BEHAVIORAL SCIENCES** serve as useful theory of action/change

3. Positive, doable, effective **PRACTICES** exist to maximize academic/behavioral success

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GOAL: Effective School, Family, Community Organizations

Common Language
Common Vision/Values
Common Experience
Quality Leadership
Effective Organizations

School
Classroom
Family
Community

Integrating School-wide & Classroom & Behavior Management Practices & Systems

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

School-Wide & Classroom PBIS (Tier 1)
Leadership team

Procedures for on-going data-based monitoring & evaluation

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior

Set of positive expectations & behaviors

Continuum of procedures for discouraging rule violations

Leadership team

SW to CW PBIS….basics!

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

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SW to CW PBIS….basics! ✓
Teaching how to determine hypotenuse of triangle

- Work w/ another partner & do these 4 examples...
- “C^2 = A^2 + B^2” where C is side opposite right angle.
- “Work w/ your partner & calculate hypotenuse of triangle for these 3 examples…”

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

- “Power of Habits”
  - Charles Duhigg, 2012
  - Establishing/Replacing Habit
    - Charles Duhigg, 2014

CUE → HABIT → REWARD

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Emphasizing & Teaching Positive Expectations

All three elements are considered in SSI & addressing challenging behavior

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PBIS & Social Skills Instruction

- Define
- Model
- Practice
- Adjust for efficiency
- Monitor & acknowledge continuously

“C^2 = A^2 + B^2” where C is side opposite right angle.

“Watch me… If A = 3 & B = 4, then C^2 = 25, & C = 5…”

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

“Work w/ your partner & calculate hypotenuse of triangle for these 3 examples…”

“Work w/ another partner & do these 4 examples…”

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Emphasizing & Teaching Positive Expectations

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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

**Basic Behavior Teaching Processes**

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

**Teaching Matrix**

<table>
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<tr>
<th>SETTING</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Assembly</th>
<th>Bus</th>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Douglas County S.D., CO 4-08**

- **Waiting for Bus**
  - Listen & Follow Directions
  - Know Where Your Bus Leaves
  - Take Your Seat
  - Know the Bus Driver

- **Leaving the Bus**
  - Follow All Personal Items
  - Get Out at Your Assigned Stop
  - Stay Away from the DANGER Zone

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

- **Respect**
  - Be on time, attend regularly, follow class rules
  - Keep learning area neat, tidy, & organized
  - Offer help to others

- **Achievement**
  - Do your best on all assignments and assessments, take notes, ask questions
  - Keep track of your belongings, monitor time to get to your classes

- **Honor**
  - Be respectful to others, keep your words kind and courteous
  - Be considerate of others' personal space

**Expectations & behavioral skills are taught & recognized in natural context**
**Rules within Routines Matrix**

**Routines**
- Enter classroom
- Seat work
- Small group activity

**Rules**
- Be safe
- Be respectful
- Be responsible

**Expectations**
- Classroom routines:
  - Group work
  - Desk work
  - Quizzes and tests
  - Arrival
  - Dismissal

**Respect**
- Compliment others’ ideas
- Listen and make eye contact
- Work silently
- Read quietly if finished
- Keep eyes on your own paper
- Study with others
- Keep phone off and in bag
- Move out of the way quickly in the hall
- Let others sit with you on the bus
- Hold doors for those with bags

**Responsibility**
- Offer ideas
- Complete all tasks
- Sit with feet on the ground
- Get up and stretch if necessary
- Study for all assessments
- Read through and double-check all work
- Get all supplies for the day
- Lock belongings in locker
- Check on homework
- Pack necessary materials

**Ready to Learn**
- Keep materials organized
- Move desks quietly
- Keep desk area clean
- Keep aisles clear
- Use scrap paper
- Close locker doors quietly
- Move chairs quietly
- Push chairs under desks
- Walk in the hallways

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**Dmyers, Oct 2016**

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Entering & Exiting Classroom
Teacher Lecture
Homework
Requesting Assistance
Independent Study

Come Prepared
• Have materials
• Note-taking app
• Completed before class
• Have question ready
• Have work ready

Act Responsibly
• Hands to self
• Eyes on speaker
• Schedule time
• Raise hand
• Converse later

Respect Others
• Inside voice
• Appropriate questioning
• Own work
• Try again later
• Use own supplies

Engage in Learning
• Get ready to class & get ready
• Take notes
• Try 1 more time
• Specify outcome

High School Example
Entrepreneur & Engaging Classroom

Expectations
Typical Home Routines

High School Home Example
Positive Behavior Support at Home

Home Example

Linking Positive Behavior at School & Home

Effectiveness of Classroom Behavior Management

Tooborac Public School, BC
1. Positively reinforce
   - Individual & Group
   - Verbal & Non-verbal
   - Positive > Negatives
   - Developmental, Cultural, Contextual
   - Public & Private
   - Academic & Social

2. Actively supervise
   - Move
   - Interact
   - Model
   - Reinforce
   - Scan

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
   - Model, prompt & precorrect
   - Use school-wide behavioral expectations
   - Reinforce desired approximations

School-wide Continuum

- ISF
- Wraparound
- FBA-BIP
- Check In Check Out
- Targeted Second Steps
- Social Skills
- Club
- Family Resource Center
- Adult-Student Lunch-Bunch
- Continuous Active Supervision
- Contingent & Specific Positive Reinforcement
- Frequent Positive Active Engagement
- School-wide Teaching Matrix
Classroom Continuum

FBA-BIP
Behavioral Contracting
Check-In Check-Out
Peer Mentoring
Continuous Active Supervision
Classroom Teaching Matrix
Effective Instruction

Universal*
Targeted*
Intensive*
Continuum of Support for ALL: "Molcom"

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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