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

School Discipline  
Challenge:  
Academic & behavior success (failure) are linked!

Teaching to Corner

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

“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*

**Principal’s Role**

- Maintain standards regarding school innovations
- Make public statement of support for selected innovation
- Establish representative leadership team to lead implementation
- Provide team w/ time & resources
- Guide decision-making
- Model & reinforce implementation w/ fidelity
- Attend & participate in team meetings
- Recognize faculty & team for efforts
- Serve as community spokesperson
- Monitor & provide feedback on progress & impact

Adapted from Coffin & Sprick, 1999

**School leadership & contributing factors on student learning.**

Robinson (2007)
Leadership & Positive Classroom & School Climate

Coercive Cycle

KID: Negative School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance
- Vandalism
- Substance use

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

Positive Reinforcement Cycle

SCHOOL: Positive School Climate
- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgment
- 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

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?

PBIS goal to establish & maintain positive teaching & learning environment

School Climate Survey Suite
Administration Manual

GOAL: Effective Teaching & Learning Environments

Classroom

Common Language

Common Experience

Common Vision/Values

Quality Leadership

Classroom Management Practices & Systems
Classroom Practices & Systems Self-Assessment

1. The classroom is physically designed to meet the needs of all students.
   - If yes, continue with self-assessment. If no, begin with 2 on the interactive map.
2. Classroom routines are developed, taught, and practiced.
   - If yes, continue with self-assessment. If no, begin with 2 on the interactive map.
3. Three or five positive classroom expectations are posted, defined, and explicitly taught.
   - If yes, continue with self-assessment. If no, begin with 3 on the interactive map.
4. Positive and active supervision practices are used proactively.
   - If yes, continue with self-assessment. If no, begin with 2 on the interactive map.
5. Opportunities to respond are varied and provided at high rates.
   - If yes, continue with self-assessment. If no, begin with 5 on the interactive map.
6. Specific cause and other strategies are used to improve behavior.
   - If yes, continue with self-assessment. If no, begin with 6 on the interactive map.
7. Reminders are consistently given before a behavior might occur.
   - If yes, continue with self-assessment. If no, begin with 7 on the interactive map.
8. The response to mild/behavior in the classroom are appropriate and systematic.
   - If yes, continue with self-assessment. If no, begin with 8 on the interactive map.
9. Data systems are used to collect information about classroom behavior.
   - If yes, continue with self-assessment. If no, begin with 9 on the interactive map.
10. If yes, continue with self-assessment. If no, begin with 10 on the interactive map.

Classroom Practices & Systems Decision Making

MTSS/PBIS Basics

MTSS

PBIS

RtI

RtI-A

SWPBS

ISF

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

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

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
Capacities Development

Culturally responsive, high fidelity, & sustained over time
Continuously adapted & regenerated from decisions that are data-based
Locally coordinated & professionally developed
Formally authorized & institutionalized

“Power of Habits”
…or Challenging Behavior
Charles Duhigg, 2012

Establishing/Replacing Habit
Charles Duhigg, 2014

Leadership Implementation Process Steps

1. Specify & prioritize need
2. Select, align, & integrate evidence based practices
3. Develop data system to monitor impact, progress, & implementation fidelity
4. Establish capacity for sustained implementation fidelity & continuous progress monitoring

Implementation Drivers

Basic PBIS Implementation Framework
Prevent w/ Multi-Tiered Logic

SUGAI LEADERSHIP GUIDING PRINCIPLES

1. Am I conditioned **positive reinforcer**?
2. What’s smallest thing I can do to have biggest effect?
3. What 2 things can I stop doing to do that 1 new thing?
4. Will student benefit be maximized?
5. Am I willing to bet my next month’s salary on that decision?

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

- **Universal**: ~80% of Students
- **Targeted**: ~15%
- **Intensive**: ~5%

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

Continuum of Support for All

Intensive
- Targeted
- Universal

Continuum of Support “Theora”

Universal
- All

Label behavior…not people
Universal Targeted Intensive Continuum of Support for ALL: “Molcom”

Label behavior...not kids

Continuum Logic & Key PBIS Working Elements

Outcomes Data Practices Systems

INCREASED EFFORT Responsive-to-Treatment

Major Behavior Aug-Dec 2015

0.94%
6.42%
9.81%
82.83%

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

Examples of Definitions

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes

Cook & Cook, 2013

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.

American Psychological Association, 2006

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out, to the extent possible, competing explanations for effects achieved (e.g., population & contextual differences)

HHS SAMHSA, 2009

Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out, to the extent possible, alternative explanations for the documented change

National Institute of Justice

When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.

National Institute of Justice

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National Institute of Justice
**Concluding 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

**SAVE THE DATE**

- **October 27-28, 2016**
- Donald Stephens Convention Center
- Rosemont, IL

**PBIS: Systems for Enhancing Climate & Culture**

- Including strands specifically designed for our Mental Health, Juvenile Justice, and Family/Community Partners!

This two-day forum for school, state, district and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

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

**Culture =**

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

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

Sugai, O’Keeffe, & Fallon 2012

**Don’t Throw Stones!”**

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<th>IMPLEMENTATION</th>
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Fixsen & Blase, 2009
November 9-10 2016
Norwood, MA

May 18-19 2017
Mystic, CT