Big Ideas

Context

Climate affects teaching & learning affects climate

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

Continuum of outcomes, data, practices, & systems.

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
Behavioral Sciences & Prevention

Defendable Theory of Action

Comprehensive
Confirmable
Repeatable
Parsimonious
Actionable

Alberto & Troutman; Camine & Engelman, Cooper, Heward, & Heron; Evans; Johnston & Pennyack; Kamens; Sidman

W/ defendable theory of action, we can...✓

Describe, understand, & hypothesize conditions under which behavior occurs.

Use that understanding to develop strategy to affect likelihood of improvement.

Develop systems to maximize implementation fidelity, durability, & impact.

Explain results that we achieve & make adjustments as indicated.

Behavior is learned

Behavior & environment are functional related

Behavior is lawful, therefore understandable & influence-able

Biology is important

Adjust environment to influence & teach behavior

Alberto & Troutman; Cooper, Heward, & Heron; Horner; Skinner; Vargas; Wolery, Baily, & Sugai
**PBIS Conceptual Foundations**

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

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**STUDENT BEHAVIOR**

- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Truancy
- Law enforcement
- Substance use
- Weapon possession
- Harassment
- Self-injury

**ADULT BEHAVIOR**

- Office referral
- In school detention
- Out of school suspension
- Probation & parole
- Arrests & incarceration
- Restraint & seclusion
- Mental health referral
- Work removed

**OUTCOMES**

- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Negative climate

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**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

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**“Power of Habits”**

Charles Duhigg, 2012

- CUE
  - Dessert
  - TV remote
  - Teased
  - Difficult work

- HABIT
  - Eat
  - Sit & watch
  - Hit
  - Destroy work

- REWARD
  - Satisfied
  - Entertained
  - Teasing stops
  - Work removed

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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

National Climate Change: “Double-Down” on Prevention & Behavioral Sciences

Responses from 10,000 educators...
- 9/10 seen negative impact on student mood & behavior following election; most worry about enduring 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.

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 14,000 teachers, counselors, administrators, and others who work in schools have responded. The survey data indicate that the result of the election is having a profoundly negative impact on schools and students. Many parents of educators report that school climate has been negatively affected, and most of them believe it will have a long-lasting impact. A full 69 percent describe heightened anxiety and confidence the part of students worried about the impact of the election on themselves and their families.

The number of people who mentioned...

SWASTIKAS: 54
CONFEDERATE FLAGS: 11
THE DIXIE: 40
"THAT'S WHAT SHE SAID": 476
IMPEACH: 13
THE N-WORD: 117
RUSSIA: 18
LYING: 7
NOISE: 4
AFRICA: went back to: 89
SLAVERY: untraceable: 20

Southern Poverty Law Center, 12 Jan 2017
https://www.splcenter.org/hate-map

Hate group national numbers

<table>
<thead>
<tr>
<th>Hate group increase since 2015</th>
<th>14%</th>
</tr>
</thead>
<tbody>
<tr>
<td># of KKK groups in 2015</td>
<td>190</td>
</tr>
<tr>
<td>Anti-Muslim hate group increase since 2015</td>
<td>42%</td>
</tr>
</tbody>
</table>

# of anti-government "patriot" groups in 2015 | 998 |
PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students.
School Climate & PBIS

SHARED BELIEFS, values, & attitudes

School Climate

SHAPED INTERACTIONS between & among students, teachers, & administrators

INDIVIDUAL & GROUP level construct

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

Creates environments of control

Shifts accountability away from school

Triggers & reinforces antisocial behavior

Devalues child-adult relationship

Why is negative school climate undesirable?

Weakens academic & social behavior development

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

Dairy Queen

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Positive Reinforcement Cycle
Where is your classroom & school on the climate scale?

Negative Climate 0 1 2 3 4 5 6 7 8 9 10 Positive Climate
- Academic failure
- Exclusion
- Reprimands
- Additional assignments
- Low praise
- Academic success
- Positive engagements
- Active supervision
- Many response opportunities
- Welcoming environment
- Positive expectations
- Teaching social skills
- Positive reinforcement
- Model expected behavior

PBIS goal to establish & maintain positive teaching & learning environment

JGHS – 2016 HS

# staff scoring school climate 1 (negative) to 10 (positive)

CHHS – 2016 HS

# staff scoring school climate 1 (negative) to 10 (positive)

How staff rated the current school climate at John Gray

School Climate Rating has Negative to Positive
Quick Climate Scale for __________ (setting)

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Behavior</td>
<td></td>
</tr>
<tr>
<td>Staff Behavior</td>
<td></td>
</tr>
</tbody>
</table>

Quick Climate Scale for __________ (setting)

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language/gestures</td>
<td></td>
</tr>
<tr>
<td>Rough physical play</td>
<td></td>
</tr>
<tr>
<td>Academic failure</td>
<td></td>
</tr>
<tr>
<td>Seasing, intimidation, harassment</td>
<td></td>
</tr>
<tr>
<td>Tardy</td>
<td></td>
</tr>
<tr>
<td>Unexcused absent</td>
<td></td>
</tr>
<tr>
<td>In appropriate seeking assistance</td>
<td></td>
</tr>
</tbody>
</table>

| Appropriate language |
| Respectful language |
| Appropriate play |
| Academic success |
| Appropriate problem solving |
| Punctual |
| Attendance |
| Appropriate seeking assistance |

Verbal reprimands
Behavior corrections
Detention
Low rates student contact
Reactive management
Low opportunities to respond
Low academic engagement

Specific verbal praise
Positive initiations
Positive active supervision
High student engagement
Many opportunities to respond
Precorrections
High academic engagement

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
Modeling good behavior
Recognizing good behavior

HOW?

Biglan, Kolvin, Mayer, Patterson, Reid, Walker

Citations for this Publication

www.pbisapps.org
**Classroom & Behavior Management Practices**

"Doubling Down!"

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**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

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**Classroom Behavior Management**

1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Actively Supervise

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

2. Actively supervise
   - Move
   - Interact
   - Model
   - Scan
   - 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
- 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
- Adult-Student Lunch-Bunch
- Continuous Active Supervision
- Contingent & Specific Positive Reinforcement
- School-wide Teaching Matrix

Classroom Continuum

- FBA-BIP
- Behavioral Contracting
- Check-In Check-Out
- Peer Mentoring
- Good Behavior Game
- Continuous Active Supervision
- Small Group Skills Practice
- Frequent Positive Active Engagement
- Contingent & Specific Positive Reinforcement
- Classroom Teaching Matrix
- Effective Instruction

Potential for cultural exchange & conflict

Culture, Context, & Learning History
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
EBPs are practices that are supported by multiple, high-quality samples of Definitions for "Evidence-based" practice. These EBPs are practices that are supported by multiple, high-quality research evidence. They are integrated with practitioner expertise, ethical considerations, client values, and culture to guide the delivery of treatments and interventions.

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

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

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

Schools Using PBIS
August 2016 > Tier 1
23,363 schools

Scaled & Sustained Implementation Fidelity
State & District Implementation Lessons

1. Comprehensive & regular examination of implementation fidelity
2. Deliberate, aligned, & integrated scaling-up of evidence-based practices & systems
3. Greater attention on implementation fidelity as problem behaviors

IMPLEMENTATION INVESTMENTS

- Administrative Leadership & Participation
- Decision-based Data Systems
- Team-based Implementation Capacity
- Behavioral Expertise

McIntosh, Homer, et al.

Capacity Development

"Process through which individuals, organizations, & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time."

(United Nations Development Programme, 2009)

"Ability of individuals, institutions & societies to perform functions, solve problems, & set & achieve objectives in a sustainable manner."

(UNDP, 2009 p. 53)

"Process through which individuals, organizations & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time."

Center for Disaster Reduction Initiative, Cadri.net download 12 Sep 2015

OUTCOME

Student benefit

PRACTICES

- Evidence-based practices
- Practice implementation fidelity

DATA

- Data-aligned, integrated, & tiered implementation continuum

SYSTEMS

Positive Behavioral Interventions and Supports Implementation Blueprint:

Part 1 - Foundational and Supporting Information

Part 2 - Self-Assessment & Action Planning

PBIS

Implementation Drivers & Capacity Development

www.pbis.org

"Doing it correctly?"

IMPLEMENTATION

- Effective
- Not Effective

PRACTICE

- Effective
- Maximum Student Benefits
- Not Effective

Fixsen & Blase, 2009
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

4. Implementation SYSTEMS needed for students to experience & benefit from effective practices

5. DECISION-based DATA systems to inform actions

GOAL: Effective School, Family, Community Organizations

Common Vision/Values

Common Language

Common Experience

Common Vision/Values

Quality Leadership

Effective Organizations

Community

School

Family

Classroom