GOAL: Effective School, Family, Community Organizations

"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

Why?

PURPOSE
Describe why, what, & how of multi-tiered systems of positive behavior support (PBS). School & community examples will illustrate implementation of basic PBS practices & systems.

- MTSS, PBS, PBIS
- Prevention
- School Climate
- Teaching Social Skills
- Culture

www.pbis.org

Presentations
Negative School-Classroom Climate & Reactive Management

- Verbal reprimands
- Corporal (physical) punishment
- Restraint
- Seclusion & exclusion
- Humiliation
- Excessive restitution

- Antisocial violent behavior
- Disengagement & withdrawal
- Dropout
- Academic failure
- Emotional & behavior disorders
- Exclusion

Shifts accountability away from child

Why "getting tough" not good response?

Creates environments of control

Weakens child-adult relationship

Weakens academic & social behavior

Getting Tough

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

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

VIOLENCE PREVENTION

- Positive predictable school-wide climate
- High rates academic & social success
- Positive adult role models
- Positive active supervision & reinforcement
- Coordinated Social Emotional & Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)
MTSS/PBIS: Addressing the Challenge

Patterson, Reid, Dishion, Walker, Webster-Stratton.

PBIS goal to establish & maintain positive teaching & learning environment

How is your classroom & school on the climate scale?

Academic success
Positive engagements
Active supervision
Reteaching
Many response opportunities
Welcoming environment
Positive reinforcement
Teaching social skills
Positive expectations
Model expected behavior

Academic failure
Reactive management
Exclusion
Reprimands
Negative engagements
Negative expectations
Social withdrawal
Low rates praise
Negative engagements
Bullying
Negative expectations

PBIS aka MTSS, SWPBS, MTSS-B, MTBF, RtI-B...

Framework for enhancing adoption & implementation of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students
Implement w/ Fidelity

Develop Continuum of Evidence-based Practices & Systems

Develop Local Expertise & Implementation Fluency

Use Team to Coordinate Implementation

What is PBIS?

PBIS & MTSS Share Functions

Decide with Data

Screen Universally

Monitor Progress Continuously

PBIS Conceptual Foundations

Behaviorism

ABA

PBIS/FBA

SWPBS/FBA

Law of Behavior

Applied Behavioral Technology

Social Validity

All Students

Vincent, Randall, Cartledge, Math & Swan-Brydon, 2011; Sugai, O'Keefe, & Fallon, 2012ab

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Doing Business

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

ALL ~80% of Students

SOME ~15% of Students

FEW ~5% of Students

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

Vincent, Randall, Cartledge, Math & Swan-Brydon, 2011; Sugai, O'Keefe, & Fallon, 2012ab
Continuum of Support for All

Intensive
Targeted
Universal

Few
Some
All

Dec 7, 2007

Continuum Logic & Key PBIS Working Elements

Outcomes
Data
Practices
Systems

INCREASED EFFORT
Responsive-to-Treatment

Continuum of Support for All: "Theora"

Label behavior...not people

Dec 7, 2007

Continuum of Support for ALL: "Molcom"

Supports for all students w/ disabilities are multi-tiered

Dec 7, 2007

Continuum of Support for All: "________"

Supports for all students w/ disabilities are multi-tiered

Major Behavior Aug-Dec 2015

0.94%
6.42%
9.81%
62.83%

6+ 2-5 1 0
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 K3 Reading Model

Mike Coyne et al., April 2016

12.4 - Mean Percentage Students (2010-11 Reg Ed) (Majors Only)

<table>
<thead>
<tr>
<th>N</th>
<th>2979</th>
<th>889</th>
<th>390</th>
<th>254</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK-K</td>
<td>9%</td>
<td>12%</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td>Elementary</td>
<td>91%</td>
<td>83%</td>
<td>78%</td>
<td>60%</td>
</tr>
<tr>
<td>Middle</td>
<td>89%</td>
<td>92%</td>
<td>89%</td>
<td>79%</td>
</tr>
<tr>
<td>High</td>
<td>84%</td>
<td>90%</td>
<td>89%</td>
<td>83%</td>
</tr>
<tr>
<td>PreK-12</td>
<td>86%</td>
<td>95%</td>
<td>91%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Most are responsive… but some need a bit more.

12.5 - Mean Percentage ODRs (2010-11 Reg Ed) (Majors Only)

<table>
<thead>
<tr>
<th>N</th>
<th>2979</th>
<th>889</th>
<th>390</th>
<th>254</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK-K</td>
<td>33%</td>
<td>41%</td>
<td>36%</td>
<td>19%</td>
</tr>
<tr>
<td>Elementary</td>
<td>41%</td>
<td>36%</td>
<td>38%</td>
<td>21%</td>
</tr>
<tr>
<td>Middle</td>
<td>50%</td>
<td>40%</td>
<td>36%</td>
<td>28%</td>
</tr>
<tr>
<td>High</td>
<td>56%</td>
<td>44%</td>
<td>36%</td>
<td>28%</td>
</tr>
<tr>
<td>PreK-12</td>
<td>60%</td>
<td>50%</td>
<td>40%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Relatively small # of students account for most of behavior challenges.

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

- 2979 ES
- 889 MS
- 390 HS

Early literacy achievement in Pilot Schools: Change in 1st Grade Risk Status from 2012 – 2015

- More than doubled # students meeting grade literacy level goals.
- More than halved # students at significant risk for reading failure.

Mike Coyne et al., April 2016

U.S. Schools using PBIS

(> Tier 1)

August, 2015

21,278
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

---

**Leadership team**

- Behavior purpose statement

**School-Wide PBS (Tier 1)**

- Procedures for on-going data-based monitoring & evaluation
- Continuum of procedures for discouraging rule violations
- Continuum of procedures for encouraging expected behavior

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**Procedures for teaching SW & classroom-wide expected behavior**

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

Center on Positive Behavioral Interventions and Supports
NorthEast Positive Behavioral Interventions and Supports

[www.neswpbs.org](http://www.neswpbs.org)

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**How do we teach “respect”? ...or any other social skill**

- 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
Social Skills Misrules

- Punishment teaches
- Teaching “1 hour every Monday”
- Not my responsibility
- Bad behavior is trait

- Punishment signals error
- Punishment does not teach SS
- SS are needed all day
- SS are prompted & practiced all day
- SS are needed to learn
- SS are needed to teach
- 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

Basic Behavior Teaching Processes

DEFINE simply
MONITOR & provide positive feedback & reinforcement

MODEL / demonstrate w/ range of examples
PRACTICE in range of natural settings

ACQUISITION DEVELOPMENT

REINFORCE & Reteach
HEALING PRECORRECT Positively

ALL DAY SUPERVISE

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

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

Teased $\rightarrow$ Difficult work $\rightarrow$ TV remote $\rightarrow$ Dessert

Hit $\rightarrow$ Destroy work $\rightarrow$ Teasing stops

Dessert Satisfied
TV remote Entertained
Teased Teasing stops
Hit Difficult work
Dessert

Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
</table>

Teaching Matrix

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES

Supporting and Responding to Behavior
Evidence-Based Classroom Strategies for Teachers

www.obie.org
When programs, practices, or treatments are developed, the potential benefits and risks of the intervention should be assessed. Assessments are often based on evidence. Evidence-based practices are those that are effective in repeated studies conducted by several investigative teams. They also provide positive results for a wider range of students. Evidence-based practices can fulfill the following criteria:

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

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

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

Classroom Practices & Systems Decision Making

Classroom Interventions & Supports Self-Assessment

<table>
<thead>
<tr>
<th>Classroom Interventions and Supports Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The classroom is physically designed to meet the needs of all students.</td>
</tr>
<tr>
<td>2. Classroom routines are developed, taught, and implemented.</td>
</tr>
<tr>
<td>3. Three to five positive classroom expectations are stated, defined, and explicitly taught.</td>
</tr>
<tr>
<td>4. Punctual and active supervision practices are used.</td>
</tr>
<tr>
<td>5. Opportunities to respond are varied and provided at high rates.</td>
</tr>
<tr>
<td>6. Specific praise and other reinforcers are used to reinforce behavior.</td>
</tr>
<tr>
<td>7. Programs are consistent before and after behavior might occur.</td>
</tr>
<tr>
<td>8. The responses to undesirable behaviors in the classroom are appropriate and systematic.</td>
</tr>
</tbody>
</table>

Implementation Features

<table>
<thead>
<tr>
<th>“Doing it correctly?”</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009
How does my learning history affect my actions?

- Are my actions **equitable**?
- Do I **stop & check** before I act?
- Do I act with a **team**?
- Do I use **data** to guide my actions?

McIntosh et al., 2016
PBIS: Systems for Enhancing Climate & Culture

SAVE THE DATE

October 27-28, 2016

2016 National PBIS Leadership Forum

Donald Stephens Convention Center

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

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