**Purpose**

Describe how PBIS framework addresses behavior needs of ALL children, especially, those with behavioral challenges.

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**Praise & Acknowledgement**

- uconnucedd.org
- pbis.org
- neswpbis.org
- ecpta.org
- cber.org (u.c.)
- www.nasponline.org
- www.cec.sped.org

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**Analysis of Challenge**

**Rumination**

- When behavior works, it is learned
- When behavior is learned, it is more likely to be used again
- When behavior doesn’t work, new behavior is tried & learned

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**Coercive Cycle**

- Birth - pre-K-12 – postsec.
- School, community, family, work
- Color, disability, race, religion
Cute young children

• All kids learn & use behavior to communicate...effectively & efficiently
• Cute kid behavior tolerated
• Older, chronic, diverse kid behavior less tolerated

Scary Behavior

• Adults respond to what kids do
• Kids respond to what adults do
• We learn from each other
• When behavior doesn’t work, we try something else...escalate
• Takes two to tango, tangle, escalate

Teaching compliance by getting tough(er)

• Non-responding associated with getting tough(er) & escalating
• Reactive, aversive getting tough(er) has significant negative effects

Why “getting tough” not good response?

• Creates environments of control
• Shifts accountability away from child
• Weakens child-adult relationship
• Weakens academic & social behavior

Google Search: Escalation Cycle

• Escalation cycle is understood
• Best practices = understanding your/their/our escalation (+/-) cycle
• Intervention (BIP) is based on understanding your/their/our escalation cycle (FBA)

Crisis management models

• Crisis management is necessary
• Crisis prevention is more important than crisis intervention
• Crisis intervention is NOT positive, prevention practice
• Prevention practices are deliberate, formal, continuous, system-wide & interactive
Ruminating on problem

So where & how does PBIS fit in solution?

Google Search: PBIS

• 1996 PBIS Center (IDEA, OSEP, USDoE)
• UOregon, UConn, UMissouri
• TA & students w/ behavioral challenges
• Supporting implementation systems

PBIS is

Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
ALL students

U.S. Schools using PBIS

(≥ Tier 1)
August, 2015

21,278

School Climate & Discipline
Disproportionality & School-Prison Pipeline
School Violence & Mental Health

NOW IS THE TIME

NHW DATA COLLECTION
Civil Rights Act
The Effective Use of Data
Preventing and Addressing Discrimination in Schools

School Climate and Discipline Guidance

Prevent, Count, Respond

Prevent
Count
Respond
Getting Tough

Teaching to Corner

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

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

**GOAL:** "Capacity Development"

**PBIS is about…**

- Improving classroom school climate
- Integrating academic & behavior initiatives
- Decreasing reactive management
- Improving support for students w/ EBD
- Maximizing academic achievement

**HOW?**

- Establish positive school climate
- Maximizing academic success
- Teaching important social skills
- Supervising actively
- Communicating positively
- Modeling good behavior
- Recognizing good behavior

**Systems Practices Data Outcomes**

- Supporting Important Culturally Equitable Academic & Social Behavior Competence
- Supporting Culturally Knowledgeable Staff Behavior
- Supporting Culturally Relevant Evidence-based Interventions

**CONTINUAL PROGRESS MONITORING**

- Universal Screening
- Core Features PBIS (RtI MBS MTSS MTBF)
- Content Expertise & Fluency
- Data-Based Decision Making & Problem Solving
- Team-Based Implementation

**CONTINUUM OF EVIDENCE-BASED INTERVENTIONS**

- Implementation w/ Fidelity

- Quality Leadership
- Common Vision/Values
- Common Experience
- Common Language

**Effective Organizations**

- Classroom
- School
- District
- State

**Vincent, Randall, Cartledge, Tobin, & Swin-Broadway 2011; Sugia, O'Keefe, & Feldon, 2012ab**

**Biglan, Calvini, Mayer, Patterson, Reid, Walker**
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

~80% of Students
~15%
~5%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Supports for all students w/ disabilities are multi-tiered

SWPBS: Core Practice Features

Precision  Engagement  Feedback  Practice  Teamwork

Primary Prevention

Secondary Prevention

Tertiary Prevention

Continuum of Support for ALL: “Molcom”

Continuum of Support for ALL: “Theora”

Label behavior...not people

Intensive  Targeted  Universal

Precision  Engagement  Feedback  Practice  Teamwork

Continuing Education:

Dec 7, 2007

Science  Soc  Studies  Comprehension

Math  Soc  Skills  Basketball  Spanish

Label behavior...

Writing  Comp  Decoding  Soc  Skills

Tech  Science  Reading

Precision  Engagement  Feedback  Practice  Teamwork

Continuing Education:

Dec 7, 2007

Prob  Sol.

Coop play  Adult rel.  Anger man.

Attend.  Peer interac

Ind. play  Support  for all students w/ disabilities are mulIJIered &

Self-assess  Homework  Technology

Behavior Support

Universal  Targeted  Intensive

Continuum of Support for ALL:

“________”

Establishing Continuum of SWPBS

SECONDARY PREVENTION

• Team-led implementation w/ behavior expertise
• Increased social skills instruction, practice
• Increased supervision & precorrection
• Increased opportunities for reinforcement
• Continuous progress monitoring

TERTIARY PREVENTION

• Multi-disciplinary team w/ behavior expertise
• Function-based behavior support
• Wraparound, culture-driven, person-centered supports & planning
• School mental health
• Continuous monitoring of progress & implementation fidelity
• Increased precorrection, supervision, reinforcement

PRIMARY PREVENTION

• Team-led implementation
• Behavior priority
• Social behavior expectations
• SW & CW teaching & encouraging of expectations
• Consistency in responding to problem behavior
• Data-based decision making

SWPBS: Core Practice Features

Precision  Engagement  Feedback  Practice  Teamwork

ESTABLISHING CONTINUUM of SWPBS

SECONDARY PREVENTION

• Check in/out
• Targeted social skills instruction
• Peer-based supports
• Social skills club

TERTIARY PREVENTION

• Function-based support
• Wraparound
• Person-centered planning

PRIMARY PREVENTION

• Teach SW expectations
• Proactive SW discipline
• Positive reinforcement
• Effective instruction
• Parent engagement

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

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.

Social Skills Misrules

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

Establishing/Replacing Habit
Charles Duhigg, 2014

All three elements are considered in SSI …& addressing challenging behavior

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Continuum of procedures for on-going data-based monitoring & evaluation

School-Wide & Classroom PBIS (Tier 1)

Continuum of procedures for discouraging rule violations

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior

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…”

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

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

“Tell me how you would do it if you were in hallway.” “At school dance.”

Teaching social behaviors like academic skills

“You got it. Tomorrow let’s figure out how to handle cyber-teasing.”

“If someone won’t stop teasing your friend, you should look cool & walk away w/ your friend…”

“That was great. What would that look like if you were stuck on the bus? In the classroom.”

“Watch. This is how I would do it at a concert.”
**Basic Behavior Teaching Process**

*Every opportunity, all students, all settings*

- **(re)Teach**
- Acknowledge & Reteach
- Remind Positively
- Supervise & Prompt Positively

**Extend the Teaching Process**

- Define simply
- Model/demonstrate w/ range of examples
- Monitor & provide positive feedback & reinforcement
- Practice in range of natural settings

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**Practice Selection**

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

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

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

---

**Potential for cultural exchange & conflict**

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**IMPLEMENTATION**

<table>
<thead>
<tr>
<th>&quot;Don't Throw Stones!&quot;</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective</strong></td>
<td><strong>Maximum Student Benefits</strong></td>
</tr>
<tr>
<td><strong>Not Effective</strong></td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE**

- Effective
- Not Effective

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**IMPLEMENTATION CAPACITY**

**Practices**

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

**Systems**

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

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**Potential for cultural exchange & conflict**

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**National Alliance on Mental Health, 2007**

**American Psychological Association, 2006**

**HHS SAMHSA, 2009**

**Fixsen & Blase, 2009**

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**United Nations Development Programme, 2009 p. 53**

**Center for Disaster Reduction Initiative, Cadri.net, 2015**

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**Practice**

- Empirical Support
- Functional Relationship
- Meaningful Effect Size
- Replication
- Context
Positive Behavioral Interventions and Supports Implementation Blueprint:

**Part 1 - Foundational and Supporting Information**

**Part 2 - Self-Assessment & Action Planning**

Technical Assistance Center on Positive Behavioral Interventions and Supports
U.S. Department of Education, Office of Special Education Programs
Version 12 October 2015

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**PBIS Big Ideas**

- (Re)Teach, Prompt, Supervise, & Reinforce Academic & Behavior
- Behavioral & Prevention Sciences
- Continuum of Evidence-based Practices & Systems
- Data for Decision Making
- Implementation Fidelity Systems

"Arrange environment to be conducive to teaching & learning" K. Nworg, 2012

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**RCT & Group Design PBIS Evidence**

"Wagering next month’s salary!!"

- 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

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**www.pbis.org**

- Leadership & Management
- Professional Development
- Coaching & Technical Assistance
- Evaluation & Accountability Frameworks
- Decision Support Tools

Local Implementation Demonstrations

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**www.pbis.org**

- Funding
- Policy & Legislation
- Systems & Technical Assistance

**www.scalingup.org**

- Professional Development
- Coaching & Technical Assistance
- Evaluation & Accountability Frameworks

**Fixsen & Blase**

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**www.pbis.org**

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Local Implementation Demonstrations

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**NRN.org**

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**Fixsen & Blase**

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Local Implementation Demonstrations

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Local Implementation Demonstrations

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