Positive Behavioral Interventions & Supports (PBIS)

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Purpose
Describe how PBIS framework addresses behavior needs of ALL children, especially, those with disabilities

Abstract
“Establishing and maintaining preventive & positive classroom & school environments are important to facilitate academic achievement for all students, including those with disabilities. Purpose of this presentation is to provide brief overview of Positive Behavioral Interventions and Supports (PBIS), which is an implementation framework for increasing effectiveness of efforts to promote respectful, responsible & safe learning and teaching environments.”

Analysis of Challenge

Praise & Acknowledgement
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
- Triggers & reinforces antisocial behavior
- Weakens child-adult relationship
- Weaken academic & social behavior

Ruminating on problem

PBIS: Addressing the Challenge

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

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

Vincent, Randall, Cardoza, Tibbs, & Snead-Bradley (2011); Sugai, O'Keeffe, & Fallon, 2012ab
Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Valid Decision Making
Supporting Culturally Relevant Evidence-based Interventions
Why PBIS?

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

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

SCHOOL:
- 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.

GOAL: "Capacity Development"

Effective Organizations
- Common Language
- Common Experience
- Common Vision/Values
IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION

CORE FEATURES
PBIS (RTI MTSS MTBF)

DATA-BASED DECISION MAKING & PROBLEM SOLVING
UNIVERSAL SCREENING

IMPLEMENTATION CONTINUUM OF EVIDENCE-BASED INTERVENTIONS CONTENT EXPERTISE & FLUENCY TEAM-BASED IMPLEMENTATION

PBIS (RTI MTSS MTBF)

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

Universal Targeted Intensive Continuum of Support

“Thera”

Label behavior...not people

“Molcom”

Supports for all students w/ disabilities are multi-tiered

Universal Targeted Intensive Continuum of Support for ALL:

ODR Aug-Dec 2015

82.83%

0.94%

6.42%

9.81%

82.83%
SWPBS: Core Practice Features

**SECONDARY PREVENTION**
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & pre-correction
- 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 pre-correction, 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
- Precision
- Engagement
- Feedback
- Practice
- Teamwork

~80% of Students
~15%
~5%

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

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

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

**Establishing/Replacing Habit**
Charles Duhigg, 2014

- CUE
- HABIT
- REWARD

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

- TV remote
- Teased
- Difficult work
- Walk
- Ignore
- Try
- Entertained?
- Teasing stops?
- Work removed?

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.

**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
GENERAL IMPLEMENTATION PROCESS: “Getting Started”

Team

Agreements

Data-based Action Plan

Evaluation

Implementation

Leadership team

Behavior purpose statement

School-Wide & Classroom PBIS (Tier 1)

Set of positive expectations & behaviors

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for teaching SW & classroom-wide expected behavior

Teaching how to determine hypotenuse of triangle

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

“C² = A² + B² 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 C² = 25, & C = 5...”

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

Basic Behavior Teaching Process

Every opportunity, all students, all settings

(re)Teach

Acknowledge & Reteach

Remind Positively

Supervise & Prompt Positively

“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...”

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

“Watch. This is how I would do it at a concert.”
**Teaching Expectations Matrix**

"Don't Throw Stones!"

### IMPLEMENTATION

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>EFFECTIVE</th>
<th>MAXIMUM STUDENT BENEFITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective</td>
<td>Not Effective</td>
</tr>
</tbody>
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**Basic Behavior Teaching Process**

*Every opportunity, all students, all settings*

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

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**Teaching Matrix**

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

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**Potential for cultural exchange & conflict**

- Student
- Community
- Family
- Teacher
- Administrator
Ability of individuals, societies to perform functions, solve problems, set & achieve objectives in a sustainable manner.

Center for Disaster Reduction Initiative, Cairo.net developed 12 Sep 2015

Positive Behavioral Interventions and Supports Implementation Blueprint:
Part 1 - Foundational and Supporting Information
Part 2 - Self-Assessment & Action Planning

**General Implementation Process**

- Team
- Agreements
- Data-based Action Plan "Plan"
- Coaching
- Evaluation "Check"
- Implementation "Do"
- All Staff, Students, Administrators

**Implementation Drivers**
www.pbis.org

**Basic SWPBS Implementation Framework**

- Regional/State Leadership
- Internal Coaching Support
- External Coaching Support
- Team Support
- Student Benefit

- Funding
- Unions
- Advocates & Legislation
- Policy & Regulations
- Professional Development
- Leadership & Accountability
- Academic & Social/Emotional Performance Feedback
- Student Support

**RCT & Group Design PBIS Studies**

- "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

**Oct 2015**
Most are responsive...but some need a bit more.

And we know who they are!

PBIS Big Ideas

(Re)Teach, Prompt, Supervise, & Reinforce Academic & Behavior

Behavioral & Prevention Sciences

"Arrange environment to be conducive to teaching & learning" - Haynie, 2012

Continuum of Evidence-based Practices & Systems

Data for Decision Making

Implementation Fidelity Systems

Table of Contents

ADVANCING EDUCATION EFFECTIVENESS: INTERCONNECTING SCHOOL MENTAL HEALTH AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Editors: Susan Barrett, Lucille Eber & Mark Weist

Preface

Contributing Authors

TABLE OF CONTENTS

Overview

Preface

Advisory to the ISF Meeting/Monograph

Chapter 1

Overview

Chapter 2

Considerations for a School Mental Health Implementation Framework

Chapter 3

Student Outcomes

Chapter 4

Interconnecting School and Mental Health Data to Improve Student Outcomes

Chapter 5

School Level Practices

Chapter 6

School Level Systems in the Interconnecting School Framework

Chapter 7

Systems Framework

Chapter 8

Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support

Chapter 9

Implementation Fidelity

Appendices

Commentary on the ISF

Stakeholder Advisory to the ISF

Policy, Practice and People: Building Shared Support for School Behavioral Health

We Serve

Understanding the Complexity of the Children and Families We Serve

Behavior Interventions and Supports and School Mental Health

Ecological Principles for Interconnecting School Mental Health and PBIS: Focusing on What Matters Most

Health and PBIS: Focusing on What Matters Most

Building an Inclusive Community of Practice: Four Simple Teams

Selecting Mental Health Interventions with a PBIS Approach

Implementation Guide: Funding

Implementation Guide: Evaluation Tools

Implementation Guide: District and Community Leadership

Selecting Mental Health Interventions with a PBIS Approach

Advancing the ISF in States

Kelly Perales, and Rob Horner

Mark Sander, Kathy Lane, Mark Vinciquerra, Jeanne Davis,

Dan Maggin and Carrie Mills

Carl E. Paternite and Erin Butts

Lucille Eber, Mark Weist, and Susan Barrett

Mental health and School-wide Positive Behavior Support

Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support

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