"Academic Success through Positive Behavior Supports"

George Sugai
30 Aug 2016
OSEP Center on PBIS
University of Connecticut
George.sugai@uconn.edu

www.pbis.org
www.neswpbis.org
www.cber.org

12:30 – 2:15
Sharpen Your Skills Conference 2016

PURPOSE
Describe important influence of behavior success on academic engagement of all students, especially students with disabilities.

• MTSS & PBIS
• Prevention
• School Climate
• Teaching Social Skills
• Culture

Context & Basics

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!

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

**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

**MTSS**

- Implement w/ FIDELITY
- Develop CONTINUUM of Evidence-based Practices & Systems
- Develop LOCAL EXPERTISE & Implementation Fluency
- Use TEAM to Coordinate Implementation
- SCREEN Universally
- MONITOR PROGRESS Continuously

** PBIS & MTSS Share Functions**

**MTSS: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**

- Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
- Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
- Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

**Outcomes**

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

**Supporting Important**

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

**MTSS**: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

- ALL ~80% of Students
- SOME ~15%
- FEW ~5%

**MTSS** = PBIS, RtI, SRBI

**SYSTEMS**

- Practices & Data
- Outcomes
- Supporting Culturally Valid Decision Making

**Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O'Keeffe, & Fallon, 2012**

**Supporting Important**

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

**Supporting Culturally Valid Decision Making**

- Supporting Culturally Relevant Evidence-based Interventions
Establish Positive Classroom & School Climate

Coercive Cycle

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

What's It Take to Shift from Negative to Positive School Climate?

Positive Reinforcement Cycle

SCHOOL: Positive School Climate
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthful food & substance use
- Self-management behavior

KID: Positive School Climate
- Positive peer & adult interactions
- Recognition & acknowledgement
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

Why is negative school climate undesirable?

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

Positive School Climate
- Devalues child-adult relationship
- Creates environments of control
- Weakens academic & social behavior development

Negative School Climate
- Shifts accountability away from school
- Devalues child-adult relationship
- Creates environments of control
- Weakens academic & social behavior development

“Bet your 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
School Climate Self-Assessment – 5 min.

**GOAL: Effective Teaching & Learning Environments**

“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

**Common Language**

- Common Experience
- Common Vision/Values
- Quality Leadership

**Common Vision/Values**

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

**Establish positive school climate**

**How?**

- Reinforcing Cycle
- Reacting Cycle

**PBIS feature**

1. >80% students have socially appropriate interactions w/ PEERS daily?
2. >80% staff have more positive than negative social interactions with their students daily?
3. >80% staff model positive expected social behavior daily?
4. >80% students experience high levels of successful academic engagement every hour?
5. TEAM using data to monitor the above?

**School Climate Survey Suite**

Administration Manual

www.pbisapp.org

**Where is your classroom & school on the climate scale?**

PBIS goal to establish & maintain positive teaching & learning environment

**Negative Climate**

- Academic failure
- Reactive management
- Exclusion
- Raparium
- Non-compliance
- Reprimands
- Social withdrawal
- Low rates praise
- Negative engagement
- Social withdrawal
- Negative expectations

- Many response opportunities
- Reteaching
- Active supervision
- Positive expectations
- Model expected behavior
- Positive reinforcement
- Teaching social skills
- Positive expectations
- Model expected behavior

**Positive Climate**

- Academic success
- Positive engagement
- Positive expectation
- Welcoming environment
- Many response opportunities
- Reactivation
- Active supervision
- Positive expectations
- Model expected behavior
- Reinforcement
- Teaching social skills
- Positive expectations
- Model expected behavior

**How staff rated the current school climate at John Grey**

**Biglan, Colvin, Mayer, Patterson, Reid, Walker**

**Decision**

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBIS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1. &gt;80% students have socially appropriate interactions w/ PEERS daily?</td>
<td></td>
</tr>
<tr>
<td>2. &gt;80% staff have more positive than negative social interactions with their students daily?</td>
<td></td>
</tr>
<tr>
<td>3. &gt;80% staff model positive expected social behavior daily?</td>
<td></td>
</tr>
<tr>
<td>4. &gt;80% students experience high levels of successful academic engagement every hour?</td>
<td></td>
</tr>
<tr>
<td>5. TEAM using data to monitor the above?</td>
<td></td>
</tr>
</tbody>
</table>
**Prevention Logic for All**

Redesign of teaching environments...not students

### Prevention Logic

#### Prevention Objectives

- **Primary Prevention:**
  - Decrease development of new problem behaviors

- **Secondary Prevention:**
  - Prevent worsening & reduce intensity of existing problem behaviors

- **Tertiary Prevention:**
  - Eliminate triggers & maintainers of problem behaviors

#### Prevention Actions

- **Primary Prevention:**
  - Decrease development of new problem behaviors

- **Secondary Prevention:**
  - Add triggers & maintainers of prosocial behavior

- **Tertiary Prevention:**
  - Teach, monitor, & acknowledge prosocial behavior

---

**Incidence & Prevalence**

- **Incidence:**
  - ~80% of Students

- **Prevalence:**
  - ~15%

---

**Continuum of Support for All**

- **Universal**
  - All

- **Targeted**
  - Some

- **Intensive**
  - Few

---

**Continuum of Support for ALL:**

- **Universal**
  - All

- **Targeted**
  - Some

- **Intensive**
  - Few

---

**Label behavior...not people**

---

**Behavior Support**

- **Universal**
  - All

- **Targeted**
  - Some

- **Intensive**
  - Few

---

**Label behavior...not kids**

---

**REFERENCES**

- Biglan, 1995; Mayer, 1995; Walker et al., 1996
Continuum of Support for ALL: “________”

Major Behavior Aug-Dec 2015

- **0.94%**
- **6.42%**
- **9.61%**
- **62.83%**

FIDELITY & SUSTAINABILITY ENHANCERS

- Measure student responsiveness
- Invest smallest thing has biggest effect
- Integrate around common measurable outcomes
- Eliminate 2 to add 1
- Err positively
- Start w/ success
- Reinforce regularly, specifically, & frequently
Teach Social Skills for Generalized Responding

Social Skills Misrules

- 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.

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

Social Skill Teaching & Learning Phases

White & Haring, 1980

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition</td>
<td>New skill w/ accuracy&lt;br&gt;• Show, model, explain w/ feedback</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speed &amp; consistency&lt;br&gt;• Practice w/ feedback</td>
</tr>
<tr>
<td>Maintenance</td>
<td>Sustained accuracy &amp; fluency&lt;br&gt;• Practice w/ less feedback</td>
</tr>
<tr>
<td>Generalization</td>
<td>Use in new context&lt;br&gt;• Teach, practice in variety of conditions</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Modify &amp; fit behavior in new context&lt;br&gt;• Teach variations w/ feedback</td>
</tr>
</tbody>
</table>
Basic Behavior Teaching Processes

DEFINE simply

MODEL/demonstrate w/range of examples

PRACTICE in range of natural settings

REINFORCE & Reteach

MONITOR & provide positive feedback & reinforcement

MONITOR & provide positive feedback & reinforcement

RETEACH

RETEACH

ACTIVE SUPERVISE

ACTIVE SUPERVISE

ACQUISITION DEVELOPMENT

FLUENCY BUILDING & GENERALIZED RESPONDING

FLUENCY BUILDING & GENERALIZED RESPONDING

Basic Behavior Teaching Processes

DEFINE simply

MODEL/demonstrate w/range of examples

PRACTICE in range of natural settings

REINFORCE & Reteach

MONITOR & provide positive feedback & reinforcement

MONITOR & provide positive feedback & reinforcement

RETEACH

RETEACH

ACTIVE SUPERVISE

ACTIVE SUPERVISE

ACQUISITION DEVELOPMENT

FLUENCY BUILDING & GENERALIZED RESPONDING

FLUENCY BUILDING & GENERALIZED RESPONDING

Promoting Social Skills Self-Assessment – 7 min.

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. TEACHING social skills is formal component of our school culture?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Teaching social skills is INTEGRATED into DAILY classroom &amp; non-classroom activities?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Most (&gt;80%) staff members MODEL expected social skills daily?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Most (&gt;80%) of staff members actively &amp; daily SUPERVISE &amp; REINFORCE social skill displays?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. 8 out 10 students can state 3-5 school-wide EXPECTATIONS &amp; give setting specific EXAMPLE?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. TEAM using DATA to monitor &amp; coordinate implementation of above?</td>
</tr>
</tbody>
</table>

Classroom Management Practices & Systems

Classroom Practices & Systems Self-Assessment

Interactive Map of Core Features

Classroom Interventions and Supports Self-Assessment

Classroom Interventions and Supports Self-Assessment

Classroom Interventions and Supports Self-Assessment

Classroom Interventions and Supports Self-Assessment

Classroom Interventions and Supports Self-Assessment

Classroom Interventions and Supports Self-Assessment

Classroom Interventions and Supports Self-Assessment

Classroom Interventions and Supports Self-Assessment

Classroom Interventions and Supports Self-Assessment

Classroom Interventions and Supports Self-Assessment
“Don’t Throw Stones!”

<table>
<thead>
<tr>
<th>Practice</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>
**MTSS Implementation Self-Assessment – 5 min.**

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPSS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Practice selections are based on student DATA, RESEARCH evidence, &amp; CULTURAL relevance?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Practices are organized &amp; implemented efficiently in CONTINUUM of SUPPORT?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Measures of STUDENT PROGRESS &amp; IMPLEMENTATION FIDELITY?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Team has sustainable IMPLEMENTATION CAPACITY?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. TEAM using DATA to monitor implementation above?</td>
</tr>
</tbody>
</table>

**SAVE THE DATE**

October 27-28 2016

Rosemont, IL

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

Donald Stephens Convention Center

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.

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

- PBIS Foundations
- Classroom Applications
- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Aligning Systems
- Juvenile Justice
- Mental Health Integration
- Equity
- Applied Evaluation
- Special Topics

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

**Closing 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

**MTSS for Enhancing Climate & Culture**

Donald Stephens Convention Center

Rosemont, IL

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.

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

- PBIS Foundations
- Classroom Applications
- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Aligning Systems
- Juvenile Justice
- Mental Health Integration
- Equity
- Applied Evaluation
- Special Topics

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

**MTSS Implementation Self-Assessment – 5 min.**

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPSS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Practice selections are based on student DATA, RESEARCH evidence, &amp; CULTURAL relevance?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Practices are organized &amp; implemented efficiently in CONTINUUM of SUPPORT?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Measures of STUDENT PROGRESS &amp; IMPLEMENTATION FIDELITY?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Team has sustainable IMPLEMENTATION CAPACITY?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. TEAM using DATA to monitor implementation above?</td>
</tr>
</tbody>
</table>

**SAVE THE DATE**

October 27-28 2016

Rosemont, IL

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

Donald Stephens Convention Center

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.

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

- PBIS Foundations
- Classroom Applications
- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Aligning Systems
- Juvenile Justice
- Mental Health Integration
- Equity
- Applied Evaluation
- Special Topics

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

**MTSS Implementation Self-Assessment – 5 min.**

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPSS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Practice selections are based on student DATA, RESEARCH evidence, &amp; CULTURAL relevance?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Practices are organized &amp; implemented efficiently in CONTINUUM of SUPPORT?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Measures of STUDENT PROGRESS &amp; IMPLEMENTATION FIDELITY?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Team has sustainable IMPLEMENTATION CAPACITY?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. TEAM using DATA to monitor implementation above?</td>
</tr>
</tbody>
</table>

**SAVE THE DATE**

October 27-28 2016

Rosemont, IL

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

Donald Stephens Convention Center

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.

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

- PBIS Foundations
- Classroom Applications
- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Aligning Systems
- Juvenile Justice
- Mental Health Integration
- Equity
- Applied Evaluation
- Special Topics

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

**MTSS Implementation Self-Assessment – 5 min.**

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPSS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Practice selections are based on student DATA, RESEARCH evidence, &amp; CULTURAL relevance?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Practices are organized &amp; implemented efficiently in CONTINUUM of SUPPORT?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Measures of STUDENT PROGRESS &amp; IMPLEMENTATION FIDELITY?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Team has sustainable IMPLEMENTATION CAPACITY?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. TEAM using DATA to monitor implementation above?</td>
</tr>
</tbody>
</table>

**SAVE THE DATE**

October 27-28 2016

Rosemont, IL

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

Donald Stephens Convention Center

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.

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

- PBIS Foundations
- Classroom Applications
- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Aligning Systems
- Juvenile Justice
- Mental Health Integration
- Equity
- Applied Evaluation
- Special Topics

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

**MTSS Implementation Self-Assessment – 5 min.**

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPSS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Practice selections are based on student DATA, RESEARCH evidence, &amp; CULTURAL relevance?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Practices are organized &amp; implemented efficiently in CONTINUUM of SUPPORT?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Measures of STUDENT PROGRESS &amp; IMPLEMENTATION FIDELITY?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Team has sustainable IMPLEMENTATION CAPACITY?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. TEAM using DATA to monitor implementation above?</td>
</tr>
</tbody>
</table>

**SAVE THE DATE**

October 27-28 2016

Rosemont, IL

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

Donald Stephens Convention Center

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.

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

- PBIS Foundations
- Classroom Applications
- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Aligning Systems
- Juvenile Justice
- Mental Health Integration
- Equity
- Applied Evaluation
- Special Topics

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