"Academic Success through Positive Behavior Supports"

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PURPOSE
Describe important influence of behavior success on academic engagement of all students, especially students who are at-risk of failure.

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

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

Academic Achievement
MTSS
Equity
School-to-Prison Pipeline
Data for Decision Making
Disabilities
Evidence-based Practices
School Reform
School Climate

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

John B. King, Jr.
U. S. Secretary of Education

Context & Basics

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

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

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

~80% of Students

~5%
“Get 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

**Establish Positive Classroom & School Climate**

**Coercive Cycle**

**KID:** Negative School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardiness, & truancy
- Violence/aggressive behavior
- Littering, graffiti, vandalism
- Substance use

**SCHOOL:** Negative School climate
- Reactive management
- Exclusively 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 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

What’s it take to Shift from Negative to Positive School Climate?
Easy to say... requires sustained priority to do.
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
- Rapists
- Non-mature
- Media
- Nastiness
- No to
- None
- Not

Positive Climate
- Academic success
- Positive attitude
- Assertive
- Nurturing
- Many
- Welsome
- Positive
- Teaching social skills
- Positive expectations
- Model expected behavior

HOW?

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

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
School Climate Self-Assessment – 5 min.

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>1. &gt;80% STUDENTS have socially appropriate interactions w/ PEERS daily?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. &gt;80% STAFF have more POSITIVE than negative social interactions with their STUDENTS daily?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. &gt;80% STAFF MODEL positive expected social behavior daily?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. &gt;80% students experience high levels of SUCCESSFUL ACADEMIC ENGAGEMENT every hour?</td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. TEAM using DATA to monitor the above?</td>
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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, monitor, & acknowledge prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with High-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

ALL

~15%

SOME

~5%

Few

Continuum of Support for All

Intensive

Targeted

Universal

Few

Some

Intensive

Targeted

Universal

Continuum of Support “Theora”

Label behavior...not people
Left page:

Untoward, Targeted, Intensive, Continuum of Support for ALL: “Molcom”

Label behavior...not kids

- Continuum Logic & Key PBIS Working Elements
  - Outcomes
  - Data
  - Practices
  - Systems
  - INCREASED EFFORT
  - Responsive-to-Treatment

Teach Social Skills for Generalized Responding

Right page:

- Continuum of procedures for encouraging expected behavior
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behavior
- Leadership team
- Behavior purpose statement
- School-Wide PBS (Tier 1)

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

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dessert</td>
<td>Eat</td>
<td>Satisfied</td>
</tr>
<tr>
<td>TV remote</td>
<td>Sit &amp; watch</td>
<td>Entertained</td>
</tr>
<tr>
<td>Teased</td>
<td>Hit</td>
<td>Teasing stops</td>
</tr>
<tr>
<td>Difficult</td>
<td>Destroy work</td>
<td>Work removed</td>
</tr>
</tbody>
</table>

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

CUE • Remove competing cue
HABIT • Teach acceptable alternative
REWARD • Teach desired alternative

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

Establishing/Replacing Habit
Charles Duhigg, 2014

Social Skill Teaching & Learning Phases
White & Haring, 1980

Acquisition • New skill w/ accuracy
  • Show, model, explain w/ feedback
Fluency   • Speed & consistency
  • Practice w/ feedback
Maintenance • Sustained accuracy & fluency
  • Practice w/ less feedback
Generalization • Use in new context
  • Teach, practice in variety of conditions
Adaptation • Modify & fit behavior in new context
  • Teach variations w/ feedback

Basic Behavior Teaching Processes

FLUENCY BUILDING & GENERALIZED RESPONDING

DEFINE simply
MONITOR & provide positive feedback & reinforcement
MODEL: demonstrate w/ range of examples
PRACTICE in range of natural settings
REINFORCE & Reteach
RETEACH
REINFORCE & PRECORRECT Positively
ACTIVE SUPERVISE

Promoting Social Skills Self-Assessment – 7 min.

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<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

Interactive Map of Core Features

Classroom Practices & Systems Self-Assessment

Classroom Practices & Systems Decision Making

Implement w/ Cultural & Contextual Fidelity
"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>

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

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

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

**Culture =**

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

**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 Implementation Self-Assessment – 5 min.

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<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>
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Biglan, Colvin, Mayer, Patterson, Reid, Walker

Maximize academic success

Teach important social skills

Recognize good behavior

Stop, think, act

HOMEWORK: Every....

Morning

Transition Day

Interaction

Correction

Communicate positively

Supervise actively

Model good behavior

Homework: Every...

PBIS: Systems for Enhancing Climate & Culture

Donald Stephens Convention Center
Rosemont, IL

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

2016 National PBIS Leadership Forum
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.