"Academic Success through Positive Behavior Supports"

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

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

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!

Teaching to Corner

“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

PBIS Basics

MTSS = PBIS, RtI, SRBI

PBIS & MTSS Share Functions

Implement w/ FIDELITY
Develop CONTINUUM of Evidence-based Practices & Systems

Decide with DATA
SCREEN Universally

Develop LOCAL EXPERTISE & Implementation Fluency

Monitor PROGRESS Continuously
Use TEAM to Coordinate Implementation
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

**OUTCOMES**

**SYSTEMS**

**DATA**

**PRACTICES**

Supporting Culturally Valid Decision Making

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**Establish Positive Classroom & School Climate**

"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

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**Coercive Cycle**

**KID:**
- Negative School Climate
  - Non-compliance & non-cooperation
  - Disrespect
  - Teasing, harassment, & intimidation
  - Disengagement & withdrawal
  - Nonattendance, tardiness, & truancy
  - Violent/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 organizational support
  - Poor leadership preparation
  - Non-data based decision making
  - Inefficient, ineffective instruction
  - Negative adult role models

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**MTSS: 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

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**Why negative school climate undesirable?**

Shifts accountability away from school

Devalues child-adult relationship

Weaken academic & social behavior development

Why is negative school climate undesirable??
Positive School Climate
- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgment
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

Positive Student Behavior
- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- 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?
Negative Climate
- Academic failure
- Reactive management
- Exclusion
- Reprimands
- Many response opportunities
- Social withdrawal
- Low rates of praise
- Negative engagements
- Bullying

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

PBIS goal to establish & maintain positive teaching & learning environment

School Climate Survey Suite
Administration Manual

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

www.pbisapps.org
Maximize academic success
Teach important social skills
Recognize good behavior
Model good behavior
Supervise actively
Communicate positively

HOMEWORK: Every…
  Morning Transition Day Interaction Correction

Biglan, Calvin, Mayer, Patterson, Reid, Walker

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>SWPSS Feature</th>
</tr>
</thead>
<tbody>
<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>
</tr>
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</table>

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

INCIDENCE
PREVALENCE

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

Prevent w/ Multi-Tiered Logic

~80% of Students
~15%
~5%

ALL
SOME
FEW
Continuum of Support for All

Label behavior...not people

Behavior Support

Continuum of Support for ALL: “Molcom”

Label behavior...not kids

Continuum Logic & Key PBIS Working Elements

Major Behavior Aug-Dec 2015

INCREASED EFFORT
Responsive-to-Treatment

Outcomes
Data Practices
Systems
Teach Social Skills for Generalized Responding

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 =

"Power of Habits" ....or Challenging Behavior

Charles Duhigg, 2012

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
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<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</td>
</tr>
<tr>
<td>Difficult work</td>
<td>Destroy work</td>
<td>Work removed</td>
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Establishing/Replacing Habit

Charles Duhigg, 2014

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<td>Teach acceptable alternative</td>
<td>Remove reward for old habit</td>
</tr>
<tr>
<td>Add desired cue</td>
<td>Teach desired alternative</td>
<td>Add reward for new habit</td>
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All three elements are considered in SSI ....& addressing challenging behavior

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

Establishing/Replacing Habit

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All three elements are considered in SSI ....& addressing challenging behavior
Basic Behavior Teaching Processes

DEFINE
simply
DEFINITIONS

SIMPLY
MODEL
/demonstrate w/ range of examples

PRACTICE
in range of natural settings

MONITOR & provide positive feedback & reinforcement

RETEACH

REINFORCE

RETEACH

RETEACH

RETEACH

RETEACH

RETEACH

RETEACH

RETEACH

RETEACH

RETEACH

RETEACH

RETEACH

RETEACH

RETEACH

ACQUISITION
DEVELOPMENT

FLUENCY BUILDING & GENERALIZED RESPONDING

Based on DATA, adjust instruction & reteach

MODEL/ demonstrate w/ range of examples

PRACTICE in range of natural settings

REINFORCE & Reteach

REINFORCE Positively

ACTIVE SUPERVISE

Fluency Building & Generalized Responding

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>

1. Social Skill

2. Natural Context

3. Behavior Example

Emphasizing & Teaching Positive Expectations

Expectations
1. Social Skill
2. Natural Context
3. Behavior Example

Emphasizing & Teaching Positive Expectations

Fluency Building & Generalized Responding

Basic Behavior Teaching Processes

Classroom Management Practices & Systems

Promoting Social Skills Self-Assessment – 7 min.

Decision

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

Classroom Interventions and Supports Self-Assessment
1. The classroom is physically designed to meet the needs of all students.
2. Classroom routines are developed, taught, and predictable.
3. Three to five positive classroom expectations are posted, defined, and explicitly taught.
4. Prompts and active supervision practices are used appropriately.
5. Opportunities to recover are varied and provided at high rates.
6. Specific praise and other strategies are used to reinforce behavior.
7. Student control or pre-scribed behavior is reviewed.
8. The sequence to intervention in the classroom is appropriate and systematic.
9. Data systems are used to collect information about classroom behaviors.
10. If yes, continue with self-assessment. If no, begin with 2.1 on the interactive map.

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred and that demonstrate meaningful effects on student outcomes.

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out competing explanations for effects achieved (e.g., population and contextual differences).

Samples of Definitions for "Evidence-based"
An approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences into the process of making clinical decisions.

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

"Don’t Throw Stones!"

IMPLEMENTATION

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>&quot;Don’t Throw Stones!&quot;</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
**Culture & Context**

- Student
- Teacher
- Community
- Family
- Administrator

**Culture =**

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

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

**Culture & Context**

- Group of individuals
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**Equality vs. Equity**

- Equality: Everyone starts at the same place.
- Equity:Each student gets what he needs to succeed in his place.

**Concluding 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

**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.**

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