Big Ideas in Behavioral Sciences: 
Thinking Systems-wide to Create 
Positive Learning Environments in 
Our Schools

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Purpose
Provide overview of evolution & big 
ideas of our positive behavior & 
intervention supports efforts over last 
25 years

Topic Dabling
- Behavioral school systems
- PBIS Framework
- MTSS & continuum logic
- Scaling up behavioral sciences in education

Big Ideas
Context

PBIS aka MTSS, 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
U.S. Schools using PBIS

(2 Tier 1)

August, 2015

21,278

PBIS Conceptual Foundations

Behaviorism

ABA

Law of Behavior

Applied Behavioral Technology

PBS/FBA

Social Validity

SWPBS/FBA

AI Students

Oct 2015

RCT & Group Design PBIS Studies


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

Big Idea #3
Make student benefit a priority

GOAL: “Capacity Development”
“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

Big Idea #4
Align & implement for success

Big Idea #5
Make climate observable
Negative School-Classroom Climate & Reactive Management

- Verbal reprimands
- Corporal (physical) punishment
- Restraint
- Seclusion & exclusion
- Humiliation
- Excessive restitution
- Antisocial violent behavior
- Disengagement & withdrawal
- Dropout
- Academic failure
- Emotional & behavior disorders
- Exclusion

Positive Climate

- Academic success
- Positive engagements
- Active & cooperative behaviors
- Publishing & research
- Welcoming environment
- Positive expectations
- Teaching social skills
- Positive expectations

PBIS goal to establish & maintain positive teaching & learning environment

Where is your classroom & school on the climate scale?

How staff rated the current school climate at John Gray

Establish positive school climate

Maximizing academic success

Teaching important social skills

Teaching important social skills

Modeling good behavior

Recognizing good behavior

HOW?

Communicating positively

Supervising actively

Biglan, Colvin, Mayer, Patterson, Reid, Walker

Getting Tough

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

Teaching to Corner

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

Big Idea #6

Invest in continuum of evidence-based practices
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

ALL

SOME

FEW

Universal

Intensive

Targeted

Universal

Supports for all students w/ disabilities are multi-tiered

Continuum of Support for ALL:
"Theora"

Continuum of Support for ALL:
"Molcom"

Most are responsive...but some need a bit more.

Years

Dec 7, 2007

Dec 7, 2007

PreK-12

Others

PreK-8

High

Middle

Elementary

PreK

Others

N = 2979 889 390 254

7%

12%

10%

10%

4%

91%

83%

79%

86%

Mean Percentage Students (2010-11 Reg Ed) (Majors Only)

Students 0 or 1

Students 2 to 5

Students 6+

Major Behavior Aug-Dec 2015

0.94%

6.42%

9.81%

82.83%
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

Mike Coyne et al., April 2016
CT’s K-3 Reading Model Works

A first grade classroom before CT’s K-3 Reading Model

On track for reading success

At significant risk for reading failure

A first grade classroom after 3+ years of CT’s K-3 Reading Model

Mike Coyne et al., April 2016

ACTIVITY ESTABLISHING CONTINUUM of SWPBB – 12 minutes

Practice Investments
1. What practices for all students, staff, & settings (T1)?
   - Implementation fidelity: HIGH, MEDIUM, LOW, ??
2. What practices for groups of students (T2)?
   - HIGH, MEDIUM, LOW, ??
3. What practices for individual students (T3)?
   - HIGH, MEDIUM, LOW, ??

~80% of Students

Big Idea #7

Teach 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.

Basic Behavior Teaching Processes

ACQUISITION
DEFINITION
PREVIEW
ACQUISITION
RESPONDING
ACQUISITION
Fluency Building & Generalized Responding

DEFINE
FLUENCY BUILDING & GENERALIZED RESPONDING

RETEACH
RETEACH
RETEACH
PRECORRECT
Supervi

Based on DATA
range of examples

Model
needs
reached

Monitor & provide positive feedback & reinforcement

PRACTICES
range of settings

REINFORCE & Rehearsal

REINFORCE

REINFORCE & Rehearsal

Positive

SUPERVISE

Monitor & provide positive feedback & reinforcement

Practice
range of settings

Reinforce & Rehearsal

Reteach

Reteach

Renewed

PreCorrect
Big Idea #8

Do smallest thing that has biggest effect

Classroom Practices & Systems Self-Assessment

Classroom Practices & Systems Decision Making
Big Idea #9

Implement w/ contextual fidelity

"Don't Throw Stones!"

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective</td>
<td></td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
<td></td>
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</tbody>
</table>

Fassn & Blase, 2009

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

Equality vs. Equity

Family

Student

Teacher

Administrator

Community

Fixsen & Blase, 2009
Big Idea #10
Give others Implementation capacity

Implementation Drivers & Capacity Development
www.pbis.org

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IMPLEMENTATION CAPACITY
Practices
Ability of individuals, institutions & societies to perform functions, solve problems, & set & achieve objectives in a sustainable manner.
United Nations Development Programme, 2009 p. 53

Systems
Process through which individuals, organizations & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time.
Center for Disaster Reduction Initiative, Cadri.net, download 12 Sep 2015

Capacity Development
“Process through which individuals, organizations, & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time”
(United Nations Development Programme, 2009)

Selection, Alignment, & Integration Process
1. Identify measurable needs & expected outcome
2. Identify existing/new practices that align with expected outcome
3. Prioritize defendable & implementable practices
4. Integrate practices to expected outcome
5. Organize Support systems to implement integrated practices with fidelity

NIRN.org
Scalingup.org
Fixsen & Blase

OUTCOME
Student benefit

PRACTICES
Evidence-based practices

DATA
Practice implementation fidelity

SYSTEMS
Data-aligned, integrated, & tiered implementation continuum

DRAFT
Big Idea #11

Vary supports based on responsiveness

SAVE THE DATE

October 27-28, 2016

PBIS: Systems for Enhancing Climate & Culture

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Universal*
Targeted*
Intensive*
Continuum of Support for ALL:
"Molcom"
Dec 7, 2007
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