Positive Behaviour for Learning: A systems approach to school improvement.

Review of Behavior Foundation of PBL

George Sugai
OSSEF Center on PBIS
University of Connecticut
25 June 2019
www.pbis.org www.neswpbs.org
George.sugai@uconn.edu

1997-2018
2018-2024

10:45-12:00

Our Logic

To improve learning, improve teaching environment
- Academic & social behavior are learned & teachable
- Theory of learning & teaching required

Successful teaching environments are effective, responsive, efficient, relevant, & durable

- Decide w/ data
- Focus on student outcome & benefit
- Select evidence-based practices
- Implement w/ competent systems

Theory of Change

What’s the mechanism?

“Roadmap”
Charts causal pathway of strategies needed to answer specific question & achieve desired outcomes
“To address X, we must do Y,”
Based on set of underlying & supporting testable hypotheses
“Addressing X with Y will produce Z.”

Defendable Theory of Action

Confimable
Repeatable
Actionable

1. Describe & Hypothesize Observations
2. Develop Effective Strategy
3. Establish Implementation System
4. Evaluate & Act on Results

Comprehensive
Parsimonious
Behaviorism

Behavior is learned
Behavior is lawful, therefore understandable & influence-able

Basic Unit of Analysis

Behavior & environment are functional related

Science of behavior has taught us that children, youth, adults... Are NOT born with "bad" or "good" behaviors
Do NOT learn when presented aversive consequences
DO learn better ways of behaving by being Taught
Receiving positive feedback

BEHAVIORISM
Science of Behavior

Applied Behavior Analysis

Behavioral Analytic Approach

Behavioral Science

PBIS Logic Model

Guiding Behavioral Questions

1. BEHAVIOR & ENVIRONMENT: What is being observed, learned, and taught & under what environmental conditions?

2. HYPOTHESIS/FUNCTION TESTING: What occasions (triggers) & maintain behavior?

3. FUNCTION-BASED: How does function inform intervention & instructional decision making?

4. IMPLEMENTATION: What behavioral systems are needed to maximize implementation fidelity?

Setting Conditions
Antecedents
Behaviors
Consequences

Academic
Social & behavioral
Emotional & mental
College & career readiness

Leadership
Teams
Classroom
Discipline
Small group & individual

Universal screening
Academic
Social & behavior
Classroom management
Implementation fidelity
School climate

Guiding Principles
MTSS & tiered high
Prevention & precorrection
Teaching & reinforcement
Function-based supports

Evidence-Based Practices

Data Based Screening & Assessment

Academic
Social & behavioral
Classroom management
Implementation fidelity
School climate

Basic Unit of Analysis

STUDENT BENEFIT
IMPLEMENTATION SYSTEMS

Basic Unit of Analysis
PBIS Logic Model

Reinforcement Principle

How accurate is implementation?

What level of support is indicated?
What do behaviorists say about culture?

“No degree of knowledge about the characteristics of groups or cultures can substitute for the analysis of the actions of a given individual in their historical & situational context because no two members of any group are socialized in exactly the same way.”

Hayes & Toarnino, 1995

“A culture evolves when practices... contribute to the success of the practicing group in solving its problems”

Skinner, 1981

Early Conclusion...

Nothing is inherently biased or culturally irrelevant about practices & systems of PBIS implementation.

However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.

References

STUDENT BEHAVIOR
- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Traumav
- Law-violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

ADULT BEHAVIOR
- Out of school suspension
- Probation & parole
- Achievement gap
- Mental illness
- School-to-prison pipeline
- Mentally illness
- Mental health referral
- Substance use
- Weapon possession
- Social withdrawal

OUTCOMES
- Drop-out rate
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Mental illness
- School-to-prison pipeline

Apply Behavior Analytic Logic

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

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
</table>
| TV remote | Walk        | Entertained?!
| Teased    | Ignore      | Teasing stops?!
| Difficult work | Try | Work removed?!

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

Teaching & Learning
Establishing Stimulus Control

Verbal reported
SHARED BELIEFS, values, & attitudes

INDIVIDUAL & GROUP level construct

School Climate

EXPERIENCED INTERACTIONS between & among students, teachers, & administrators

Socially validated
NORMS of (un)acceptable school behavior
Teaching how to determine hypotenuse of triangle

\[ C^2 = A^2 + B^2 \]

where \( C \) is the side opposite the right angle…

"Work with another partner & do these 4 examples…"

"Hate this f____ing school & you're a dumbf____!"

"That’s disrespectful language, girl. I’m sending you to the office so you’ll learn never to say those words again... starting now!"

WARNING!
Posters don’t teach! They are prompts & reminders for ALL

Emphasizing & Teaching Positive Expectations

"Posters don’t teach... they prompt teacher actions & student behaviors. (belief of reinforcement)"
### Teaching Matrix

**SETTINGS**

- Hallways
- Cafeteria
- Library/Computer Lab
- Assembly
- Bus

**Respect**
- Respect ourselves:
  - Be on task.
  - Give your best effort.
  - Be prepared.
  - Walk.
  - Have a plan.
  - Eat all your food.
  - Select healthy foods.
  - Study, read, compute.
  - Sit in one spot.
  - Watch for your stop.

**Respect Others**
- Be kind.
- Hands/feet to self.
- Help/share with others.
  - Use normal voice volume.
  - Walk to right.
  - Play safe.
  - Include others.
  - Share equipment.
  - Practice good table manners.

**Respect Property**
- Recycle.
- Clean up after self.
- Pick up litter.
- Maintain physical space.
- Use equipment properly.
- Put litter in garbage can.
- Replace trays & utensils.
- Clean up eating area.
- Push in chairs.
- Treat books carefully.
- Treat chairs appropriately.
- Wipe your feet.

**GENERIC School-wide Example**

- **Respect**:
  - Be on time; attend regularly; follow class rules.
  - Keep location neat, keep to the right, use appropriate language, monitor noise level, allow others to pass.
  - Put trash in cans, push in your chair, be courteous to all staff and students.

- **Achievement**:
  - Do your best on all assignments and assessments, take notes, ask questions.
  - Keep track of your belongings, monitor time to get to class.
  - Check space before you leave, keep track of personal belongings.

- **Honor**:
  - Do your own work; tell the truth.
  - Be considerate of yours and others’ personal space.
  - Keep your own place in line, maintain personal boundaries.
  - Report any graffiti or vandalism.

### RAH – at Adams City High School

**Respect**
- Make good choices.
- Be respectful to adults and children.
  - Know your limits.
  - In class, sit where you are told.

**Achievement**
- Work with purpose.
- Be prepared to learn.
  - Have all materials.

**Honor**
- Be honest.
  - Every decision counts.
  - Focus on your strengths.

### Douglas County S.D., CO 4-08

**Using Your B.U.B. Behavior**

- **Behaving**:
  - Be Respectful.
  - Be Useful.
  - Be Busy.

- **Looking**:
  - Look at the task.
  - Look at the people.

### Nopera

- **Waratah Special Day School, BC**
- **Nepent’s expected behaviors at home**

### American School of Valencia, Spain 2017

- **ASV Values**
  - Respect Everyone
  - Self-Direction
  - Collaboration
  - Communication
  - Creativity & Innovation
  - Critical Thinking
  - Problem Solving
  - Leadership
  - Teamwork
  - Social Responsibility
  - Global Citizenship

### Marcus Park Primary School, Jamaica

- **March 2017**
### Classroom Routine

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Group work</th>
<th>Desk work</th>
<th>Quiet work</th>
<th>Talk</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Offer does</td>
<td>Expectation</td>
<td>Out quiet</td>
<td>Keep quiet</td>
<td>Read loudly</td>
</tr>
<tr>
<td></td>
<td>in class</td>
<td>no talking</td>
<td>not loud</td>
<td>not loud</td>
<td>loudly</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Work quietly</td>
<td>Read quietly</td>
<td>Think before speaking</td>
<td>Think before speaking</td>
<td>Speak loudly</td>
</tr>
<tr>
<td>Ready to Learn</td>
<td>Move desks</td>
<td>Keep desks clear</td>
<td>Keep students quiet</td>
<td>Keep students quiet</td>
<td>Talk loudly</td>
</tr>
</tbody>
</table>

### Classroom Routine

1. **Expected Behavior**
2. **Behavior Example**

### TYPICAL HOME ROUTINES

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Meals</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Say &quot;good morning&quot;</td>
<td>Try your best</td>
<td>Use your words</td>
<td>Say &quot;thank you&quot;</td>
<td>Say &quot;good night&quot;</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Put clothes in washer</td>
<td>Put backpack &amp; homework by 6am</td>
<td>Put toys away</td>
<td>Wash hands</td>
<td>Brush teeth</td>
</tr>
<tr>
<td>Safety</td>
<td>Return food to refrigerator</td>
<td>Put homework in backpack</td>
<td>Put toys in room when done</td>
<td>Keep chair legs on floor</td>
<td>Put toys on shelf</td>
</tr>
</tbody>
</table>

### Home Example

#### Tooborac Public School, BC

- **Safety**
  - Be Safe: Have a plan, have a backup plan, be a leader, have a plan, be a leader, have a plan, be a leader
  - Be Respectful: Have a plan, have a backup plan, be a leader, have a plan, be a leader, have a plan, be a leader
  - Be Ready to Learn: Have a plan, have a backup plan, be a leader, have a plan, be a leader, have a plan, be a leader

### Home Routine

- **Morning**
  - Be Safe: Brush teeth, take a shower, eat breakfast, get ready for school
  - Be Respectful: Take a shower, eat breakfast, get ready for school
  - Be Ready to Learn: Brush teeth, take a shower, eat breakfast, get ready for school

- **After School**
  - Be Safe: Get homework done, take a shower, eat dinner
  - Be Respectful: Get homework done, take a shower, eat dinner
  - Be Ready to Learn: Get homework done, take a shower, eat dinner

- **Bedtime**
  - Be Safe: Put clothes in washer, put backpack & homework by 6am, put toys away
  - Be Respectful: Put clothes in washer, put backpack & homework by 6am, put toys away
  - Be Ready to Learn: Put clothes in washer, put backpack & homework by 6am, put toys away
"GOLDEN PLUNGER"  
- Involves custodian  
- Procedure  
  - Custodian selects one classroom/hallway each week that is clean & orderly  
  - Places gold-plated plunger with banner on wall

"G.O.O.S.E."  
- "Get Out Of School Early"  
- Or "arrive late"  
- Procedures  
  - Kids/staff nominate  
  - Kids/staff reward, then pick

"DINGER"  
- Reminding staff to have positive interaction  
- Procedures  
  - Ring timer on regular, intermittent schedule  
  - Engage in quick positive interaction

Effective Classroom & School-wide PBIS Practices  
1. Reinforce Positively  
2. Supervise Actively  
3. Precorrect  
4. Maximize Academic Success  
5. Teach Prosocial Skills

POSITIVE GREETING AT DOOR  
- Results revealed that the PGD strategy produced significant improvements in academic engagement  
- Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, and acceptable

Guiding Behavioral Questions
1. BEHAVIOR & ENVIRONMENT: What is being observed, learned, and taught & under what environmental conditions?  
2. HYPOTHESIS/FUNCTION TESTING: What occasions (triggers) & maintain behaviors?  
3. FUNCTION-BASED: How does function inform intervention & instructional decision making?  
4. IMPLEMENTATION: What behavioral systems are needed to maximize implementation fidelity?
Concluding Considerations

- Start w/ defendable theory of change (PBIS & behavioral sciences)
- Emphasize observable behavior & environmental factors (A-B-C)
- Confirm hypothesis with data
- Consider both positive & negative reinforcement
- Engage in function-based assessment & intervention development
- Continuously monitor student responsiveness & intervention implementation fidelity
- Empirically & socially validate outcomes, practices, & systems

THANK YOU FOR YOUR ATTENTION & THINGS YOU DO!

www.pbis.org
George.sugai@uconn.edu