Merging School-wide & Classroom PBIS

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PURPOSE
Highlight why, what, & how of merging school-wide PBIS with behavior & classroom management. Merger of PBIS with academic instruction within & across classrooms also will be emphasized.

Topics: MTSS, PBIS, behavior management, teaching matrix, teaching social skills.

TODAY’S EXPECTED OUTCOMES
“Merging SW & CW PBIS?”
- Describe MTSS-PBIS features, practices, & systems.
- Describe how MTSS-PBIS, classroom & behavior management, & academic achievement are related.
- Describe how school-wide values & expected behavior are prompted, taught, & reinforced in classrooms.
- Describe “big five” classroom behavior management practices.
- Describe how teaching school-wide values & expected behaviors are integrated into typical classroom routines.

Why Merge School & Classroom Efforts?

Schools & classrooms are one of our most structured, predictable, continuous social support systems

Positive adults modeling
Academic success
Social, emotional, & behavioral success
Neighborhood availability
Specialized supports
Positive classroom & school climate

12+ yrs., 180 days/yr., 6 hrs/day
Caring, professional adults
"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)

**Schools AND Classrooms as Effective Organizations**

**Common VISION & objectives**

**Common LANGUAGE**

**Common EXPERIENCES & ROUTINES**

**Quality LEADERSHIP & coaching**

**Systems Outcomes**

**ACADEMIC-BEHAVIOR ASSOCIATION**


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**Informal School Climate Rating of Your School**

5 minutes in same school groups

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally Negative</td>
<td>Neutral</td>
<td>Generally Positive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List factors, influences, observations, experiences, etc. shaped your rating.

Average school rating ________

Rating range (lowest to highest) _______

Develop bar graph showing distribution of scores across rating option.

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**Implementation Challenge**

**INEFFECTIVE RESPONSE**
- Reactive management
- Exclusion, segregation, isolation
- Train & hope
- Non-evidenced-based practices
- Subjective decision making
- Low quality implementation of evidences-based practices

**EFFECTIVE RESPONSE**
- Prevention-based behavioral sciences
- Tiered support systems
- Data-based decision making
- Continuous coached professional development
- High fidelity implementation

**Risk Enhancers**
- Trauma
- Negative modeling
- Family, school, community disruption
- Discrimination

**Vs**

**Protective Factors**
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills
PBIS Aka MTSS Framework

Continuum

Empirically validated practices

Academic & behavior outcomes

All students

CLASSROOM PBIS FRAMEWORK LOGIC

Behavioral science-based practices & systems for shaping student & ADULT behavior

PBIS

MTSS

PB4L

RtI

RtI-A

RtI-B

SWPBS

EBS

MTSS-A

MTSS-BSRBI

SBH

MIBLSI

PBL

MIBLSI

MTSS-A

CSSS

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

TIERED PREVENTION CONTINUUM LOGIC

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

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

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

All

Some

Few

“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>CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit) ed?!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV remote</td>
<td>Walk</td>
<td>Entertained?!</td>
</tr>
<tr>
<td>Teased</td>
<td>Ignore</td>
<td>Teasing stops?!</td>
</tr>
<tr>
<td>Difficult work</td>
<td>Try</td>
<td>Work removed?!</td>
</tr>
</tbody>
</table>

All three elements are considered in SSI ...

& addressing challenging behavior

Establishing/Replacing Habit
Charles Duhigg, 2014

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remove competing cue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Add desired cue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach acceptable alternative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach desired alternative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Remove reward for old habit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Add reward for new habit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Universal Targeted Intensive Few

Continuum of Support for ALL

EXAMPLE: School-wide Continuum

CBT Check In Check Out
FBA-BIP Targeted Second Steps
Social Skills Club
Adult-Student Lunch-Bunch
Continuous Active Supervision
Frequent Positive Active Engagement
School-wide Teaching Matrix

EXAMPLE: Classroom Continuum

FBA-BIP Behavioral Contrasting
Check-In Check-Out
Peer Mentoring
Good Behavior Game
Small Group Skills Practice
Continuous Active Supervision
Frequent Positive Active Engagement
Classroom Teaching Matrix
Contingent & Specific Positive Reinforcement
Effective Instruction

Continuum Logic & Key PBIS Working Elements

Outcomes Data Practices Systems

INCREASED EFFORT
Intensity Frequency Duration Specialization Differentiation Teaming
Responsiveness -to-Treatment

Individual & collective learning histories (cultural norms & experiences)

PBIS Working Elements: SCHOOL & CLASSROOM

Shorten & straighten line to student benefit
Supporting Important Culturally Relevant/Reinforced/Used/Accepted/Valid/Effective
Supporting Culturally Relevant Evidence-based Interventions
Supporting Culturally Relevant Evidence-based Interventions
Supporting Effective Practice for adults
Supporting Effective Practice for students
Data for decision making
Effective practices for adults
Effective practices for students
Supporting Important Culturally Relevant/Reinforced/Used/Accepted/Valid/Effective
Supporting Culturally Relevant Evidence-based Interventions
Supporting Culturally Relevant Evidence-based Interventions
Merging School & Classroom Efforts?

Emphasizing & Teaching Positive Expectations

Expectations & behavioral skills are taught & recognized in natural context

PBS – Respect & Responsibility

- **OTHERS**
  - Use cells & converse @ breaks
  - Work as team collaboratively

- **SELF**
  - Hydrate & stretch
  - Check yourself
  - Be safe

- **ENVIRONMENT**
  - Pre-cycle & recycle
  - Keep track of personal stuff
Typical Contexts / Routines

<table>
<thead>
<tr>
<th></th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Introduction</td>
<td>Eyes on speaker</td>
<td></td>
<td>Do your best</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Digest materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>All tasks &amp; due dates</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>Do own work</td>
<td>Turn e-folder before due date</td>
<td>Return supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain your e-folder</td>
<td>Keep to-do calendar current</td>
</tr>
<tr>
<td>Transition</td>
<td>Use inside voice</td>
<td>Keep hands to self</td>
<td>Have plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Budget materials first</td>
<td>Be punctual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have materials ready</td>
<td>Have plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask if unclear</td>
<td>Have plan.</td>
</tr>
<tr>
<td>Teacher Lecture</td>
<td>Eyes on speaker</td>
<td>Keep hands to self</td>
<td>Have plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use materials as instructed</td>
<td>Ask.</td>
</tr>
<tr>
<td>Teacher Lecture</td>
<td>Eyes on speaker</td>
<td>Keep hands to self</td>
<td>Have plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use materials as instructed</td>
<td>Ask.</td>
</tr>
<tr>
<td>Independent &amp; Lab Work</td>
<td>Use inside voice</td>
<td>Keep hands to self</td>
<td>Have plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use materials as instructed</td>
<td>Ask.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Step, Step Back, Think, Ask</td>
<td></td>
<td>Step, Step Back, Think, Ask</td>
</tr>
</tbody>
</table>

CLASSROOM-WIDE EXPECTATIONS

- Respect
- Responsibility
- Ready to Learn

TEACHABLE EXPECTATIONS (CLASSROOM)

- Kamaksyiq
- Savaqatigiiyujiq

EXAMPLE

Classroom Setting/ Routines

Typical Classroom Settings/Routines

- Class
- q
- r
- s
- t
- u
- v
- w
### TYPICAL HOME ROUTINES

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></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><strong>Responsibility</strong></td>
<td>Put clothes in washer</td>
<td>Put backpack &amp; homework by backdoor</td>
<td>Put toys away</td>
<td>Wash hands</td>
<td>Brush teeth</td>
</tr>
<tr>
<td><strong>Safety</strong></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>

### Linking Positive Behavior at School & Home

**Morning**
- Be Ready to Learn
- Be Respectful
- Be Safe
- Honor diversity
- Finish homework before e-games

**After School**
- Be Safe
- Be Respectful
- Be Ready to Learn
- Finish homework before e-games
- Eat dinner with family

**Mealtime**
- Be Safe
- Be Respectful
- Be Ready to Learn
- Eat dinner with family

**Bedtime**
- Be Safe
- Be Respectful
- Be Ready to Learn
- Put toys on shelf

### Tooborac Public School, BC

**School Climate & School-wide & Classroom Behavior Management: Essentials**
- School Climate
- Active Supervision
How did we get here?

**Evidence-based Practices in Classroom Management: Considerations for Research to Practice**

Brundrett, Shure, Salas, Beach, and Schoen. University of Connecticut

Abstract:
Classroom management is a critical skill area. Teachers should be trained and supported in building positive learning environments that are aimed to be successful. This is particularly important for students with disabilities. The purpose of this paper is to describe a review of evidence-based practices in classroom management in order to inform teachers about how to create positive learning environments.

Classroom Management: Self-Assessment

Teacher __________________________

Date __________

Instructional Activity Time Start ______

Time End ______

Tally each Positive Student Contacts

Total #

Tally each Negative Student Contacts

Total #

Ratio of Positives to Negatives: _____ to 1

Classroom Management Practice Rating

1. I have arranged my classroom to minimize crowding and distraction

Yes  No

2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).

Yes  No

3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).

Yes  No

4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).

Yes  No

5. I provided each student with multiple opportunities to respond and participate during instruction.

Yes  No

6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing).

Yes  No

7. I actively supervised my classroom (e.g., moving, scanning) during instruction.

Yes  No

8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.

Yes  No

9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, prizes, etc.).

Yes  No

10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.

Yes  No

Overall classroom management score: 10-8 “yes” = “Super” 7-5 “yes” = “So-So” < 5 “yes” = “Improvement Needed”

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3. Precorrect

- Identify triggers, maintainers in problem context
- Remove & minimize triggers & maintainers
- Strengthen & practice replacement responses
- Add reinforcers for approximations

4. Maximize academic success

- Multiple opportunities to respond
- Variety of engagements
- Academically challenging
- Reinforcement of desired approximations

5. Teach academic routines & social skills

- Teach for fluency & generalized use in context
- Use school-wide behavioral expectations
- Model, prompt & precorrect
- Reinforce desired approximations

Classroom Management - 5 minutes

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPSS Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1. Basic classroom management practices used in most (80%) of classrooms throughout school day?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Plan exists for teaching school-wide social skill expectations in classrooms?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Plan for teaching &amp; encouraging use of basic classroom management practices?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Planned &amp; practiced procedures for crisis situations?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5. Are we using data to monitor the above?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
<td></td>
</tr>
</tbody>
</table>

Final Thoughts

1. Use common SW language, values, & routines throughout day.
2. Teach & practice for acquisition & fluency, & prompt & reinforce for durability & generalizability
3. Model, prompt, & reinforce in every academic & social behavior interaction
4. Integrate academic & behavior strategies & practices
5. Develop classroom MTSS continuum of practices
6. Assess response-to-intervention (data) to problem solve
7. Arrange systems to maximize implementation fidelity
8. Use smallest w/ biggest, durable effect (big 5)

PBIS-related Resources
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 a full range of education settings, and assist state level planning to improve school quality and student success.

Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

October 4-5, 2018
PBIS: Celebrating Positive & Safe Learning Environments
Hilton Chicago
720 S. Michigan Avenue
Registration opens April 3rd. For more information, visit the Upcoming Events page at www.pbis.org in March.