What's Next for PBIS: Misconceptions, Directions, Priorities

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Random Closing Comment
- Fundamentals & misrules
- Current & future priorities

Fundamentals & Misrules
PBIS (aka 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

PBIS is about.... Improving classroom & school climate Integrating academic & behavior initiatives Decreasing reactive management Maximizing academic achievement

SWPBS emphasis Supporting Important Culturally Equitable Academic & Social Behavior Competence Supporting Culturally Valid Decision Making Supporting Culturally Relevant Evidence-based Interventions

SUPPORTING STUDENTS, STAFF, 
& SETTINGS
Continuum of Support for All:
- Universal
- Targeted
- Intensive

Label behavior…not people
- Science
- Writing
- Spanish
- Comprehension
- Soc skills
- Decoding
- Tech skills
- Basketball

Universal Targeted Intensive

Continuum of Support “Theora”

Behavior Support
- Intensive
- Targeted
- Universal

SWPBS: Core Practice Features
- Precision
- Engagement
- Feedback
- Practice
- Teamwork

Sharon: PBIS & Mental Health
Interconnected Systems Framework

- Schools great prevention & intervention opportunities
- Evidence base exists
- Implementation needs work
- PBIS+MH = efficient partnership

Potential for cultural exchange & conflict
PBIS Logic Model

Inputs (A)
- WHAT WE HAVE
  - Evidence based practices
  - Data systems
  - Behavioral & prevention sciences
  - Implementation examples

Outputs (B)
- WHAT WE WILL DO
  - Implement continual supports
  - Establish local, high fidelity implementation networks
  - Establish instructional & behavior support leadership
  - Decide w/ data

Outcomes (C)
- WHAT WILL CHANGE
  - Sustained, high fidelity implementation
  - Data-decision capacity
  - Positive classroom & school climate
  - Social, emotional, behavioral & learning competence

Positive School Climate
Did you feel that!

SURGEON GENERAL'S REPORT ON YOUTH VIOLENCE (2001)
COORDINATED SOCIAL EMOTIONAL & LEARNING (GREENBERG ET AL., 2003)
CENTER FOR STUDY & PREVENTION OF VIOLENCE (2006)
WHITE HOUSE CONFERENCE ON SCHOOL VIOLENCE (2006)

VIOLENCE PREVENTION

HIGH RATES ACADEMIC & SUCCESS
POSITIVE PREDICTABLE SCHOOL-WIDE CLIMATE
POSITIVE SOCIAL INSTRUCTION
POSITIVE SUPERVISION & REINFORCEMENT

HOW?

Maximizing academic success
Teaching important social skills
Recognizing good behavior
Supervising actively
Modeling good behavior
Communicating positively

COERCIVE CYCLE

KID (-) School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, intimidation
- Disengagement & withdrawal
- Nonattendance, tardy, truancy
- Violent/aggressive behavior
- Littering, graffiti, vandalism
- Substance use

SCHOOL (+) School climate
- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

Understanding mechanism (Function) matters!
**Why is negative school climate undesirable?**

- Shifting accountability away from school
- Triggers & reinforces antisocial behavior
- Creates environments of control
- Weakens academic & social behavior development

**Positive Reinforcement Cycle**

**SCHOOL**

- 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

**KID**

- 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??**

- **Positive School Behavior**
  - Positively reinforced
- **Positive Reinforcement Cycle**
- **Positive School Behavior**

**“Power of Habits”**

Charles Duhigg, 2012

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<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>

- **Positive Reinforcement Cycle**
  - Challenge: Replacing current behavior (strong habit) with new behavior (weak habit)

**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 addressed in SSI

**Terry: PBIS & Explicit Instruction**

- All: academic & social behavior
- Teach, reteach, reinforce explicitly
- Maximizing use of instructional minutes
- OTR for both students & teachers
- Invest in lots of positive explicit teaching & reinforcement early, frequently, authentically
- Yours....
### Teaching social like academic skills

1. **Define**
   - Simply define social skills.

2. **Adjust instruction**
   - For efficiency and new settings.

3. **Model**
   - Demonstrate range of examples.

4. **Monitor**
   - Provide performance feedback.

5. **Practice**
   - In range of natural settings.

### Social Skill Teaching & Learning Phases

**Acquisition**
- New skill w/ accuracy
- Show, model, explain w/ feedback

**Fluency**
- Speed & consistency
- Practice w/ feedback

**Maintenance**
- Sustained w/ 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

### Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>Expected Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td></td>
</tr>
<tr>
<td>Hallways</td>
<td>Respect ourselves</td>
</tr>
<tr>
<td>Playgrounds</td>
<td>Respect others</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Practice</td>
</tr>
<tr>
<td>Library/Computer Lab</td>
<td>Practice</td>
</tr>
<tr>
<td>Assembly</td>
<td>Practice</td>
</tr>
<tr>
<td>Bus</td>
<td>Practice</td>
</tr>
</tbody>
</table>

### Social Skills Misrules

- Punishment teaches
  - Punishment signals error.
  - Punishment does not teach SS.

- Teach "1 hour on 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.

### Expectations

1. **Social Skill**
2. **Natural Context**
3. **Behavior Examples**
**RCT & Group Design PBIS Studies**

- "Wagering next month’s salary!"
- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, & 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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**Implementation of EBP**

<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>
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**School leaders needed to turn school around**

- Be instructional leader & organizational CEO
- Hiring & retaining quality teaching force important
- 5+ years to turn school around to last
- Instructional leader transfers 3-4 years

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**Basic MTBF Implementation Framework**

- Regional/District Leadership
- Internal Coaching Support
- External Coaching Support
- Team Support
- School Behavior Team
- School Staff
- Student Benefit

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**School leadership & contributing factors on student learning.**

- State Leadership, Policies and Practices
- School Conditions
- Teachers
- Student Learning

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*Fixsen & Radesky, 2014

"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