Positive Behavioral Interventions & Supports: Outcomes, Practices, & Systems

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1. Features of positive behavioral interventions & supports (PBIS) & multi-tiered systems of support (MTSS)
2. Implementation practices & systems
3. Applied outcomes & empirical supports

3 MAIN TOPICS

3 Worries & Ineffective Responses to Problem Behavior

"Wait-n-See" approach
"Get Tough" reactive practices
"Train-n-Hope" training format

Why PBIS?

Prepare careers & college
Support academic success
Reduce reactive management
Enhance positive social & emotional behavior
Improve general classroom & school climate

Why PBIS?

Positive Behavioral Interventions & Supports

Empirically validated practices
Academic & behavior outcomes
All students

PBIS framework

PBIS Working Elements

Effective supports for adults
Effective practices for students
Data for decision making
Schools as Effective Organizations

“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)

- Common vision & objectives
- Common language
- Common experiences & routines
- Quality leadership & coaching

Conceptual Foundations

Behaviorism
- Laws of Behavior

ABA
- Applied Behavioral Analysis

PBS
- Positive Behavioral Supports

MTSS (PBIS)
- Social Validity
- All Students

Laws of Behavior
- Applied Behavioral Technology

Universal
- All

Targeted
- Some

Intensive
- Few

Continuum of Support Logic for ALL

Universal
- All

Targeted
- Some

Intensive
- Few

Dec 7, 2007

PBIS
- Problem Behavior Intervention System

RtI
- Response to Intervention

SRBI
- Systematic Response to Behavioral Intervention

PB4L
- Positive Behavior for Learning

RtI-A
- Response to Intervention - A

CSSS
- Comprehensive School Counseling Program

MTSS-A
- Multi-Tiered System of Supports - A

MTSS-B
- Multi-Tiered System of Supports - B

SWPBS
- Social, Emotional, and Behavioral Supports

BES
- Behavior Education System

MIBLSI
- Multi-Tiered Interventions at the School Level

MTSS
- Multitiered System of Supports

III
- Intensive Intervention

PBIS
- Positive Behavioral Interventions and Supports

EBS
- Emotional Behavioral Supports

RI-A
- Response to Intervention - A

RI-B
- Response to Intervention - B

RI
- Response to Intervention

SBH
- Social Behavior Help

RtI
- Response to Intervention
Label behavior...not people

Supports for all students w/ disabilities are multi-tiered

EXAMPLE: School-wide Continuum

EXAMPLE: Classroom Continuum

Continuum Logic & Key PBIS Working Elements

INCREASED EFFORT

Outcomes Data Practices Systems

Intensity Frequency Duration Specialization Differentiation Teaming Responsive-to-Treatment
Defendable data

Better Outcomes

% Difference by OSS Rates by Implementation Level Across Years

Implementing SWPBIS Tiered Framework inventory

```

Doing it correctly?

<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>Maximum</td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>Benefits</td>
<td></td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Finnert & Brass, 2009
School-Wide & Classroom PBIS (Tier 1)

Leadership team
Behavior purpose statement
Set of positive expectations & behaviors
Continuum of procedures for encouraging expected behavior
Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for discouraging rule violations

Emphasizing & Teaching Positive Expectations

GENERIC School-wide Example

Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>Social Skill</th>
<th>Natural Contexts</th>
<th>Behavior Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td>1. 1. 2. 3.</td>
<td>4.</td>
<td>2. 3.</td>
</tr>
</tbody>
</table>

Middle/High School CLASSROOM Example

<table>
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<th>Setting</th>
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Effective Classroom Behavior Management

1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Teach Behavior like Academic

Prominent Nations:
- Canada
- US
- Virgin Islands
- Portugal
- Italy
- Spain
- United Arab Emirates
- Japan
- Taiwan
- South Korea
- Hong Kong
- Turkey
- Guam
- Saudi Arabia
- Qatar

Emerging Countries:
- Canada
- US
- Virgin Islands
- Portugal
- Italy
- Spain
- United Arab Emirates
- Japan
- Taiwan
- South Korea
- Hong Kong
- Turkey
- Guam
- Saudi Arabia
- Qatar

Frequent Visitors:
- Canada
- US
- Virgin Islands
- Portugal
- Italy
- Spain
- United Arab Emirates
- Japan
- Taiwan
- South Korea
- Hong Kong
- Turkey
- Guam
- Saudi Arabia
- Qatar

Lesser Visitors:
- Canada
- US
- Virgin Islands
- Portugal
- Italy
- Spain
- United Arab Emirates
- Japan
- Taiwan
- South Korea
- Hong Kong
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- Guam
- Saudi Arabia
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**BIG IDEAS**

1. Schools = excellent **PREVENTION** opportunity (6 hrs/day, 180 days/year) that can be safe, predictable for ALL students
2. BEHAVIORAL SCIENCES serve as useful theory of action/change
3. Positive, doable, effective **PRACTICES** exist to maximize academic/behavioral success
4. Implementation **SYSTEMS** needed for students to experience & benefit from effective practices
5. **DECISION-based DATA** systems to inform actions
6. Consideration of **CULTURE** needed to guide decisions & actions

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PBIS: Classroom Behavior Management Practices & Systems

PBIS: A Framework for all schools

Saint Paul Public Schools

A World of Opportunities

**PBIS**: Classroom Behavior Management Practices & Systems

PBIS: Celebrating Positive & Safe Learning Environments

Hilton Chicago

101 East Wacker Drive, Chicago, IL

**SAVE THE DATE**

October 4-5, 2018

PBIS: Celebrating Positive & Safe Learning Environments

Dec 7, 2007

Problem solving
Cooperative play
Adult relationships
Anger management
Attendance
Peer interactions
Independent play

Label*behavior…..not*kids*
Self-regulation
Homework
Technology

Common% Vision/Values%
Common% Language%
Common% Experience%
Quality Leadership
Effective Organizations

Classroom School District State

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