ALIGNING SCHOOL-WIDE & CLASSROOM BEHAVIOR SUPPORTS WITHIN MULTI-TIERED SYSTEM

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PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students

MTSS, PB4L

Culture =

Group of individuals
Flexible, dynamic, & changed/shaped over time & across generations & setting.

Overt/verbal behavior
Collection of learned behaviors, maintained by similar social & environmental contingencies

Shared learning history
Differentiates 1 group from others

Predicting future behavior

Sugai, O’Keeffe, & Fallon 2012
When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.

Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out, to the extent possible, alternative explanations for the documented change.

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes.

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out competing explanations for effects achieved (e.g., population & contextual differences).

Samples of Definitions

1. Empirical Support
   - Functional Relationship
   - Meaningful Effect Size
   - Replication
   - Context

2. Student Fit
   - Need (+/-)
   - Priority

3. Context-Environment Fit
   - Language
   - Educational
   - Cultural

Practice Selection "Bet your next month's salary!!"

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
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior

Prevention Actions
- Teach (practice, monitor, acknowledge) prosocial behavior

Evidence-based classroom & management PRACTICES exist

DATA needed to judge implementation fidelity & student responsiveness

CONTINUUM needed to select, organize, & implement PRACTICES

School-wide SYSTEMS needed to support classroom implementation

Assumptions

School-wide Positive Behavioral Interventions and Supports (SWPBIS):
Getting Started Workbook

www.nieswpbs.org

General Implementation Process: “Getting Started”

Team

Agreements

Data-based Action Plan

Evaluation

Implementation
SW to CW PBIS….basics!

1. SW Tier 1 implemented w/ fidelity
2. SW & CW data-based decision making
3. CW linked to SW expectations
4. CW linked to expectations & common routines & settings
5. Effective instructional practices & curricula aligned & delivered
6. Full-time application of basic behavior management practices
7. SW based CW Tier 2/3 practices & supports

EXAMPLE: School-wide Continuum

EXAMPLE: Classroom Continuum

BIG IDEAS

Align & integrate classroom & school-wide PBIS practices & systems
Teach social behavior like academic skills
Integrate high quality evidence-based behavior management practices into every academic & behavior opportunity

Social Skill Teaching & Learning Phases
White & Haring, 1980

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

Fluency
- Speed & consistency
  - Practice w/ feedback

Maintenance
- Sustained 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
Basic Behavior Teaching Processes

1. ASSESS current skill
2. TEACH for acquisition (model & fluency (practice))
3. PRECORRECT for use in required settings
4. Actively MODEL, SUPERVISE, shape & REINFORCE
5. Teach w/ new examples for GENERALIZATION

ASSESS current skill

TEACH for acquisition (model & fluency (practice))

PRECORRECT for use in required settings

Actively MODEL, SUPERVISE, shape & REINFORCE

Teach w/ new examples for GENERALIZATION

Link to SW Behavioral Expectations

Teach CW like SW

Classroom Routines

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Group work</th>
<th>Desk work</th>
<th>Quizzes and tests</th>
<th>Arrival</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Offer ideas Complete all tasks</td>
<td>Sit with feet on the ground Get up and stretch if necessary</td>
<td>Get all materials</td>
<td>Check on homework</td>
<td>Pack necessary materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Read quickly if finished ahead of others Read quickly if finished ahead of others</td>
<td>Keep eyes on your own paper Study with others</td>
<td>Keep phone off and in bag</td>
<td>Let others sit with you on the bus</td>
<td>Hold doors for those with bags</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready to Learn</td>
<td>Keep materials organized Move desks quietly Keep desks organized Move desks quietly Keep desk area clean Use scrap paper Move chairs quickly Close locker doors quietly</td>
<td>Keep aisles clear Close desk area clean Use all papers Under desks Move chairs quickly</td>
<td>Walk in the hallways</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Typical Context/ Routines

<table>
<thead>
<tr>
<th>Classroom-Wide Rules/Expectations</th>
<th>Respect Others</th>
<th>Respect HW</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I Need Assistance”</td>
<td>Raise hand or show “Assistance Card”.</td>
<td>Have materials ready.</td>
<td>Have plan. Ask if unclear.</td>
</tr>
<tr>
<td>Teacher Lecture</td>
<td>Eyes on speaker. Keep hands to self.</td>
<td>Have plan.</td>
<td>Have plan. Ask if unclear.</td>
</tr>
</tbody>
</table>

Dmyers, Oct 2016
**EXAMPLE**

Teachable Expectations (Classroom)

<table>
<thead>
<tr>
<th>Expectations</th>
<th>ENTRY PROCEDURE</th>
<th>LECTURE</th>
<th>INDEPENDENT WORK</th>
<th>TURNING IN HOME/EXITING THE ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamaksrijiq</td>
<td>Teach rising and sitting up</td>
<td>Teach self-pacing</td>
<td>Teach self-help skills</td>
<td>Teach exit procedures</td>
</tr>
<tr>
<td>Inuvialuktut (Keyucan)</td>
<td>Be prepared with materials</td>
<td>Take notes</td>
<td>Teach self-help skills</td>
<td>Teach exit procedures</td>
</tr>
<tr>
<td>Savagulpinik</td>
<td>Treat others with respect</td>
<td>Teach respect</td>
<td>Teach self-help skills</td>
<td>Teach exit procedures</td>
</tr>
</tbody>
</table>

**School-wide Expectations**

1. **Respect**
   - Treat others with respect
   - Inside voice
   - Say “thank you” and “good night”

2. **Responsibility**
   - Put clothes in washer
   - Put backpack & homework by backpack
   - Put toys away
   - Wash hands
   - Linking Positive Behavior at School & Home

3. **Safety**
   - Return food to refrigerator
   - Put homework in backpack
   - Put toys in room when done
   - Keep chair legs on floor
   - Put toys on shelf

**Typical Classroom Settings/Routines**

- A
- B
- C
- D
- E

**High School Example**

<table>
<thead>
<tr>
<th>Entering &amp; Exiting Classroom</th>
<th>Teacher/Classroom</th>
<th>Homework</th>
<th>Requesting Assistance</th>
<th>Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamaksrijiq</td>
<td>Hands raised</td>
<td>Time</td>
<td>Raise hand</td>
<td>Note-taking</td>
</tr>
<tr>
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**Typical Home Routines**

- Morning
- Homework
- Playtime
- Mealtime
- Bedtime

**Be Safe**

- Morning
- After School
- Mealtime
- Bedtime

**Be Respectful**

- Morning
- After School
- Mealtime
- Bedtime

**Be Ready to Learn**

- Morning
- After School
- Mealtime
- Bedtime
Supporting SW Expectations w/ Effective Classroom Behavior Practices

EXAMPLE: Classroom Continuum

PBIS emphasis

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

How did we get here?

PBIS

OUTCOMES

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Vincent, Randall, Carlin, Starke, & Seif, 2011; Kelly, Clinebell, & Falbo, 2013
Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Teacher ____________________________</th>
<th>Date ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater ______________________________</td>
<td></td>
</tr>
</tbody>
</table>

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

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 acknowledgments 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 behaviors.
   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”

Rating

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Classroom Interventions and Supports

Interactive Map of Core Features

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

Preventive Classroom Behavior Management Practices

- Effective Classroom Management
- Active Supervision
- Precorrect
- Maximize Academic Success
- Teach Behavior like Academic

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

www.neswpbs.org

www.pbs.org
Classroom Practices & Systems Decision Making

1. Positively reinforce

- Individual & Group
- Verbal & Non-verbal

- Positive > Negatives
- Developmental, Cultural, Contextual
- Public & Private
- Academic & Social

2. Actively supervise

- Move
- Interact
- Model
- Scan
- Reinforce

3. Precorrect

- Identify triggers, maintainers in problem context
- Remove & minimize triggers & maintainers
- Strengthen & practice replacement responses
- Add reinforcers for approximations
Classroom Management - 5 minutes

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

Classroom Implementation Support System

2. Coaching
- a. Implementation prompting
- b. Regular corrections & reminders
- c. Active supervision
- d. Positive reinforcement

3. Data
- a. Decision based information collection
- b. Regular assessment of practice implementation fidelity
- c. Continuous student progress & responsiveness
- d. Regular universal risk screening
- e. Efficient analysis & display
4. SW Team
   - a. Decision making authority
   - b. Action planning capacity
   - c. Dissemination opportunities
   - d. Implementation capacity
   - e. Professional development

5. Priority
   - a. Practice implementation by >90% of staff
   - b. Top 3 school-wide &/or classroom goals
   - c. Behavior & school climate as regular agenda items
   - d. School-wide Tier 1 implementation in process or in place with fidelity

6. Organizational Efficiency
   - a. Common language
   - b. Common goals & vision
   - c. Common routines

7. Continuum Logic
   - a. Prevention emphasis
   - b. Tier 1 - universal
   - c. Tiers 2 & 3 - targeted & intensive

8. Effective Academic Instruction
   - a. Maximum academic engagement
   - b. Maximum opportunity to respond
   - c. Maximization of individual success
   - d. Differentiated instruction

9. Evidence-based Priority
   - a. Scientifically-based, empirically supported practice
   - b. Student fit & alignment w/ practice
   - c. Culture & context alignment w/ practice
   - d. Social & educational validation of practice

10. Multi-tiered System of Supports
    - a. Practice selection based on need, outcome, & tier
    - b. Practice elimination & integration based on need, outcome, & tier
    - c. Practice alignment based on tiered logic

School-wide Implementation Practices & Systems - Abbreviated

1. Administrator
   - a. Parent involvement
   - b. Parent engagement
2. Team
3. Approved Tier 1 SW & CW
   - a. Collaborative decision making
   - b. Development of SW & CW plan
   - c. Communication & feedback
   - d. Evidence-based practices
4. Approved T2/T3 Action Plan
   - a. Implementation of strategies
   - b. Monitoring & evaluation
   - c. Sustained improvement
   - d. Continuous improvement
School-wide & classroom-wide PBIS should be aligned & integrated. Teach & encourage classroom-wide PBIS explicitly, continuously, & formally. Establish classroom-wide continuum of support. Merge classroom-wide behavior support into all academic routines & activities. Decide with data. Outcome is positive school-wide & classroom-wide climate & culture.

Classroom-wide PBIS BIG IDEAS:

1. School-wide & classroom-wide PBIS should be aligned & integrated.
2. Teach & encourage classroom-wide PBIS explicitly, continuously, & formally.
3. Establish classroom-wide continuum of support.
4. Merge classroom-wide behavior support into all academic routines & activities.
5. Decide with data.
6. Outcome is positive school-wide & classroom-wide climate & culture.

Concluding Comments