Establishing Positive Climate Change through School-wide & Classroom MTSS

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
24 October 2018
www.pbis.org www.neswpbs.org
George.sugai@uconn.edu

Overview
Bernreuter Personality Inventory

QUICK REFERENCE
The Bernreuter Personality Inventory (BPI) is a self-report instrument designed to measure personality traits. It consists of 150 items and covers a wide range of areas, including neuroticism, introversion-extraversion, dominance-submission, sociability, and self-sufficiency.

Expected Outcomes

- Describe school psychologists’ role in sustaining high fidelity PBIS/MTSS implementation
- Increase fluency on key features of PBIS/MTSS
- Describe conceptual & developmental foundations of PBIS
- Describe relationship of school climate, social/emotional/behavioral development, PBIS/MTSS
- Increase fluency in personal modeling of PBIS key practices

Purpose
Discuss how school psychologists and educators participate in activities that operationalize, establish, and sustain positive school and classroom climates, particularly in the logic of MTSS. Effective, efficient, and culturally relevant implementation of evidence-based practices will be emphasized.

10/18/18
PBS – Respect & Responsibility
"Prompting Self-Managed Behavior"

- Pre-cycle & recycle
- Check environment
- Keep track of personal stuff

Why Invest in Schools, Classrooms, & School Climate?

- Increased economic, social, & political gaps & polarization
- Harassment, discrimination, & bullying behavior
- Degradation of scientific knowledge, methods, & decision making
- Prioritization of ineffective practices
- Implementation in-fidelity of evidence-based practices
- Negative classroom & school climate & culture

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

- Positive adults modeling
- Specialized supports
- Positive classroom & school climate

Regardless of perceptions of crime, 95% students reported feeling safe at school.
More likely to report feeling safe at school if access to adult or student

2007-2015
Decreases in rates of reported bullying & hate-related words
- 20% in 2015
Post 2016??

5850 to 6,121 increase (4.6%) total hate crime incidents (6.4% 2014)
- 19% rise anti-Muslim hate crimes
- 5% increase (3,310 to 3,489) race/ethnic hate crimes
- 58% race (1/2 black)
1/5 religious bias
1/6 sexual orientation bias

OFFENDERS:
- 46% white, 25% black

FBI Data on Reported Hate Crime Incidents
November 2017

Behaviorism & Theory of Action & Change
Theory of Action

“Roadmap”
Charts causal pathway of strategies needed to answer specific question & achieve desired outcomes (i.e., “To address X, we must do Y.”)

Based on set of underlying & supporting testable hypotheses (i.e., “addressing X with Y will produce Z.”)

ABA-1
SPED, PT
White, Horng, Wolery, Bailey
Sofifer, Bier, Wolf, Bailey...

ABA-2
DI, SSR
Quilap, Horner, Engelmans, Becker, Cantin,
Lindley, Helmer, Traxley, Good, Stones, Albert,
Yoshima, Bier, Jumper, Perlskiele

ABA-3
BSBA, Behavioral & Prevention
SCIENCE
Botany & Biology, Bio, Rogers, Free, Rainm &
Kug, Lea, Park

ABA-4
BCBA, School Counseling Psychology,
Social Worker, Physical/Occupational Therapy,
Leadership, Nursing, Social Resource Officer,
General Education, Researchers...

UCSB
UW
UKY
UO
UConn

GS Shaping

Behavior is important

Behavior Analytic Approach

Adjust environment to influence & teach behavior

Natural Sciences
Behaviorism
ABA
PBS
SWPBS
PBIS

PBIS Conceptual Foundations

Fix These, NOW!

Restraint & seclusion
Dropping out
Negative climate
Out of school suspension
Bullying behavior
Prostitution & parole
Hate crime
Social withdrawal
Disproportionality
Self-injury
Truancy
Insubordination
Incarceration
Non-compliance
Achievement
In possession
Harassment
Mental health referral
Education
Social withdrawal
Non-compliance
Mental illness
Trauma
Unemployment
Self-injury
Deviant sexual behavior
Harming animals

NOT Equal!
STUDENT BEHAVIOR
• Aggression
• Bullying behavior
• Non-compliance
• Insubordination
• Social withdrawal
• Law violation
• Substance use
• Weapon possession
• Harassment
• Self-injury

ADULT BEHAVIOR
• Out of school
• Re-admit
• In-school suspension
• Probation
• Parole
• Incarceration
• In-school detention
• Out of school suspension
• Probation
• Parole
• Incarceration

OUTCOME
• Disproportionality
• Dropping out
• School failure
• Mental illness
• School-to-prison pipeline
• Achievement gap
• Unemployment
• Delinquency
• Negative climate

Apply Behavior Analytic Logic

PBIS Shaping

Also
• 2001 Reading & Behavior Research Centers
• 2007 Scaling of Evidence-based Practices
• 2014 OSHS SCTG
• Personnel & Leadership Preparation Grants
• Special Projects
• IES Research & Post-doctoral Preparation Grants

CLIMATE & CULTURE
Individuals, Classrooms, Schools, Districts...
“Race” “Diversity” “Equity”
“Gender Identity” “Disproportionality” “Individuality”
Four behaviors for every ODR data point:

- Educator completes discipline referral
- Administrator processes incident
- School establishes policy for norm-violating behavior
- Kid engages in norm-violating behavior

Culture =

Group of individuals

Flexible, dynamic, & changed/shaped over time & across generations & setting

Collection of learned behaviors, maintained by similar social & environmental contingencies

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

School Climate

INDIVIDUAL & GROUP level construct

Verbally reported SHARED BELIEFS, values, & attitudes

EXPERIENCED INTERACTIONS between & among students, teachers, & administrators

Socially validated NORMS of (un)acceptable school behavior

✓

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 & Toarmino, 1995

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

Skinner, 1981

HOMEWORK: “Learning History Map”

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

“Learning History Map”
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.

Sugai, O'Keeffe, & Fallon 2012

How does my learning history affect my actions?

- Do I have shared experiences w/ individuals who are diverse?
- Are my actions equitable?
- Do I stop & check before I act?
- Do I act w/ team?
- Do I use data to guide my actions?

McIntosh et al., 2016

References


Southern Poverty Law Center

https://www.splcenter.org/
**Risk Factors vs Protective Factors**

**Antisocial behavior**
- Mental illness
- Disability
- Substance Use
- Interpersonal behavior

**Implementation Consideration**

**Risk Factors**
- Mental illness
- Disability
- Substance Use
- Interpersonal behavior

**Protective Factors**
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

---

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

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

---

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

**Prevention as “beforehand” explicit & precise actions in setting where problem behavior predicted**

**Prevention Objectives**

**Prevention Actions**

**Prevention Objectives**
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

**Prevention Actions**
- Add Effective Reinforcers
- Remove Discriminative Stimuli
- Increase Probability of Problem Behavior
- Preventing Problem Behavior

**Prevention Logic for All**

Redesign of teaching environments...not students

**Prevention Objectives**

**Prevention Actions**

**Prevention Objectives**
- Avoidance
- Prevention

**Prevention Actions**
- Increase Probability of Problem Behavior
- Preventing Problem Behavior

---

Biglan, 1996; Mayer, 1995; Walker et al., 1996
“Power of Habits”
...or Challenging Behavior
Charles Duhigg, 2012

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

CUE
- TV remote
- Teased
- Difficult work

HABIT
- Eat
- Sit & watch
- Hit

REWARD
- Dessert
- Entertained
- Teasing stops

All three elements are considered in SSI ...
...& addressing challenging behavior

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

School Climate
“I can feel it!”

School Climate
INDIVIDUAL & GROUP level construct

Verbally reported SHARED BELIEFS, values, & attitudes

Socially validated NORMS of (un)acceptable school behavior

INTERACTIONS experienced between & among students, teachers, & administrators

CONCEPTUAL FOUNDATIONS
- Behavioral Sciences
- Prevention
- Implementation
- Decision to assessment to intervention

CONTINUUM LOGIC
- 3-Tiered for all
- Integrated & aligned evidence-based practices
- Responsiveness -to-intervention

EMPIRICAL SUPPORT
- Technical adequacy
- Construct validity
- Educational validity

General Guiding Principles
Informal School Climate Rating of Your School

- Consider your last full school day, both classroom & nonclassroom.
- Rate (circle #) your overall perception/experience of the social, emotional, behavioral climate on a 10-point scale from 0 (highly negative) to 10 (highly positive).
- List factors, observations, experiences, etc. that shaped your rating.
- Calculate an average rating with other staff members in your school.
- Discuss your rating with other staff members from your school.

MultiTiered Systems of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS)

“The Triangle”
MTSS is...

- An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention (Batsche, 2015).
- An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child and behavioral instruction and intervention (FL MTSS, n.d., p.2).
- Blueprint for school improvement that focuses on system structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students (MA Exec Office of Ed, 2016).
- A systems approach in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students (CO Dept of Education, Oct 2016).
- An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention (Batsche, 2015).
- An integrated, comprehensive framework that focuses on system structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students (MA Exec Office of Ed, 2016).

Integrate initiatives around important shared outcomes.

Teach & Arrange Learning Environment for Success
Use Data to Make Big Decisions
Screen Regularly, Early, & Universally

Develop Local Content Expertise
Coordinate Implementation w/ Team
Continuously Monitor Student Progress & Implementation Fidelity

SWPBS & Cultural Responsive Practices
Vincent, Randall, Cartledge, Tobin, & Swain-Bradway (2011)
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Vincent, Randall, Cartledge, Tobin, & Swain-Bradley, 2011

Mismatch between problem & intervention

disclip

Handbook

Functional Equivalent of "Graffiti Hotline"

Primary Prevention: School-Classroom Whole 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

ALL

SOME

Universal

Targeted

Intensive

Continuum of Support "Theora"

Continuum of Support for ALL: "Molcom"

Supports for all students w/ disabilities are multi-tiered

"Early Triangle" (Walker, Knitzer, Reid, et al., CDC, 1995, p. 201)

"Transparency" version (~1995)

Universal

Targeted

Intensive

Continuum of Support "Theora"

Continuum of Support for ALL: "Molcom"

Supports for all students w/ disabilities are multi-tiered
HOMEWORK: “Your +/- Profile”

Continuum of Support for ALL:

Universal  →  Targeted  →  Intensive

Classroom Continuum

T1 Systems
- Continuous Active Supervision
- Social Skills
- Check In
- Check Out
- Targeted Second Steps
- FBA-BIP
- CBT
- Contingent & Specific Positive Reinforcement

School-wide Continuum

T2 Systems
- Intensification of T1 Systems
- Team-based approach
- Local behavioral expertise
- Integrated systems framework

T3 Practices
- Individualized & Function based approach
- Intensification T1 practices
- Integrated academic-behavioral-mental-family supports

Low risk  Some risk  High risk

~34%  ~30%  ~19%  ~12%

~34%  ~26%  ~25%  ~21%

~32%  ~44%  ~56%  ~67%

Fall  2012            2013              2014              2015

pHomeward School:
- Literacy
- Achievement
- In Grade
- Pilot

After 3 years, pilot schools have
- More than doubled # students meeting grade literacy level goals.
- More than halved # students at significant risk for reading failure.
GENERAL IMPLEMENTATION PROCESS: “Getting Started”

Team

Agreements

Data-based Action Plan

Evaluation

implementation

Team-led Process

Emphasizing & Teaching Positive Expectations

School-Wide & Classroom-wide PBIS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Procedures for on-going data-based monitoring & evaluation

It's The Wonderful Day!

Welcome to Westwood!

BE RESPECTFUL
BE RESPONSIBLE
BE RELIABLE
BE SAFE
BE HERE
BE A GOOD Citizen

It’s The Wonderful Day!

Magnet

Westwood Elementary
1220 Greenfield Road
St. Cloud, MN 56303
Phone: (320) 253-4020
Fax: (320) 253-4021
Office Hours: 7:30-4:00

BE A RESPECTFUL Citizen
BE SAFE
BE HERE
BE A RESPONSIBLE Citizen
BE RELIABLE
BE A GOOD Citizen
Arabic Expectations at Awsaj Academy Elementary 2011-2012

S. Thomas

Teaching Matrix

SETTING

All Settings

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

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

- Whisper.
- Return books.
- Listen/watch.
- Use appropriate applause.
- Use a quiet voice.
- Stay in your seat.

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.
- Pick up.
- Treat chairs appropriately.
- Wipe your feet.
- Sit appropriately.

Expectations & behavioral skills are taught & recognized in natural context

RAH – at Adams City High School
(Respect – Achievement – Honor)

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hallways/Corridors</th>
<th>Cafeteria</th>
<th>Bulletin Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - Be on time; be respectful; 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
| - Keep area clean, put trash in cans, be mindful of others’ personal space, flush toilet
| - Do your best on all 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
| - Be a good example to other students, leave the room better than you found it

RAH: Establishing Stimulus Control
Incorporating SEL Competencies into Teaching Matrix

**Behavioral Expectations**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Expectation</th>
<th>Lesson</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavioral Expectations</strong></td>
<td>Incorporate SEL Competencies within your behavioral expectations in the classroom.</td>
<td>Teacher Excellence in PBS</td>
<td>Bloomsburg University of PA</td>
</tr>
</tbody>
</table>

Bobcat P.R.I.D.E.

**SETTING**

1. Be Prepared
2. Show Respect
3. Be Involved
4. Follow Directions
5. Show Empathy

**Morning Areas**

* Know your number for breakfast
* Have all of your belongings with you in the café and in the gym
* Proceed directly to gym after breakfast
* Use polite language such as please and thank you
* Use appropriate table manners: stay in your seat, don't talk with your mouth full, clear your area and use your 2" voice
* Take your turn
* Pay attention in line and in the halls by listening to your teacher and watching where you are going
* Clean up your area at breakfast
* Help others when they need it
* Use 2" voice in cafeteria
* Walk in the halls to the cafeteria, to the gym and to class
* Follow adult directions in all areas
* Stay seated in assigned area in gym until dismissed by adult
* Show empathy to others before school in all areas—speak kindly, using a 2" voice and be friendly and courteous to others.

**Hallways**

* Stay in line
* Face Forward
* Respect walls and student work by not touching or defacing
* Use quiet voices in the halls so others can learn
* Pick up trash
* Help others when they need it
* Hold open doors for others
* Keep hands and feet to self
* Go down the ramp and up the stairs
* Remain silent in the halls
* Show empathy in the halls by being respectful of others' learning times and being silent.
* Show empathy by helping others when they need it—opening doors, helping to pick up

**Cafeteria**

* Know your number
* Choose your main course, 2 sides and milk quickly
* Make "extra" selections quickly
* Use appropriate table manners
* Say "please" and "thank you"
* Pick up trash, even if it is not yours
* Help others
* Tell custodian about spills or messes
* Volunteer to help the custodian
* Use 2" voice
* Raise your hand if help is needed
* Walk at all times
* Remain seated until given permission
* Show empathy to all students in the cafeteria by being kind and be a friend if someone has a spill in the cafeteria—help out others and be there for each other

**Playground**

* Know weather signs
* Bring appropriate clothing
* Shoes tied up
* Show good sportsmanship
* Use "put ups"
* Take turns
* Ask others to play
* Show hazardous items to adult
* Know & abide by sports rules
* Use equipment properly
* Rocks stay on the ground at all times
* Follow adult directions
* Line up promptly at whistle
* Avoid physical contact with others.
* Show empathy at recess. You don't have to be the best at every sport or activity, but you do have to be the best type of friend to others when playing—take turns and share.
* Play by the rules
* Ask others to play with you.

**Restrooms**

* Take care of business quickly
* Proceed in a direct manner to and from the restroom
* Respect the privacy of others
* Wait your turn quietly
* Show respect for school property
* Throw away trash
* Report unsafe conditions to the office
* Report any graffiti
* Keep hands and feet to self
* Flush toilet after use
* Use bathroom equipment for its intended purpose
* Show empathy for our custodial staff—keep the school neat and clean from the halls to the restrooms—pick up after yourself and help clean

Teaching Bobcat PRIDE at Lee Elementary

Cayman Islands 2016

Jamaica 2016

MacNeill Secondary School, Richmond, British Columbia 4 Nov 2013
1. Morning
   - Say “good morning”
   - Try your best
   - Like your words
   - Say “thank you”
   - Say “good night”

2. After School
   - Put backpack & homework by back door
   - Put toys away
   - Wash hands
   - Brush teeth
   - Put toys on shelf

3. Mealtime
   - Put clothes in washer
   - Put back pack & homework by back door
   - Put toys away
   - Wash hands
   - Brush teeth
   - Put toys on shelf

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

Typical Home Settings/Routines

Classroom

SW & Home

Expectations

Typical Home Routines

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Routines</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Say “good morning”</td>
<td>Try your best</td>
<td>Like your words</td>
<td>Say “thank you”</td>
<td>Say “good night”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Put backpack &amp; homework by back door</td>
<td>Put toys away</td>
<td>Wash hands</td>
<td>Brush teeth</td>
<td>Put toys on shelf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>Return food to refrigerator</td>
<td>Put home work in back pack</td>
<td>Put toys in room when done</td>
<td>Keep chair legs on floor</td>
<td>Put toys on shelf</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School

SW & Home

Home Example

High School Home Example

Tobacoo Public School, BC
School-Wide PBS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

"GOLDEN PLUNGER"
• Involve custodian
• Procedure
  – Custodian selects one classroom/hallway each week that is clean & orderly
  – Sticks gold-painted plunger with banner on wall

"1 FREE PERIOD"
• Contributing to safe, caring, effective school environment
• Procedure
  – Given by Principal
  – Principal takes over class for one hour
  – Used at any time

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

"DINGER"
• Reminding staff to have positive interaction
• Procedure
  – Ring timer on regular, intermittent schedule
  – Engage in quick positive interaction

Social Skill Teaching & Learning Phases
White & Haring, 1989

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

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
Simonsen, Myers, Freeman, Scott, et al.

Results revealed that the PGD strategy produced significant improvements in academic engaged time and reductions in disruptive behavior. Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, and acceptable.


PGD = INCREASE in academic engagement upon entering classroom

PGD = DECREASE in disruptive behavior upon entering classroom
HOMEWORK: “Positive Greeting at Door”

1. Personal Greeting & Interaction
   - Name, fist bump, high-five, etc.

2. Precautions Task
   - Tell me, show me, do for me, etc.

3. Positive Reinforcement
   - Specific, verbal praise, gesture, authentic social, etc.

WHEN & WHERE: Every major transition throughout the year, especially beginning of year, grading period, return from breaks, Mondays, etc.

EXAMPLES: Entering building, classroom, lunchroom, sporting event, assembly, library, office, bus.

Number of Schools Implementing PBIS by Year
June 2018

36,624 schools identified as using PBIS across 51 states, DC, & Guam in 14 million students

Number of Schools Implementing PBIS by Year
June 2018

Logarithmic

Proportion of Schools Implementing PBIS by State
January 1, 2017

21 States <50% Schools

14 States >45% Schools
RCT & Group Design PBIS Studies


Developing & Maintaining Emergency Operations Plans

"Comprehensive Preparedness Guide (CPG) 101 provides Federal Emergency Management Agency (FEMA) guidance on the fundamentals of planning & developing emergency operations plans (EOP). CPG 101 shows that EOPs are connected to planning efforts in the areas of prevention, protection, response, recovery, & mitigation."

Guide for Developing High-Quality School Emergency Operations Plans

"Lessons learned from school emergencies highlight the importance of preparing school officials & first responders to implement emergency operations plans. By having plans in place to keep students & staff safe, schools play a key role in taking preventative & protective measures to stop an emergency from occurring or reduce the impact of an incident."
Positive School & Classroom Climate

Culturally Responsive & Contextually Relevant Environment

Social Skills

Interpersonal

Bystander

Conflict management

Environment

Self-management

Anger management

Seeking assistance

Goal setting & action planning

Problem solving

Behavioral Screening

Monthly informal

Quarterly formally

Discipline Data

Major v. minor

Attendance

Critical incidence

Repeat rule violations

Threat Assessment

Team

Mental health

Law enforcement

School Procedures

Prevention monitoring

Treatment follow-up

Communication

Student

Parents

Staff

✓

Precorrecting for Implementation Errors

“Declutter & minimalize”

“Doing it correctly?”

IMPLEMENTATION

Effective Not Effective

Maximum Student Benefits

Effective

Not Effective

Why + Who + How + What = ?

Fixsen & Blase, 2009
Why + Who + How + What = ?

Apply Behavioral Sciences Logic?

MIS-RULES

1. "Wait-n-see"
2. No wait-list for T2/3
3. Never done; always adjust based on data"
4. "If it's evidence-based, do it"
5. "If student getting T2/3, no need to experience T1"
6. "All students experience T1, some/few students receive bit more"
7. "START with academics then shift to behavior"
8. "T3 is a special education in T3"
9. "We need to MTSS bullying behavior"
10. "Screen continuously for risk"

CLARIFICATIONS

1. "Stand-n-see"
2. "No wait-list for T2/3"
3. "Done w/T1, now let's do T2/3"
4. "If it's evidence-based, do it"
5. "Align practice w/need & outcome"
6. "Assist students experience T1, some/few students receive bit more"
7. "Inegrate academic & behavior"
8. "Translister practices, not service delivery"
9. "MTSS guides us toward best practice"
Research-based Sustainability Drivers

School
- Team
- Data collection use
- Data collection sharing with staff
- Classroom PBIS

District
- Internal training systems
- Internal coaching systems
- Internal peer community of practices
- School implementation examples

State
- State team
- Centralized training systems and curriculum
- Implementation Blueprint Self-Assessment

McIntosh et al., 3 October 2018 SCTG Preconference

Train & Hope
- Low implementation fidelity & sustainability
- Poor student outcomes

More is Better
- Competing resources
- Reduce impact
- Low implementation fidelity & sustainability

Makes Sense
- Common sense doesn’t necessarily mean good sense

Won’t Happen Here
- Stuff happens

Acknowledging Prevention Implementation Misrules

Guiding Principles

1. Align w/ student outcomes & benefit
2. Most efficient, effective, & relevant practice & system
3. Efficient = durable & doable
4. Effective = empirically replicable
5. Relevant = contextual, cultural, & aligned
6. Decide w/ data with Tiered Framework logic
7. AA = Avoid, Avoid
   - Very intensity, specificity, frequency, duration, etc. based on assessment of responsiveness
8. Develop capacity to & invest in long-term high-fidelity implementation
   - Policy, stakeholders & visibility, funding, workforce
   - Training, coaching, behavior expertise, performance feedback & evaluation
   - Documented examples

Concluding Comments: 7 Big Ideas

Big Ideas

1. Schools = excellent prevention opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students

Big Ideas

2. Behavioral Sciences (ABA)
   - Serve as useful theory of action/change
   - "I'm behaving well. Are you sure you wouldn't like to positively reinforce it?"
   - "I appreciate the text, Kate, but next time you can just raise hands."

"Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students."
10/18/18

**BIG IDEAS**

3 Positive, doable, effective **PRACTICES** exist to maximize academic/behavioral success

4 Implementation **SYSTEMS** needed for students to experience & benefit from effective practices

**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

5 **DECISION-based DATA** systems needed to guide actions

6 **TEACH** directly by modeling, prompting, practicing, & reinforcing

7 Consideration of **CULTURE** (local context) & **STUDENT BENEFIT** needed to guide decisions & actions