

School-Wide Wellbeing through Positive Behaviour

# How Does Implementation Relate to Student Benefit?

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## PURPOSE

Although we can always use more, we have good toolbox of **evidence-based behavior support practices**. However, these practices often don't produce expected outcomes for students because we have not attended to **practice selection & implementation fidelity & sustainability**. **Purpose** is to discuss how to increase our attention on implementation of evidence-based practices to maximize desired student outcomes.

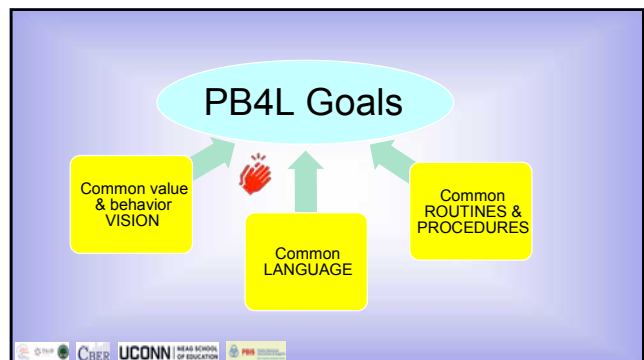
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Presentations

IMPLEMENTATION PHASES	Activities	Duration	Key Action
Exploration	Define & measure need & solution, identify evidence-based practice, secure agreement & priority	3-6 months	Why it
Installation	Develop implementation team, evaluation system, & PD plan, & prepare staff	3-12 months	Get ready for it
Initial	Test, coach, evaluate small scale implementation and adjust & prepare for full implementation	6-12 months	Try it
Full	Implement across organization & measure implementation fidelity & impact	18-24 months	Go for it
Sustained, adapted, & scaled	Streamline & adapt for durability, fidelity	36-48 months	Spread it

		IMPLEMENTATION	
		Effective	Not Effective
PRACTICE	Effective	Maximum Student Benefits	
	Not Effective		

Fixsen & Blase, 2009



**PB4L = framework to implement continuum of evidence-based practices for enhancing academic & social behavior competence for all students**

- FRAMEWORK** = systems for supporting adult implementation
- CONTINUUM** = multi-tiered & integrated progression of strategies for all students
- PRACTICES** = effective, efficient, relevant strategies experienced by students

**PB4L Organizational Framework**

- Organizing practices around student priority **OUTCOMES**
- Organizing decisions with **DATA**
- Organizing selection & implementation of empirically-supported **PRACTICES** around outcomes & data
- Organizing **SYSTEMS** to support educator implementation

Aug 2018 **RCT & Group Design PBIS**

**"Bet your next month's salary!"**

- Reduced major disciplinary infractions & antisocial behavior
- Improved academic success, adult engagement & relationships, positive safe climate, etc.
- Reduced peer rejection, peer rejection, & substance use
- Improved school climate

**PROTECTIVE FACTORS**

More than "Train & Hope"

1. Organize practices, systems, & data for efficient **IMPLEMENTATION**
2. Actively, positively, directly, purposefully **ENGAGE** student
3. Establish respectful, responsible, safe **RELATIONSHIP**
4. Implement w/ **FIDELITY** aligned evidence-based **PRACTICE**
5. Enhance academic & social **COMPETENCE**

Review Implementation Logic

- Practice-outcome alignment
- Blended funding
- Integrated practices

**Basic Continuum Logic**

**Blended Continuum Logic**

**Student Outcome**

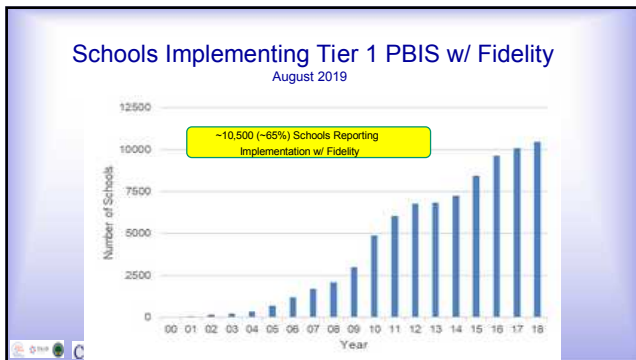
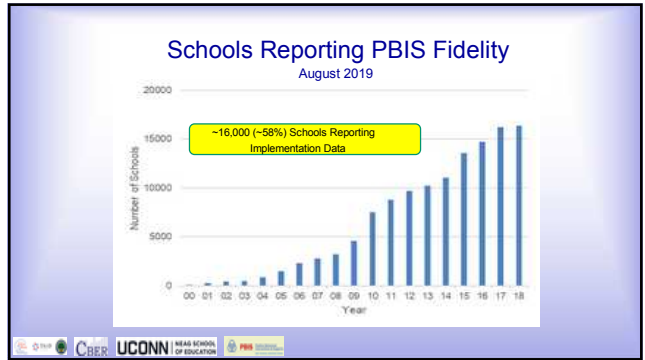
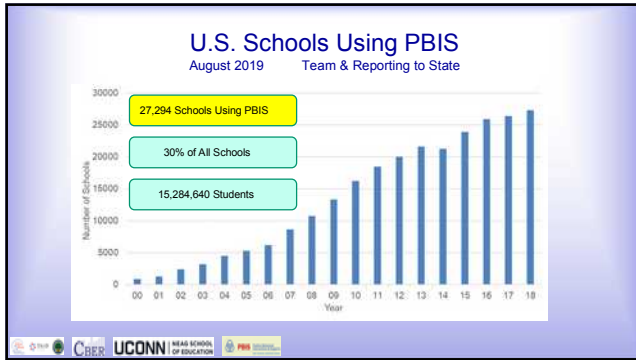
**Classroom Continuum**

**School-wide Continuum**

CBT, FBA-BIP, Check In Check Out, Targeted Second Steps, District Policy & Priority Continuum, Family Resource Center, Continuous Active Supervision, Frequent Positive Active Engagement, Contingent & Specific Positive Reinforcement, Schoolwide Reinforcing Matrix

# Schools Using PBIS

Center on PBIS  
August 2019



### PB4L Systems Features

- Preventive Teaching & Encouraging of Social Skills
- Active Administrator Engagement & Participation
- Integration of Initiatives around Important Shared Outcomes
- Coordinated Implementation by Team
- Data-Based Decisions
- Regularly, Early, & Universal Screening
- Aligned, Integrated, & Sequenced Evidence-based Practices
- Local Content Expertise
- Implementation of tiered support in classroom
- Continuous Monitoring of Student Progress & Implementation Fidelity

### Emphasizing & Teaching Positive Expectations

"Posters don't teach...they prompt teacher actions & student behaviors"  
(likelihood of reinforcement)

**Acknowledge & Recognize**

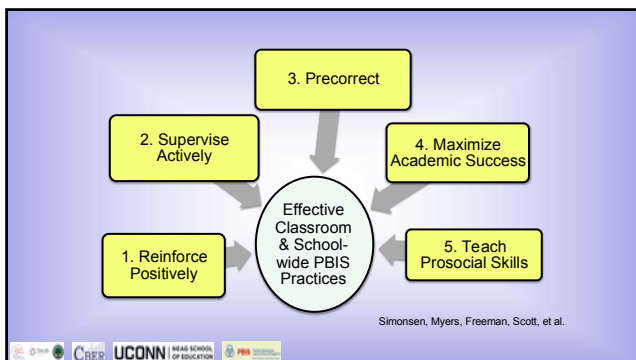
"Tangibles are prompts for specific, explicit, authentic, contingent, meaningful teacher action."  
 (associated w/ increase in expected student behavior)

Other common implementation errors.

- "Punishment teaches students to behave"
- "Verbal praise damages intrinsic motivation"
- .....others?.....

Smallest # T1 Practices w/ Biggest Impact

PBIS-related Resources



**Continuous Core PB4L Practices**

- Actively SUPERVISE & monitor
- Use VALUE vocabulary
- State observable behavior EXAMPLE
- Specify SETTING or context
- ACKNOWLEDGE appropriately, frequently, sincerely

Respect  
Responsibility  
Safety  
Learning

### "POSITIVE GREETING AT DOOR"

PGD = **INCREASE** in academic engagement upon entering classroom

PGD = **DECREASE** in disruptive behavior upon entering classroom

"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"

Cook et al. (2018). Positive greetings at high-yield proactive classroom management. Behavior Intervention, 20(3), 149-159.  
<https://doi.org/10.1177/1098300918771098>

The graph displays two data series: Academic Engagement (top) and Disruptive Behavior (bottom). The PGD Group (solid line with circles) shows a significant increase in academic engagement and a significant decrease in disruptive behavior compared to the Control Group (dashed line with squares) after the intervention period.

### HOMEWORK: "Positive Greeting at Door"

- 1. Personal Greeting & Interaction**  
Name, fistbump, high-5, etc.
- 2. Precorrective 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 year, especially, beginning of year, grading period, return from breaks, Mondays, etc.

**EXAMPLES:** Entering/exiting building, classroom, lunchroom, sporting event, assembly, library, office, bus, activity transition, independent, small group

### IMPLEMENTATION GUIDING PRINCIPLES

1. Do a few things really well
2. Make decisions based on data (student & implementation)
3. Establish common vision, language, & experience
4. Do no harm or humiliation
5. Prevent by pre-correction
6. Align evidence-based practice to outcome & context ("bet?")
7. Prompt, model, & acknowledge what is expected
8. If something is added, stop doing 2 other things
9. Work as a team & engage administrator
10. Embed in classroom

### School & Community Violence

**CALL FOR ACTION TO PREVENT GUN VIOLENCE IN THE UNITED STATES OF AMERICA**

On the front level we need:

1. Positive school climate
2. Ban assault -style weapons
3. School -based mental health
4. Reform reactive discipline practices
5. Universal background checks
6. Standardized threat assessment teams
7. Safety related information exchange
8. Gun violence protection orders