Implementation of SW PBIS in Jamaica

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Agenda 2 May

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Registration &amp; Getting Settled</td>
</tr>
<tr>
<td>8:30</td>
<td>Welcome</td>
</tr>
<tr>
<td>8:45</td>
<td>Review 2016-2017 SW PBIS</td>
</tr>
<tr>
<td>9:45</td>
<td>Team Review of Implementation Progress to Date</td>
</tr>
<tr>
<td>10:15</td>
<td>Break</td>
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<tr>
<td>10:30</td>
<td>Tier 1 and Tier 2 Integration</td>
</tr>
<tr>
<td>11:30</td>
<td>Lunch</td>
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<tr>
<td>12:30</td>
<td>Tier 2 and Tier 2 Integration - continued</td>
</tr>
<tr>
<td>1:30</td>
<td>School Leadership Team Action Planning</td>
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<tr>
<td>3:00</td>
<td>School Leadership Team Reports</td>
</tr>
<tr>
<td>3:45</td>
<td>Concluding Comments</td>
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<tr>
<td>4:00</td>
<td>Adjourn</td>
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</table>

Climate affects teaching & learning affects climate

Classroom & School Climate

Academic Success _behavior

Behavior Success

Continuum of outcomes, data, practices, & systems.

Multi-tiered Systems Support

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

BEHAVIORAL SCIENCES serve as useful theory of action/change

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

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

PBIS Tier I Fidelity by State 2015-16

62% Tier I Criterion

Using PBIS
Assessing Tier I Fidelity
Meeting Tier I Fidelity Criterion
PBIS Tier II Fidelity by State 2015-16

35% Met Tier II Criterion 2,402/6,827

PBIS Tier III Fidelity by State 2015-16

21% Met Tier III Criterion 1,436/6,827

School Team Implementation Progress Since March 1 2017

1. What have we accomplished to date?
2. What successes have we experienced?
3. What challenges have we experienced?
Science of behavior has taught us that students....

- Are NOT born with “bad behaviors”
- Do NOT learn when presented contingent aversive consequences

......*Do learn better ways of behaving by being taught directly & receiving positive feedback*
1. Climate is context for success

2. Climate generally measured by stakeholder report

3. Academic & behavior success (failure) is interactive

4. Impact of evidence-based interventions affected by implementation context & fidelity

5. MTSS is systems framework logic for organizing selection & implementation of evidence-based practices

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CULTURE is extent to which group of individuals engage in overt & verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, & predicting how individuals within the group act in specific settings conditions.
Unexcused absence
Dropout
Bullying
Discrimination
No homework
Bus safety
Violence
Malicious intent
Property destruction
Dress code
Not prepared
Hate
Excessive noise
Tardy
Noncompliance
Dress code
Vandalism
Dealing drugs
Lying
Stealing
Sustained Impact
Pre
Post
Universal
Targeted
Intensive
All
Some
Few
Dec 7, 2007
SYSTEMS
PRACTICES
DATA
OUTCOMES
Supporting Important
Culturally
Equitable
Academic & Social
Behavior Competence
Supporting
Culturally Relevant
Evidence-based Interventions
Supporting
Culturally Valid
Decision Making
Stakeholder
Workforce
Capacity
Policy & Systems
Alignment
Funding
LEADERSHIP
TEAMING
Training
Coaching
EvaluaGon & Performance
Feedback
Behavioral
ExperGse
Local ImplementaGon
DemonstraGons
ExecuGve FuncGons
ImplementaGon FuncGons
http://www.pbis.org/whats-new
What is PBIS (MTSS)?
PBIS aka MTSS, 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
Implement w/ Fidelity

Develop Continuum of Evidence-based Practices & Systems

Screen Universally

Develop Local Expertise & Implementation Fluency

Monitor Progress Continuously

Use Team to Coordinate Implementation

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**PBIS & MTSS**

Share Functions

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**Doing Business**

1. Clear outcomes is foundation for decision making.
2. Systems are about adult actions.
3. Success is about informed alignment.

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**CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**

Primary Prevention: School-/Classroom-Wide 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

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**ACADEMIC-BEHAVOR ASSOCIATION**


Potential for cultural exchange & conflict

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*

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Culture =

Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Sugai, O’Keeffe, & Fallon 2012

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**Individual Learning History & Context**

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.

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**Schools Implementing PBIS by State 2015-16**

- 21 states >500 schools
- 8 states >1000 schools
Schools Implementing PBIS by State 2015-16

- 21 states >500 schools implementing PBIS

Proportion Schools Implementing PBIS by State 2015-16

- 13 States >40% Implementing PBIS

School Climate & PBIS

School Climate

- INDIVIDUAL & GROUP level construct
- SHARED beliefs, values, & attitudes
- SHAPED INTERACTIONS between & among students, teachers, & administrators
- Sets NORMS of (un)acceptable school behavior

How staff rated the current school climate at John Gray

JGHS – 2016 HS

# Staff scoring school climate

- Mar 2016: Avg = 4.9 (51)
Quick Climate Scale for ____________ (setting)

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Positive Climate</th>
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<tbody>
<tr>
<td>Inappropriate language/gestures</td>
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<td>Appropriate language</td>
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<tr>
<td>Rough physical play</td>
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<td>Respectful language</td>
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<td>Academic failure</td>
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<td>Appropriate play</td>
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<td>Bullying, intimidation, harassment</td>
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<td>Academic success</td>
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<td>Tardy</td>
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<td>Appropriate problem solving</td>
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<td>Unexcused absent</td>
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<td>Punctual</td>
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<td>Inappropriate seeking assistance</td>
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<td>Attendance</td>
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<td>Verbal reprimands</td>
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<td>Appropriate seeking assistance</td>
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<td>Behavior corrections</td>
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<td>Specific verbal praise</td>
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<td>Detention</td>
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<td>Positive initiations</td>
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<td>Low rates student contact</td>
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<td>Positive active supervision</td>
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<td>Reactive management</td>
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<td>High student engagement</td>
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<td>Low opportunities to respond</td>
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<td>Positive pretections</td>
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<td>High academic engagement</td>
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School Climate Survey Suite
Administration Manual

Citation for this Publication

Quick Climate Scale for OUR SCHOOL LAST WEEK?

<table>
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<tr>
<th>Negative Climate</th>
<th>Positive Climate</th>
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</table>

1. Individually rate your school climate last week.
2. Describe student & staff behaviors that influenced your rating.
3. Discuss your satisfaction w/ your conclusions.

Linking SWPBS to Classrooms

Classroom Continuum

School-wide Continuum

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

#### Respect
- **Group Work:** Work quietly, with feet off the ground, get up and stretch if necessary.
- **Desk Work:** Work silently, read quietly if finished, keep eyes on work.
- **Check in:** Keep phone off and in bag.
- **Check out:** Let others sit with you on the bus, hold doors for those with bags.

#### Responsibility
- **Complain others’ ideas:** Complain, others’ ideas.
- **Listen and make eye contact:** Listen and make eye contact.
- **Close locker doors quietly:** Close locker doors quietly.
- **Go:** Go.

#### Ready to Learn
- **Key material organized:** Keep desk area clean, keep desk area clean.
- **Move desks quietly:** Use scrap paper, use scrap paper.
- **Push chairs under desks:** Push chairs under desks.
- **Walk in the hallways:** Walk in the hallways.

### Classroom Implementation Support System

#### SW to CW PBIS…basics!
- SW Tier 1 implemented w/ fidelity
- SW & CW data-based decision making
- CW linked to SW expectations
- CW linked to expectations and common routines & settings
- Effectively aligned & delivered instructional practices & curricula
- Full-time application of basic behavior management practices
- SW based CW Tier 2/3 practices & supports

### High School Example

<table>
<thead>
<tr>
<th>5 Priority</th>
<th>6 Organizational Efficiency</th>
<th>7 Continuum Logic</th>
<th>8 Effective Academic Instruction</th>
<th>9 Evidence-based Priority</th>
<th>10 MTSS</th>
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<tbody>
<tr>
<td>1 Administrator</td>
<td>4 SW Team</td>
<td>2 Coaching</td>
<td>3 Data</td>
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<td>5/2/17</td>
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</table>
Classroom & Behavior Management Practices

1. Positive Reinforcement
   - Individual & Group
   - Verbal & Non-verbal
   - Positive > Negatives
   - Developmental, Cultural, Contextual
   - Public & Private
   - Academic & Social

2. Active Supervision
   - Move
   - Model
   - Scan
   - Interact
   - Reinforce

3. Precorrect
   - Identify triggers, maintainers in problem context
   - Remove & minimize triggers & maintainers
   - Strengthen & practice replacement responses
   - Add reinforcers for approximations

4. Maximize Academic Success
   - Multiple opportunities to respond
   - Variety of engagements
   - Academically challenging
   - Reinforcement of desired approximations

5. Actively Supervise
5. Teach academic routines & social skills

- Teach for fluency & generalized use in context
- Use school-wide behavioral expectations
- Model, prompt & precorrect
- Reinforce desired approximations

How aligned is school-wide & classroom PBIS in our school?

1. What is aligned?
2. What could be aligned better?
3. What could leadership team do to improve alignment?

### EXPECTATIONS

#### FAMILY ENGAGEMENT PRACTICES & SYSTEMS

- **RESPECT**
  - Say "good morning"
  - Try your best
  - Use your words
  - Say "thank you"
  - Say "good night"

- **RESPONSIBILITY**
  - Put clothes in washer
  - Put backpack & homework by backdoor
  - Put toys away
  - Wash hands
  - Brush teeth

- **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 HOME ROUTINES

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtme</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Say &quot;good morning&quot;</td>
<td>Try your best</td>
<td>Use your words</td>
<td>Say &quot;thank you&quot;</td>
<td>Say &quot;good night&quot;</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Put clothes in washer</td>
<td>Put backpack &amp; homework by backdoor</td>
<td>Put toys away</td>
<td>Wash hands</td>
<td>Brush teeth</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Return food to refrigerator</td>
<td>Put homework in backpack</td>
<td>Put toys in room when done</td>
<td>Keep chair legs on floor</td>
<td>Put toys on shelf</td>
</tr>
</tbody>
</table>

### LINKING SWPBS W/HOME

- Family Engagement Practices & Systems
2 Basic Functions

Problem Behavior
- Obtain/Get Something
- Escape/Avoid Something

Social
- Sensory
- Tangible/Activity
- Adult
- Peer

Behavior
- Pos Reinforcement
- Neg Reinforcement

Examples of Tier 2 Practices
- Check In Check Out
- Check & Connect
- Good Behavior Game
- Contingency Behavior Contracting
- Freshman Academy
- Targeted Social Skills Instruction
- Social Skills Club

Developing Tier 1 & 2 Continuum
1. Is Tier 1 (TFI >80%) in place?
2. What Tier 2 intervention options align w/ our student/school characteristics?
3. Do we have small group of individuals who have Tier 2 expertise?
4. Given above, what can we do next?

School Team Action Planning
1. Review TFI responses.
2. Identify 3 doable SW-PBIS activities/tasks to be completed before end of school year (what, who, when, how).
3. Develop 5-minute report for next saff meeting.
4. Set next 2 meeting dates/times.

School Visits
- Wed
  - A.m. Chester Castle
  - P.m. Anchovy HS
- Thu
  - A.m. Albert Town
  - P.m. Holmwood Technical
- If possible
  - Chat with
    - Administration
    - Team
    - Students
    - Staff
  - Review materials, activities, etc.
  - Strategize
Climate affects teaching & learning and affects climate.

Continuum of outcomes, data, practices, & systems.

Classroom & School Climate

Multi-tiered Systems Support

Reported, observed, experienced directly/indirectly by students & members of staff, family & community.

Academic Success ↔ Behavior Success

Continuum of outcomes, data, practices, & systems.

Upcoming Events

Northeast PBIS Forum
May 18-19 Mystic, CT

PBIS Forum
Sep 27-29 Chicago, IL

New England PBIS
Nov 14-15 Norwood, MA

Association of PBS
Mar 28-30 San Diego, CA