Multi-tiered Systems of Behaviour Support: A Prevention-Based Framework
School Climate, Culture, Behavior, & Academic Achievement

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PURPOSE
Describe features of multi-tiered behavior supports framework for reducing overuse of reactive & exclusionary disciplinary practices. Outcomes, data, practices, & systems are highlighted relative to effective implementation fidelity & meaningful student outcomes.

PBIS is about…. Improving classroom & school climate
Integrating academic & behavior initiatives
Decreasing reactive management
Improving support for students w/ EBD
Maximizing academic achievement

School Climate
What’s it look like?

Coercive Cycle
KID (-) School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, intimidation
- Disengagement & withdrawal
- Non-attendance, tardy, truancy
- Violent/aggressive behavior
- Littering, graffiti, vandalism
- Substance use

SCHOOL (+) School climate
- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models
Positive Reinforcement Cycle

SCHOOL
(+ School Climate
- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgment
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

KID
(+ School Climate
- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

• Why is negative school climate undesirable?
- Creates environments of control
- Triggers & reinforces antisocial behavior
- Devalues child-adult relationship
- Weakens academic & social behavior development

What's it Take to Shift from Negative to Positive School Climate??

Negative School Behavior

- Coercive Cycle
- Negative School Behavior

Positive School Behavior

- Positive Reinforcement Cycle
- Positive Student Behavior

Establish positive school climate

Maximizing academic success

Teaching important social skills

Modeling good behavior

Recognizing good behavior

HOW?

Positive Student Behavior

Biglan, Colvin, Hoagwood, Mayer, Patterson, Reid, Walker

GOAL (Big Outcome)

“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

Multi-Tiered Systems of Support

All Students
PBIS (aka SWPBS, MTBF)
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

IMPLEMENTATION W/ FIDELITY
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION
CONTENT EXPERTISE & FLUENCY

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

ALL ~80% of Students
Universal
Targeted
Intensive
Few
Some
Continuum of Support for All

Label behavior…not people
2014 RCT & Group Design PBIS Studies


Concluding comments

Now what?