SWPBS School Teams – Jamaica

Updates, Review, & Implementation Fidelity & Sustainability

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www.pbis.org

www.nerpbih.org www.cber.org

- School Teams, Regional Officers
- Ministries of Education & State, UNICEF
- Students, Children, Families, Educators, Therapists
- Researchers, Policy-Makers, Providers, Trainers, et al.

Praise & Acknowledgement

PURPOSE
Provide opportunities for SWPBS School Teams to (a) review their progress & plan future activities at their schools, (b) increase their fluency of core features of SWPBS practices & systems in relation to supporting school implementation, & (c) increase their implementation knowledge of practices & systems for students with challenging behavior in context of school team professional development.

Actions for school team members

- Model expected behavior
- Precorrect & remind
- Actively, specifically recognize (reinforce)

www.neswpibs.org

www.pbis.org

“Presentations”
Key findings (math) include…

• “The PD had a positive impact on teacher knowledge.”
• “The PD had a positive impact on some aspects of instruction.”
• “The PD did NOT have a positive impact on student achievement.”

Simon Sinek on Millennials in the Workplace

Simon Sinek on Millennials in the Workplace

Youtube.com

BIG IDEAS

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

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

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

Basic Jamaica SWPBS Implementation Framework

“How do we establish durable, local, high quality implementation capacity to prevent errors?”
School Team Updates
Write & give to Regional Officer
15 minutes

1. Accomplishments (2-3)
2. Current activities (2-3)
3. Faculty responsiveness (%)
4. Student responsiveness (%)
5. Challenges (2-3)

National Climate Change & need to “double-down” on Prevention.

SPLC, 12 Jan 2017
https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools

In the first days after the 2016 presidential election, the SPLC’s Education & Civil Rights Tolerance project administered an online survey to K-12 educators from across the country. Over 10,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicates that the results of the election are having a profoundly negative impact on schools and students. A majority of educators report that school climate has temporarily altered, and most of them believe it will have a long-lasting impact. A full 90% report that heightened anxiety and uncertainty is part of students worried about the impact of the election on themselves and their families.

The number of people who mentioned:

- Islamophobia: 54
- Confederate flag: 31
- Trump: 60
- Build the wall: 675
- Deportation: 672
- Nazi: 12
- The n-word: 117
- Pussy: 10
- Trump: 7
- Noose: 4
- Africa: 89
- Latinos: 27
- Saudi: 23

Responses from 10,000 educators:…

- 9/10 seen negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
- 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
- 4/10 heard derogatory language to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
- 2,500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.
Since Nov 8 2016

Overall, the number of active hate groups increased from 892 in 2015 to 917 in 2016, the report found.
1. Why are we doing SWPBS?
2. What are core features of SWPBS?
3. What are implementation steps?
4. How do I know if working?
5. How do I maintain SWPBS implementation?
**PBIS** aka PBIS, 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

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**PBIS & MTSS Share Functions**

- Implement w/ Fidelity
- Decide with Data
- Screen Universally
- Monitor Progress Continuously
- Develop Continuum of Evidence-based Practices & Systems
- Develop Local Expertise & Implementation Fluency
- Use Team to Coordinate Implementation

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**Doing Business**

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

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**The Continuum of School-Wide Instructional & Positive Behavior Support**

Kent McIntosh
Steve Goodman

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**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

~80% of Students

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**Vincent, Randall, Cartledge, & Tobin** (2011); **Sugai, O’Keeffe, & Fallon** (2012ab)

Supporting Important Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Valid Decision Making

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~80% of Students

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Continuum Logic & Key PBIS Working Elements

Data
Outcomes
Systems
Practices

INCREASED EFFORT
Intensity
Frequency
Duration
Specialization
Teaming
Responsive-to-Treatment

% of Students V. % of Contributions (Homer, 2011)

2979 ES 889 MS 390 HS

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High intensity

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Academic Systems
Behavioral Systems

Circa 1996

Academic-Behavior Connection


Assessing School Climate

**SCHOOL CLIMATE**
- Individual & group level construct
- Refers to shared beliefs, values, & attitudes
- Shapes interactions between & among students, teachers, & administrators &
- Sets parameters of acceptable behavior & norms for school

**KID:**
- Negative School Climate
  - Non-compliance & non-cooperation
  - Disrespect
  - Teasing, harassment, & intimidation
  - Disengagement & withdrawal
  - Nonattendance, tardy, & truancy
  - Violent/aggressive behavior
  - Littering, graffiti, & vandalism
  - Substance use

**SCHOOL:**
- Negative 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

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**Positive Reinforcement Cycle**

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

**KID:**
- Positive 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

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

*Easy to say...requires sustained priority to do.*

**Coercive Cycle**

**SCHOOL:**
- Negative School Climate
  - Academic failure
  - Reactive management
  - Exclusion
  - Non-compliance
  - Social withdrawal
  - Non-data-based decision making
  - Inefficient instruction
  - Non-positive adult role models

**KID:**
- Negative School Climate
  - Academic success
  - Positive peer & adult interactions
  - Engagement & participation
  - Positive expectations
  - Model expected behavior

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**Where is your classroom & school on the climate scale?**

**PBIS goal to establish & maintain positive teaching & learning environment**
Where is your classroom & school on the climate scale?

Negative Climate

- Academic failure
- Reactive management
- Exclusion
- Reprimands
- Non-compliance
- Social withdrawal
- Low rates praise
- Negative engagements
- Bullying
- Negative expectations

Positive Climate

- Academic success
- Positive engagements
- Active supervision
- Reteaching
- Many response opportunities
- Welcoming environment
- Positive reinforcement
- Teaching social skills
- Positive expectations
- Model expected behavior

JGHS – 2016 HS

# staff scoring school climate 1 (negative) to 10 (positive)

Mar 2016 Avg = 5.9 (51)

JGHS – 2016 HS

# staff scoring school climate 1 (negative) to 10 (positive)

Oct 2016 Avg = 5.4 (40)

CHHS – 2016 HS

# staff scoring school climate 1 (negative) to 10 (positive)

Mar 2016 Avg = 4.8 (83)

CHHS – 2016 HS

# staff scoring school climate 1 (negative) to 10 (positive)

Oct 2016 Avg = 7.1 (21)
### Quick Climate Check for ____________ (setting)

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language/gestures</td>
<td>Appropriate language</td>
</tr>
<tr>
<td>Rough physical play</td>
<td>Respectful language</td>
</tr>
<tr>
<td>Academic failure</td>
<td>Appropriate play</td>
</tr>
<tr>
<td>Tackling, intimidation, harassment</td>
<td>Academic success</td>
</tr>
<tr>
<td>Tardy</td>
<td>Appropriate problem solving</td>
</tr>
<tr>
<td>Unexcused absences</td>
<td>Punctual</td>
</tr>
<tr>
<td>Inappropriate seeking assistance</td>
<td>Attendance</td>
</tr>
<tr>
<td><strong>Inappropriate</strong></td>
<td><strong>Appropriate</strong></td>
</tr>
<tr>
<td>Verbal reprimands</td>
<td>Specific verbal praise</td>
</tr>
<tr>
<td>Behavior corrections</td>
<td>Positive initiations</td>
</tr>
<tr>
<td>Detention</td>
<td>High student engagement</td>
</tr>
<tr>
<td>Low rates student contact</td>
<td>Many opportunities to respond</td>
</tr>
<tr>
<td>Reactive management</td>
<td>Precorrections</td>
</tr>
<tr>
<td>Low opportunities to respond</td>
<td>High academic engagement</td>
</tr>
<tr>
<td>Low academic engagement</td>
<td><strong>High academic engagement</strong></td>
</tr>
</tbody>
</table>

### Negative Climate (0 1 2 3 4 5 6 7 8 9 10)

### Positive Climate (0 1 2 3 4 5 6 7 8 9 10)

**Student Behavior**

**Staff Behavior**

www.pbisapps.org
Establish positive school climate

Maximizing academic success

Teaching important social skills

Modeling good behavior

Recognizing good behavior

HOW?

GOAL: Effective School, Family, Community Organizations

Common Vision/Values

Common Language

Common Experience

Quality Leadership

Effective Organizations

Classroom

School

Family

Community

Checking School Climate

20 minutes

1. Develop SC item: observable +/- student & adults
2. Determine when & where to administer
3. Collect, summarize, & graph score
4. Give report to school
5. Develop SWPBS action steps based on score

Schools Using PBIS
August 2016
> Tier 1

23,363 schools

Elem Major ODR

Middle Major ODR
High Major ODR

Sample of International Efforts

School-wide PBIS & Classroom Behavior Management

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

www.neswpbs.org

Teaching Matrix

1. Social Skills
   - Name
   - Be kind
   - Be responsible

2. Natural Consequences
   - Name
   - Be kind
   - Be responsible

Setting

- All Settings
- Hallways
- Cafeteria
- Assembly
- Bus

Expectations

- Respect
  - Self
  - Others

Behavior Example

- Name
  - Be kind
  - Be responsible
Expectations & behavioral skills are taught & recognized in natural context

Team Check of Tier 1
20 minutes

1. TEAM meets at least monthly?
2. Visual DISPLAYS of SW values & expectations?
3. Direct TEACHING of SW values & expectations?
4. Daily PROMPTS & RECOGNITION of displays of SW values & expectations?
5. Decisions made based on DATA?
Academic Success

Behavior Success

Classroom & School Climate

Multi-tiered Support Systems

### 1. Climate is context for success
- Affects outcomes
- Affected by outcomes
- Climate is malleable

Bradshaw, E., Baile, et al.

### 2. Climate generally measured by stakeholder report
- Learning history & experiences
- Observations
- Others’ reports
- Disciplinary sub-climate
- Verbal report & actions & experiences

Bradshaw, E., Baile, et al.

### 3. Academic & behavior success (failure) is interactive
- Behavior affects academic
- Academic affects behavior

Agius, Brilhante, Carlin, Khalifa, Reitmaier, Vinson, et al.

### 4. Impact of evidence-based interventions affected by implementation context & fidelity
- Climate
- Implementation fidelity
- Contextual/cultural responsiveness

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

- Decision-based data system
- Team facilitated
- Sustained through administrator priority & policy

MTSS = Multi-Tiered System of Supports

Climate & School Environment

Academic Success

Behavioral Success

Multi-Tiered Support Systems

Framework & Implementation of Stakeholder Interventions

Academically Important Outcomes for Intensive Training aka PBIS, SWPBS, MTSS-B, MTSS-A, RtI

- Every school site is governed by the MTSS model, which aligns leadership with evidence-based practices.
- Evidence-based interventions are in place across all levels of intervention.
- Organized school climate.
- Sustained team decision making.
- Engaged families & community.
- Structured school-wide behavioral expectations at all 3 levels.
- Behavioral experiences at all 3 levels.
- Engaged families & community.
- Engagement in learning (closed & open ended).

Sample of Evidence base of PBIS & Academic Behavior Studies

- McIntosh, K., Marchand, K., & Horner, R. H. (2005). Demonstration of combined efforts in school-wide academic and behavioral systems and in reducing bullying and harassment.

http://www.pbis.org/whats-new

Climate Change

Equity

Alignment

Family Engagement

ESSA RtI Rubric

Academic + Behavior MTSS

http://www.pbis.org/whats-new

Sample of Evidence base of PBIS & Academic Behavior Studies

- McIntosh, K., Marchand, K., & Horner, R. H. (2005). Demonstration of combined efforts in school-wide academic and behavioral systems and in reducing bullying and harassment.
TFI Orientation of Administration

Purpose TFI

Provide efficient & valid index of extent to which PBIS core features are in place within a school.

- Tier I (Universal PBIS)
- Tier II (Targeted PBIS)
- Tier III (Intensive PBIS)

Summary Data & Reports

- Total Score
- Subscale
- Sub-subscale
- Individual Items

Note

80% benchmark at each tier to indicate “implementation at criterion”

Subscale Reports

Sub-subscale & Item Reports
Administration Protocol

- Set schedule
- Specify personnel
- Review existing fidelity, student impact data, & relevant permanent products
- Conduct walkthrough

BEFORE

**DURING**

- Review purpose, data sources
- Roles implementation (in, partial, nil)
- Discuss fidelity
- Vote (majority, consensus)
- Record

**AFTER**

- Prioritize high by tier & subscale
- Develop action plan for each high priority item
- Present to faculty/staff for approval

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Tiered Fidelity Inventory

1. Gather team together
2. Review decision making rule
3. Complete TFI – Tier I w/ RO/EO
4. Summarize total & subtotal score
5. Develop report & suggestions based on score

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1.1 Team Composition

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I team includes a Tier I systems coordinator, a school administrator, a family members, &amp; individuals able to provide (a) applied behavioral expertise, (b) coaching, (c) knowledge of student academic &amp; behavior patterns, (d) knowledge about the operations of the school across grade levels &amp; programs, &amp; for high schools, (e) student representation.</td>
<td>School organizational chart Tier I meeting minutes</td>
<td>0 = Not implemented 1 = Partially implemented 2 = Fully implemented</td>
</tr>
</tbody>
</table>

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1.2 Team Operating Procedures

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Tier I team meets at least monthly &amp; has: (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, &amp; (d) a current action plan.</td>
<td>Tier I meeting agendas &amp; minutes Tier I meeting roles descriptions Tier I action plan.</td>
<td>0 = Not implemented 1 = Partially implemented 2 = Fully implemented</td>
</tr>
</tbody>
</table>

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1.3 Behavioral Expectations

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
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</thead>
<tbody>
<tr>
<td>Student handbook</td>
<td></td>
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<tr>
<td>School policy</td>
<td></td>
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<tr>
<td>Discipline flowchart</td>
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</table>

Scoring Criteria

- Not implemented
- Partially implemented
- Fully implemented

1.4 Teaching Expectations

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
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<tbody>
<tr>
<td>Professional development calendar</td>
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<tr>
<td>Lesson plans</td>
<td></td>
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<tr>
<td>Informal walkthroughs</td>
<td></td>
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</tbody>
</table>

Scoring Criteria

- Not implemented
- Partially implemented
- Fully implemented

1.5 Problem Behavior Definitions

<table>
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<tr>
<th>Feature</th>
<th>Data Sources</th>
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<tbody>
<tr>
<td>Staff handbook</td>
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Scoring Criteria

- Not implemented
- Partially implemented
- Fully implemented

1.6 Discipline Policies

<table>
<thead>
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<th>Feature</th>
<th>Data Sources</th>
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<tbody>
<tr>
<td>Discipline policy</td>
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</tr>
<tr>
<td>Student handbook</td>
<td></td>
</tr>
<tr>
<td>Code of conduct</td>
<td></td>
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</table>

Scoring Criteria

- Not implemented
- Partially implemented
- Fully implemented

1.7 Professional Development

<table>
<thead>
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Scoring Criteria

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- Partially implemented
- Fully implemented

1.8 Classroom Procedures

<table>
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<tr>
<td>Staff handbook</td>
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<tr>
<td>Informal walkthroughs</td>
<td></td>
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<tr>
<td>Progress monitoring</td>
<td></td>
</tr>
<tr>
<td>Individual classroom data</td>
<td></td>
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</table>

Scoring Criteria

- Not implemented
- Partially implemented
- Fully implemented