PURPOSE

To highlight foundational or core features of an evidence-based approach to establishing positive school climate & discipline for all students.

To improve fidelity or accuracy of implementation of multi-tiered behavior frameworks & maximizing student academic & social behavior competence.

Sound theory
Basic tool kit

Theory of Action

“Roadmap” that (a) charts causal pathway of strategies needed to answer specific question & to achieve desired outcomes (i.e., “To address X, we must do Y.”) & (b) is based on set of underlying & supporting testable hypotheses (i.e., “addressing X with Y will produce Z.”) (aka logic model).
THEORY OF ACTION
“Roadmap of Causal Pathway”

X Data-based Question

“To achieve X, we should do Y”

Y Evidence-based Strategy

Z Desired Outcomes

“Addressing X with Y has high probability of producing Z”

How much are you willing to bet on your decision?

THEORY OF ACTION
“Literacy Example”

X “Enhance early reading”

“To achieve X, we should do Y”

Y “Explicitly teach & acknowledge letter-sound association”

Z “Improved phonemic awareness”

“Addressing X with Y has high probability of producing Z”

How much are you willing to bet on your decision?

THEORY OF ACTION
“Behavior Example”

X “Reduce use of reactive management”

“To achieve X, we should do Y”

Y “Teach & acknowledge 3-5 Behavioral Expectations”

Z “Positive School Climate”

“Addressing X with Y has high probability of producing Z”

How much are you willing to bet on your decision?

George’s (PBIS) Theory of Action

Behavior Analysis

Behavior is learned

Biology is important

Setting Conditions

Antecedents

Behaviors

Consequences

Behavior & environment are functional related

Behavior is lawful, therefore understandable & influence-able

Enhance environment to influence & teach behavior

Setting Conditions

Antecedents

Behaviors

Consequences

What is positive school climate?

Did you feel it or did you see it!!

VIOLENCE PREVENTION

Multi-component, multi-year school-family-community effort

Positive predictable school-wide climate

High rates academic & social success

Positive adult role models

Formal social skills instruction

Positive active supervision & reinforcement

• Surgeon General’s Report on Youth Violence (2001)
• Considered Social-Emotional & Learning (Gottfried et al., 2010)
• Center for Study & Prevention of Violence (2006)
• White House Conference on School Violence (2006)
**Coercive Cycle**

**KID** (-) School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, intimidation
- Disengagement & withdrawal
- Nonattendance, 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 & acknowledgement
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

**KID** (+) School Climate
- Compliant & 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?**

- Shifts accountability away from school
- Triggers & reinforces antisocial behavior
- Creates environments of control
- Devalues child-adult relationship
- Weakens academic & social behavior development

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**WHAT'S IT TAKE TO SHIFT FROM NEGATIVE TO POSITIVE SCHOOL CLIMATE??**

**Negative Student Behavior**
- Coercive Cycle
- Negative School Behavior

**Positive School Behavior**
- Positive Reinforcement Cycle
- Positive Student Behavior

**Establish positive school climate**
- Communicating positively
- Supervising actively
- Maximizing academic success
- Teaching important social skills
- Modeling good behavior
- Recognizing good behavior

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**Biglan, Calvlin, Mayer, Patterson, Reid, Walker**
GOAL (Big Outcome)

POSITIVE SCHOOL-WIDE CLIMATE FOR ALL (Students, Family, School, Community)

Common Language
Common Experience
Common Vision/Values
Quality Leadership

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
CORE FEATURES MTSS/PBIS
CONTENT EXPERTISE & FLUENCY
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

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

Continuum of Support for All

Intensive
Few

Targeted
Some

Universal
All
Universal Targeted Intensive Continuum of Support for ALL: “Molcom”

Ind. play Label behavior…..not kids

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

~80% of Students
~15%
~5%

CORE FEATURES: School-Wide PBS (Tier 1)
- Leadership team
- Behavior purpose statement
- Continuum of procedures for teaching SW & classroom-wide expected behavior
- Procedures for encouraging expected behavior
- Set of positive expectations & behaviors

CORE FEATURES: Targeted PBS (Tier 2)
- Team & data driven
- Behavior expertise
- Increased social skills instruction & practice
- Increased opportunity for positive reinforcement
- Increased adult supervision

CORE FEATURES: Intensive PBS (Tier 3)
- Multi-disciplinary Team & data driven
- Behavior expertise
- Increased social skills instruction & practice
- Comprehensive School Mental Health Supports
- Wraparound Supports & Culture Driven Person Centered Planning

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Leadership team
Behavior purpose statement
Set of positive expectations & behaviors
Continuum of procedures for teaching SW & classroom-wide expected behavior
Continuum of procedures for encouraging expected behavior
Continuum of procedures for discouraging rule violations
Procedures for ongoing data-based monitoring & evaluation
Procedures for on-going data-based monitoring & evaluation

Increased precorection
Behavior expertise
Increased social skills instruction & practice
Increased opportunity for positive reinforcement
Increased adult supervision
Comprehensive School Mental Health Supports
Wraparound Supports & Culture Driven Person Centered Planning

Increased precorection
Multi-disciplinary Team & data driven
Behavior expertise
Continuous progress monitoring, positive reinforcement & adult supervision
Functional Based Behavior Support Planning
**SWPBS: Core Practice Features**

**TERTIARY PREVENTION**
- Multi-disciplinary team w/ behavior expertise
- Function-based behavior support
- Wraparound, culture-driven, person-centered supports & planning
- School mental health
- Continuous monitoring of progress & implementation fidelity
- Increased intervention, supervision, reinforcement

**SECONDARY PREVENTION**
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & pre-correction
- Increased opportunities for reinforcement
- Continuous progress monitoring

**PRIMARY PREVENTION**
- Team-led implementation
- Behavior priority
- Social behavior expectations
- SW & CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data-based decision making

**RESOURCES**

**Data for decision making?**
- Defendable actions

**2014 RCT & Group Design PBIS Studies**


- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

“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

Implementation for Capacity Building
Implementation phases & drivers

Implementation Drivers

Basic MTBF Implementation Framework

Team Support

Regional/State leadership
- Systemwide
- Policy
- Systems
- Structures

Internal Coaching Support
- Leadership Team
- Instructional Leadership Team

External Coaching Support
- School Staff
- Teachers
- Students

Team Support
- School Staff
- Teachers
- Students

Data-based Action Plan “Plan”

Evaluation “Check”

Implementation “Do”

State

District

School

Students

Staff

Principal, Superintendent

All Staff, Students, Administrators

Common Language

Common Vision/Values

Common Experience

Quality Leadership

“Agreements”

General Implementation Process

All Staff, Students, Administrators

MTBF framework

Funding

Visibility & Dissemination

Political Support

Policy & Systems Agreement

Personal Selection

Professional Development

Coaching & Technical Assistance

Evaluation & Performance Feedback

Content Expertise

Local Implementation Demonstrations

Leadership Team

Coordination, Readiness, Priority

Team Support

Regional/State leadership
- Systemwide
- Policy
- Systems
- Structures

Internal Coaching Support
- Leadership Team
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External Coaching Support
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- Teachers
- Students

Team Support
- School Staff
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Data-based Action Plan “Plan”

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State

District

School

Students

Staff

Principal, Superintendent

All Staff, Students, Administrators

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Common Experience

Quality Leadership

“Agreements”

General Implementation Process
Factors Directly & Indirectly Contributing To Student Learning

MTSS


Stages of Implementation

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

Foxen, Noe, Blase, Friedman, & Wallace, 2005

General Phases, Activities, & Outcomes of Implementation

Phase 1 Exploration & Adoption
- Document SC DISTRICT priority
- Document SC PRINCIPAL priority
- Document SC STAFF priority
- See Readiness Checklist

Expected Outcomes

- Staff
- Students
- Physical & Social Climate

Teaching social behavior explicitly?

Like academic behavior

Teaching Academics & Behaviors

DEFINE Simply

ADJUST for Efficiency

MONITOR & ACKNOWLEDGE Continuously

PRACTICE In Setting

MODEL

Considering Culture & Context?

Learning history
Potential for cultural exchange & conflict

Culture =
- Flexible, dynamic, & changed/shaped over time & across generations & setting.
- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

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

Culture = Group of individuals

Sugai, O'Keeffe, & Fallon 2012

1. **School** establishes policy for norm violating behavior
2. **Kid** caught engaging in norm-violating behavior
3. **Educator** opts to complete discipline referral
4. **Administrator** opts to formalize incident ODR Data Point

CONCLUSION

SWPBS emphasis

Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting **Culturally Valid** Evidence-based Interventions

Supporting **Culturally Relevant** Evidence-based Interventions

**SYSTEMS**

**PRactices**

**Data**

Cultural/Context Considerations

Training + Coaching + Evaluation

Implementation Fidelity

Prepare & support implementation

Start as effective, efficient, & relevant, disable

Maximum Student Outcomes

BASIC PBIS LOGIC

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab