PURPOSE

Review of fundamentals for enhancing MTSS links: SWPBS + School Climate + Discipline + Academic Success

THEORY OF ACTION

“To achieve X, we should do Y”

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

How much are you willing to bet on your decision?

Sound theory

Basic tool kit

Desired Outcomes

Evidence-based Strategy

Data-based Question
George's (PBIS) Theory of Action

Behavior Analysis

- Behavior & environment are functional related
- Behavior is lawful, therefore understandable & influence-able
- Biology is important
- 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!!

SWPBS is about....

- Improving classroom & school climate
- Integrating academic & behavior initiatives
- Decreasing reactive management
- Improving support for students w/ EBD
- Maximizing academic achievement

- Positive predictable school-wide climate
- High rates academic & social success
- Multi-component, multi-year school-family-community effort
- Positive adult role models
- Positive active supervision & reinforcement
- Formal social skills instruction

VIOLENCE PREVENTION

- Coordinated Social Emotional & Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)
Why is negative school climate undesirable?

Shifts accountability away from school
Triggers & reinforces antisocial behavior
Creates environments of control
Devalues child-adult relationship
Why is negative school climate undesirable?
Weaken academic & social behavior development

Biglan, Calvin, Mayer, Patterson, Ruis, Walker

GOAL (Big Outcome)
POSITIVE SCHOOL-WIDE CLIMATE FOR ALL (Students, Family, School, Community)
Common Language
Common Experience
Common Vision/Values
Quality Leadership

• Non-compliance & non-cooperation
• Disrespect
• Teasing, harassment, intimidation
• Disengagement & withdrawal
• Nonattendance, tardy, truancy
• Violent/aggressive behavior
• Littering, graffiti, vandalism
• Substance use

• 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 > negative contacts
• Predictable, consistent, equitable treatment
• Challenging academic success
• Adults modeling expected behavior
• Recognition & acknowledgement
• Opportunity to learn
• Safe learning environment
• Academic & social engagement

• 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

POSITIVE SCHOOL-WIDE CLIMATE FOR ALL (Students, Family, School, Community)
Common Language
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Quality Leadership

How?

Establish positive school climate
Maximizing academic success
Teaching important social skills
Modeling good behavior
Recognizing good behavior

Communicating positively
Supervising actively

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

Positive Reinforcement Cycle

Coercive Cycle

POSITIVE SCHOOL-WIDE CLIMATE FOR ALL (Students, Family, School, Community)
Multi-tiered Systems of Support?

Planning success for 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
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

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

ALL ~80% of Students

Universal
Targeted
Intensive

Universal
Targeted
Intensive

Behavior Support
Continuum of Support for ALL: “Molcom”

Universal
Targeted
Intensive

Label behavior…..not kids

Dec 7, 2007
Evidence-based Practices?
What & How

CORE FEATURES

Intensive PBS (Tier 3)

Multi-disciplinary Team & data driven

Behavior expertise

Increased pre-correction

Continuous progress monitoring, positive reinforcement & adult supervision

Functional Based Behavior Support Planning

Wraparound Supports & Culture Driven Person Centered Planning

COMPREHENSIVE SCHOOL MENTAL HEALTH SUPPORTS

Data-based Decision Making

Data used to...

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

IMPLEMENTATION

<table>
<thead>
<tr>
<th>Implementation Fidelity</th>
<th>Maximum Student Benefit</th>
<th>Reduced Probability of Student Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Effective</td>
<td>Low Probability for Student Benefit</td>
<td>Low Probability for Student Benefit</td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009
### RCT & Group Design PBIS Studies


### Implementation for Capacity Building

Implementation phases & drivers

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Alignment
- Personnel Selection

- Leadership Team
  - Coordination
  - Readiness
  - Priority

- Professional Development
- Coaching & Technical Assistance
- Evaluation & Performance Feedback
- Content Expertise

- Local Implementation Demonstrations

### Implementation Drivers

- Fund
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### General Implementation Process

- Data-based Action Plan
- "Plan"
- Evaluation
- "Check"
- Implementation
- "Do"

- Team
  - State
  - District
  - School
  - Students
  - Staff
  - Principal, Superintendent

- Agreements

- At Staff, Students, Administrators

"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
Basic MTBF Implementation Framework

Factors Directly & Indirectly Contributing To Student Learning

Stages of Implementation

Stages of Implementation

General Phases, Activities, & Outcomes of Implementation

Teaching social behavior explicitly?

Like academic behavior
Teaching Academics & Behaviors

DEFINE

MODEL

PRACTICE

In Setting

ADJUST for Efficiency

DEFINE Simply

MONITOR & ACKNOWLEDGE Continuously

Considering Culture & Context?

Learning history

Potential for cultural exchange & conflict

Culture =

Group of individuals

Flexible, dynamic, & changed/shaped over time & across generations & setting.

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

Predicting future behavior

Overt/verbal behavior

Shared learning history

Differentiates 1 group from

Sugai, O'Keeffe, & Fallon 2012

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
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

SWPBS emphasis

SYSTEMS
DATA
PRACTICES
OUTCOMES

Cultural/Context Considerations

Start w/ effective, efficient, & relevant, doable

Prepare & support implementation

Improve "Fit"

Training + Coaching + Evaluation

Maximum Student Outcomes

BASIC PBIS LOGIC

Sugai, O'Keeffe, & Fallon, 2012ab

Supporting Culturally Relevant Evidence-based Interventions

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Training + Coaching + Evaluation

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