Theory to Research to Practice: Improving Implementation of Tiered Systems of Behavior Support.

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www.pbis.org  www.neswpbs.org  www.cber.org

PURPOSE
Revisit core features of PBIS w/in multi-tiered support system (MTSS) framework context:
• Foundational Concepts
• Implementation Essentials
• Examples

Action Steps - Homework

1. What is 1 thing you learned that you did not know before?
2. What 3 “big ideas” will you take back to your colleagues?
3. What is 1 practice you will do tomorrow that you have not done before?
4. What is 1 practice you will consider not doing tomorrow?
5. What is 1 enhancement you can make in your teaching environment to increase likelihood of doing above?

Why?

School Discipline Challenge:
Academic & behavior success (failure) are linked!
Teaching to Corner
“This is the worst class I’ve ever had.”

Why?
Positive School Climate

Did you feel that?

Posi*ve School Climate

Did you feel that!

Coercive Cycle

KID (-) School Climate

- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Non-attendance, tardy, & truancy
- Academic failure
- 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
- Insufficient implementation support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

VIOLENCE PREVENTION

• Surgeon General’s Report on Youth Violence (2001)
• 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
- Devalues child-adult relationship
- Creates environments of control

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

- 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

What’s It Take to Shift from Negative to Positive School Climate???
HOW?

Establish positive school climate
Maximizing academic success
Teaching important social skills

Communicating positively
Supervising actively
Modeling good behavior
Recognizing good behavior

Biglan, C., Carlson, Haagwood, Mayer, Patterson, Reid, Walker

School Climate Self-Assessment – 6 min.

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Do &gt;80% of students engage in socially appropriate interactions w/ peers daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Do &gt;80% of staff have more positive than negative social interactions with their students daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Do &gt;80% of staff model positive expected social behavior daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Do &gt;80% of students experience high levels of successful academic engagement every hour?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
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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

Arranging environment to be conducive to teaching & learning
(N. Haring, 2012)

MTSS 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

MTSS Emphasis

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Valid Decision Making
Supporting Culturally Relevant Evidence-based Interventions

Vincent, R., Randall, C., Cartledge, N., & Swain-Bradway, 2011; Vincent, R., Randell, C., & Swain-Bradway, 2012ab

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IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CORE FEATURES MTSS/MTBF
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION
DATA-BASED DECISION MAKING & PROBLEM SOLVING

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

~80% of Students
~15%
~5%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

ALL

Universal
Targeted
Intensive

Universal
Targeted
Intensive

Universal
Targeted
Intensive

Universal
Targeted
Intensive

Label behavior...not people

Dec 7, 2007

Dec 7, 2007

Dec 7, 2007

Dec 7, 2007

Continuum of Support for All

Continuum of Support for ALL: “Theora”

Continuum of Support for ALL: “Molcom”

Continuum of Support for ALL: “________”

Label behavior...not kids
Teaching social skills explicitly
Establishing stimulus control...like academic skills

Social Skills Misrules

- Punishment teaches
  - Punishment signals error.
  - Punishment does not teach SS.

- Teach "1 hour every Monday"
  - SS are needed all day.
  - SS are prompted & practiced all day.

- Not my responsibility
  - SS are needed to learn.
  - SS are needed to teach.

- Bad behavior is trait
  - SS (good/bad) learned & taught.
  - Teaching SS should be formal.

“Power of Habits”
Charles Duhigg, 2012

CUE => HABIT => REWARD

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)
Establishing/Replacing Habit
Charles Duhigg (2014)

CUE
• Remove competing cue
• Add desired cue

HABIT
• Teach acceptable alternative
• Teach desired alternative

REWARD
• Remove reward for old habit
• Add reward for new habit

All three elements are addressed in SSI!

Teaching calculating hypotenuse of triangle

"Work w' another partner & do these 4 examples...."  
"C² = A² + B² where C is side opposite right angle...."  
"I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle...."  
"Work w/ your partner & calculate hypotenuse of triangle for these 3 examples...."  
"Watch me...If A = 3 & B = 4, then C² = 25, & C = 5...."  

Teaching social behaviors like academic skills

"You got it. Tomorrow let's figure out how to handle cyber-teasing."  
"That was great. What would that look like if you were stuck on the bus? In the classroom...."  
"Tell me how you would do it if you were in hallway..."  
"Watch. This is how I would do it at a concert."  
"Tell me how you would do it if you were in class..."  

Teaching/learning mis-rule!!

"Teaching by 'I hate this f____ing school & you're a dumb____!'"

"That's disrespectful language, girl. I'm sending you to the office so you'll learn never to say those words again....starting now!"  

School-wide Positive Behavior Support
Getting Started Workbook

www.neswpbs.org

• Implementation Blueprint
• Best Practices Classroom Management Guide
• Team Implementation Checklist
Emphasizing & Teaching Positive Expectations

Expectations & behavioral skills are taught & recognized in natural context

Social Skills Self-assessment – 5 min.

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<td>1. Do most (80%) of our staff agree that social skill expectations can be taught?</td>
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<tr>
<td>Yes ? No</td>
<td>2. Do we have plan for teaching school-wide social skill expectations?</td>
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<tr>
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<td>3. Do we teach school-wide social skill expectations in our classrooms?</td>
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<td>4. Do we teach school-wide social skill expectations throughout the day?</td>
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Concluding comments

Now what?
**BIG IDEAS**

- Stick w/ fundamentals
- Organize by function
- Do less better & longer
- Invest smallest most effective
- Decide w/ data
- Reinforce success

"The way to achieve dauntingly high goals is through a relentless focus on achieving seemingly little things at the same time."  - Pat Williams.

**Upcoming Events**

- **PBIS Forum**
  - Oct 22-23, 2015
  - Rosemont, IL

- **SMH Conference**
  - Nov 5-7, 2015
  - New Orleans, LA

- **New England PBIS**
  - Nov 19-20, 2015
  - Norwood, MA

- **APBS Conf.**
  - Mar 23-26, 2016
  - San Francisco, CA

- **Northeast SWPBS Conf.**
  - May 19-20, 2016
  - Mystic, CT