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 PB4L-SW in multi-tiered behavior framework context. How theory shapes research & practice is considered using implementation examples from school climate & positive behavior support.

Action Steps - Homework

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Why?

School Discipline Challenge: Academic & behavior success (failure) are linked!

Teaching to Corner

"This is the worst class I've ever had."
Factors Directly & Indirectly Contributing To Student Learning


Positive School Climate

Did you feel that?

Coercive Cycle

VIOLENCE PREVENTION

Coordinated Social Emotional & Learning (Greenberg et al., 2003)
Center for Study & Prevention of Violence (2006)
White House Conference on School Violence (2006)

KID (-) School Climate

- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Non-data based decision making
- Inefficient, ineffective instruction
- Negative adult role models

SCHOOL (-) School climate

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

KID (+) School Climate

- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & stress management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

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

Coercive Cycle

VIOLENCE PREVENTION

Positive Reinforcement Cycle

Biglan, Dishion, Mayer, Patterson, Reid, Severson, Walker

Shifts accountability away from school
Devalues child-adult relationship
Weakens academic & social behavior development

Triggers & reinforces antisocial behavior
Creates environments of control

Why is negative school climate undesirable?
What’s It Take to Shift from Negative to Positive School Climate??

Positive School Behavior
Positive Reinforcement Cycle
Positive Student Behavior

School Climate Self-Assessment - homework

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

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

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 Relevant Evidence-based Interventions

MTSS Emphasis

Implementation W/ Fidelity

Continuous Progress Monitoring

Continuum of Evidence-Based Interventions

Universal Screening

MTSS/MTBF

Core Features

Content Expertise & Fluency

Data-Based Decision Making & Problem Solving

Team-Based Implementation

.content

Practicing

Data

Outcomes

Supporting Culturally Valid Decision Making

Core Features

Content Expertise & Fluency

Team-Based Implementation

Universal Screening

MTSS/MTBF

Decision Making & Problem Solving

Supporting Culturally Relevant Evidence-based Interventions

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

Universal

Targeted

Intensive

Some

Few

All

~80% of Students

All

Targeted

Intensive

Some

Few

Behavior Support

Continuum of Support for ALL: “Theora”

Continuum of Support for ALL: “Molcom”

Universal

Targeted

Intensive

Label behavior…not people

Label behavior….not kids
SWPBS: Core Practice Features

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

**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 precorrection, supervision, reinforcement

**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

**HOMEWORK**
- ESTABLISHING CONTINUUM of SWPBS

**GUIDELINES**
- Next month’s salary.
- What can do with fidelity.
- What you want to achieve.
- Avoid people or services.

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Teaching social skills explicitly

Establishing stimulus control...like academic skills

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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.
Teaching/learning mis-rule!!

3. Find x.

Here it is

Teaching calculating hypotenuse of triangle

"Work w/ another partner & do these 4 examples...." "Work w/ your partner & calculate hypotenuse of triangle for these 3 examples...."

"C^2 = A^2 + B^2 where C is side opposite right angle...."

"I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle...."

"Watch me...if A = 3 & B = 4, then C^2 = 25, & C = 5...."

"I hate this f___ing school & you're a dumbf____!"

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

Emphasizing & Teaching Positive Expectations

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES

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. "At school dance."

"If someone won't stop teasing your friend, you should look cool & walk away w/ your friend...."

"Watch. This is how I would do it at a concert."

Teaching Matrix

Setting

<table>
<thead>
<tr>
<th>All Settings</th>
<th>Hallways</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
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<tr>
<td>Respect Others</td>
<td>In class, respect others with respect.</td>
<td>Always speak clearly, be a good listener, &amp; share equipment properly.</td>
<td>Respect for others.</td>
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<tr>
<td>Respect Ourselves</td>
<td>In class, take care of your stuff.</td>
<td>Always speak clearly, be a good listener, &amp; share equipment properly.</td>
<td>Maintain physical space.</td>
<td>Use equipment properly.</td>
<td>Follow school rules.</td>
<td>Always be on time.</td>
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Expectations & behavioral skills are taught & recognized in natural context

**Social Skills Self-assessment**

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<td>1. Do most (80%) skill expectations?</td>
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<td>2. Do we have a social skills schedule?</td>
<td></td>
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<td>3. Do we have an academic plan for social skills?</td>
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**1 Minute**

**Concluding comments**

Now what?

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**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