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
Emphasize connections of school climate, behavior support, & academic success within multi-tiered systems of support

- Fundamentals
- School Climate
- Academic & Social Behavior

Action Steps - Homework

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“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach the fundamentals to others, & apply the fundamentals in every area of our lives. Mastering the fundamentals is one of a lot of little things done well that make a big difference in our pursuit of success.”
Coach John Wooden’s Greatest Secret
Pat Williams, 2014.

“Success is the natural consequence of consistently applying the basic fundamentals.”
Jim Rohn
Coach John Wooden’s Greatest Secret
Pat Williams, 2014.

“Well, the truth is, there are simple answers; they just are not easy ones.”
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: Classroom & School Climate

- State Leadership, Policies and Practices
- District Leadership, Policies and Practices
- Leaders’ Professional Development Experiences
- Student/Family Background

School Conditions

- Teachers
- Student Learning

Classroom Conditions

- Other Stakeholders


Positive School Climate

Did you feel that!

School Violence & Mental Health

Disproportionality & School-Prison Pipeline

Nov 1985 Kappan: Getting Tough

VIOLENCE PREVENTION

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

**Coercive Cycle**

**KID**
- 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**
- 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**
- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgement
- Opportunity to learn
- Safe learning environment
- Healthy food & substance use
- Self-management behavior

**KID**
- 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? “Easy to say...difficult to do?”

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

Biglan, Dishion, Mayer, Reid, Severson, Walker
School Climate Self-Assessment – 6 min.

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<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>
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<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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Multi-Tiered Systems of Support (MTSS)
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 Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTENT EXPERTISE & FLUENCY

CORE FEATURES MTSS/MTBF

MISS Emphasis
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Discipline Handbook Or Code of Conduct
Functional Equivalent of ‘Graffiti Hotline!’
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

Universal

Targeted

Intensive

Few

Some

All

All

Some

Few

Universal

Targeted

Intensive

Behavior Support

Continuum of Support for ALL: "Theora"

Continuum of Support for ALL: "Molcom"

Continuum of Support for ALL: "George"

Continuum of Support for ALL: "________"

Label behavior…not people

Label behavior…..not kids

Dec 7, 2007

Dec 7, 2007

Dec 7, 2007

Dec 7, 2007
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

ESTABLISHING CONTINUUM of SWPBS

SECONDARY PREVENTION
• Check in/out
• Targeted social skills instruction
• Peer-based supports
• Social skills club

TERTIARY PREVENTION
• Function-based support
• Wraparound
• Person-centered planning

PRIMARY PREVENTION
• Teach SW expectations
• Proactive SW discipline
• Positive reinforcement
• Effective instruction
• Parent engagement

Punishment teaches
• Punishment signals error.
• Punishment does not teach SS.
• SS are needed all day.
• SS are prompted & practiced all day.
• SS are needed to learn.
• SS are needed to teach.
• SS (good/bad) learned & taught.
• Teaching SS should be formal.

Teaching social skills explicitly
Establishing stimulus control...like academic skills
Teaching calculating hypotenuse of triangle

"Work w/ another partner & do these 4 examples...."

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

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

"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......"

"Teaching by telling is being disrespectful, girl. I’m sending you to the office so you’ll learn never to say those words again...starting now!"

Teaching social behaviors like academic skills

"You got it. Tomorrow let’s figure out how to handle cyber-teasing."

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

"That’s 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 the hallway.” “At school dance.”

Social Skills Self-assessment – 5 min.

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<td>2. Do we have a plan for teaching school-wide social skill expectations?</td>
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<td>3. Do we teach school-wide social skill expectations in our classroom?</td>
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<td>4. Do we teach school-wide social skill expectations throughout the day?</td>
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1 Minute

Concluding comments

Now what?

BIG IDEAS

- Be fluent w/ fundamentals
- Establish positive school climate for all
- Organize evidence-based practices within MTSS
- Teach social skills explicitly
- Invest in local behavior expertise
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

Common Language

Common Experience

Common Vision/Values

Quality Leadership

School

District

State

Classroom

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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