Multi-Tiered Systems of Support: PBIS & Supporting Students w/ Disabilities in Context of All

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www.pbis.org  www.neswpbis.org  www.cber.org

PURPOSE
Describe how multi-tiered systems of support (MTSS) offers framework for supporting all students, especially students with disabilities.

Topics: MTSS, PBIS, Culture, School Climate, Social Skills, Implementation Fidelity

Climate affects teaching & learning affects climate

Academic Success ◐ Behavior Success

Continuum of outcomes, data, practices, & systems.

Classroom & School Climate

Reported, observed, experienced directly/indirectly by students & members of staff, family & community

Getting Tough

Teaching to Corner

“Practicing" success (failure) are linked!

BIG IDEAS

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students

2. BEHAVIORAL SCIENCES serve as useful theory of action/change

3. Positive, doable, effective PRACTICES exist to maximize academic/behavioral success

4. Implementation SYSTEMS needed for students to experience & benefit from effective practices

5. DECISION-based DATA systems to inform actions
Behavioral Sciences & Prevention

Defendable Theory of Action

Confirmable
Comprehensive
Repeattable
Parsimonious
Actionable

Alberto & Troutman; Camine & Engelman, Cooper, Heward, & Heron; Evans, Johnston & Pennyencker, Kamenu; Sidman

W/ defendable theory of action, we can...

Describe, understand, & hypothesize conditions under which behavior occurs.

Use that understanding to develop strategy to affect likelihood of improvement.

Develop systems to maximize implementation fidelity, durability, & impact.

Explain results that we achieve & make adjustments as indicated.

Behavior is learned

Behavior is lawful, therefore understandable & influence-able

Biology is important

Behavior Analytic Approach

Adjust environment to influence & teach behavior

Alberto & Troutman; Cooper, Heward, & Heron; Horn; Skinner; Vargas; Wolery, Bayl, & Sugai

Physical & Occupational Therapy

General Education

Higher Education

Early Childhood & Preschool

Unions

Personnel Preparation

Federal Government

Business

Child, Family, & Community Health

School Counseling, Social Work, & Psychology

Special Education

Juvenile Justice

Nursing

Mental Health

CHANGE AGENTS
**Behaviorism**

- Laws of Behavior
- Applied Behavioral Technology
- Social Validity

**ABA**

**PBS**

**PBIS**

**All Students**

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**Behavior Analytic Logic**

- Prevent worsening & reduce intensity of existing problem behaviors
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

**Apply Behavior Analytic Logic**

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**Prevention Logic for All**

- Redesign of teaching environments...not students

**Prevention Objectives**

- Decrease development of new problem behaviors

**Prevention Actions**

- Prevent worsening & reduce intensity of existing problem behaviors

- INCREASE PREVALENCE

- BIGLAR, 1995; MAYER, 1995; WALKER et al., 1996

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**Power of Habits**

...or Challenging Behavior

Charles Duhigg, 2012

- **CUE**
- **HABIT**
- **REWARD**

**CHALLENGE**: Replacing current behavior (strong habit) with new behavior (weak habit)

- TV remote

- Teased

- Difficult work

- Walk

- Ignore

- Try

- Entertained?!

- Teasing stops?!

- Work removed?!
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 considered in SSI & addressing challenging behavior

National Climate Change & need to “double-down” on Prevention & Behavioral Sciences

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Establishing/Replacing Habit

1. CUE
   - Remove competing cue
   - Add desired cue

2. HABIT
   - Teach acceptable alternative
   - Teach desired alternative

3. REWARD
   - Remove reward for old habit
   - Add reward for new habit

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Responses from 10,000 educators...

- 9/10 saw negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
- 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
- 4/10 heard derogatory language to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
- 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.

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School Climate & Discipline
School Violence & Mental Health
Disproportionality & School-Prison Pipeline
Every Student Succeeds Act

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In the first days after the 2016 presidential election, the Southern Poverty Law Center’s Teaching Tolerance project administered an online survey to 9,424 educators from across the country. Over (5,400 teachers, counselors, administrators, and others who work in schools have responded). The survey data indicate that the results of the election are having a profoundly negative impact on schools and students. Many concern of educators reported that school climate has been negatively affected, and most of them believe it will have a long-lasting impact.

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HATE MAP NATIONAL NUMBERS

- 14% Hate group increase since 2015
- 998 # of anti-government "patriot" groups in 2015
- 42% # of KKK groups in 2015
- Anti-Muslim hate group increase since 2015

ACTIVE HATE GROUPS

- TX (84)
- CA (68)
- FL (59)
- NY (44)
- New Eng (26)

1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Teach Academic Routines & Social Skills

Culture, Context, & Learning History
Potential for cultural exchange & conflict

Culture =
- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

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

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

Sugai, O'Keeffe, & Fallon 2012

Individual Learning History & Context

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.):
2. Summarize in 4 descriptors.
3. Describe how learning/history affects how you describe & act on what you experience.

1. ➕
2. ➕
3. ➕
4. ➕
5. ➕
6. ➕
7. ➕
8. ➕
9. ➕
10. ➕

Your Name

1. Empirical Support
- Functional Relationship
- Meaningful Effect Size
- Replication
- Context

2. Student Fit
- Need (+/-)
- Priority

3. Context-Environment Fit
- Language
- Developmental
- Educational
- Cultural

“Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out, to the extent possible, competing explanations for effects achieved (e.g., population & contextual differences)" HHS SAMHSA, 2009

“EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes.” Cook & Cook, 2013

“EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.” American Psychological Association, 2006

“Evidence-based is the integration of current, high-quality research evidence with practitioner expertise & client preferences & values into the process of making clinical decisions.” ASHA, www.asha.org

“Process in which the practitioner combines well-researched interventions with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services” Socialworkpolicy.org, 2015

“Treatment or service, has been studied, usually in an academic or community setting, & has been shown to be effective, in repeated studies of the same practice and conducted by several investigative teams.” National Alliance on Mental Health, 2007
How does my learning history affect my actions?

- Do I have experience with individuals who are diverse?
- Are my actions equitable?
- Do I stop & check before I act?
- Do I act with a team?
- Do I use data to guide my actions?

What is PBIS (MTSS)?

PBIS aka MTSS, 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

PBIS & MTSS

- Implement with Fidelity
- Decide with Data
- Screen Universally
- Monitor Progress Continuously
- Develop Continuum of Evidence-based Practices & Systems
- Develop Local Expertise & Implementation Fluency
- Use Team to Coordinate Implementation

PBIS & MTSS Share Functions

Supporting Important Culturally Equitable Academic & Social Behavior Competence

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

Doing Business
PBIS is about...

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

PBIS is about...

Improving support for students w/ EBD

Maximizing academic achievement

Mismatch between problem & intervention

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

Universal

Targeted

Intensive

Continuum of Support for All:

“Theora”

Universal

Targeted

Intensive

Continuum of Support for All:

“Molcom”

Label behavior…not people

Supports for all students w/ disabilities are multi-tiered

Continuum of Support for All:

Label behaviors & practices…not people

Discipline Handbook

Functional Equivalent of “Graffiti Hotline!”
Continuum of Support for ALL

Universal

Targeted

Intensive

Continuum Logic & Key PBIS Working Elements

Outcomes

Data

Practices

Systems

INCREASED EFFORT

Intensity

Frequency

Duration

Specialization

Differentiation

Teaming

Responsive-to-Treatment

% of Students V. % of Contributions

(Homer, 2011)

% Students

% Contributions

After 3 years, pilot schools have

- More than doubled # students meeting grade literacy level goals.
- More than halved # students at significant risk for reading failure.

CT’s K-3 Reading Model Works

A first grade classroom before CT’s K-3 Reading Model

A first grade classroom after 3+ years of CT’s K-3 Reading Model

Mike Coyne et al., April 2016

Integrated MTSS

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

Individual Students

Assessment-based

High Intensity

Targeted Group Interventions

Some students (at-risk)

High efficiency

Rapid response

Universal Interventions

All students

Preventive, proactive

Intensive, Individual Interventions

Individual Students

Assessment-based

Intense, durable procedures

Targeted Group Interventions

Some students (at-risk)

High efficiency

Rapid response

Universal Interventions

All settings, all students

Preventive, proactive

Circa 1996
ACADEMIC-BEHAVIOR ASSOCIATION


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School Climate & PBIS

Coercive Cycle

**KID:** Negative School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardy, & truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

**SCHOOL:** Negative 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

**KID:** Positive 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

**SCHOOL:** Positive 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

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**School Climate**

**INDIVIDUAL & GROUP level construct**

**SHARED BELIEFS, values, & attitudes**

**SHAPED INTERACTIONS between & among students, teachers, & administrators**

Sets NORMS of (un)acceptable school behavior

**Coercive Cycle**

**KID:**
- Negative School Climate
- Positive School Climate

**SCHOOL:**
- Negative School Climate
- Positive School Climate
What's It Take to Shift from Negative to Positive School Climate?

**Easy to say... requires sustained priority to do.**

**Coercive Cycle**
- Academic failure
- Reactive management
- Exclusion
- Reprimands
- Non-relevance
- Social withdrawal
- Low rates praise
- Reactive engagements
- Non-reinforcing conditions

**Positive Reinforcement Cycle**
- Academic success
- Positive expectations
- Active engagement
- Release
- Many opportunities
- Welcoming environment
- Social skill teaching
- Positive expectations
- Model expected behavior

PBIS goal to establish & maintain positive teaching & learning environment

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**Where is your classroom & school on the climate scale?**

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
<th>1</th>
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<th>10 Positive Climate</th>
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<td>Model expected behavior</td>
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**JGHS – 2016 HS**

Mar 2016 Avg = 8.9 (P<.01)

# staff scoring school climate 1 (negative) to 10 (positive)

Oct 2016 Avg = 5.4 (NS)

**CHHS – 2016 HS**

Mar 2016 Avg = 4.8 (NS)

# staff scoring school climate 1 (negative) to 10 (positive)
Quick Climate Scale for ____________ (setting)

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<thead>
<tr>
<th>Negative Climate</th>
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<td>Inappropriate language/gestures</td>
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<td>Teasing, intimidation, harassment</td>
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Verbal reprimands
Behavior corrections
Detention
Low rates student contact
Reactive management
Reactive management
Low opportunities to respond
Low academic engagement

Specific verbal praise
Positive initiations
Positive active supervision
High student engagement
Many opportunities to respond
Pre-corrections
High academic engagement

Establish positive school climate
Maximizing academic success
Teaching important social skills
Communicating positively
Supervising actively
HOW?
Recognizing good behavior
Modeling good behavior
Biglan, Colvin, Mayer, Patterson, Reid, Walker

www.pbisapps.org
PBIS & Social Skills Instruction

Teaching how to determine the hypotenuse of a triangle:

- Define: Simply
- Model
- Practice
- In setting
- Adjust for efficiency
- Monitor & acknowledge continuously

“C2 = A2 + B2 where C is the side opposite the right angle…”

“Watch me… If A = 3 & B = 4, then C2 = 25, & C = 5…”

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

“Work with another partner & do these 4 examples….”

“Work with your partner & calculate the hypotenuse of the triangle for these 3 examples….”

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”

….or Challenging Behavior

Charles Duhigg, 2012

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dessert</td>
<td>Eat</td>
<td>Satisfied</td>
</tr>
<tr>
<td>TV remote</td>
<td>Sit &amp; watch</td>
<td>Entertained</td>
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<tr>
<td>Teased</td>
<td>Hit</td>
<td>Teasing stops</td>
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<tr>
<td>Difficult work</td>
<td>Destroy work</td>
<td>Work removed</td>
</tr>
</tbody>
</table>

“Power of Habits”

….or Challenging Behavior

Charles Duhigg, 2012

<table>
<thead>
<tr>
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<th>REWARD</th>
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</thead>
<tbody>
<tr>
<td>Dessert</td>
<td>Carrot</td>
<td>Satisfied?!</td>
</tr>
<tr>
<td>TV remote</td>
<td>Walk</td>
<td>Entertained?!</td>
</tr>
</tbody>
</table>
| Teased     | Ignore     | Teasing stops?!
| Difficult work | Try          | Work removed?!|

“Establishing/Replacing Habit”

Charles Duhigg, 2014

<table>
<thead>
<tr>
<th>CUE</th>
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<th>REWARD</th>
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<tbody>
<tr>
<td>Remove competing cue</td>
<td>Teach acceptable alternative</td>
<td>Remove reward for old habit</td>
</tr>
<tr>
<td>Add desired cue</td>
<td>Teach desired alternative</td>
<td>Add reward for new habit</td>
</tr>
</tbody>
</table>

All three elements are considered in SSI….& addressing challenging behavior
Basic Behavior Teaching Processes

1. ASSESS current skill
2. TEACH for acquisition (model & practice)
3. PRECORRECT for use in required settings
4. Actively MODEL, SUPERVISE, shape & REINFORCE
5. Train w/ new examples for GENERALIZATION

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Social Skill Teaching & Learning Phases
White & Haring, 1980

**Acquisition**
- New skill w/ accuracy
- Show, model, explain w/ feedback

**Fluency**
- Speed & consistency
- Practice w/ feedback

**Maintenance**
- Sustained accuracy & fluency
- Practice w/ less feedback

**Generalization**
- Use in new context
- Teach, practice in variety of conditions

**Adaptation**
- Modify & fit behavior in new context
- Teach variations w/ feedback

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SWPBS Practices & Systems

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School-wide Positive Behavioral Interventions and Supports (SWPBIS):
Getting Started Workbook

[www.neswpbs.org](http://www.neswpbs.org)

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Leadership team
Behavior purpose statement

School-Wide & Classroom PBIS (Tier 1)
Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

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General Implementation Process: “Getting Started”

Team
Agreements
Data-based Action Plan
Evaluation
Implementation
Emphasizing & Teaching Positive Expectations

RAH – at Adams City High School
(Repect – Achievement – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/ Commons</th>
<th>Cafeteria</th>
<th>Restrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time; attend regularly; follow class rules</td>
<td>Keep your voice down to allow others to work</td>
<td>Put trash in your trash can; keep your space clean</td>
<td>Keep your space clean</td>
</tr>
<tr>
<td>Achievement</td>
<td>Set example in the classroom and in the way you live.</td>
<td>Be considerate of others’ work; share materials; keep area neat.</td>
<td>Keep your area neat.</td>
<td>Keep your area neat.</td>
</tr>
<tr>
<td>Homeroom</td>
<td>Ask the teacher often</td>
<td>Be considerate of others’ belongings</td>
<td>Keep your belongings in your personal space</td>
<td>Respect others’ personal space</td>
</tr>
</tbody>
</table>

Teaching Matrix Activity

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Bus</th>
<th>Hallway</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Others</td>
<td>- Use inside voice</td>
<td>- Do your best</td>
<td>- Arrive on time to get the bus</td>
<td>- Sit in your seat</td>
</tr>
<tr>
<td>Respect Environment &amp; Property</td>
<td>- Recycle paper</td>
<td>- Be on the look out</td>
<td>- Take litter with you</td>
<td>- Use your space responsibly</td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>- Do your best</td>
<td>- Wash your hands</td>
<td>- Be at your desk</td>
<td>- Listen to the teacher</td>
</tr>
<tr>
<td>Respect Learning</td>
<td>- Have materials ready</td>
<td>- Get balanced diet</td>
<td>- Do directly from book to class</td>
<td>- Discuss topics in class w/ others</td>
</tr>
</tbody>
</table>

Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>Alamogordo</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Restrooms</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>- Be on time</td>
<td>- Keep your area clean</td>
<td>- Keep your area clean</td>
<td>- Keep your area clean</td>
<td>- Keep your area clean</td>
<td>- Keep your area clean</td>
<td>- Keep your area clean</td>
</tr>
<tr>
<td>Achievement</td>
<td>- Work hard</td>
<td>- Help others</td>
<td>- Help others</td>
<td>- Help others</td>
<td>- Help others</td>
<td>- Help others</td>
<td>- Help others</td>
</tr>
<tr>
<td>Respect Property</td>
<td>- Recycle</td>
<td>- Use your space</td>
<td>- Use your space</td>
<td>- Use your space</td>
<td>- Use your space</td>
<td>- Use your space</td>
<td>- Use your space</td>
</tr>
</tbody>
</table>

Douglas County S.D., CO 4-08

Use Kind Words with Everyone

<table>
<thead>
<tr>
<th>Word</th>
<th>Use</th>
<th>Good Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen</td>
<td>Follow Directions</td>
<td>Work in Line w/ Diner’s Zone</td>
</tr>
<tr>
<td>Talk</td>
<td>Listen &amp; Follow Directions</td>
<td>Work in Line w/ Diner’s Zone</td>
</tr>
<tr>
<td>Read</td>
<td>Listen &amp; Follow Directions</td>
<td>Work in Line w/ Diner’s Zone</td>
</tr>
<tr>
<td>Write</td>
<td>Listen &amp; Follow Directions</td>
<td>Work in Line w/ Diner’s Zone</td>
</tr>
</tbody>
</table>

Report Danger to Driver

- Fail to Observe
- Drink & Drive
- Drive While Tired
- Drive While Distracted
- Drive While Impaired
Expectations & behavioral skills are taught & recognized in natural context

E' Ola Pono - to live the proper way

<table>
<thead>
<tr>
<th>School Behavioral Standards</th>
<th>All Settings</th>
<th>Behavioral</th>
<th>Physical Education</th>
<th>Cafeteria</th>
<th>Restrooms</th>
<th>Arrival/Dismissal</th>
<th>Assembly</th>
<th>Field Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kuleana</td>
<td>Be Responsible</td>
<td>Be Caring</td>
<td>Use appropriate table manners</td>
<td>On time</td>
<td>For recess</td>
<td>On time</td>
<td>On time</td>
<td>On time</td>
</tr>
<tr>
<td>Ho'ihi</td>
<td>Be Respectful</td>
<td>Be Responsible</td>
<td>Use quiet voices when classes are in session</td>
<td>On time</td>
<td>For recess</td>
<td>On time</td>
<td>On time</td>
<td>On time</td>
</tr>
<tr>
<td>Laulima</td>
<td>Be Cooperative</td>
<td>Be Responsible</td>
<td>Be a good sport</td>
<td>On time</td>
<td>For recess</td>
<td>On time</td>
<td>On time</td>
<td>On time</td>
</tr>
<tr>
<td>Malama</td>
<td>Be Safe</td>
<td>Be Responsible</td>
<td>Be careful when approaching or leaving the stage area</td>
<td>On time</td>
<td>For recess</td>
<td>On time</td>
<td>On time</td>
<td>On time</td>
</tr>
</tbody>
</table>

School Wide Behavior Expectations

**Common Area**

- **Have Ownership**
  - Keep your hands to yourself
  - Keep feet on the floor, never on tables
  - Keep hands out to your sides if nurse page comes
  - Use facility and materials in classes
  - Clean up after yourself
  - Use restrooms in appropriate ways
  - Use quiet voices when classes are in session

- **Allow Learning**
  - Use appropriate table manners
  - Use quiet voices when classes are in session

- **Show Respect**
  - Use quiet voices when classes are in session

**Calendars**

- **Walk**
  - Keep in the right lane of the hallway
  - Be responsible for your purview
  - Be patient
  - Practice healthy behaviors/universal precautions

- **Hallways**
  - Be patient
  - Practice healthy behaviors/universal precautions

- **Restrooms**
  - Practice healthy behaviors/universal precautions

**Food**

- **Keep**
  - Use facility and materials in classrooms
  - Clean up after yourself

- **Use**
  - Keep hands to yourself
  - Take turns

- **Show**
  - Use appropriate table manners
  - Use quiet voices when classes are in session

**Nopera's Expected Behaviors at Home**

- **Act Responsible**
  - Use quiet voices when classes are in session
  - Be a good sport

- **Show Respect**
  - Use quiet voices when classes are in session
  - Be a good sport

**Eddie's Expected Behaviors at Home**

- **Act Responsible**
  - Use quiet voices when classes are in session
  - Be a good sport

- **Show Respect**
  - Use quiet voices when classes are in session
  - Be a good sport
Acknowledge & Recognize

**BUS BUCKS**
- Springfield P.S., OR
- Procedures:
  - Review bus citations
  - Ongoing driver meetings
  - Teaching expectations
  - Link bus routes w/schools
  - Acknowledging bus drivers

**SUPER SUBSLIPS**
- Empowering subs in Cottage Grove, OR
- Procedures:
  - Give 5 per sub in subfolder
  - Give 2 out immediately

**POSITIVE REFERRALS**
- Balancing pos./neg. adult/student contacts in OR
- Procedures:
  - Develop equivalent positive referral
  - Process like negative referral

**“GOLDEN PLUNGER”**
- Involve custodian
- Procedure:
  - Custodian selects one classroom/hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall

**“1 FREE PERIOD”**
- Contributing to a safe, caring, effective school environment
- Procedures:
  - Given by Principal
  - Principal takes over class for one hour
  - Used at any time

**“G.O.O.S.E.”**
- “Get Out Of School Early”
  - Or “arrive late”
- Procedures:
  - Kids/staff nominate
  - Kids/staff reward, then pick

**“DINGER”**
- Reminding staff to have positive interaction
- Procedures:
  - Ring timer on regular, intermittent schedule
  - Engage in quick positive interaction
**EXPECTATIONS**

<table>
<thead>
<tr>
<th>TYPICAL HOME ROUTINES</th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Say “good morning”</td>
<td>Try your best</td>
<td>Use your words</td>
<td>Say “thank you”</td>
<td>Say “good night”</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Put clothes in washer</td>
<td>Put backpack &amp; homework by backdoor</td>
<td>Wash hands</td>
<td>Brush teeth</td>
<td></td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Return food to refrigerator</td>
<td>Put homework in backpack</td>
<td>Put toys in room when done</td>
<td>Keep chair legs on floor</td>
<td>Put toys on shelf</td>
</tr>
</tbody>
</table>

**Home Example**

<table>
<thead>
<tr>
<th>Morning</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>After School</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Mealtime</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Bedtime</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**Linking Positive Behavior at School & Home**

**Home Example**

<table>
<thead>
<tr>
<th>Morning</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mealtime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedtime</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**Theory of Change & Priority**

High School Home Example

<table>
<thead>
<tr>
<th>School</th>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish homework before e-games</td>
<td>Honor diversity</td>
<td>Tell when expected home</td>
<td>Honor diversity</td>
</tr>
<tr>
<td>Driving</td>
<td>Fill gas tank</td>
<td>Tell when expected home</td>
<td>Tell when expected home</td>
</tr>
<tr>
<td>Mealtime</td>
<td>Turn stove off</td>
<td>Eat dinner with family</td>
<td>Tell when expected home</td>
</tr>
<tr>
<td>With Friends</td>
<td>Designate driver</td>
<td>Be supportive bystander</td>
<td>Tell when expected home</td>
</tr>
</tbody>
</table>

Linking Positive Behavior at School & Home

Middle Years

<table>
<thead>
<tr>
<th>At Home</th>
<th>Getting Ready for School</th>
<th>Eating</th>
<th>Hygiene</th>
<th>Bed</th>
<th>With Friends</th>
<th>The Phone (Interact)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
</tr>
<tr>
<td>Be a Learner</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
</tr>
</tbody>
</table>

Verney Road School, Victoria BC 2015

Classroom & Behavior Management Practices

Verney Road School, Victoria BC 2015

Senior Years

<table>
<thead>
<tr>
<th>AT HOME</th>
<th>Essay for Day</th>
<th>Eating</th>
<th>Hygiene</th>
<th>Bed</th>
<th>With Friends</th>
<th>Physical Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>I am happy when I play with my friends on my phone</td>
<td>I eat dinner with my family</td>
<td>I use soap and water when I wash my hands</td>
<td>I use a towel to dry my hands</td>
<td>I drink tea or coffee before bed</td>
<td>My parents have a drink of water before bed</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>I go to bed and get up at the same time every day</td>
<td>I brush my teeth before bed</td>
<td>I go to the bathroom at night</td>
<td>I use my own toothbrush</td>
<td>I wash my hands before bed</td>
<td>I wash my hands after using the bathroom</td>
</tr>
<tr>
<td>Be a Leader</td>
<td>I help my friends when they need help</td>
<td>I clean up my own room</td>
<td>I go to bed before my friends</td>
<td>I make my bed</td>
<td>I put on my jacket when I go to bed</td>
<td>I put on my jacket when I go to bed</td>
</tr>
</tbody>
</table>

Verney Road School, Victoria BC 2015

Verney Road School, Victoria BC 2015

Early Years

<table>
<thead>
<tr>
<th>At Home</th>
<th>Getting Ready for School</th>
<th>Meals</th>
<th>Bath</th>
<th>Bed</th>
<th>Outings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
</tr>
<tr>
<td>Be a Learner</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
<td>Moonlight, 11:00 p.m.</td>
</tr>
</tbody>
</table>

Verney Road School, Victoria BC 2015

Referrals by Location

36.9% (226/611) Classroom
63.1% (385/611) NON-Classroom

Verney Road School, Victoria BC 2015
High School Example

<table>
<thead>
<tr>
<th>Class Preparation</th>
<th>Course Preparation</th>
<th>Attendance</th>
<th>Homework</th>
<th>Requesting Assistance</th>
<th>Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have materials</td>
<td>Have materials</td>
<td>Study during class</td>
<td>Study during class</td>
<td>Have work ready</td>
<td>Have work ready</td>
</tr>
<tr>
<td>Hands to self</td>
<td>Hands to self</td>
<td>Schedule time</td>
<td>Schedule time</td>
<td>Raise hand</td>
<td>Correct later</td>
</tr>
<tr>
<td>Inside voice</td>
<td>Inside voice</td>
<td>Own work</td>
<td>Own work</td>
<td>Use own supplies</td>
<td>Use own supplies</td>
</tr>
<tr>
<td>Take notes</td>
<td>Take notes</td>
<td>Try again</td>
<td>Try again</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify problem</td>
<td>Identify problem</td>
<td>Try 1 more time</td>
<td>Try 1 more time</td>
<td>Specify outcome</td>
<td></td>
</tr>
<tr>
<td>Respect Others</td>
<td>Respect Others</td>
<td>Use own supplies</td>
<td>Use own supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in Learning</td>
<td>Engage in Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Positive Reinforcement

Individual & Group
Positive > Negatives
Public & Private
Academic & Social
Verbal & Non-Verbal
Developmental, Cultural, Contextual

2. Actively supervise
Move
Interact
Model
Scan
Reinforce

3. Precorrect
Identify triggers, maintainers in problem context
Remove & minimize triggers & maintainers
Strengthen & practice replacement responses
Add reinforcers for approximations

4. Maximize academic success
Multiple opportunities to respond
Academically challenging
Variety of engagements
Reinforcement of desired approximations

5. Actively Supervise

Effective Classroom Behavior Management

1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Actively Supervise
5. Teach academic routines & social skills

- Teach for fluency & generalized use in context
- Use school-wide behavioral expectations
- Model, prompt & precorrect
- Reinforce desired approximations

School-wide Continuum:
- ISF
- Wraparound
- FBA-BIP
- Check In
- Check Out
- Targeted Second Steps
- Social Skills
- Club
- Family Resource Center
- Continuous Active Supervision
- Peer Mentoring
- Check-In
- Check-Out
- Behavioral Contracting
- Good Behavior Game
- Small Group Skills Practice
- Frequent Positive Active Engagement
- Contingent & Specific Positive Reinforcement
- School-wide Teaching Matrix

Classroom Continuum:
- FBA-BIP
- Behavioral Contracting
- Check-In Check-Out
- Peer Mentoring
- Continuous Active Supervision
- Classroom Teaching Matrix
- Effective Instruction
- Contingent & Specific Positive Reinforcement

Scaled & Sustained Implementation Fidelity

Schools Using PBIS
August 2016
> Tier 1
23,363 schools

Schools Implementing PBIS by State 2015-16
- 21 states >500 schools
- 8 states >1000 schools
Schools Implementing PBIS by State 2015-16

- 21 states >500 schools Implementing PBIS

Proportion Schools Implementing PBIS by State 2015-16

- 13 States >40% Implementing PBIS

RCT & Group Design PBIS Studies


PBIS Tier I Fidelity by State 2015-16

- 62% Tier I Criterion
- 8,328/13,414

PBIS Tier II Fidelity by State 2015-16

- 35% Met Tier II Criterion
- 2,402/6,827
PBIS Tier III Fidelity by State 2015-16

21% Met Tier III Criterion
1,436/6,827

State & District Implementation Lessons

- Comprehensive & regular examination of implementation fidelity
- Deliberate, aligned, & integrated scaling-up of evidence-based practices & systems
- Greater attention on implementation fidelity as problem behaviors

IMPLEMENTATION INVESTMENTS
- Administrative Leadership & Participation
- Decision-based Data Systems
- Team-based Implementation Capacity
- Behavioral Expertise

McIntosh, Horner, et al.
Capacity Development

“Process through which individuals, organizations, & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time.”

(United Nations Development Programme, 2009)

Ability of individuals, institutions & societies to perform functions, solve problems, & set & achieve objectives in a sustainable manner.

(UNDP, 2009 p. 53)

OUTCOME
Student benefit

PRACTICES
Evidence-based practices

DATA
Practice implementation fidelity

SYSTEMS
Data-aligned, integrated, & tiered implementation continuum

Implementation Drivers & Capacity Development

www.pbis.org

Example: PBIS Implementation Logic & Framework

“Doing it correctly?“ IMPLEMENTATION ✓

Effective Not Effective

PRACTICE
Effective Maximum Student Benefits

Not Effective

Fixsen & Blase, 2009

Concluding Comments
Climate affects teaching & learning affects climate

Classroom & School Climate

Reported, observed, experienced directly/indirectly by students & members of staff, family & community

Continuum of outcomes, data, practices, & systems.

Climate affects teaching & learning affects climate

Academic Success

Behavior Success

Multi-tiered Systems Support

PBIS: Behavioral Sciences, Prevention, & Multi-Tiered Systems of Support

PBIS: Classroom Behavior Management Practices & Systems

PBIS: Family Engagement & Integrated Systems of Behavioral Health

BIG IDEAS

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
2. BEHAVIORAL SCIENCES serve as useful theory of action/change
3. Positive, doable, effective PRACTICES exist to maximize academic/behavioral success
4. Implementation SYSTEMS needed for students to experience & benefit from effective practices
5. DECISION-based DATA systems to inform actions

Upcoming Events

PBIS Forum
Sep 27-29
Chicago, IL

New England PBIS
Nov 14-15
Norwood, MA

Association of PBS
Mar 28-30
San Diego, CA

ADVANCING EDUCATION EFFECTIVENESS:
INTERCONNECTING SCHOOL MENTAL HEALTH AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT
EDITORS: SUSAN BARRETT, LUCILLE EBER & MARK WEIST

PBIS: Family Engagement & Integrated Systems of Behavioral Health
Universal* Targeted* Intensive* Continuum of Support for ALL: “Molcom”

- Problem solving
- Cooperative play
- Adult relationships
- Anger management
- Attendance
- Peer interactions
- Independent play
- Label*behavior…..not*kids*
- Self-regulation
- Homework
- Technology

Common% Vision/Values%
Common% Language%
Common% Experience%
Quality Leadership Effective'Organizations'
Classroom School District State

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Lewistj@missouri.edu
George.sugai@uconn.edu
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