Investing in School-wide & Classroom PBIS for Prevention

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

Climate affects teaching & learning affects climate

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

Classroom & School Climate

Academic Success

Behavior Success

Continuum of outcomes, data, practices, & systems.

Multi-tiered Systems Support

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

Youth mental health ‘crisis’: 70 per cent of students struggling
Responses from 10,000 educators:

- 9/10 seen 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.

SPLC, 12 Jan 2017
https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools

Southern Poverty Law Center, 12 Jan 2017
https://www.splcenter.org/hate-map

HATE MAP NATIONAL NUMBERS

<table>
<thead>
<tr>
<th>Hate group increase since 2015</th>
<th># of anti-government “patriot” groups in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
<td>998</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of KKK groups in 2015</th>
<th>Anti-Muslim hate group increase since 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>190</td>
<td>42%</td>
</tr>
</tbody>
</table>

SPLC, 12 Jan 2017

Southern Poverty Law Center, 15 Feb 2017
https://www.splcenter.org/hate-map

21% Anti-Muslim hate group increase since 2015

TX (94)| CA (68)| FL (59)| OR (9)

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

http://www.pbis.org/whats-new

Nation Climate Change
Equity, Discipline, & Culture
Implementation Fidelity
School Climate
Bullying & Hate
ESSA & School Climate
Family Engagement
Alignment & Integration
Culture, Context, & Learning History

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

Potential for cultural exchange & conflict

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

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

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

Practice Selection

- "Get your next month's salary!!"

Practice Selection

"When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations."

National Institute of Justice

"Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out, to the extent possible, alternative explanations for the documented change."

National Institute of Justice

"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

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

Samples of Definitions for "Evidence-based"

"An approach in which current, high-quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions."

ASHA, www.asha.org

"Process in which the practitioner combines well-research 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

EQUALITY EQUITY REALITY
PBIS aka MTSS, PBIS, 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

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Doing Business

Supporting Culturally Valid Decision Making

Supporting Culturally Valid Decision Making

PBIS (SWPBS) is about

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Maximizing academic achievement
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

Universal

All

Intensive

Targeted

Continuum of Support for All
Label behaviors & practices...not people

Supports for all students w/ disabilities are multi-tiered

Continuum Logic & Key PBIS Working Elements

OUTCOMES

DATA

PRACTICES

SYSTEMS

INCREASED EFFORT

Intensity
Frequency
Duration
Specialization
Differentiation
Teaming
Responsive-to-Treatment

Dec 7, 2007
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.

Mike Coyne et al., April 2016

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

Academic-Behavior Connection


Schools Using PBIS
August 2016
23,363 schools

PBIS Tier I Fidelity by State 2015-16
62% (8,328/13,414) Tier I Criterion

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

PBIS Tier III Fidelity by State 2015-16
21% (1,436/6,827) Met Tier III Criterion

RCT & Group Design PBIS Studies


www.pbisapps.org
www.pbis.org
School Climate & PBIS

**School Climate**

- **Individual & Group level construct**
  - SHARED beliefs, values, & attitudes
  - SHAPED INTERACTIONS between & among students, teachers, & administrators

Sets NORMS of (un)acceptable school behavior

**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

**Coercive Cycle**

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

**Positive Reinforcement Cycle**

- **SCHOOL:** 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

- **KID:** 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
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-adherence to rules
• Relaxed atmosphere
• Non-compliance
• Social withdrawal
• Low rates praise
• Negative engagements
• Bullying
• Negative expectations
• Model undesirable behavior

Positive Reinforcement Cycle
• Academic success
• Positive expectations
• Actively involved
• Release tension
• Many opportunities
• Welcoming environment
• Positive expectations
• Model expected behavior

PBIS goal to establish & maintain positive teaching & learning environment.

Where is your classroom & school on the climate scale?

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic failure</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Academic success</td>
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<tr>
<td>Reactive management</td>
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<td>Positive expectations</td>
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<td>Exclusion</td>
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<td>Actively involved</td>
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<td>Non-adherence to rules</td>
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<td>Many opportunities</td>
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<td>Relaxed atmosphere</td>
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<td>Welcoming environment</td>
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<td>Non-compliance</td>
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<td>Positive expectations</td>
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<tr>
<td>Social withdrawal</td>
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<td></td>
<td>Model expected behavior</td>
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<tr>
<td>Low rates praise</td>
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<tr>
<td>Negative engagements</td>
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<td>Bullying</td>
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<td>Negative expectations</td>
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<td>Model undesirable behavior</td>
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</tbody>
</table>

JGHS – 2016 HS

# staff scoring school climate
1 (Negative) to 10 (Positive)

Mar 2016 Avg = 6.9 (11)

Oct 2016 Avg = 8.4 (69)

CHHS – 2016 HS

# staff scoring school climate
1 (Negative) to 10 (Positive)

Mar 2016 Avg = 4.6 (42)

Oct 2016 Avg = 5.4 (69)
Establish positive school climate

Maximizing academic success

Teaching important social skills

Recognizing good behavior

Modeling good behavior

Communicating positively

Supervising actively

HOW?

Biglan, Colvin, Mayer, Patterson, Reed, Walker

PBIS & Social Skills Instruction

Teaching how to determine hypotenuse of triangle

"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!"

"Teaching by Getting Tough"

"Power of Habits"

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.

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

"Teaching by Getting Tough"

CUE

Dessert
TV remote
Teased
Difficult work

HABIT

Eat
Sit & watch
Hit
Destroy work

REWARD

Satisfied?!
Entertained?!
Teasing stops?!
Work removed?!
“Power of Habits”

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

- **CUE**
  - Dessert
  - TV remote
  - Teased
  - Difficult work

- **HABIT**
  - Carrot
  - Walk
  - Ignore
  - Try

- **REWARD**
  - Satisfied?!?
  - Entertained?!?
  - Teasing stops?!?
  - Work removed?!?

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**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

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Emphasizing & Teaching Positive Expectations

Setting:

**All Settings:**

- Hallways
- Playgrounds
- Cafeteria
- Library/Computer Lab
- Assembly
- Bus

Expectations:

- **Respect Ourselves**
  - Be on time
  - Dress appropriately

- **Respect Others**
  - Use normal voice volume
  - Play with friends
  - Use appropriate equipment

- **Respect Property**
  - Recycle
  - Treat books carefully

Teaching Matrix

- **Social Skill**
  - Ask questions
  - Include others

- **Behavior Examples**
  - Use normal voice volume
  - Use appropriate equipment

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“Overheard in staff lunchroom”

- Do I have to do SW acknowledgements in my class?
- I don’t have time to teach SS every day.
- It’s not fair to students who always behave.
- What is best classroom/behavior management book?
- Didn’t we do this couple of years ago, & didn’t work then?
School-wide Positive Behavioral Interventions and Supports (SWPBIS):

Getting Started Workbook

www.neswpbs.org

Theory of Change & Priority


PBIS Logic

SW PBIS

Classroom PBIS

Individual Student

Teaching & Learning

Assumptions ✓

Evidence-based classroom & management PRACTICES exists

DATA needed to judge implementation fidelity & student responsiveness

CONTINUUM needed to select, organize, & implement PRACTICES

School-wide SYSTEMS needed to support classroom implementation

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, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012a, b

36.9% (226/611) Classroom

63.1% (385/611) NON-Classroom
Classroom Continuum

- FBA-BIP
- Behavioral Contracting
- Check-In
- Check-Out
- Good Behavior Game
- Small Group Skills Practice
- Frequent Positive Active Engagement
- Effective Instruction

Leadership team

School-Wide & Classroom PBIS (Tier 1)

Continuum of procedures for discouraging rule violations

Set of positive expectations & behaviors

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & Classroom-wide expected behavior

Procedures for on-going data-based monitoring & evaluation

Behavior purpose statement

Typical Contexts/Routines

Classroom Routines

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Group work</th>
<th>Desk work</th>
<th>Quizzes and tests</th>
<th>Arrival</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Offer with feet on ground</td>
<td>Get up and stretch if necessary</td>
<td>Study for assessments</td>
<td>Check on homework</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Compliment others' ideas</td>
<td>Listen and make eye contact</td>
<td>Work quietly</td>
<td>Keep phone off and in bag</td>
<td></td>
</tr>
<tr>
<td>Ready to Learn</td>
<td>Key materials organized</td>
<td>Move desks quickly</td>
<td>Keep desk area clean</td>
<td>Push chairs under desks</td>
<td></td>
</tr>
</tbody>
</table>

Typical Contexts/Routines

Classroom-Wide Rules/Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Introduction</td>
<td>Eyes on speaker. Organize materials. Ask for help. A+ to D+ due date.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Lecture</td>
<td>Eyes on speaker. Keep hands to self.</td>
<td>Use materials as intended.</td>
<td>Have plans. Ask.</td>
</tr>
<tr>
<td>Independent &amp; Lab Work</td>
<td>Use inside voice. Keep hands to self.</td>
<td>Use materials as intended.</td>
<td>Use time as planned. Ask or e-mail.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Use inside voice. Keep hands to self.</td>
<td>Use materials as intended.</td>
<td>Use time as planned. Ask or e-mail.</td>
</tr>
</tbody>
</table>
### Classroom & Behavior Management Practices

1. **1. Positively reinforce**
   - Individual & Group
   - Verbal & Non-verbal
   - Positive > Negatives
   - Developmental, Cultural, Contextual
   - Public & Private
   - Academic & Social

2. **2. Actively supervise**
   - Move
   - Model
   - Scan
   - Interact
   - Reinforce

### SW to CW PBIS….basics!

1. SW Tier 1 implemented w/ fidelity
2. SW & CW data-based decision making
3. CW linked to SW expectations
4. CW linked to expectations and common routines & settings
5. Effectively aligned & delivered instructional practices & curricula
6. Full-time application of basic behavior management practices
7. SW based CW Tier 2/3 practices & supports

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**High School Example**

<table>
<thead>
<tr>
<th>Project/Plan</th>
<th>Entering &amp; Exiting Classroom</th>
<th>Teacher/Instructor</th>
<th>Online/Homework</th>
<th>Requesting Assistance</th>
<th>Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Medley</td>
<td><em>Hand in Materials</em></td>
<td><em>Book / Binging Pedi</em></td>
<td><em>Current Homework</em></td>
<td><em>Request Assistance</em></td>
<td><em>Work Independent Study</em></td>
</tr>
<tr>
<td>Act Responsibly</td>
<td><em>Hands in pocket</em></td>
<td><em>Eyes on speaker</em></td>
<td><em>Schedule Time</em></td>
<td><em>Write Word</em></td>
<td><em>Complete Later</em></td>
</tr>
<tr>
<td>Respect Others</td>
<td><em>Inside Voice</em></td>
<td><em>Appropriate questioning</em></td>
<td><em>Own Work</em></td>
<td><em>Try Again Later</em></td>
<td><em>Use Own Supplies</em></td>
</tr>
<tr>
<td>Engage in Learning</td>
<td><em>Get ready to class &amp; get ready</em></td>
<td><em>Specific task</em></td>
<td><em>Try 1 More Time</em></td>
<td><em>Specify Outcome</em></td>
<td><em>Specify Outcome</em></td>
</tr>
</tbody>
</table>
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
- Variety of engagements
- Academically challenging
- Reinforcement of desired approximations

5. Teach academic routines & social skills
- Teach for fluency & generalized use in context
- Use school-wide behavioral expectations
- Model, prompt & precorrect
- Reinforce desired approximations

Practices evidence-base is well developed

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>TYPICAL HOME Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Homework</td>
</tr>
<tr>
<td>Respect</td>
<td>Say &quot;good morning&quot;</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Put clothes in washer</td>
</tr>
<tr>
<td>Safety</td>
<td>Return food to refrig-erator</td>
</tr>
</tbody>
</table>

Linking SWPBS w/ Home
Linking Positive Behavior at School & Home

**Be Safe, Be Respectful, Be Ready to Learn**

**Morning**
- Get up
- Get a healthy breakfast
- Brush your teeth
- Brush hair or face
- Have a shower
- Get dressed in your school uniform
- Walk a loved one if riding to school

**After School**
- Hang up bag
- Help with chores
- Finish homework before e-games
- Have a snack and water
- Have a chat about what you did at school
- Be supportive bystander
- After school, push away hugs before dinner
- Be kind to your friends

**Mealtime**
- Turn stove off
- Eat dinner with family
- Help set table or help with dishes
- Be supportive bystander

**Bedtime**
- Brush teeth
- Have a wash
- Help set table or help with dishes
- Feel good about everyone
- Get ready for school
- Go to bed early

---

**High School Home Example**

<table>
<thead>
<tr>
<th>School</th>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honor diversity</td>
<td>Honor diversity</td>
<td>Honor diversity</td>
<td>Honor diversity</td>
</tr>
<tr>
<td>Finish homework before e-games</td>
<td>Finish homework before e-games</td>
<td>Finish homework before e-games</td>
<td>Finish homework before e-games</td>
</tr>
<tr>
<td>Fill gas tank</td>
<td>Fill gas tank</td>
<td>Fill gas tank</td>
<td>Fill gas tank</td>
</tr>
<tr>
<td>Tell when expected home</td>
<td>Tell when expected home</td>
<td>Tell when expected home</td>
<td>Tell when expected home</td>
</tr>
</tbody>
</table>

**With Friends**
- Designate driver
- Be supportive bystander

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**BIG IDEAS ✓**

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

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

Implementation **SYSTEMS** needed for students to experience & benefit from effective practices
Upcoming Events

Northeast PBIS
May 18-19
Mystic, CT

PBIS Forum
Sep 27-29
Chicago, IL

New England PBIS
Nov 14-15
Norwood, MA

Universal*
Targeted*
Intensive*
Continuum of Support for ALL: "Molcom"
Dec 7, 2007

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