Doubling Down on PBIS: Increasing Our Precision & Implementation on Prevention and Behavioral Sciences

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

9:30-11:00

PURPOSE
To describe how our knowledge & experience w/ tiered support systems could be considered immediate, important, & effective preventive response when dramatic shifts in school & classroom climate are experienced. Educators must "double down" now on their preventive implementation of our effective behavioral sciences to maintain school & classroom climates that are safe, respectful, equitable, preventive, & effective for all students.

Climate affects teaching & learning affects climate

Classroom & School Climate

Academic Success

Behavior Success

Continuum of outcomes, data, practices, & systems.

Multi-tiered Systems Support

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

BIG IDEAS

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

BEHAVIORAL SCIENCES serve as useful theory of action/change

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

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

Behavioral Sciences & Prevention
How do we...?

Prevent occurrences of bullying behavior?
Help parents learn to defuse escalations?
Teach main idea of paragraph?
Teach association of sounds w/ meaning?
Increase attendance in out-marginalized schools?
Support children who cry easily?
Teach school-wide social skills?

Defendable Theory of Action

Confirmable
Comprehensive
Parsimonious
Actionable
Repeatable

Alberto & Troutman; Carnine & Engelman; Cooper, Heward, & Heron; Evans, Johnston & Pennypacker; Kamieński; 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 occurrence.

Explain results that we achieve & make adjustments as indicated.

Behavior & environment are functional related
Behavior is lawful, therefore understandable & influence-able
Adjust environment to influence & teach behavior

Behavior Analytic Approach

Behaviorism

ABA

Applied Behavioral Technology

PBIS Conceptual Foundations

Laws of Behavior

Social Validity

All Students

Alberto & Troutman; Cooper, Heward, & Heron; Horner; Skinner; Vargas; Wolery, Bailey, & Sugai
STUDENT BEHAVIOR

• Aggression
• Bullying behavior
• Non-compliance 
• Insubordination
• Social withdrawal
• Truancy
• Law-abiding violations
• Substance use
• Weapon possession
• Harassment
• Self-injury

ADULT BEHAVIOR

• Office referral
• In-school detention
• Out of school suspension
• Probation & parole
• Arrests & incarceration
• Restraint & seclusion
• Mental health referral

OUTCOMES

• Disproportionality
• Dropping out
• School failure
• Mental illness
• School-to-prison pipeline
• Achievement gap
• Unemployment
• Delinquency
• SCHOOL CLIMATE

Apply Behavior Analytic Logic

Prevention Logic for All

Redesign of teaching environments…not students

Prevention Objectives

• Decrease development of new problem behaviors
• Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions

• Eliminate triggers & maintainers of problem behaviors
• Add triggers & maintainers of prosocial behavior
• Teach, monitor, & acknowledge prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

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

2015

The Nurture Effect

How the Science of Human Behavior Can Improve Our Lives & Our World

Anthony Biglan, PhD

2015

School Violence & Mental Health

School Climate & Discipline

School-to-Prison Pipeline

Every Student Succeeds

The SPLC, 12 Jan 2017

https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools

In the first days after the 2016 presidential election, the SPLC Southern Poverty Law Center’s Teaching Tolerance project administered an online survey to K-12 educators across the country. Over 6,000 teachers, counselors, and others who work with schools have responded. The survey data indicate that the results of the election are having a profoundly negative impact on schools and students. Ninety percent of educators report that school climate has been negatively affected, and most of them believe it will have a long-lasting impact. A full 60 percent describe heightened anxiety and concern on the part of students worried about the impact of the election on themselves and their families.
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.

Hate Map National Numbers

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

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

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

ESSA & School Climate
Family Engagement
Implementation Fidelity
Equity, Discipline, & Culture
Nation Climate Change
School Climate
Bullying & Harass
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

Student
Community
Teacher
Family
Administrator

British
Female
Muslim
Gay

Equality
Equity
Reality

For a fair selection, everybody has to take the same exam! Please climb that tree.
When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.

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.

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.

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.

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

MTSS
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 Valid Decision Making
Supporting Culturally Relevant Evidence-based Interventions
PBIS (SWPBS) is about improving classroom & school climate.

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

SOME

FEW

Supports for all students w/ disabilities are multi-tiered

Continuum of Support for All:

“Molcom”

Continuum of Support for All:

“Theora”

Continuum of Support for All:

“George”

Label behavior…not people
Mike Coyne et al., April 2016

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.

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

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016

Integrated MTSS

Academic Systems
- Intensive, Individual Interventions
- Targeted Group Interventions
- Universal Interventions

Behavioral Systems
- Intensive, Individual Interventions
- Targeted Group Interventions
- Universal Interventions

Circa 1996

Mike Coyne et al., April 2016

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016

Integrated MTSS

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Circa 1996
ACADEMIC-BEHAVIOR ASSOCIATION


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

Oct 2015

“Bet your next month’s salary!!”

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate
School Climate & PBIS

Coercive Cycle

**KID:**
- Negative School Climate
  - Non-compliance & non-cooperation
  - Disrespect
  - Teasing, harassment, & intimidation
  - Disengagement & withdrawal
  - Nonattendance, truancy
  - 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
  - Inefficient, ineffective instruction
  - Negative adult role models

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

Positive Reinforcement Cycle

**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

**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...requires sustained priority to do.*
Where is your classroom & school on the climate scale?

Negative Climate 0 1 2 3 4 5 6 7 8 9 10 Positive Climate

• Academic failure  • Academic success
• Reactive management  • Positive engagement
• Exclusion  • Active supervision
• Reprimands  • Reteaching
• Negative social  • Many response opportunities
   interactions  • Welcoming environment
• Negrative consequences  • Positive reinforcement
• Social withdrawal  • Teaching social skills
• Low rates praise  • Positive expectations
• Bullying  • Model expected behavior

PBIS goal to establish & maintain positive teaching & learning environment

JGHS – 2016 HS

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

Mar 2016 Avg = 5.9 (01)

CHHS – 2016 HS

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

Mar 2016 Avg = 4.8 (02)

JGHS – 2016 HS

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

Mar 2016 Avg = 5.9 (01)

CHHS – 2016 HS

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

Mar 2016 Avg = 4.8 (02)
PBIS & Social Skills Instruction

Teaching how to determine hypotenuse of triangle

Teaching by Getting Tough

I hate this f____ing school & you’re a dumbf____!

“Teaching by Getting Tough”

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

Social Skills Misrules

“Power of Habits”

Power of Habits

or Challenging Behavior

Charles Duhigg, 2012

CUE    HABIT    REWARD

Dessert    Satisfied
Eat

TV remote    Entertained
Sit & watch

Teased    Teasing stops
Hit

Difficult work    Work removed
Walk

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

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

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.
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

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

Developing Implementation Fidelity & Capacity

“Don’t Throw Stones!”

IMPLEMENTATION

Effective Not Effective

PRACTICE
Effective
Maximum Student Benefits
Not Effective

Fixsen & Blase, 2009

Positive Behavioral Interventions and Supports Implementation Blueprint:

Part 1 - Foundational and Supporting Information
Part 2 - Self-Assessment & Action Planning

Fixsen & Blase

Capacity Development

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

Fixsen & Blase

NIRN.org
Scalingup.org
Fixsen & Blase

PBIS.org

www.pbis.org
1. Describe NEED & expected OUTCOME in measurable terms & w/ data

2. ALIGN existing & new practices w/ need & expected outcome

3. SELECT defensible & implementable practices & ELIMINATE or pause irrelevant outcome

4. INTEGRATE practices around expected outcome

5. Organize SUPPORTING SYSTEMS to implement integrated practices with fidelity

Development of Continuum of Practices & Systems (MTSS)

Classroom Continuum

School-wide Continuum

Classroom & Behavior Management Practices

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www.pbis.org/school/school-mental-health/interconnected-systems

Effective Classroom Behavior Management

1. Positive Reinforcement

2. Active Supervision

3. Precorrect

4. Maximize Academic Success

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

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

Practices evidence-base is well developed
Climate affects teaching & learning affects climate

Continuum of outcomes, data, practices, & systems.

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**BEHAVIORAL SCIENCES** serve as useful theory of action/change

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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

**Association of PBS**
Mar 28-30
San Diego, CA

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