Revisiting Why, What, & How of SWPBS for All

George Sugai
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OSEP Center on PBIS
University of Connecticut
George.sugai@uconn.edu
www.pbis.org  www.neswpbis.org  www.cbar.org

Getting Tough
Teaching to Corner
Nov 1985 Kappan

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

Purpose
“Parts 1, 2, & 3”
- Update on PBIS implementation
- Review core features
- Summarize school-wide & classroom
  implementation & alignment
- “Drill down” on social skills instruction, culture, behavior management
- Address your questions & comments

www.neswpbis.org
www.pbis.org
"Presentations"

www.pbisapps.org

"This is the worst class I’ve ever had."
Theory of Change & Priority


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

BIG IDEAS

Continuum of outcomes, data, practices, & systems.

Classroom & School Climate

Climate affects teaching & learning affects climate

Reported, observed, experienced by all

Multi-tiered Systems Support

Classroom & School Climate

Academic Success → Behavior Success

Continuum of outcomes, data, practices, & systems.

School Violence & Mental Health

Disproportionality & School-to-Prison Pipeline

Every Student Succeeds Act

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 Southern Poverty Law Center’s Teaching Tolerance project administered an online survey to K-12 educators from across the country. Over 9,000 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. Ninety percent of educators report that student climate has been negatively affected, and most of these believe it will have a long-lasting impact. Full report: http://www.splcenter.org/teaching-tolerance/toll-report-2017-01-12
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.
- 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.
Potential for cultural exchange & conflict

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.

Culture = Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Sugai, O’Keeffe, & Fallon 2012
How does my learning history affect my actions?

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

McIntosh et al., 2016

What is SWPBS (MTSS)?

SWPBS aka MTSS, PBIS, MTSS-B, MTBF, RtI-B…

$\checkmark$ Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students

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

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

Practice Selection: Get your next month’s salary!

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

Examples of Definitions

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

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-researched interventions with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services. Socialworkpolicy.org, 2015

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

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

When programs & practices effectiveness have been demonstrated by causal evidence generally obtained through high-quality outcome evaluations. National Institute of Justice

1. Empirical Support
2. Student Fit
3. Context-Environment Fit

MTSS

PBIS
RtI-A
RtI-B
ISF
EBS

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

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

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- Language
- Developmental
- Cultural

SWPBS

Implement w/ Fidelity
Develop Continuum of Evidence-based Practices & Systems
Develop Local Expertise & Implementation Fluency
Use Team to Coordinate Implementation

Screen Universally
Decide with Data
Monitor Progress Continuously

PBIS & MTSS Share Functions
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

PBIS (SWPBS) is about improving classroom & school climate, decreasing reactive management, and maximizing academic achievement.

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Supporting Culturally Knowledgeable Staff Behavior

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

Label behavior…not people

Continuum of Support for All: “Theora”

Continuum of Support for All: “Molcom”

Supports for all students w/ disabilities are multi-tiered

Universal

Targeted

Intensive

Probability

Area

Technology

Social skills

Basketball

Spanish

Comprehension

Writing

Basketball

Spanish

Comprehension

Writing

Label behavior…not people

Science

Dec 7, 2007

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%

All

Some

Few
Universal Targeted Intensive Continuum of Support for ALL

Dec 7, 2007

% of Students V. % of Contributions
(Horner, 2011)

2979 ES 889 MS 390 HS

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016

Continuum Logic & Key PBIS Working Elements

INCREASED EFFORT

Intensity Frequency Duration Specialization Differentiation Teaming Responsive-to-Treatment

Outcomes Data Practices Systems

Mike Coyne et al., April 2016

Early Literacy Achievement in Pilot Schools: Change in 1st Grade Risk Status from 2012 - 2015

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.

On track for reading success
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

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016

Integrated MTSS

Circa 1996

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

Mike Coyne et al., April 2016

Fall 2012            2013             2014              2015

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Universal Interventions
• All settings, all students
• Preventive, proactive
ACADEMIC-BEHAVIOR ASSOCIATION


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

Proportion Schools Implementing PBIS by State 2015-16

13 States >40% Implementing PBIS

Schools Implementing PBIS by State 2015-16

21 states >500 schools
8 states >1000 schools

PBIS Tier I Fidelity by State 2015-16

62% (8,328/13,414) Tier I Criterion

Using PBIS
Assessing Tier I Fidelity
Meeting Tier I Fidelity 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

Elem Major ODR

Middle Major ODR

High Major ODR

Canada, US, Virgin Is, Cayman, Jamaica, Bermuda, Puerto Rico, Spain, Wales, UK, Iceland, Netherlands, Norway, Denmark, Turkey, South Africa, Qatar, Lesotho, Japan, Taiwan, S. Korea, Hong Kong, Australia, New Zealand, Guam, Saudi Arabia, Qatar.
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

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: Positive School Climate
- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- 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.
PBIS goal to establish & maintain positive teaching & learning environment

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
- Reactive management
- Exclusion
- Reprimands
- Non-compliance
- Social withdrawal
- Low rates praise
- Negative engagements
- Bullying
- Negative expectations
- Academic success
- Positive engagements
- Active supervision
- Reteaching
- Many response opportunities
- Welcoming environment
- Positive reinforcement
- Teaching social skills
- Positive expectations
- Model expected behavior

How staff rated the current school climate at John Gray

JGHS – 2016 HS

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

CHHS – 2016 HS

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

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Quick Climate Scale for ____________ (setting)

CHHS – 2016 HS

Mar 2016 Avg = 4.8 (M)

Oct 2016 Avg = 7.0 (T)

School Climate Survey Suite
Administration Manual

www.pbisapps.org
Establish positive school climate

HOW?

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

Emphasizing & Teaching Positive Expectations

Team-led Process

SWPBS Practices & Systems

GENERAL IMPLEMENTATION PROCESS: “Getting Started”

- Team
- Agreements
- Data-based Action Plan
- Evaluation
- Implementation

Welcome Hugs

Welcome to Westwood!
Carmen Arace Intermediate, Bloomfield

Arabic Expectations at Awsaj Academy Elementary 2011-2012

MacNeill Secondary School, Richmond, British Columbia 4 Nov 2013
School-Wide & Classroom PBIS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for 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

Continuum of procedures for encouraging rule violations

Continuum of procedures for discouraging rule violations

Procedures for teaching SW & classroom-wide expected behavior

School-Wide & Classroom PBIS (Tier 1)

Teaching how to determine hypotenuse of triangle

“Work w/ another partner & do these 4 examples…”

“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…”

“Teaching by Getting Tough”

“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!”

Punishment teaches

Teach “1 hour every Monday”

Not my responsibility

Bad behavior is trait

Social Skills Misrules

• 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.
“Power of Habits”  
….or Challenging Behavior  
Charles Duhigg, 2012

CUE ➔ HABIT ➔ REWARD

Dessert ➔ Eat ➔ Entertained?!  
Teased ➔ Ignore ➔ Teasing stops?!  
Difficult work ➔ Try ➔ Work removed?!

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

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

Establishing/Replacing Habit  
Charles Duhigg, 2014

CUE ➔ HABIT ➔ REWARD

- Remove competing cue  
- Add desired cue

- Teach acceptable alternative  
- Teach desired alternative

- Remove reward for old habit  
- Add reward for new habit

All three elements are considered in SSI …& addressing challenging behavior

Basic Behavior Teaching Processes

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

Basic Behavior Teaching Processes

1. ASSESS current skill
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What, when, how, where

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

Expectations & behavioral skills are taught & recognized in natural context
### Nopera’s expected behaviours at home

- Act responsibly
- Act safely
- Act with others
- Show respect

- Put the toys away
- Wash your face
- Put the dishes in the sink
- Help with cooking
- Help with cleaning
- Help with making my bed
- Help with feeding
- Help with changing clothes
- Help with walking
- Help with getting dressed
- Help with going to the bathroom
- Help with eating

### Eddie’s expected behaviours at home

- Act responsibly
- Act safely
- Act with others
- Show respect

- Put the toys away
- Wash your face
- Put the dishes in the sink
- Help with cooking
- Help with cleaning
- Help with making my bed
- Help with feeding
- Help with changing clothes
- Help with walking
- Help with getting dressed
- Help with going to the bathroom
- Help with eating

### Mathew’s expected behaviours at home

- Act responsibly
- Act safely
- Act with others
- Show respect

- Put the toys away
- Wash your face
- Put the dishes in the sink
- Help with cooking
- Help with cleaning
- Help with making my bed
- Help with feeding
- Help with changing clothes
- Help with walking
- Help with getting dressed
- Help with going to the bathroom
- Help with eating

### Noah’s Expected Behaviours

- Act responsibly
- Act safely
- Act with others
- Show respect

- Put the toys away
- Wash your face
- Put the dishes in the sink
- Help with cooking
- Help with cleaning
- Help with making my bed
- Help with feeding
- Help with changing clothes
- Help with walking
- Help with getting dressed
- Help with going to the bathroom
- Help with eating

### Hugh’s expected behaviours at mealtimes

- Act responsibly
- Act safely
- Act with others
- Show respect

- Put the toys away
- Wash your face
- Put the dishes in the sink
- Help with cooking
- Help with cleaning
- Help with making my bed
- Help with feeding
- Help with changing clothes
- Help with walking
- Help with getting dressed
- Help with going to the bathroom
- Help with eating

### Senior Years

<table>
<thead>
<tr>
<th>Task</th>
<th>AT HOME</th>
<th>Inside</th>
<th>Outside</th>
<th>With Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hygiene</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indoor Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Senior Years - Positive Behaviour Support

- Be kind
- Be respectful
- Be responsible
- Be on time

- We expect our students to
  - Follow rules
  - Be responsible
  - Be respectful
  - Be on time

- Our expectations are
  - Respect others
  - Be kind
  - Be on time
  - Be responsible

- We teach our students
  - To be kind
  - To be respectful
  - To be responsible
  - To be on time

- We model
  - Kindness
  - Respectfulness
  - Responsibility
  - On time

- We use
  - Visual aids
  - Positive feedback
  - Consistent expectations

- We help our students
  - Learn to manage
  - Learn to follow
  - Learn to respect
  - Learn to be on time
RAH – at Adams City High School

(Respect – Achievement – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/Corridors</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time, attend regularly, follow class rules</td>
<td>Keep location neat, keep to the right, use appropriate language, allow others to pass</td>
<td>The result is neat, the floor free of trash, no smoking, no eating, no talking</td>
<td>Keep the area clean, put trash in cans, be on time, no loud noise, no drinking, no eating, no smoking, no gum gumming</td>
</tr>
<tr>
<td>Achievement</td>
<td>Do your best on all assignments and assessments, take notes, seek questions</td>
<td>Keep track of your belongings, remember to get to class on time</td>
<td>Keep the space clean, maintain your personal boundaries</td>
<td>Respect other people’s personal space, flush toilets</td>
</tr>
<tr>
<td>Honor</td>
<td>Do your best on all assignments and assessments, take notes, seek questions</td>
<td>Keep the space clean, maintain your personal boundaries</td>
<td>Keep your own place in line, maintain personal boundaries</td>
<td>Demonstrate good sportsmanship and team spirit</td>
</tr>
</tbody>
</table>

RAH – Athletics

<table>
<thead>
<tr>
<th>RAH</th>
<th>Practice</th>
<th>Competitions</th>
<th>Eligibility</th>
<th>Lettering</th>
<th>Team Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Listen to coaches, push yourself and encourage teammates</td>
<td>Show up on time for every practice and competition</td>
<td>Complete your assignments missed for team travel</td>
<td>Be on time for every practice and competition</td>
<td>Arrive on time for your practices and competitions, and here for where you are and where you need to be</td>
</tr>
<tr>
<td>Achievement</td>
<td>Do your best, show up on time for every practice and competition</td>
<td>Set and reach for both individual and team goals</td>
<td>Complete your assignments missed for team travel</td>
<td>Demonstrate good sportsmanship and team spirit</td>
<td>Suit up in clean uniforms</td>
</tr>
<tr>
<td>Honor</td>
<td>Do your own work, be considerate of yours and others personal space</td>
<td>Show up on time for every practice and competition</td>
<td>Represent your school with good conduct</td>
<td>Represent your school with good conduct</td>
<td>Show team pride in and out of the school</td>
</tr>
</tbody>
</table>

Douglas County S.D., CO 4-08

Using Your B.U.S. Behavior...

B – Be a Good Example
D – Do the Right Thing
U – Underline What You Do
S – Speak in a Positive Tone
R – Respect Personal & Public Property
A – Avoid Bullying & Other Inappropriate Behavior
G – Get to Help Others
A – Apologize & Accept Responsibility
S – Support Each Other

Report Danger to Driver

Acknowledgment & Recognition
**BUS BUCKS**
- Springfield P.S., OR
- Procedures
  - Review bus citations
  - On-going driver meetings
  - Teaching expectations
  - Link bus bucks 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

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

**“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

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

**Theory of Change & Priority**


---

**EXPECTATIONS**

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

**RESPECT**
- Say “good morning”
- Try your best
- Use your words
- Say “thank you”
- Say “good night”

**RESPONSIBILITY**
- Put clothes in washer
- Put backpack & homework by backdoor
- Wash hands
- Brush teeth
- Put toys away
- Put toys in room when done
- Keep chair legs on floor
- Put toys on shelf

**SafetY**
- Return food to refrigerator
- Put homework in backpack
- Put toys in room when done
- Keep chair legs on floor
- Put toys on shelf

---

**Linking Positive Behavior at School & Home**

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

Theory of Change & Priority

3/28/17

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

Getting Tough
Teaching to Corner

“Getting tough” not good response?

Why “getting tough” not good response?

Shifts accountability away from child
Weakens child-adult relationship

Triggers & reinforces antisocial behavior
Creates environments of control

Weakens academic & social behavior

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

1. School-wide SYSTEMS needed to support classroom implementation
1 Administrator
2 Coaching
3 Data
4 SW Team
5 Priority
6 Organizational Efficiency
7 Continuum Logic
8 Effective Academic Instruction
9 Evidence-based Priority
10 MTSS

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012a,b
Classroom Continuum Support System

<table>
<thead>
<tr>
<th>Priority</th>
<th>Organizational Efficiency</th>
<th>Continuum Logic</th>
<th>Effective Academic Instruction</th>
<th>Evidence-based Priority</th>
<th>MTSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW Teams</td>
<td>4. SW Teams</td>
<td>4. SW Teams</td>
<td>4. SW Teams</td>
<td>4. SW Teams</td>
<td>4. SW Teams</td>
</tr>
</tbody>
</table>

Classroom Continuum

- Continuous Active Supervision
- Frequent Positive Active Engagement
- Small Group Skills Practice
- Peer Mentoring
- Check-In
- Check-Out
- Good Behavior Game
- Behavioral Contracting

CONTINUUM needed to select, organize, & implement practices

Classroom Continuum Support System

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

GOAL: Effective School, Family, Community Organizations

- Common Language
- Common Vision/Values
- Common Experience

Effective Organizations

Common Vision/Values

Common Experience

Quality Leadership

Practices evidence-base is well developed

www.pbis.org

HOW?
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

1. School-wide SYSTEMS needed to support classroom implementation
   - 1 Administrator
   - 2 Coaching
   - 3 Data
   - 4 SW Team
   - 5 Priority
   - 6 Organizational Efficiency
   - 7 Continuum Logic
   - 8 Effective Academic Instruction
   - 9 Evidence-based Priority
   - 10 MTSS

2. CONTINUUM needed to select, organize, & implement practices
   - Intensive
   - Targeted
   - Universal
   - Few
   - Some
   - All

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

Classroom Implementation Support System

Classroom Continuum

FBA-BIP
Behavioral Contracting
Check-In Check-Out
Good Behavior
Game
Peer Mentoring
Classroom Teaching Matrix
Continuous Active Supervision
Effective Instruction

Continuous Active Supervision
- Frequent Positive Active Engagement
# Classroom Expectations and Routines

## Teaching Matrix

**Setting**
- All Settings
- Hallways
- Playgrounds
- Cafeterias
- Assembly
- Bus

**Respect Others**
- Use materials as intended
- Keep hands to self
- Keep desk to self
- Keep eyes on speaker
- Organize materials

**Respect Self**
- Use inside voice
- Keep hands to self
- Complete work on time
- Respectful
- Respect

### 1. Social Skill

**SW Based CW Tier 2/3 Practices & Supports**
- Full-time application of basic behavior management practices
- Effectively aligned & delivered instructional practices & curricula

**Behavior Examples**
- SW linked to expectations
- SW Tier 1 implemented w/ fidelity

### 2. Natural Contexts

**Setting**
- Hallways
- Playgrounds
- Cafeterias
- Assembly
- Bus

**Respect Others**
- Use materials as intended
- Keep hands to self
- Keep desk to self
- Keep eyes on speaker
- Organize materials

**Respect Self**
- Use inside voice
- Follow rules
- Complete work on time
- Respectful
- Respect

### 3. Behavior Examples

**High School Example**

<table>
<thead>
<tr>
<th>External &amp; Existing Classroom</th>
<th>Teacher Lecture</th>
<th>Homework</th>
<th>Requested Activity</th>
<th>Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong> Prepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use inside voice</td>
<td>Use materials as intended</td>
<td>Return supplies</td>
<td>Return supplies</td>
<td>Complete work on time</td>
</tr>
<tr>
<td>Keep hands to self</td>
<td>Keep hands to self</td>
<td>Keep eyes on speaker</td>
<td>Keep hands to self</td>
<td>Be punctual</td>
</tr>
<tr>
<td>Keep desk to self</td>
<td>Keep desk to self</td>
<td>Organize materials</td>
<td>Organize materials</td>
<td>Use a quiet space</td>
</tr>
<tr>
<td>Keep eyes on speaker</td>
<td>Keep eyes on speaker</td>
<td>Use inside voice</td>
<td>Use inside voice</td>
<td>Ask or e-ask</td>
</tr>
</tbody>
</table>

### Lesson Introduction

- Use inside voice
- Keep hands to self
- Respectful
- Respect

### Homework

- Use inside voice
- Keep hands to self
- Respectful
- Respect

### "I Need Assistance"

- Use inside voice
- Keep hands to self
- Respectful
- Respect

### Teacher Lecture

- Use inside voice
- Keep hands to self
- Respectful
- Respect

### Independent & Lab Work

- Use inside voice
- Keep hands to self
- Respectful
- Respect

### Problem Solving

- Stop, Step Back, Think, Act
- Stop, Step Back, Think, Act

## Classroom Routines

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Classroom Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work</td>
<td>Desk work</td>
</tr>
<tr>
<td>Quiz &amp; tests</td>
<td>Arrivals</td>
</tr>
<tr>
<td></td>
<td>Dismissals</td>
</tr>
</tbody>
</table>

### Respect

- Offer ideas & complete all tasks
- Get up and stretch if necessary
- Get all supplies for the day
- Check on homework

### Responsibility

- Complement others' ideas
- Read quietly
- Keep phone off & in pocket
- Let others sit with you on the bus

### Ready to Learn

- Keep materials organized
- Keep desk area clean
- Use scrap paper
- Move chairs quietly

## Shishmaref School AK, Lyon Johnson, Aug 9, 2011

### SW to CW PBIS…basics!

- SW Tier 1 implemented w/ fidelity
- SW & CW data-based decision making
- CW linked to SW expectations
- CW linked to expectations and common routines & settings
- Effectively aligned & delivered instructional practices & curricula
- Full-time application of basic behavior management practices
- SW based CW Tier 2/3 practices & supports
1. Positive Reinforcement
   - Individual & Group
     - Positive > Negatives
     - Public & Private
   - Verbal & Non-verbal
     - Developmental, Cultural, Contextual
   - Academic & Social

2. Active Supervision
   - Model
   - Scan
   - Move
   - Interact
   - 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
   - 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
- Reinforce desired approximations
- Model, prompt & precorrect

---

**Doing it correctly?**

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAXIMUM STUDENT BENEFITS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009

---

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

---

**Main Ideas**

1. Climate is context for success
2. Climate generally measured by stakeholder report
3. Academic & behavior success (failure) is interactive
4. Impact of evidence-based interventions affected by implementation context & fidelity
5. MTSS is systems framework logic for organizing selection & implementation of evidence-based practices

---

Climate affects teaching & learning affects climate

Academic Success ↔ Behavior Success

Continuum of outcomes, data, practices, & systems.
GOAL: Effective School, Family, Community Organizations

Effective Organizations

Common Language
Common Vision/Values
Common Experience
Quality Leadership

Upcoming Events

Northeast PBIS
May 18-19 Mystic, CT

PBIS Forum
Sep 27-29 Chicago, IL

New England PBIS
Nov 14-15 Norwood, MA