Closing Considerations

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PBIS – Respect & Responsibility

OTHERS
- Use mobiles & converse at breaks
- Work collaboratively
- Reframe positively

SELF
- Hydrate & stretch
- Check yourself
- Be safe

ENVIRONMENT
- Pre-cycle & recycle
- Keep track of personal stuff

S+ & Big Ideas

Sr+ & Big Ideas

Presenters:
IDD & Autism
Special Topics
Classroom Integration
Foundation

PBIS – Respect & Responsibility

“About 1996”

Acknowledgements
- Bob & conference team
- May Institute, NPBIS Network & PBIS Center
- Children, Youth, & families
- School & community personnel
- Researchers, trainers, coaches

Positive Behavioral Interventions & Supports 1996-2018

3 "WHERE" QUESTIONS
1. Where was PBIS in 1996?
2. Where are we now?
3. Where do we need to go next?
**1996 World Events**
- Pokemon introduced
- Fox News debuted
- NY Yankees won World Series after 18 yr drought
- 100,000 websites (1 billion today)
- Dolly the sheep successfully cloned
- Average car price of $16,000 ($33,500)
- EBay started
- DVDs launched in Japan
- Oprah book club started
- Prince Charles & Diane divorced
- Mad cow outbreak in Great Britain
- Deaths: Carl Sagan, Ella Fitzgerald, Timothy Leary, Spiro Agnew
- Gas $1.23/gal
- Reauthorization of IDEA
- EBa...
Southern Poverty Law Center

Since Nov 8, 2016

Increase in neo-Nazi groups since 2017: 22%

# of KKK groups in 2017: 72

# hate & extremist groups using Cloudflare technology: 23

# new Nazis & white-nationalists who accept Bitcoin: 37

Since Nov 8, 2016

1767 post-election hate incidents

HATE MAP NATIONAL NUMBERS

May 2018

CA (75) TX (44) FL (34) NY (40) GA (30) PA (36) MA (10) CT (6) NJ (20)

Southern Poverty Law Center, 18 Oct 2018

https://www.splcenter.org/hate-map

Massachusetts (192)

Southern Poverty Law Center, 18 Oct 2018

https://www.splcenter.org/hate-map

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HATE GROUPS 1869-2017

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Our Logic
Successful teaching & learning environments are effective, efficient, relevant, & durable
– Outcome-based
– Data-led decision making
– Evidence-based practices
– Systems support for accurate & sustained implementation

Biology is important

Behavior is learned

Behavior & environment are functionally related

Adjust environment to influence & teach behavior

Behavior is lawful, therefore understandable & influence-able

Setting Conditions
Antecedents
Behaviors
Consequences

Schools are one of our most structured, predictable, continuous social support systems

Academic success
Positive adult modeling
Neighborhood availability
Specialized supports
Positive classroom & school climate

Social, emotional, & behavioral success

Caring, professional adults
Positive classroom & school climate

Specialized supports

Integrating academic & behavior initiatives (e.g., SEVs, JA, disabilities)

Increasing Tier 3 practices/system implementation, fidelity & capacity

Maximizing academic achievement

Improving support for students in range of challenging behaviors

Improving classroom & school climate & culture for ALL

WHY MTSS-PBIS?

Defensible Theory of Action

1. Describe & Hypothesize Observations
2. Develop Effective Strategy
3. Establish Implementation System
4. Evaluate & Act on Results

About 1996

Alberto & Troutman; Carnine & Engelman, Cooper, Heward, & Heron; Evans; Johnston & Pennypacker; Kame'enui; Sidman

Natural Sciences
Behaviorism
ABA
PBS
SWPBS
PBIS

PBIS Conceptual Developmental & Foundations

Scientific Method
Levels of Behavior
Applied Behavioral Technology
Social & Educational Validity
All Students

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Schools as Effective Organizations

“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”
(Skinner, 1953, Science of Human Behavior)

- Common vision & objectives
- Common language
- Common experiences & routines
- Quality leadership & coaching

PBIS Logic Model

- Student Benefit
- Evidence-based
- Data-based screening & assessment
- Implementation systems
- Guiding principles

- Universal screening
- Discipline data
- Implementation fidelity
- School climate
- MTSS & tiered logic
- Prevention & pre-correction
- Function-based supports
- Behavior analysis

DATA POINT

Saint Paul Public Schools
PBIS framework for all schools.

Regardless of perceptions of crime, 95% students reported feeling safe at school.

Post 2016?

More likely to report feeling safe at school if access to adult or student
2007-2015 Decreases in rates of reported bullying & hate-related words.

20% in 2015

Post 2016??

PBIS
Aka MTSS
Framework
Empirically validated practices
Academic & behavior outcomes
All students

MTSS is....

MTSS
Integration of a number of multiple service systems into one coherent, strategically configured system meant to address multiple domains to closures (Finn, 2011, p.4)

MTSS & PBIS

Positive Behavioral Interventions & Supports

Empirically validated practices
Academic & behavior outcomes
All students

Continuum
Framework
PBIS

Positive Behavioral Interventions & Supports

2007-2015 Decreases in rates of reported frequent bullying & increases in telling adult

Post 2016??
Integrate Initiatives around Important Shared Outcomes

- Teach & Arrange Learning Environment for Success
- Use Data to Make Big Decisions
- Screen Regularly, Early, & Universally
- Continuously Monitor Student Progress & Implementation Fidelity

Align, Integrate, & Sequence Evidence-based Practices & Systems w/in Continuum

Develop Local Content Expertise

Coordinate Implementation w/ Team

Continuously Monitor Student Progress & Implementation Fidelity

Screen Regularly, Early, & Universally

Use Data to Make Big Decisions

Organization of behavioral subsystems

Circa 1996

Effective Behavior Support

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Circa 1996

PBIS Working Elements

What students experience

What adults experience

What students & adults use for decision making

Supporting Important Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Equitable Academic & Social Behavior Competence

Maximum student benefit

School Climate

Individual & Group level construct

Verbally reported SHARED BELIEFS, values, & attitudes

EXPERIENCED INTERACTIONS between & among students, teachers, & administrators

School Climate

Socially validated NORMS of (un)acceptable school behavior

"Early Triangle"

Walker, Knitzer, Reid, et al., CDC (Walker et al., 1995, p. 201)

"Transparency" version (~1995)

Target Student Type

Intervention Approach

Primary Prevention (All students, all the time)

Secondary Prevention (Children at risk, but not identified as having a disorder)

Tertiary Intervention (Children identified as having a disorder)

Screening of children, youth and community adults

Student team approach to intervention:

- A team comprised of teachers, administrative staff, school psychologists, and social workers
- Screened students assigned to one of the treatment categories specified above, based on need and strengths

"ALL Variations of MTSS Share Functions"
Continuum of Effective Behavior Support

Specialized Individual Interventions (Individual Student System)

Specialized Group Interventions (At-Risk System)

Universal Interventions (School-Wide System)

Classroom System

Students without Serious Problem Behaviors (80 - 90%)

Students At-Risk for Problem Behavior (5 - 15%)

Students with Chronic/Intense Problem Behavior (1 - 7%)

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

About 1996

Designing School-Wide Systems for Student Success

About 1996

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

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

ALL

Some

Few

Tiered LOGIC

About 1999

Universal

Targeted

Intensive

School-wide Continuum

Classroom Continuum

Basic Continuum Logic

Blended Continuum Logic

Student Outcome

Continuum of Support Logic for ALL

Dec 7, 2007

23
**Continuum Logic & Key PBS Working Elements**

- Outcomes
- Data
- Practices
- Systems

**INCREASED EFFORT**
- Intensity
- Frequency
- Duration
- Specialization
- Ongoing Training
- Responsive-to-Treatment

**Tier 2**
- Tier 2 practices are individualized
- Tier 2 practices components shared across students with common needs
- Practices across tiers are aligned & share features, but vary by intensity, duration, frequency, location, immediacy, etc.

**Risk Factors vs Protective Factors**
- Risk Factors:
  - Mental illness
  - Disability
  - Substance Use
  - Academic 
- Protective Factors:
  - Interpersonal skills
  - Healthy habits
  - Academic competence

**Implementation Consideration**
- Risk Enhancers:
  - Trauma
  - Negative modeling
  - Family, school, community disruption
  - Discrimination
- Protective Factors:
  - Interpersonal skills
  - Healthy habits
  - Academic competence

**Risk Enhancers**
- Reactive management
- Exclusion, segregation, isolation
- Trauma & hope
- Non-evidence-based practices
- Subjective decision making
- Low quality implementation of evidence-based practices

**Protective Factors**
- Interpersonal skills
- Healthy habits
- Academic competence
Implementation Drivers & Capacity Development

www.pbis.org

Decision Driven Data Systems

Kennedy Middle School

Fern Ridge Middle School

Office Referrals/School Day by Month

1996-97

1995-96

1994-95

Taylor-Greene et al., 1996
FRMS Total Office Discipline Referrals

Academic Years

1994-2006

Number of Schools Implementing PBIS by Year

June 2018

RCT & Group Design PBIS Studies

- Reduced major disciplinary referrals & suspensions
- Improved in aggressive behavior, concentration, social behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher & student reported bullying behavior, peer rejection, & substance abuse
- Improved school climate

15,924 schools identified as using PBIS across 50 states, DC, & Guam (>4 million students)

Schools Implementing PBIS by State

August 5, 2017

Proportion of Schools Implementing PBIS by State

August 5, 2017

14 States >40% Schools
**Meeting Tier I Fidelity Criterion**

- 0%

**Meeting Tier II Fidelity Criterion**

- 0%

**Meeting Tier III Fidelity Criterion**

- 0%

**Schools Reporting PBIS Tier I Fidelity**

- August 3, 2017

**Schools Reporting PBIS Tier II Fidelity**

- August 3, 2017

**Schools Reporting PBIS Tier III Fidelity**

- August 3, 2017

**Research-based Sustainability Drivers**

- School
  - Team
  - Data collection use
  - Data collection shared with staff
  - Classroom PBIS

- District
  - "PreCorrectable" Misrules
    - State team
    - Centralized training
    - One-person initiative
    - One funding source
    - Contextualized data
    - Standards initiative

- State
  - Impose environment to promote desirable behaviors in predictable problem situations

**Major ODR per Grade Level (triangle): 2016-17**

- Pre K - K Elementary
- Pre K - 8 Elementary
- Pre K - 12 Elementary

- August 3, 2017
Four behaviors for every ODR data point

School establishes policy for norm-violating behavior

Kid engages in norm-violating behavior

Educator completes discipline referral

Administer processes incident

American Creativity School - Elementary Boys Campus May 2018

AGA Point (Islamic) Values - Traits - Characteristics

American School of Valencia Feb 2018

Culture =

Group of individuals

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

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

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

Sugai, O'Keeffe, & Fallon 2012

Results revealed that the PGD strategy produced significant improvements in academic engaged time and reductions in disruptive behavior. Moreover, social validity questionnaires indicated that teachers found the strategy to be feasible, acceptable, & useful.


https://doi-org.ezproxy.lib.uconn.edu/10.1177/1098300717753831

PGD = INCREASE in academic engagement upon entering classroom

PGD = DECREASE in disruptive behavior upon entering classroom

HOMEWORK: “Positive Greeting at Door”
Why “Cool?”

- Positive engagement w/ ALL
- Doable routine, naturally available throughout day
- Integration w/ PBIS practices: prompt, practice, model, reinforce
- Opportunities for precorrections
- Possibilities of relationship development