Positive Behavioral Interventions & Supports: What the Heck is PBIS?

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PURPOSE
Discuss how continuum of behavior support (e.g., PBIS) is important to supporting individuals with behavior challenges
• Brief history of & context for PBIS
• Summarize “big ideas” of PBIS & MTSS
• Suggest “talking points” for policy makers & implementers

PBS – Respect & Responsibility
“Prompting Self-Managed Behavior”

Review “QUIZ”
Work w/ neighbor for 3.5 min.

1. Name one thing you learned that you want to remember tomorrow

2. Name one thing you will do on Monday, Wednesday, & Friday.

Learning history & EXPERIENCES affect your current verbal & overt behavior & expectations.

ALL (EQUITY) must strive toward high quality (person-centered, participatory, observably functional, educationally & socially valid, challenging, individualized...) OUTCOMES.

INDIVIDUAL experiences, challenges, celebrations, etc. are powerful investments in SYSTEMIC POLICY improvement & efficiency.

“Inclusive education” is as powerful as its collection of ACTIONABLE POLICY that reflects STAKEHOLDER EXPERIENCES & results in REPLICABLE HIGH QUALITY OUTCOMES.

“George’s” IPIP Logic Model
Positive Behavioral Interventions & Supports 1996-2018

What is PBIS (MTSS)?

Why is PBIS important to all students, especially students with disabilities?

What are “core features” of PBIS implementation?

How does PBIS relate to disability policy & advocacy?

What can each of us do to support all and individuals?

Outcome Questions

I expect & challenge each of us to develop observable, actionable strategies that result in policies & procedures which, in turn, enhance support to adults who interact with all, especially for individuals with disabilities:

• Model
• Prompt/precise
• Positively correct
• Reinforce

Simplified

Know

Learn

Do

Expanded

• Conceptually-defendable
• Evidence-based
• Outcome-aligned
• Implementable with high fidelity & durability
• Policy-supported

“Don’t Throw Stones!”

IMPLEMENTATION

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td></td>
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<tr>
<td>Not Effective</td>
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</tbody>
</table>

Do & Don’t Do

Quality Outcomes & Benefits for All

Learn & Know

Teach association of sounds with meaning?

Decrease out-of-school suspensions of kids of color?

Increase attendance in electromagnetically sensitive?

Increase use of school services by staff?

Prevent occurrences of bullying behavior?

Help parents learn to defuse escalations?

Support children who cry easily?

Educate students who experience traumatic events?

Encourage value & use of scientific facts?

Reduce incidence & prevalence of HIV/AIDS in South African schools?

Teach school-wide social skills?
Why + Who + How + What = ?

Student Outcomes
Systems Supports
Practice Supports

Evolve - Bed Princess

Good Behavior Game
Check In
Check Out
Responsive Classroom
Restorative Practices
Social Skills Instruction
Cognitive Behavior Therapy
Mental Health First Aide
Trauma Informed Practices
Check & Connect
Family Resource Center
Token Economy
Second Steps Incredible Years
Positive Reinforcement
Behavioral Contracting
Prevent Teach Reinforce

Teach association of sounds with meaning?
Decrease out-of-school suspensions of kids of color?
Increase attendance in disadvantaged schools?
Teach main idea of paragraph?
Prevent occurrences of bullying behavior?
Help parents learn to defuse escalations?
Support children who cry easily?
Educate students who experience traumatic events?
Encourage value and use of scientific facts?
Reduce incidence and prevalence of HIV/AIDS in S. African schools?
Teach school-wide social skills?

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)

School Climate

Divided

Inequality

Individual

Collective

Common VISION & objectives
Common LANGUAGE
Common EXPERIENCES & ROUTINES
Quality LEADERSHIP & coaching

Contextual Fit: Culture & Learning History

“Individual” “Family” “Neighborhood”
“School” “Classroom”

“Race” “Gender” “Equity” “Individuality”

“Disproportionality”

School Counseling, Social Work, & Psychology
Child, Family, & Community Health
General Education
Physical & Occupational Therapy
Special Education
Juvenile Justice
Federal Government
Business
Unions
Personnel Preparation

1997-2018
2018-2024

Individual & collective learning histories (cultural norms & experiences)
Four behaviors for every ODR data point

School establishes policy for norm-violating behavior

Educator completes discipline referral

Adm processes incident

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Culture =

Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

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Sugai, O'Keeffe, & Fallon 2012

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Southern Poverty Law Center

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FBI Data on Reported Hate Crime Incidents
November 2017

- 5850 to 6,121 increase (4.6%) total hate crime incidents (4.6% 2014)
- 19% rise anti-Muslim hate crimes
- 5% increase (3,310 to 3,489) race/ethnic hate crimes
- 58% race (1/2 black)
- 1/5 religious bias
- 1/6 sexual orientation bias

Offenders: 46% white, 25% black
**Learning History**

3.5 minutes

Describe to neighbor...

1. ONE historical event/experience that has shaped your professional/personal DEVELOPMENT.
2. How that event INFLUENCES how you DESCRIBE your OBSERVATIONS & ACTIONS/behaviors w/ others.

**What do behaviorists say about culture?**

“No degree of knowledge about the characteristics of groups or cultures can substitute for the analysis of the actions of a given individual in their historical & situational context because no two members of any group are socialized in exactly the same way.”

Hayes & Toarmino, 1995

“A culture evolves when practices... contribute to the success of the practicing group in solving its problems”

Skinner, 1981

**Early Conclusion...**

Nothing is inherently biased or culturally irrelevant about practices & systems of PBIS implementation.

However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.
How does my learning history affect my actions?

- Do I have shared experiences 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?

References

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

More likely to report feeling safe at school if access to adult or student.

Perceptions of bullying victimization & hate-related words of 12-18 year olds.

USDoE NCES March 2018

Decreases in rates of reported bullying & hate-related words

Behaviorism & Theory of Action & Change
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

About 1996
Defendable Theory of Action
Parsimonious
Comprehensive
Confirmable
Repeatable
Actionable
Alberto & Troutman; Carnine & Engelmann, Cooper, Heward, & Heron; Evans; Johnston & Pennypacker; Kame'enui; Sidman
1. Describe & Hypothesize Observations
2. Develop Effective Strategy
3. Establish Implementation System
4. Evaluate & Act on Results

Biology is important
Behavior is learned
Behavior & environment are functional related
Behavior is lawful, therefore understandable & influence-able

Setting Conditions Antecedents Behaviors Consequences

Shaping of PBIS: Brief History
1978-1983 SYC, UW, UK
1978-1983 SYC, UW, UK
1978-1983 SYC, UW, UK
2005-2019 UConn

PBIS Conceptual Foundations
Natural Sciences
Behaviorism
ABA
PBS
SWPBS
PBIS

Natural Sciences
Scientific Method
Laws of Behavior
Applied Behavioral Technology
Social & Educational Validity
All Students

1974-1978 Aurora Public Schools
1978-1983 SYC, UW, UK
1984-2004 UO

"Fix These, NOW!

Out of school suspension
Bullying behavior
Truancy
Disproportionality
Hate crime
Incarceration
Pipeline

Probation & parole
Substance use
Law norm violations
In school detention
Harming animals

Mental illness
Unemployment
Deviant sexual behavior

Not Equal!
STUDENT BEHAVIOR
- Bullying behavior
- Non-compliance
- Insubordination
- Truancy
- Lawbreaking violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

ADULT BEHAVIOR
- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Truancy
- Lawbreaking violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

OUTCOMES
- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Negative climate

Apply Behavior Analytic Logic

PBIS Logic Model

OTHER OUTCOMES
- Positive Climate
- Equitable Culture
- Effective Organization
- SAFE Place
- Positive RELATIONSHIP
- Sustained Implementation

IMPLEMENTATION
- Universal screening
- Plan
- Implementation
- Fidelity
- School climate
- District
- Family
- Community

GUIDING PRINCIPLES
- MTSS & tiered logic
- Prevention & precorrection
- Teaching & reimbursement
- Function-based supports
- Behavior analysis

Risk & Protective Factors

“Prevention & Precorrection”

Implementation Consideration

Risk Factors Vs Protective Factors
- Mental health
- Disability
- Substance use
- Antisocial behavior
- Self-management skills
- Academic competence
- Healthy habits
- Interpersonal skills

Implementation Consideration

INEFFECTIVE RESPONSE
- Reactive management
- Exclusion, segregation, isolation
- Trauma
- Non-evidence-based practices
- Subjective decision making
- Low quality implementation of evidence-based practices

Risk Enhancers
- Trauma
- Negative modeling
- Family, school, community disruptions
- Denial

Protective Factors
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills
12/1/18

**Risk Factors**
- Trauma
- Negative modeling
- Family, school, community disruption
- Discrimination
- Low quality implementation of evidence-based practices

**Protective Factors**
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

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**Implementation Consideration**

**Risk Enhancers vs Protective Factors**

**Effective Response**
- Prevention-based behavioral sciences
- Tiered support systems
- Data-based decision making and teaming
- Continuous coached professional development
- High fidelity implementation

**Ineffective Response**
- Reactive management
- Exclusion, segregation, isolation
- Train & hope
- Non-evidence-based practices
- Subjective decision making
- Low quality implementation of evidence-based practices

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**“Power of Habits”**
...or Challenging Behavior

Charles Duhigg, 2014

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

**HABIT**
- Walk
- Ignore
- Try

**REWARD**
- Entertained
- Teasing stops
- Work removed

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**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 (practice, monitor, acknowledge) prosocial behavior

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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

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**Prevention Objectives**

**Prevention Actions**

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**Multi-Tiered Systems of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS)**

“The Triangle”

Charles Duhigg, 2012

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Positive Behavioral Interventions & Supports

Tiered Prevention Continuum Logic

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
Label behavior…not people

Supports for all students w/ disabilities are multi-tiered

HOMEWORK: “Your +/- Profile”

% of Students V. % of Contributions

% of Students

100%

80%

60%

40%

20%

0%

% of Contributions

100%

80%

60%

40%

20%

0%

16% of students engage in 79% of challenging behavior

12/1/18
MTSS is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. It is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.

MTSS is designed to address multiple domains or content areas in education. It is a blueprint for action that integrates and coordinates evidence-based practices, systems, and supports across the district, school, and classroom to meet the academic and behavioral needs of all students. MTSS is a multi-tiered, tiered response system that focuses on system structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students.

Tier 1 practices are universal and focus on evidence-based instructional practices that are implemented throughout the school system. Tier 2 practices are more focused and target specific areas of need, such as reading, math, or social skills. Tier 3 practices are individualized and provide more intensive support for students who are not responding to Tier 2 interventions.

MTSS emphasizes the importance of continuous monitoring of student progress and implementation fidelity. It also highlights the importance of integrating initiatives around important shared outcomes.

MTSS outcomes include:
- Supporting culturally and linguistically diverse students
- Supporting student behavior
- Supporting decision making
- Supporting culturally relevant evidence-based interventions

MTSS practices include:
- Evidence-based practices
- Systems
- Structures
- Supports

MTSS is implemented with a focus on evidence-based interventions that are designed to support the academic and behavioral needs of all students.
A first grade classroom
A first grade classroom

CT’s K-3 Reading Model
CT’s K-3 Reading Model

Mike Coyne et al., April 2016
Mike Coyne et al., April 2016

Early Change Literacy Achievement on Grades
Fall 2012 2013 2014 2015

Before CT’s K-3 Reading Model
Before CT’s K-3 Reading Model

After 3 years, pilot schools have
After 3 years, pilot schools have

• More than doubled # students meeting grade literacy level goals.
• More than doubled # students meeting grade literacy level goals.

• More than halved # students at significant risk for reading failure.
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GENERAL IMPLEMENTATION PROCESS: “Getting Started”

Team

Agreements

Data-based Action Plan

“Plan”

Implementation

“Do”

Evaluation

“Check”

General Implementation Process

Coaching

State/Country

School

Students

Staff

Principal

Superintendent

Team-led Process

School-Wide & Classroom-wide PBIS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Continuum of procedures for discouraging rule violations

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior

Emphasizing & Teaching Positive Expectations

—Posters don’t teach… they prompt teacher actions & student behavior

(lack of reinforcement)
Arabic Expectations at Awsaj Academy Elementary 2011-2012

S. Thomas

American Creativity Academy of Kuwait City
November 2018
WARNING! Posters don’t teach! They are prompts & reminders for ALL

Expectations & behavioral skills are taught & recognized in natural context

Establishing Stimulus Control

RAH – at Adams City High School

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Restrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Always be on time; follow rules</td>
<td>Keep area neat, appropriate language, monitor noise</td>
<td>Put trash in cans, be courteous</td>
<td>Clean up after yourself, flush toilets</td>
</tr>
<tr>
<td>Achievement</td>
<td>Always do your best; monitor your progress</td>
<td>Be mindful of others’ personal space</td>
<td>Be a good example</td>
<td>Be a good example</td>
</tr>
<tr>
<td>Honor</td>
<td>Be considerate of others’ personal space</td>
<td>Be considerate of personal belongings</td>
<td>Be a good example</td>
<td>Be a good example</td>
</tr>
</tbody>
</table>

Douglas County S.D., CO 4-08

Using Your R.U.B. Behavior...

Be on the Bus

- Be on the Bus
- Use the Bus
- Learning to Drive

Be in the Classroom

- Be on Schedule
- Be Respectful
- Be Helpful

Be at the Cafeteria

- Be on the Cafeteria
- Use the Cafeteria
- Learning to Eat

Nepera’s expected behaviors at home

- Help with chores
- Be respectful
- Follow rules

Waratah Special Day School, BC
Incorporating SEL Competencies into Teaching Matrix

McDowell Institute (Sep., 2018). Teacher Spotlight: Embedding SEL within your behavioral expectations in the classroom. Teacher Excellence in PBS, Bloomsburg University of PA.
**Teachable Expectations (Classroom)**

<table>
<thead>
<tr>
<th>Classrooms' Value</th>
<th>Listening</th>
<th>Resting</th>
<th>Respect</th>
<th>Responsibility</th>
<th>Cooperation</th>
<th>Native, Tribal</th>
<th>Values</th>
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</thead>
<tbody>
<tr>
<td>Expect Teacher</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
</tr>
<tr>
<td>Expect Students</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
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<tr>
<td>Respect Students</td>
<td>Respect</td>
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<td>Respect</td>
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<tr>
<td>Respect Others</td>
<td>Respect</td>
<td>Respect</td>
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<td>Respect</td>
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</tbody>
</table>

**High School Example**

<table>
<thead>
<tr>
<th>Waiting &amp; Rounding</th>
<th>Classroom Setting</th>
<th>Setting 1</th>
<th>Setting 2</th>
<th>Setting 3</th>
<th>Setting 4</th>
<th>Setting 5</th>
<th>Setting 6</th>
<th>Setting 7</th>
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</thead>
<tbody>
<tr>
<td>Classroom Setting</td>
<td>Setting 1</td>
<td>Setting 2</td>
<td>Setting 3</td>
<td>Setting 4</td>
<td>Setting 5</td>
<td>Setting 6</td>
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<td>Setting 1</td>
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<td>Setting 4</td>
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<td>Setting 7</td>
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</table>

**SW & Home**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Home Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>- Say &quot;good morning&quot;</td>
</tr>
<tr>
<td></td>
<td>- Try your best</td>
</tr>
<tr>
<td></td>
<td>- Use your words</td>
</tr>
<tr>
<td></td>
<td>- Say &quot;thank you&quot;</td>
</tr>
<tr>
<td></td>
<td>- Say &quot;good night&quot;</td>
</tr>
<tr>
<td>Responsibility</td>
<td>- Put clothes in washer</td>
</tr>
<tr>
<td></td>
<td>- Put backpack &amp; homework by backpack</td>
</tr>
<tr>
<td></td>
<td>- Put toys away</td>
</tr>
<tr>
<td></td>
<td>- Wash hands</td>
</tr>
<tr>
<td></td>
<td>- Brush teeth</td>
</tr>
<tr>
<td>Safety</td>
<td>- Return bed to self</td>
</tr>
<tr>
<td></td>
<td>- Put homework in backpack</td>
</tr>
<tr>
<td></td>
<td>- Put trash in trash can</td>
</tr>
<tr>
<td></td>
<td>- Keep clothes on floor</td>
</tr>
<tr>
<td></td>
<td>- Put toys on shelf</td>
</tr>
</tbody>
</table>
**Home Example**

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

**Home Example**

Tooborac Public School, BC

**High School Home Example**

<table>
<thead>
<tr>
<th>Time</th>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
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<tr>
<td>Driving</td>
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<td></td>
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<tr>
<td>Mealtime</td>
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<tr>
<td>With Friends</td>
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</tbody>
</table>

**School-Wide PBS (Tier 1)**

- Leadership team
- Behavior purpose statement
- 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

**Acknowledgment & Recognition**

"Tangible see prompts for specific, explicit, authentic, contingent, meaningful teacher action."

(associated with increase in expected student behavior)
**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 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

**Effective Classroom & School-wide PBIS Practices**
1. Reinforce Positively
2. Supervise Actively
3. Precorrect
4. Maximize Academic Success
5. Teach Prosocial Skills

**POSITIVE GREETING AT DOOR**
- PGD = INCREASE in academic engagement upon entering classroom
- PGD = DECREASE in disruptive behavior upon entering classroom

Results revealed that the PGD strategy produced significant improvements in academic engaged time and reductions in disruptive behavior. Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, and acceptable.

**HOMEWORK: “Positive Greeting at Door”**
1. Personal Greeting & Interaction
   - Name, fistbump, high-five, etc.
2. Precorrective Task
   - Tell me, show me, do for me, etc.
3. Positive Reinforcement
   - Specific verbal praise, gesture, authentic social, etc.

WHEN & WHERE: Every major transition…throughout year, especially, beginning of year, grading period, return from breaks, Mondays, etc.

EXAMPLES: Entering/exiting building, classroom, lunchroom, sporting event, assembly, library, office, bus.
Decision-Driven Data Systems

Kennedy Middle School

Total Office Discipline Referrals

School Years

95-96
96-97
97-98
98-99

Taylor-Greene et al., 1996

Fern Ridge Middle School

Office Referrals/School Day by Month


No. Referrals/Day

Months

0
5
10
15
20
25

FRMS Total Office Discipline Referrals

Academic Years

Pre

Post

1994-2006

Number of Schools Implementing PBIS by Year

June 2018

26,424 schools identified as using PBIS across 50 states, DC, & Guam (>14 million students)

Number of Schools Implementing PBIS by Year

June 2018

Logarithmic
Decision-Driven Data Systems

“Willing to bet your next month’s salary?”
Concluding Comments: 7 Big Ideas
www.pbis.org

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Chicago, IL

NEPBS Forum
May 16-17, 2019
Mystic, CT

NEPBS Forum
Nov 14-15, 2019
Norwood, MA

A CALL for ACTION
1. Professional school climate
2. Behavior and student success
3. School-based mental health
4. Reforming discipline practices
5. Developing school climate
6. Creating school assessment teams
7. Safety climate improvement exchange
8. Gun violence prevention alliances

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