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 w/ behavior challenges

- Brief history of & context for PBIS
- Summarize "big ideas" of PBIS & MTSS
- Suggest "talking points" for policy makers & implementers

Positive classroom & school climate
Caring relationship
Inclusive Education
Culture & learning history
Promoting good habits
Teaching social skills
Behavior management
Academic engagement
Tiered systems of support
PBS – Respect & Responsibility
"Prompting Self-Managed Behavior"

12:30 - 2:30

OTHERS
- Use cells & converse @ breaks
- Actively listen
- Positively acknowledge regularly

SELF
- Hydrate, stretch, & stand
- Check your progress
- Be safe

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

CONSIDERATIONS
- "George"
- All questions & topics
- Time & topics
- Confidentiality, respect, & privacy

“QUIZ” Homework

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

2. Name one thing you will do on Monday, Wednesday, & Friday.
Policy makers, professional associations, researchers

Personnel preparers, consultants, trainers, vendors

Supervisors, administrators, managers

Direct service & support providers

Individuals w/ disabilities & their peers & families

Quality outcomes & benefits for all, some, & few

"George’s" PIP Logic Model

Positive Behavioral Interentions & Supports 1996-2011

What is PBIS (MTSS)?

Why is PBIS important to all students, especially students w/ 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 & individuals?

Outcome Questions

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

- Model
- Prompt/precorrect
- Positively correct
- Reinforce
Do & Learn

Know & Do

Simplified

- Conceptually-defendable
- Evidence-based
- Outcome-aligned
- Implementable w/ high fidelity & durability
- Policy-supported

Quality Outcomes & Benefits for All

Learn & Know

Expanded
<table>
<thead>
<tr>
<th>Implementation Fidelity</th>
<th>IMPLEMENTATION</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Effective</td>
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<tr>
<td>Effective</td>
<td>P</td>
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<tr>
<td>Not Effective</td>
<td>Not</td>
</tr>
</tbody>
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Maximum Student Benefits

Fixsen & Blase, 2009

Why + Who + How + What = ?

Policy Supports?

Student Outcomes  Systems Supports  Practice Supports
Contextual Fit: Culture & Learning History

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

“Race”
“Diversity”
“Disproportionality”
“Gender Identity”
“Individuality”

“Equality”

Shaping of PBIS: Brief History

1974-1978
Aurora Public Schools

1978-1983
SYC, UW, UK

1984-2004
UO

2005-2019
UConn

• PL-94-142
• Section 504 of Rehabilitation Act (1974)

• BoE v. Rowley (1982) (FAPE)
• DD Research & Training Centers
• Positive Behavior Supports
• Applied Behavior Analysis

• Honig v. Doe (1988) (Stay Put)
• Reauthorization of IDEA (1997)
• OSEP PBIS TA Center (I, II)
• PREPARE
• Effective Behavior Support
• Reading-Behavior Research Centers

• PBIS (III, IV, V)
• School Climate Transformation Grants
• School Mental Health
• Social, Emotional, & Behavioral Development
1997-2018
2018-2024

www.pbis.org

CLIMATE & CULTURE
Individuals, Classrooms, Schools, Districts, Home, Neighborhoods....

“Race”
“Gender Identity”

“Diversity”
“Disproportionality”

“Equality”
“Equity”

“Individuality”
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

PBIS Conceptual Foundations

Natural Sciences

Behaviorism

ABA

PBS

SWPBS

PBIS

Scientific Method

Laws of Behavior

Applied Behavioral Technology

Social & Educational Validity

All Students

All Students
Organiizations 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 Outcomes

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

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

1. **Kid** engage in norm-violating behavior
2. **Educator** completes discipline referral
3. **School** establishes policy for norm violating behavior
4. **Administrator** processes incident

https://www.youtube.com/watch?v=tqg88rRMZK4

School suspensions are an adult behavior - YouTube

There is an epidemic of school suspensions in the U.S. and the downstream consequences are severe. Adults suspend students, and while that may sound obvious,...

www.youtube.com

Laura

Rosemarie Allen, Assist. Prof. Metropolitan State University of Denver
**Culture =**

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

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

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

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**HOMEWORK: “Learning History Map”**

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.

---

**Individual Learning History & Context**

1. 
2. 
3. 
4. 

Your Name
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

Sugai, O’Keeffe, & Fallon 2012
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?

McIntosh et al., 2016

References


**Individual Learning History & Context**

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Hayes & Toarmino, 1995

"A culture evolves when practices... contribute to the success of the practicing group in solving its problems”  
Skinner, 1981
Early Conclusion…

What matters?
What I do & contextual contingencies that affect what I do?

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

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Sugai, O'Keeffe, & Fallon 2012

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McIntosh et al., 2016
References


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

- Positive adults modeling
- Academic success
- Social, emotional, & behavioral success
- Neighborhood availability
- Specialized supports
- 12+ yrs., 180 days/yr., 6 hrs./day
- Positive classroom & school climate
- Caring, professional adults

Increasing economic, social, & political GAPS & POLARIZATION

Harassment, discrimination, & BULLYING behavior

Events, modeling, & images of VIOLENT & DISRESPECTFUL behavior

Degradation of SCIENTIFIC knowledge, methods, & decision making

IMPLEMENTATION IN-FIDELITY of evidence-based practices

NEGATIVE classroom & school CLIMATE & CULTURE

SUBJECTIVE non-data-based decision making

Prioritization of INEFFECTIVE PRACTICES

Keeps me up at night 2018!

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

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

2015 Nationally Representative Sample Survey

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

USDoE NCES March 2018
2007-2015
Decreases in rates of reported bullying & hate-related words
20% in 2015
Post 2016??

2007-2015
Decreases in rates of reported frequent bullying & increases in telling adult
Post 2016??
Risk & Protective Factors

“Prevention & Precorrection”

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

Anthony Biglan, PhD
Foreword by Steven C. Hayes, PhD
Acknowledgments by David Sloan Wilson, PhD

2015
Implementation Consideration

Risk Factors Vs Protective Factors

- Mental illness
- Disability
- Substance Use
- Antisocial behavior

Examples

- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

Implementation Consideration

Risk Enhancers Vs Protective Factors

- Trauma
- Negative modelling
- Family, school, community disruption
- Discrimination

Examples

- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills
Risk Factors vs Protective Factors

**Risk Enhancers**
- Trauma
- Negative modelling
- Family, school, community disruption
- Discrimination

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

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

**EFFECTIVE RESPONSE**
- Prevention-based behavioral sciences
- Tiered support systems
- Data-based decision making
team
- Continuous coached professional development
- High fidelity implementation

Implementation Consideration

**2012**

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**THE POWER OF HABIT**

*Why We Do What We Do in Life and Business*

*Charles Duhigg*

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**Implementation Consideration**
“Power of Habits”
....or Challenging Behavior
Charles Duhigg, 2012

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

- **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

Establishing/Replacing Habit
Charles Duhigg, 2014

All three elements are considered in SSI
... & addressing challenging behavior
Prevention Logic for All
Redesign of teaching environments...not students

<table>
<thead>
<tr>
<th>Prevention Objectives</th>
<th>Prevention Actions</th>
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<tbody>
<tr>
<td>Decrease development of new problem behaviors</td>
<td>Prevent worsening &amp; reduce intensity of existing problem behaviors</td>
</tr>
<tr>
<td>Prevent worsening &amp; reduce intensity of existing problem behaviors</td>
<td>Eliminate triggers &amp; maintainers of problem behaviors</td>
</tr>
<tr>
<td>ANTECEDENT &amp; CONSEQUENCE</td>
<td>Add triggers &amp; maintainers of prosocial behavior</td>
</tr>
<tr>
<td>Biglan, 1995; Mayer, 1995; Walker et al., 1996</td>
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Multi-Tiered Systems of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS)
“The Triangle”
Positive Behavioral Interventions & Supports

PBIS: A framework for all schools

Empirically validated practices
Academic & behavior outcomes
All students

PBIS Framework

Aka MTSS

Positive Behavioral Interventions & Supports
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

Tiered Prevention Continuum Logic

Universal

Targeted

Intensive

Continuum of Support Logic for ALL

Dec 7, 2007
Universal
Targeted
Intensive
Continuum of Support
“Theora”

Dec 7, 2007
Science
Social Studies
Comprehension
Math
Social Skills
Basketball
Spanish

Label behavior...not people

Universal
Targeted
Intensive
Continuum of Support for ALL:
“Molcom”

Supports for all students w/ disabilities are multi-tiered
HOMEWORK: “Your +/- Profile”

Continuum of Support for ALL:

“✓”

Universal

Intensive

Targeted

Basic Continuum Logic

Blended Continuum Logic

Student Outcome

Classroom Continuum

School-wide Continuum

CBT

FBA-BIP

Check In
Check Out

Targeted
Second Steps

Skills

District Continuum

Family Resource Center

Frequent Positive Active Engagement

School-wide Teaching Matrix

Continuous Active Supervision

Contingent & Specific Positive Reinforcement

Rewards/Teaching Matrix
Continuum Logic & Key PBIS Working Elements

Outcomes | Data | Practices | Systems
--- | --- | --- | ---

INCREASED EFFORT
- Intensity
- Frequency
- Duration
- Specialization
- Differentiation
- Teaming

Responsive-to-Treatment

• Tier 3 practices are individualized
• Tier 2 practices components shared across students w/ common needs
• Practices across tiers are aligned & share features, but vary by intensity, duration, frequency, location, immediacy, etc.

respect | responsibility | safety

• bullying
• trauma
• truancy
• social withdrawal
• cooperative play
• stress/anxiety management
• self-injury
• self-management
• anger/conflict management
• substance use
MTSS is….

- "An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (Batsche, 2015)
- "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" (CO Dept of Education, Oct 2016).
- "Practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005)
- "An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success" (CA Dept of Ed., Jul 19, 2017)
- "Blueprint for school improvement that focuses on system structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students" (MA Exec Office of Ed. 2018).
- "An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (FL MTSS, n.d., p.2)
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

All Variations of MTSS Share Functions

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
Effective Classroom & School-wide PBIS Practices

1. Reinforce Positively
2. Supervise Actively
3. Precorrect
4. Maximize Academic Success
5. Teach Prosocial Skills

Simonsen, Myers, Freeman, Scott, et al.

“POSITIVE GREETING AT DOOR”

“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.”


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”

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<tbody>
<tr>
<td>Name, fistbump, high-5, etc.</td>
<td>Tell me, show me, do for me, etc.</td>
<td>Specific verbal praise, gesture, authentic social, etc.</td>
</tr>
</tbody>
</table>

**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,

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**RCT & Group Design PBIS Studies**

- Reduced major disciplinary infractions & antisocial behavior.
- Improvement in aggressive behavior, concentration, prosocial 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
Decision-Driven Data Systems

“Willing to bet your next month’s salary?”

Implementation Drivers & Capacity Development

www.pbis.org

- Stakeholder Support
- Funding
- Policy & Systems Alignment
- Workforce Capacity

Executive Functions
LEADERSHIP TEAMING
Implementation Functions

- Training
- Coaching
- Evaluation & Performance Feedback
- Behavioral Expertise

Local Implementation Demonstrations
Example: PBIS Implementation Logic & Framework

Regional/State Leadership
- SWPBS practices, data, systems
- Policy, funding, leadership, priority, agreement

District Behavior Team
- 2 yr. action plan
- Data plan
- Leadership
- Team meeting schedule

School Behavior Team
- SWPBS
- CWPBS
- Small group
- Individual student

School Staff
- SWPBS
- CWPBS
- Leadership
- Team meeting schedule

Student Benefit
- Academic
- Expectations & routines
- Social skills
- Self-management

External Coaching Support

Internal Coaching Support

Team Support

Research-based Sustainability Drivers

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

District
- "Precorrectable" Misrules
  - One-person initiative
  - One funding source
  - Contextualized data
  - Standalone initiative

State
- State team
- Centralized training

McIntosh et al., 3 October 2018 SCTG Preconference
1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students

2. BEHAVIORAL SCIENCES serve as useful theory of action/change

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

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

5. DECISION-based DATA systems to inform actions

6. Consideration of CULTURE & STUDENT BENEFIT needed to guide decisions & actions
A CALL for ACTION

1. Positive school climate
2. Ban assault-style weapons
3. School-based mental health
4. Reform reactive discipline practices
5. Universal background checks
6. Standardized threat assessment teams
7. Safety related information exchange
8. Gun violence protection orders
APBS
March 11-4, 2020
Miami, FL

NEPBS Forum
TBA 2019
Norwood, MA

PBIS Forum
October 3-4, 2019
Chicago, IL

NEPBIS Forum
May 16-17, 2019
Mystic, CT