PBIS aka SWPBS, MTSS, MTBF, RtI...

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

PBIS: Continuum of School-Wide Instructional & Positive Behavior Support

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 Support for All

Dec 7, 2007

Universal All

Targeted Some

Intensive Few
Lesson Plan for Expected Classroom Routines

<table>
<thead>
<tr>
<th>TEACHING STRATEGY</th>
<th>EXPECTED CLASSROOM ROUTINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEFINE Model</td>
<td></td>
</tr>
<tr>
<td>MODEL w/ clear examples &amp; non-examples</td>
<td></td>
</tr>
<tr>
<td>PRACTICE multiple examples in natural setting</td>
<td></td>
</tr>
<tr>
<td>Supervise, Monitor, Record</td>
<td></td>
</tr>
<tr>
<td>ALERT instruction based on progress</td>
<td></td>
</tr>
</tbody>
</table>

Coordinated by School-wide Team
- Administrator
- Specialists
- Grade/dept.

MTSS/CBM Foundations
- Expectations
- Discipline
- Acknowledgements

Every Planned Academic Engagement/Lesson

Big 7 CBMs
- Maximize OPPORTUNITIES to respond
- Handle MINOR behavior errors quickly & discreetly
- Implement BEHAVIOR SUPPORT PLAN for UNRESPONSIVE behavior errors
- Handle MAJOR behavior errors preemptively & by PROCEDURE
- Provide high levels of academic success

Teach & reinforce EXPECTED BEHAVIORS & ROUTINES to fluency
- Establish & acknowledge safe & predictable environment

Every Planned Academic Engagement/Lesson
- Precorrect (restate) positively & acknowledge ASAP before problem reoccurs.
- "What do we do when.....?"
- "Show me....."
2. COMING TO GROUP

**Greet** positively w/ student name

- "G’morning, Mike"
- “Hello, Darci”
- “Buenos Dias, Margie”

3. FIRST MINUTE

**Review** classroom/school behavior expectations

- “Ready to learn.”
- “Ready to do…….”
- “Raise hand.”

4. >1 EVERY 5 MINUTES

**Acknowledge** displays of behavior expectations

- “Thank you for……”
- “Excellent being ready.”
- “Good listening, Jorge”

5. MINOR BEHAVIOR EVENT

Respond quickly and briefly to minor problem behaviors

- 1st time: Acknowledge others for expected behavior
- 2nd time: Quick reteach

- “Thank you, Manuella, for…….”
- “Theora, “When you need help, raise your hand, & I will help you.”

6. CLOSING TRANSITION

- **Acknowledge** expected behavior
- **End positively w/ student name**

- “Ashley, good job with…….”
- “Nick, thank you for…..”
- “Jorge, mucho gracias…..”

---

<table>
<thead>
<tr>
<th>Action</th>
<th>What</th>
<th>Example</th>
</tr>
</thead>
</table>
| Practice problems | "What do we do at school?" | "What do we do at school?"
| Come to group | "Greet creatively w/ student name" | "Hello, Mike"
| Start session | "Review behavior expectations" | "Ready to learn."
| Minor behavior event | "Acknowledge & praise behavior expectations" | "Excellent being ready.""Good listening, Jorge!"
| Closing transition | "Thank you, Darci, for….." | "Thank you, delightfully!""Thank you, Delightfully!"

---

"Thank you, Darci, for….."
General Behavior Management

ALL THE TIME

1. ACTIVELY SUPERVISE continuously (scan, eyes up, move)
2. MODEL expected behavior
3. REMIND of expected behavior before problem situations
4. DESCRIBE and RESTATE frequently
5. RECOGNIZE successful expected behavior whenever possible
6. RET each when behavior errors occur

Steps + Practices + Guidelines

Smallest, most effective, biggest effect...all time!

1. Establish & acknowledge safe & efficient physical environment
   - Student grouping
   - Furniture arrangement
   - Teaching stations
   - Materials & equipment

2. Teach & reinforce expected behaviors & routines to fluency
   - Show/tell/model
   - Prompt frequently
   - Monitor
   - Reinforce

3. Maximize student opportunity to respond
   - Active instructional engagement
     - Systematic prompting
     - Active supervision
     - Frequent acknowledgements

4. Handle infrequent & non-disruptive minor behavior errors
   - Minimize attention
   - Signal error occurrence
   - Remind of expected behavior
   - Model/display expected behavior
   - Reinforce displays of expected behavior immediately

5. Handle repeated & non-disruptive minor behavior errors
   - Minimize attention
   - Determine likely purpose of behavior error (FBA)
   - Precorrect before error occurrence

6. Handle disruptive major behavior errors
   - Minimize attention
   - Determine likely purpose of behavior error (FBA)
   - Precorrect before error occurrence
   - If behavior error occurs & based on purpose: (a) Signal error occurrence, (b) Model/display expected behavior, (c) Reinforce displays of expected behavior immediately
7. Handle administrator-managed behavior errors (a) quickly, (b) discreetly, & (c) BY PROCEDURE

- Minimize attention
- Signal error occurrence
- Follow school-wide procedures for major rule violating behaviors
- Reteach, review, & prompt expected behavior
- Monitor
- Reinforce displays of expected behavior

8. For repeated major behavior errors &/or administrator-managed, develop & implement individualized, function-based behavior intervention plan

- Form behavior support team
- Conduct FBA
- Develop & implement behavior intervention plan
- Monitor continuously
- Reinforce displays of expected behavior

Responding to Non-Responsive Behavior: Managing Escalations

Geoff Colvin & George Sugai
OSEP Center on PBIS
University of Connecticut
www.pbis.org www.cber.org

"Managing Escalating Behavior" Geoff Colvin

The MODEL

- Intervene early in an escalation.
- Manipulate environmental factors.
- Teach replacement behaviors that serve similar function.
Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist

### Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Teacher ____________________________</th>
<th>Date __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater ____________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally each Positive Student Contacts</td>
<td>Total #</td>
<td>Tally each Negative Student Contacts</td>
</tr>
</tbody>
</table>

Ratio of Positives to Negatives: _____ to 1

---

### Upcoming Events

- **PBIS Forum**
  - Oct 22-23, 2015
  - Rosemont, IL

- **SMH Conference**
  - Nov 5-7, 2015
  - New Orleans, LA

- **New England PBIS**
  - Nov 19-20, 2015
  - Norwood, MA

- **APBS Conf.**
  - Mar 23-26, 2016
  - San Francisco, CA

- **Northeast SWPBS Conf.**
  - May 19-20, 2016
  - Mystic, CT

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### Action Steps

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<td>1. What is 1 thing you learned about PBIS that you did not know before?</td>
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<td>5. What is 1 enhancement you can make in your teaching environment to increase likelihood of doing above?</td>
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LEADERSHIP TEAM Coordination, Readiness, Priority Funding Visibility & Dissemination Political Support Policy & Systems Alignment Professional Development Coaching & Technical Assistance Evaluation & Performance Feedback Content Experience Local Implementation Demonstrations Personnel Selection

**SWPBS’ Feature Action**

1. **What is 1 thing** you learned about PBIS that you did not know before?
2. **What 3 “big ideas”** will you take back to your colleagues?
3. **What is 1 practice** you will do tomorrow that you have not done before?
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---

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www.pbis.org
Teaching social skills explicitly

Works for me!

Social Skills Misrules

- Punishment teaches
- Punishment does not teach SS.
- Teach “1 hour every Monday”
- SS are needed all day.
- SS are prompted & practiced all day.
- Not my responsibility
- SS are needed to learn.
- SS are needed to teach.
- Bad behavior is trait
- SS (good/bad) learned & taught.
- Teaching SS should be formal.

“Power of Habits”
Charles Duhigg, 2012

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV remote</td>
<td>Walk</td>
<td>Entertained?!</td>
</tr>
<tr>
<td>Teased</td>
<td>Ignore</td>
<td>Teasing stops?!</td>
</tr>
<tr>
<td>Difficult work</td>
<td>Try</td>
<td>Work removed?!</td>
</tr>
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CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

Establishing/Replacing Habit
Charles Duhigg (2014)

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<td>Remove competing cue</td>
<td>Teach acceptable alternative</td>
<td>Remove reward for old habit</td>
</tr>
<tr>
<td>Add desired cue</td>
<td>Teach desired alternative</td>
<td>Add reward for new habit</td>
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All three elements are addressed in SSI
Teaching/calculating hypotenuse of triangle

```
C^2 = A^2 + B^2 where C is side opposite right angle.
```

"I noticed that everyone got #1 & #3 correct. #2 was tricky because no angle..."

"Work w/ your partner & calculate hypotenuse of triangle for these 3 examples..."

"Watch me... If A = 3 & B = 4, then C^2 = 5. & C = 5..."

"I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle..."

"Work w/ another partner & do these 4 examples..."

"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!"

"Teaching social behaviors like academic skills"

"You got it. Tomorrow let's figure out how to handle cyber-teasing."

"If someone won't stop teasing your friend, you should look cool & walk away w/ your friend..."

"That was great. What would that look like if you were stuck on the bus? In the classroom..."

"Watch. This is how I would do it at a concert."

"Tell me how you would do it if you were in hallway. "At school dance.""

"Teaching & calculating & hypotenuse & of & triangle & этих & examples..."

"Teaching & social & behaviors & like & academic & skills"

"Academic & Behavior Skills Generic Teaching Approach"

- Define simply
- Model w/ range examples
- Practice in natural setting
- Supervise, acknowledge, teach
- Adjust based on progress

"School-wide Positive Behavior Support"

Getting Started Workbook
Emphasizing & Teaching Positive Expectations

Expectations & behavioral skills are taught & recognized in natural context

Consider culture & context

Maryland
Considering Culture, Context, & Learning History

“How far away is the wood, Dad?”

Expectations & behavioral skills are taught & recognized in natural context
Potential for cultural exchange & conflict

Concluding Comments

Big Ideas & Homework

Implementation Drivers

Basic MTBF Implementation Framework

RCT & Group Design PBIS Studies
**Action Steps - Homework**

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**GOAL: “Big Outcome”**

- Common Language
- Effective Organizations & Positive Classroom & School Climates
- Common Experience
- Common Vision/Values
- Quality Leadership

---

**Upcoming Events**

www.pbis.org

- PBS Forum
- SMH Conference
- New England PBS
- APBS Conf
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---

**VIOLENCE PREVENTION**

- Coordinated Social Emotional & Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)

---

**Positive predictable school-wide climate**

- High rates academic & success
- Positive active supervision & reinforcement

---

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www.pbis.org
Congrats to Showcase Participants

- Shiralee & Team
- Ministry of Education Leadership
- Recognition schools
- Lenny
- Many others

MAIN SWPBS MESSAGES
Positive School & Classroom Climate

- Achievable, but must be DELIBERATE, SUSTAINED, & INTEGRATED into daily routines
- Good for ALL, especially kids w/ risk of failure
- PRACTICE alignment, prioritization, integration, & implementation FIDELITY

ACADEMIC outcomes, & career & college readiness maximized
ALL schools benefit

Victoria SWPBS 2015

- Team
- Local Capacity
- Data
- Fidelity
- Culture & Context

Academic & Behavior Success

AVOID REACTIVE MANAGEMENT

- Recognition
- Praise
- Acknowledgement
- Positive Reinforcement
EXPEC WHAT YOU MODEL

For your safety, please do not lean over or sit on top wall

Courtney Pacholski, 4 Aug 2015

ACKNOWLEDGE EQUITABLY

I'm right there in the room, & no one even acknowledges me

BE EXPLICIT & DELIBERATE

KEEP RIGHT

ENTRANCE ONLY DO NOT ENTER

Entrance only do not enter

KEEP RIGHT

Parking for drive-thru service only

Stick to fundamentals

Err on positive side

Do less better & longer (+1 -2)

Invest smallest most effective

Decide w/ data

Reinforce success

SWPBS IS FOR ALL

MEMBERS AND NON MEMBERS ONLY

BIG IDEAS
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