Purpose of this presentation is to enhance precision of PBIS implementation by reviewing key or core features of PBIS in context of school climate & culture.

What is positive school climate?
Did you feel it or did you see it!!
Common Vision/Values

Common Language

School Climate

Common Experience

Quality Leadership

Effective Organizations

Positive Reinforcement Cycle

How to jumpstart change?

SCHOOL: Positive School Climate

KID: Positive School Climate

SCHOOL: Negative School Climate

KID: Negative School Climate

Positive School Climate

Coercive Cycle

Positive Reinforcement Cycle

Sound theory

Basic tool kit
THEORY OF ACTION
“Roadmap of Causal Pathway”

X Data-based Question

“To achieve X, we should do Y”

Y Evidence-based Strategy

Z Desired Outcomes

“Addressing X with Y has high probability of producing Z”

THEORY OF ACTION
“Literacy Example”

X “Enhance early reading”

“To achieve X, we should do Y”

Y “Explicitly teach & acknowledge letter-sound association”

Z “Improved phonemic awareness”

“Addressing X with Y has high probability of producing Z”

THEORY OF ACTION
“Behavior Example”

X “Reduce use of reactive management”

“To achieve X, we should do Y”

Y “Teach & acknowledge 3-5 Behavioral Expectations”

Z “Positive School Climate”

“Addressing X with Y has high probability of producing Z”

George’s (PBIS) Theory of Action

Behavior Analysis

Biology is important

Behavior & environment are functional related

Behavior is lawful, therefore understandable & influence-able

Enhance environment to influence & teach behavior

Setting Conditions Antecedents Behaviors Consequences

NOT Equal

School Reform Problem Context

School Climate School violence

Under-achievement Suspension & expulsions Disability

Disproportionality & Equity

School completion & dropping out

Substance use Delinquency

Bullying Restraint & seclusion

... Aggression Bullying behavior Non-compliance Insubordination Social withdrawal Juvenile

Law/perm violations Substance use Weapon possession Harassment

Self-injury

STUDENT BEHAVIOR

ADULT BEHAVIOR

OUTCOMES

• Aggression

• Bullying behavior

• Non-compliance

• In school detention

• Disproportionality

• Dropping out

• School suspension

• Out of school suspension

• School failure

• Juvenile

• Rotarion & parole

• Mental illness

• Arrests & incarceration

• School-to-prison pipeline

• Restrictive

• Achievement gap

• Violence

• Mental health

• Delinquency

Remove

Apply Behavior Analytic Logic
<table>
<thead>
<tr>
<th>CONTEXT CONDITIONS</th>
<th>STUDENT BEHAVIOR</th>
<th>ADULT BEHAVIOR</th>
<th>STUDENT OUTCOME</th>
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<td>Non-compliance</td>
<td>Restrictive &amp;</td>
<td>Office referral</td>
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**Multi-tiered Systems of Support?**

Planning success for all students

**PBIS (aka SWPBS, MTBF)**

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

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**Continuum of School-Wide/Classroom-Wide Systems for All Students, Staff, Settings**

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

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**Implementation with Fidelity**

Continuous Progress Monitoring

Core Features: MTSS/PBIS

Content Expertise & Fluency

Data-Based Decision Making & Problem Solving

Team-Based Implementation
Data for decision making?

Defendable actions

Data-based Decision Making

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

Implementation for Capacity Building

Implementation phases & drivers
“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)

Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome.

Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome.

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

Effective Organizations

Implementation Drivers

Funding
Visibility & Dissemination
Political Support
Policy & Systems Agreement
Personal Selection

Leadership Team
Coordination, Readiness, Priority

Professional Development
Coaching & Technical Assistance
Evaluation & Performance Feedback
Content Expertise

Local Implementation Demonstrations

Effective Organizations

General Implementation Process

Team

Agreements
Data-based Action Plan “Plan”
Evaluation “Check”
Implementation “Do”

State
District
School
Students
Staff
Principal, Superintendent

All Staff, Students, Administrators

Coaching

Basic MTBF Implementation Framework

Regional/State Leadership

• SWPBS, policies, data, culture, funding, leadership, priority, agreements

District Behavior Team

• School-wide plan
• SWPBS & CWPBS
• Individual student

School Staff

• Data
• Leadership
• Individual student

External Coaching Support

Internal Coaching Support

Student Benefit

Team Support

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

Stages of Implementation

• Exploration
• Installation
• Initial Implementation
• Full Implementation
• Innovation
• Sustainability

2 – 4 Years
General Phases, Activities, & Outcomes of Implementation

**Phase 1: Exploration & Adoption**
- Document SC DISTRICT priority
- Document SC PRINCIPAL priority
- Document SC STAFF priority
See Readiness Checklist

**Phase 2: Initial Implementation**
- Establish school behavior leadership team
- Establish school behavior coach
- Secure staff agreement
- Participate in training for SW & CW
- Develop/Implement action plan, including data system

**Phase 3: Full Implementation**
- Develop/Implement action plan for SW implementation
- Monitor implementation fidelity & student progress
- Develop/Implement action plan for specialized behavior support

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**Expected Outcomes**

**STAFF**
- ALL STAFF engage in:
  - Teaching, prompting, acknowledgement of positive behavior
  - Proactive problem-solving
  - Consistent & predictable processing of rule violations
  - Simpler positive/negative regulation of tasks & interactions

**STUDENTS**
- Learn SW & CW behavioral expectations
- Increase positive peer & peer-adult contacts
- Increase academic engagement & attendance
- Decrease problem behavior; discipline referrals, & suspensions

**PHYSICAL & SOCIAL CLIMATE**
- Safer
- More predictable
- More positive
- More responsive

---

**Expected Outcomes**

**Readiness**

**Teaching social behavior explicitly?**

Like academic behavior

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**Teaching calculating hypotenuse of triangle**

- "Work w/ another partner & do these 4 examples..."
- "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 right angle..."
- "Watch me...If A = 3 & B = 4, then C^2 = 25, & C = 5..."

---

**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?"
- "Tell me how you would do it if you were in hallway. "At school dance."
Considering Culture & Context?

Learning history

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

Potential for cultural exchange & conflict

1. School establishes policy for norm violating behavior
2. Kid caught engaging in norm-violating behavior
3. Educator opts to complete discipline referral
4. Administrator opts to formalize incident

ODR Data Point

1. School establishes policy for norm violating behavior
2. Kid caught engaging in norm-violating behavior
3. Educator opts to complete discipline referral
4. Administrator opts to formalize incident

CONCLUSION
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

SWPBS emphasis

SYSTEMS

DATA

PRACTICES

OUTCOMES

Supporting Culturally Knowledgeable Staff Behavior

Cultural/Context Considerations

Improve "Fit"

Prepare & support implementation.

Start w/ effective, efficient, & relevant, doable

Implementation Fidelity

Training + Coaching + Evaluation

BASIC PBIS LOGIC

Maximum Student Outcomes