Fine-tuning PBL for Implementation Fidelity

George Sugai
OSREP Center on PBL
Center for Behavioral Education & Research
University of Connecticut
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www.pbl.org www.cebter.org
George.sugai@uconn.edu

PURPOSE
Cost PBL implementation coaches, school based teams, & administrators opportunities for real-time their PBL implementation of at 1 SW.
- 1. Aid PBL features
- 2. Enhancing educator skillset & script participation
- 3. Effective use of studentadaptive & responsive for student display of expected behaviors
- 4. Consulting & implementing for display of self inspections
- 5. Integration of school - work PBL esp. Response systems & self-inspection
- 6. Awareness of group pressures by utilizing Tag 1 implementation

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

OTHERS
CONSIDERATIONS
“George”
All questions & topics
Time & topics
Confidentiality, respect, & privacy

Implementation Challenge

Professional Development
Coaching
Leadership
Incentives
Time
Too many initiatives
Competing priorities

How do we...?

Funding

Prevent occurrences of bullying behavior?
Prevent/defuse escalations?
Support children who cry in schools?
Encourage value & use of scientific facts?
Educate students who experience traumatic events?
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Prevent occurrences of bullying behavior?
Prevent/defuse escalations?
Support children who cry in schools?
To improve learning, improve teaching environment.

- Academic & social behaviors are learned & teachable
- Theory of learning & teaching required

Successful teaching environments are effective, responsive, efficient, relevant, & durable

- Decide w/ data
- Focus on student outcomes & benefits
- Select evidence-based practices
- Implement w/ competent systems

Our Logic

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

2007-2015
Decreases in rates of reported bullying & hate-related words

20% in 2015 Post 2016??
Decreases in rates of reported frequent bullying & increases in telling adult

Post 2016??

Implementation Challenge: Risk & Protective Factors

Factors = Sds, Sr, Eo/Se

Implementation Consideration

Risk Factors
- Mental illness
- Disability
- Substance Use
- Antisocial behavior

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

Implementation Consideration

Risk Enhancers
- Trauma
- Negative modeling
- 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

Implementation Consideration
**Risk Enhancers** vs **Protective Factors**

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

**Protective Factors**
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills
- Role models
- Positive relationships
- Healthy models of behavior
- Skill-building opportunities

**Risk Factors**
- Anti-social behavior
- Substance use
- Disability
- Mental illness

**Ineffective Response**
- Reactive management
- Exclusion, segregation, isolation
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- 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
- Continuous professional development
- High fidelity implementation

**Implementing Consideration**

**Student Benefit**
- Academic
- Social & behavioral
- Emotional & mental
- College & career readiness

**Evidence-Based Practices**
- Academic
- Social & behavior
- Classroom management
- Small group & individual

**Data-Based Screening & Assessment**
- Universal screening
- Discipline data
- Implementation fidelity
- School climate

**Implementation Systems**
- Leadership
- Team
- Classroom
- District
- Family & Community
- Decision system

**Guiding Principles**
- MTSS & tiered high
- Prevention & pre-correction
- Teaching & reinforcement
- Function-based supports
- Behavior analysis

**Other Outcomes**
- Positive Climate
- Equitable Culture
- Effective Organization
- SAFE Place
- Positive RELATIONSHIP
- Sustained Implementation

**Positive Behavioral Interventions & Supports (PBIS, MTSS, & PBL)**

**PBIS Logic Model**

**Empirically validated practices**
- Academic & behavior outcomes
- All students

**Saint Paul Public Schools**

http://www.pbis.org/newevents
https://storyboardfilm.us/a/xtTke-w/cw-2-89w1-3c1-9epp

PBIS a framework for all schools
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

Few

Some

ALL

SOME

ALL

Continuum Logic for ALL

“Theora”

Dec 7, 2007

Label behavior...not people

Continuum of Support for ALL: “Molcom”

Supports for all students w/ disabilities are multi-tiered

HOMEWORK: “Your +/- Profile”
What level of support is indicated?

- 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.

What does MTSS stand for?

- MTSS: Multi-Tier Systems of Support
- An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention (Batsche, 2015).
- An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated instruction and intervention (FL MTSS, n.d., p.2).

MTSS is...

- An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.
- Systemic, continuous-improvement framework in which data-based problem solving and decision-making are used to make changes in instruction or goals.
- An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.
- An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated instruction and intervention.
CT's K-3 Reading Model Works

After 3 years, pilot schools have
- More than doubled the # students meeting grade literacy level goals.
- More than halved the # students at significant risk for reading failure.

Mike Coyne et al., April 2016

Integrated MTSS

Guiding Behavioral Questions

Behaviorism & Theory of Action & Change
Theory of Action

“Roadmap”
Charts causal pathway of strategies needed to answer specific question & achieve desired outcomes (i.e., “To address X, we must do Y.”)
& Based on set of underlying & supporting testable hypotheses (i.e., “addressing X with Y will produce Z.”).

PBIS Conceptual Foundations
Natural Sciences
Scientific Method
Behaviorism
ABA
Behaviorism
PBS
SWPBS
PBIS

Behavior Analytic Approach

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

Adjust environment to influence & teach behavior
Setting
Antecedents
Behaviors
Consequences

Apply Behavior Analytic Logic

Risk & Protective Factors
“Prevention & Precorrection”

STUDENT BEHAVIOR
- Aggressive
- Bullying behavior
- Non-compliance
- Insolence
- Social withdrawal
- Truancy
- Law/norm violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

ADULT BEHAVIOR
- Out of school suspension
- In school detention
- Probation & parole
- Arrests & incarceration
- Restraint & seclusion
- Mental health referral

OUTCOMES
- Dropout/persistence
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Disproportionality

Fix These, NOW!

Restraint & seclusion
Probation & parole
Negative climate
Self-injury
Incarceration
An possession pipeline
Substance use
Mental health referral
Trauma
Law/norm violations
Office referral
School failure
In school detention
Harming animals

NOT Equal!

Alberto & Troutman; Cooper, Heward, & Heron; Horner; Skinner; Vargas; Wolery, Bailey, & Sugai

Risk factors
- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Trauancy
- Law/norm violations
- Substance use
- Weapon possession
- Harassment
- Self-injury
- Mental health referral

Protective factors
- All Students
- Scientific Method
- Applied Behavioral Technology
- Social & Educational Validity
“Power of Habits”
...or Challenging Behavior
Charles Duhigg, 2012

Establishing/Replacing Habit
Charles Duhigg, 2014

Prevention Logic for All
Redesign of teaching environments...not students

Teaching how to determine hypotenuse of triangle
"Teaching by Getting Tough"

"That’s disrespectful language, girl. I’m sending you to the office so you’ll learn never to say those words again…starting now!"

"I hate this f_____ing school & you’re a dumbf_____!"

Agreements
Team
General Implementation Process
Coaching
Data-based Action Plan
Evaluation
Implementation
"Plan"
"Check"
"Do"

Team
Agreements
Team
School
Students
Staff
Principal
Superintendent
All Staff, Students, Admin, teachers

State/Country
District
School
Students
Staff
Principal
Superintendent

Leadership team
Behavior purpose statement
School-Wide & Classroom PBIS (Tier 1)
Set of positive expectations & behaviors
Continuum of procedures for encouraging expected behavior
Continuum of procedures for discouraging rule violations
Procedures for teaching SW & classroom-wide expected behavior

Team-led Process

Emphasizing & Teaching Positive Expectations

"Posters don’t teach…they prompt teacher actions & student behaviors (likelihood of reinforcement)"
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.

American School of Valencia, Spain 2017

Maxfield Park Primary School, Jamaica March 2017
### Teachable Expectations (Classroom)

**Responsible:**
- Respect the time
- Respect the room
- Respect the task

**Ready to Learn:**
- Respect the time
- Respect the room
- Respect the task

### Typical Occasions

<table>
<thead>
<tr>
<th>Classroom Routine</th>
<th>Teachable Expectations (Classroom)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Typical Occasions</strong></td>
<td><strong>Teachable Expectations</strong></td>
</tr>
<tr>
<td>Engagement:</td>
<td></td>
</tr>
<tr>
<td>Group work</td>
<td>Expect: Respect the time, Respect the room, Respect the task.</td>
</tr>
<tr>
<td>Desk work</td>
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</tr>
<tr>
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### High School Example

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<tr>
<td><strong>High School Example</strong></td>
<td><strong>Teachable Expectations</strong></td>
</tr>
<tr>
<td>Morning</td>
<td>Expect: Respect the time, Respect the room, Respect the task.</td>
</tr>
<tr>
<td>Teaching:</td>
<td></td>
</tr>
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<td>Expect: Respect the time, Respect the room, Respect the task.</td>
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**Teachable Expectations (Classroom):**

1. **Engage in Learning:**
   - Go directly to desk & get ready
   - Take notes
   - Specify task
   - Try 1 more time

2. **Act Responsibly:**
   - Hands to self
   - Eyes on speaker
   - Schedule time
   - Raise hand
   - Converse later

3. **Respect Others:**
   - Inside voice
   - Appropriate questioning
   - Own work
   - Try again later
   - Use own supplies

4. **Come Prepared:**
   - Have materials
   - Note-taking app
   - Completed before class
   - Have questions ready
   - Have work ready

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**Teachable Expectations (Palm Bay, FL):**

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   - Go directly to desk & get ready
   - Take notes
   - Specify task
   - Try 1 more time

2. **Act Responsibly:**
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   - Eyes on speaker
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   - Converse later

3. **Respect Others:**
   - Inside voice
   - Appropriate questioning
   - Own work
   - Try again later
   - Use own supplies

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**Teachable Expectations (Brevard Public Schools, FL):**

1. **Engage in Learning:**
   - Go directly to desk & get ready
   - Take notes
   - Specify task
   - Try 1 more time

2. **Act Responsibly:**
   - Hands to self
   - Eyes on speaker
   - Schedule time
   - Raise hand
   - Converse later

3. **Respect Others:**
   - Inside voice
   - Appropriate questioning
   - Own work
   - Try again later
   - Use own supplies
### Classroom

#### Typical Classroom Settings/Routines

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.

### SW & Home

#### Expectations

<table>
<thead>
<tr>
<th>Morning</th>
<th>Homework</th>
<th>Play/Ent</th>
<th>Meals</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td></td>
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#### Typical Home Routines

**Morning**
- Try your best
- Use your words
- Say "thank you"
- Say "good night"

**Responsibility**
- Put clothes in washer
- Put backpack & homework by backpack
- Put toys in room when done
- Keep chair legs on floor

**Safety**
- Return food to refrigerator
- Put homework in backpack
- Put toys in room when done
- Keep chair legs on floor

**Home Example**

- Tooborac Public School, BC
- Be Safe
  - Make your bed
  - Wear backpack
  - Take a shower

- Be Respectful
  - Be nice
  - Be fair
  - Be polite

- Be Ready to Learn
  - Finish homework
  - Finish reading
  - Finish math

**High School Home Example**

- School
  - Safety
  - Respect
  - Responsibility

- Driving
  - Fill gas tank
  - Tell when expected home

- Meals
  - Turn stove off
  - Eat dinner with family

- With Friends
  - Designate driver
  - Be supportive bystander

- Be Safe, Be Respectful, Be Ready to Learn
**Acknowledg & Recognize**

"Tangibles are prompts for specific, explicit, authentic, contingent, meaningful teacher action."

(associated w/ increase in expected student behavior)

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**"GOLDEN PLUNGER"**

- Involves custodian
- Procedure:
  - Custodian selects one classroom/ hallway each week that is clean & orderly
  - Sticks gold-painted plunger on wall

**"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

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**Effective Classroom & School-wide PBIS Practices**

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

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**Homework: "Positive Greeting at Door"**

1. Personal Greeting & Interaction
   - Name, fistbump, high-5, 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.

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**Number of Schools Implementing PBIS by Year**

- June 2018
  - 16,024 schools identified as using PBIS across 51 states, DC, & Guam (n=14 million students)
  - Moving Average
  - Exponential Moving Average
Number of Schools Implementing PBIS by Year
June 2018

Schools Implementing PBIS by State
August 2017

Proportion of Schools Implementing PBIS by State
August 2017

Schools Reporting PBIS Tier I Fidelity
August 2017

Schools Reporting PBIS Tier II Fidelity
August 2017

Schools Reporting PBIS Tier III Fidelity
August 2017
Concluding Comments:

Precorrect for Implementation Errors

GUIDING PRINCIPLES:
1. De-clutter — do a few things really well & monitor continuously
2. Streamline/merge & train to think to data to practice to outcomes
3. Make decisions based on data & “your next month’s salary”
4. Problem solve with a pared systems logic
5. Do no harm
6. Prompt, model, & acknowledge what you expect

BIG IDEAS
1. Schools = excellent PREVENTION opportunity (high risk, high impact, cost-effective)
2. BEHAVIORAL SCIENCES serve as useful theory of practice change
3. Problem, design, effective PRACTICES exist to maximize academic behaviors of 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
Concluding Considerations

1. Start with defensible theory of change (PBIS & behavioral sciences)
2. Emphasize observable behavior & environmental factors (A-B-C)
3. Confirm hypothesis with data
4. Consider both positive & negative reinforcement
5. Engage in function-based assessment & intervention development
6. Continuously monitor student responsiveness & intervention implementation fidelity
7. Empirically & socially validate outcomes, practices, & systems

APBS
March 11-14, 2020
Miami, FL

NEPBS Forum
May 2019
Mystic, CT

NEPBS Forum
Nov 14-15, 2019
Norwood, MA

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www.pbis.org
George.suga@uconn.edu

PBIS: Supporting Our Most Vulnerable Children

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