Preventing & Correcting Common PBL Implementation Misrules

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• Teachers work with PBIS implementation coaches, school teams, faculties, and other PBIS professionals to discuss strategies for implementing, sustaining, and correcting common PBL implementation mistakes. Topics include:
  - Teaching work-arounds & purifying socio-emotional behavior
  - Pacing of phases & routines
  - Social-emotional development
  - Gains, setbacks, failures, & behavior
  - Examples of disciplinary code of conduct from PBL

1997-2018
2016-2024
Rewards are external bribes that weaken/damage development of intrinsic motivation.

PBIS ignores social & emotional needs of student.

Punishment teaches students what they shouldn’t do & motivates them to do expected behavior.

Students must change their attitudes, beliefs, & values before they can improve their behavior.

Student behavior can’t be controlled w/o full parent participation.

PBIS is all about using posters to teach social skills.

PBIS doesn’t work on this student.

Considerations for Addressing Misrules

- Defendable theory (behavioral sciences) (Concurrent 3 – ABA)
- Implementation fidelity
- Information (data) for decision making
- Organizational & systems implementation capacity
- Scientific problem solving
- Multi-tiered continuum logic
- Empirically & socially valid practices

Essentials
What level of support is indicated?

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

MISRULE: ______________________________________________

CONSIDERATIONS

QUESTIONS

MISRULE: PBIS is all about using posters to teach social skills

CONSIDERATIONS

QUESTIONS

- Posters & other visual prompts are used.
- Posters should be accompanied by use of common language, providing multiple contextually relevant examples, modeling expected behavior, & engaging students.

- Are formal procedures & schedules in place teaching, prompting, & recognizing desirable prosocial behaviors?

- Are desired social behaviors labeled, exemplified, integrated, & recognized across academic & social contexts & settings?

- Are appropriate uses of desired social behaviors observed across settings & contexts with cues & prompts?
### MISRULE: PBIS is all about tokens & tangibles to reward behavior

<table>
<thead>
<tr>
<th>CONSIDERATIONS</th>
<th>QUESTIONS</th>
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</thead>
<tbody>
<tr>
<td>- Learning &amp; teaching requires encouraging, constructive, &amp; positive feedback for learner</td>
<td>- Is recognition system developmentally, culturally, contextually appropriate?</td>
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<tr>
<td>- Tokens &amp; tangibles don’t teach</td>
<td>- Is recognition system developmentally, culturally, contextually appropriate?</td>
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<td>- Tokens are symbolic feedback: communication of encouragement &amp; recognition about expected, desired behavior</td>
<td>- Are tangible rewards accompanied by positive social attention?</td>
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<td>- Tokens must be accompanied by statements of expected behavior, context, &amp; positive social engagement</td>
<td>- Are expected behaviors increasing in frequency?</td>
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### MISRULE: Rewards are bribes that inhibit/damage intrinsic motivation

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<td>- Bribes are &quot;threats&quot; presented before behavior &amp; promote by definition inappropriate, unacceptable behavior (negative reinforcement)</td>
<td>- Are self-management strategies being taught &amp; promoted (other-to self-management: self-assessment, self-monitoring, self-enforcement of expectations, self-delivery of recognition)?</td>
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<td>- Intrinsic &amp; extrinsic motivation are hypothesized internal states that behaviorally are measured by indirect observable indicators &amp;/or verbal report</td>
<td>- Are recognition strategies focused on descriptive, social information &amp; interaction?</td>
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<td>- Responsibility of team to select, present appropriate consequence (positive reinforcement) for prosocial behavior, deliver appropriately (fidelity), &amp; modify based on response</td>
<td>- Are recognition strategies focused on descriptive, social information &amp; interaction?</td>
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<td>- Is priority directed toward teaching, prompting, recognizing desirable prosocial behaviors?</td>
<td>- Is school climate/culture generally positive, engaging, effective, efficient, &amp; relevant?</td>
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<td>- Are self-management strategies being taught &amp; promoted (other-to self-management: self-assessment, self-monitoring, self-enforcement of expectations, self-delivery of recognition)?</td>
<td>- Are rates of appropriate &amp; inappropriate behaviors acceptable?</td>
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### MISRULE: Punishment teaches students what they shouldn’t do & motivates them to do expected behavior

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<td>- By definition, punishment is associated w/ decreased likelihood of behavior emitted in future</td>
<td>- Is general classroom &amp; school climate/culture positive, engaging, &amp; informative?</td>
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<td>- Positive = present aversive</td>
<td>- Are Incentives related to undesirable behavior removed? Related to desirable behavior added?</td>
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<td>- Negative = remove reinforcer</td>
<td>- Are reinforcement &amp; incentive procedures in place?</td>
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<td>- Reinforcement is required to increase likelihood of behavior emitted in future</td>
<td>- Are rates of appropriate &amp; inappropriate behaviors acceptable?</td>
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<td>- Positive = present aversive</td>
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**MISRULE:** Students must change their attitudes, beliefs, & values before they can improve their behavior

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<td>• Attitudes, beliefs, &amp; values are measured indirectly through verbal responses by students &amp; staff &amp; family members</td>
<td>• Are systematic procedures in place to assess classroom &amp; school climate &amp; culture?</td>
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<td>• Positive &amp; negative reports of attitudes, beliefs, &amp; values are shaped by experiences w/ &amp; by others</td>
<td>• Is language of attitudes, beliefs, &amp; values linked with use of language &amp; examples of expected behaviors?</td>
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<td>• Are rates of positive academic &amp; social engagements at high rates relative to negative interactions</td>
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**Considerations for Addressing Misrules**
THANK YOU FOR YOUR ATTENTION & THINGS YOU DO!

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