


Positive Behaviour for Learning:  
A systems approach to school improvement

# Preventing & Correcting Common PBL Implementation Misrules

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**PURPOSE** 11:00-12:15

To provide opportunities for PBL implementation coaches, school team members, & administrators to discuss strategies for understanding, preventing, & correcting common PBL implementation misrules. Topics include

- Teaching academics & punishing social behavior
- Use of token & tangible rewards
- Intrinsic v. extrinsic motivation
- Beliefs, attitudes, values, & behavior
- Separation of disciplinary code of conduct from PBL




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1997-2018  
2018-2024



current topics

Presentations




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### Sample of Misrules

- 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

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### 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

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### Essentials

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**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

stereotypy bullying substance use  
social withdrawal self-injury  
substance use trauma adhd truancy

cooperative play self-management  
stress/anxiety management anger/conflict management  
respect responsibility safety

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**MISRULE:** \_\_\_\_\_

CONSIDERATIONS	QUESTIONS
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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

CONSIDERATIONS	QUESTIONS
<ul style="list-style-type: none"> <li>• Posters &amp; other visual prompts are <b>cues &amp; reminders</b> for expected behaviors for students &amp; <b>staff &amp; family members</b></li> <li>• Posters should be accompanied by <b>adult</b> use of common language, providing multiple contextually relevant examples, modeling expected behavior, &amp; engaging students</li> </ul>	<ul style="list-style-type: none"> <li>• Are formal procedures &amp; schedules in place <b>teaching, promoting, &amp; recognizing desirable prosocial behaviors?</b></li> <li>• Are desired social behaviors labeled, exemplified, integrated, &amp; recognized <b>across academic &amp; social contexts &amp; settings?</b></li> <li>• Are appropriate uses of desired social behaviors observed across settings &amp; contexts <b>w/o cues &amp; prompts?</b></li> </ul>

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**MISRULE: PBIS is all about tokens & tangibles to reward behavior**

CONSIDERATIONS	QUESTIONS
<ul style="list-style-type: none"> <li>Learning &amp; teaching requires encouraging, constructive, &amp; positive feedback for learner</li> <li>Tokens &amp; tangibles don't teach</li> <li>Tokens are symbolic feedback &amp; communications of encouragement &amp; recognition about expected, desired behavior</li> <li>Tokens must be accompanied by statements of expected behavior, context, &amp; positive social engagement</li> <li>Tokens remind adults to provide attention &amp; feedback for displays of expected behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Is recognition system developmentally, culturally, contextually appropriate?</li> <li>Is recognition system double across a variety of classroom &amp; nonclassroom contexts?</li> <li>Are tangible rewards accompanied by positive social attention?</li> <li>Are expected behaviors increasing in frequency?</li> </ul>

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**MISRULE: Rewards are bribes that inhibit/damage intrinsic motivation**

CONSIDERATIONS	QUESTIONS
<ul style="list-style-type: none"> <li>Bribes are "threats" presented before behavior &amp; promote by definition inappropriate, unacceptable behavior (negative reinforcement)</li> <li>Intrinsic &amp; extrinsic motivation are hypothesized internal states that behaviorally are measured by indirect observable indicators &amp;/or verbal report</li> <li>Responsibility of team to select &amp; present appropriate consequence (positive reinforcement) for prosocial response, deliver appropriately (fidelity), &amp; modify based on response</li> </ul>	<ul style="list-style-type: none"> <li>Is priority directed toward teaching, prompting, &amp; recognizing desirable prosocial behaviors?</li> <li>Are self-management strategies being taught &amp; promoted (other- to self-management: self-assessment/evaluation, self-arrangement of environment, self-delivery of recognition)?</li> <li>Are recognition strategies focused on descriptive verbal &amp; social information &amp; interactions?</li> <li>Is school climate/culture generally positive, engaging, effective, efficient, &amp; relevant?</li> <li>Are rates of appropriate &amp; inappropriate behaviors acceptable?</li> </ul>

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**MISRULE: Punishment teaches students what they shouldn't do & motivates them to do expected behavior**

CONSIDERATIONS	QUESTIONS
<ul style="list-style-type: none"> <li>By definition, punishment is associated w/ decreased likelihood of behavior emitted in future               <ul style="list-style-type: none"> <li>Positive = present aversive</li> <li>Negative = remove reinforcer</li> </ul> </li> <li>Reinforcement is required to increase likelihood that behavior emitted in future               <ul style="list-style-type: none"> <li>Positive = present aversive</li> <li>Negative = remove reinforcer</li> </ul> </li> <li>Motivation is described based on whether behavior occurs &amp; maintaining consequence or effect</li> </ul>	<ul style="list-style-type: none"> <li>Is general classroom &amp; school climate/culture positive, engaging, &amp; informative?</li> <li>Are cues &amp; incentives related to undesirable behavior removed? Related to desirable behavior added?</li> <li>Are precorrects &amp; preventive reteaching procedures in place?</li> <li>Are rates of appropriate &amp; inappropriate behaviors acceptable?</li> </ul>

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**MISRULE: Students must change their attitudes, beliefs, & values before they can improve their behavior**

CONSIDERATIONS	QUESTIONS
<ul style="list-style-type: none"> <li>Attitudes, beliefs, &amp; values are measured indirectly through <b>verbal reports</b> by students &amp; staff &amp; family members</li> <li>Positive &amp; negative reports of attitudes, beliefs, &amp; values are <b>shaped by experiences</b> w/ &amp; by others</li> </ul>	<ul style="list-style-type: none"> <li>Are systematic procedures in place to assess <b>classroom &amp; school climate &amp; culture</b>?</li> <li>Is language of attitudes, beliefs, &amp; values linked with use of <b>language &amp; examples</b> of expected behaviors?</li> <li>Are <b>rates of positive</b> academic &amp; social engagements at high rates relative to negative interactions</li> </ul>

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**Essentials**

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**Considerations for Addressing Misrules**

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APBS  
March 11-14, 2020  
Miami FL

PBIS Forum  
October 3-4, 2019  
Chicago, IL

NEPBIS Forum  
May 2019  
Mystic, CT

NEPBIS Forum  
Nov 14-15, 2019  
Norwood, MA

Expanding World of PBIS

5th Annual Northeast Leadership Forum

PBIS: Supporting Our Most Vulnerable Children

October 3-4, 2019 | Hilton Chicago, Chicago, IL

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THANK YOU FOR YOUR ATTENTION & THINGS YOU DO!

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**PLEASE BE SAFE.**  
Do not stand, sit, climb or lean on fences.  
If you fall, animals could eat you and that might make them sick.  
Thank you.

Meadow Ridge Elementary  
SCHOOL RESUMES  
AUGUST 31  
RESISTANCE IS FUTILE  
YOU WILL BE EDUCATED

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