Establishing Multi-tiered Behavior Support Frameworks to Achieve Positive School-wide Climate

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Starting Point....

• We cannot “make” students learn or behave
• We can create environments to increase the likelihood students learn and behave
  • Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity

Essential Features at the School Level

• Teams of educators within the school (administrator)
• Data-based decision making
• Instructional Focus
  – Teach & Practice
• Acknowledge student mastery of social skills
  – Positive Feedback
• Readiness across Tiers (universals always a priority)
• Access to on-going Technical Assistance

Universal School-Wide Features

• Clearly define expected behaviors (Rules)
  – All Settings
  – Classrooms
• Procedures for teaching & practicing expected behaviors
• Procedures for encouraging expected behaviors
• Procedures for discouraging problem behaviors
• Procedures for data-based decision making
• Family Awareness and Involvement

Practices
Learner
Safe
I am….

Social competence represents an evaluative term based on judgments (given certain criteria) that a person has performed a task adequately. These judgments may be based on opinions of significant others (e.g., parents, teachers), comparisons to explicit criteria (e.g., number of social tasks correctly performed in relation to some criterion), or comparisons to some normative sample.” (Gresham, 1986, p. 146)

Definition - Social Competence

Social Skill Lesson Plans

- Tell
  - Define the skill

- Show
  - Teacher demonstrates examples and non-examples

- Practice
  - Student demonstrations

Positive Specific Performance Feedback

- Contingent
- Include language of rule/expectation
- Age and context appropriate
PBIS TECHNICAL BRIEF ON CLASSROOM PBIS STRATEGIES


Systems

"All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get."

R. Spencer Darling
Business Expert

Focus of All Training & Technical Assistance

• State
  – District/School Capacity
• District
  – School Team Capacity
• School
  – Staff fluency
  – Policy

Key To Success

Build parallel systemic processes

• Provide school teams with a process to address the presenting challenge (e.g., problem behavior, drop out, learning to read)
• Develop a parallel process for districts/states to support school implementation and continue to expand with integrity (Blueprints)
Research Findings on Building Capacity
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what doesn’t work:
  - Information dissemination alone
  - Training by itself

What does work
- Long term, multi-level approaches
- Skills-based training
- Practice-based coaching
- Practitioner performance-feedback
- Program evaluation
- Facilitative administrative practices

Meaningful PD Outcomes

A Model of the Process of Teacher Change

Guskey, 1986

Stages & Phases
- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

- Acquisition
- Fluency
- Maintenance & Generalization

Readiness for Tier 2
- SWPBS universal systems are consistently implemented with fidelity
  - School-wide
  - Non-Classroom
  - Classroom
Readiness for Tier 2

- SWPBS Universal System Outcomes
  - SET or BoQ score of 80% or higher within past 18 months
  - SAS: 80% of staff report that School-wide, Non-Classroom & Classroom Systems are in place

Readiness for Tier 2

- SWPBS Universal System Outcomes
  - Data indicating 80% of students with 0-1 ODR or within national average for the school’s grade levels
  - Consistent use of school-wide data for making decisions as evidenced by monthly Big 5 Data Reports
  - System in place to collect classroom minor referrals

Baseline Behavior Data Spring

- 57 students with 9+ Referrals
- 1712 referrals

Post Intensifying Tier I + Classrooms

- 16 Students with 9+ Referrals
- 516 Referrals

Myth or Fact?

- We are always positive and no longer correct student misbehavior.

- OK to say “stop” - the challenge is to a) continue to teach appropriate behavior and b) put environmental supports in place to prevent the problem from occurring again

- Learning Errors
“Learning Errors”

How are you going to prevent it from happening again?
1. Minors addressed quickly and quietly/privately
2. School wide procedures for majors are followed
3. Upon “return,” debrief and plan to prevent
   1. What does student need?
   2. What can we do to help?

Learning Errors

Simple Error Correction (skill in repertoire?)
 a) Signal an error has occurred (refer to rules, “We respect others in this room and that means not using put downs”)
 b) Ask for an alternative appropriate response (“How can you show respect and still get your point across?”)
 c) Provide an opportunity to practice the skill and provide verbal feedback (“That’s much better, thank you for showing respect towards others”)

Myth or Fact?

• “Universals” mean we implement SW-PBS exactly like all other schools.

• Essential features
• Reflect unique challenges
• Culturally responsive to reflect local community
• Intensity of implementation should match the intensity of challenges

Myth or Fact?

• By the third term, it is typically okay to stop teaching social expectations.

• Data Decision Rules
• Stages of learning
  – Acquisition
  – Fluency
  – Maintenance and Generalization

Myth or Fact?

• When looking at data, “see, it doesn’t work” is sometimes the obvious response

Myth or Fact?

• We have always done it that way, surely there is a good reason to keep it going!

OUTCOMES!!
**Myth or Fact?**

- SW-PBS simply will not work if you don’t use powerful “rewards.”

*Key is sincere, positive instructional feedback to promote mastery and fluency*

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**Myth or Fact?**

- If you want success, you need to implement SW-PBS *exactly* like the Gold Award winning schools.

*Essential features & outcomes*

*You create your unique path based on your DATA, your RESOURCES, and OUTCOMES that are important to you*