How are PBIS & MTSS & RtI Related? Core Features & Examples

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PURPOSE
Describe relationship of MTSS, RtI, PBIS, & MTBF, & elaborate on why, where, what, when, how of PBIS.

AGENDA
- Welcome, Introduction, Organizer
- Why & What is PBIS, MTSS, & RtI?
  - Break
- What are core features of MTSS/PBIS?
- Lunch
- What does PBIS look like when implemented with fidelity?
  - Break
- What does PBIS look like in classroom?
- Concluding comments
  - Adjourn

Presentations
www.pbis.org

School-wide Positive Behavior Support
Getting Started Workbook
- Implementation Blueprint
- Best Practices Classroom Management Guide
- Team Implementation Checklist

www.neswpbs.org
2 Worries & Ineffective Responses to Problem Behavior

- **Get Tough** (practices)
- **Train-amp;-Hope** (systems)

SWPBS is about…

- Improving classroom & school climate
- Integrating academic & behavior initiatives
- Decreasing reactive management
- Maximizing academic achievement
- Improving support for students w/ EBD
**KID:**
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement, withdrawal
- Nonattendance, truancy, & truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

**SCHOOL:**
- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

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**What's It Take to Shift from Negative to Positive School Climate??**

**Coercive Cycle**

- Shifts accountability away from school
- Triggers & reinforces antisocial behavior
- Creates environments of control

**Positive Reinforcement Cycle**

- PositiveSchoolClimate
- PositiveSchoolClimate
- PositiveSchoolClimate

- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

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**Establish positive school climate**

- Maximizing academic success
- Teaching important social skills
- Modeling good behavior
- Recognizing good behavior

**Definitions & Features**
SWPBS is
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

IMPLEMENTATION W/ FIDELITY
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION
CONTENT EXPERTISE & FLUENCY

SWPBS/PBIS SYSTEMS PRACTICES DATA OUTCOMES

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O’Keeffe, & Fallon, 2012

Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Relevant Evidence-based Interventions
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Valid Decision Making

Reconceptualizing Culture

Culture =
Group of individuals
Flexible, dynamic, & changed/shaped over time & across generations & setting.
Collection of learned behaviors, maintained by similar social & environmental contingencies
Predicting future behavior

Individual Learning History & Context
1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

Culture = Group of individuals
Overt/verbal behavior
Shared learning history
Differentiates 1 group from others
Predicting future behavior

Sugai, O’Keeffe, & Fallon 2012

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O’Keeffe, & Fallon, 2012
References


Academic-Behavior Connection

"Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America’s schools.”

Algozzine, Wang, & Violette (2011, p. 16).

Responsiveness to Intervention

- **Academic Systems**
  - Intensive, Individual Interventions
    - Individual Students
    - Assessment-based
    - High intensity
  - Targeted Group Interventions
    - Some students (at-risk)
    - High efficiency
    - Rapid response
- **Behavioral Systems**
  - Intensive, Individual Interventions
    - Functional Decisions
    - High intensity
    - Durable procedures
  - Targeted Group Interventions
    - Some students (at-risk)
    - High efficiency
    - Rapid response

Circa 1996
Universal Targeted Intensive Continuum of Support “Theora”

Label behavior…not people

Supports for all students w/ disabilities are multi-tiered

SWPBS: Core Practice Features

SECONDARY PREVENTION
• Team-led implementation w/ behavior expertise
• Increased social skills instruction, practice
• Increased supervision & precorrection
• Increased opportunities for reinforcement
• Continuous progress monitoring

TERTIARY PREVENTION
• Multi-disciplinary team w/ behavior expertise
• Function-based behavior support
• Wraparound, culture-driven, person-centered supports & planning
• School mental health
• Continuous monitoring of progress & implementation fidelity
• Increased precorrection, supervision, reinforcement

PRIMARY PREVENTION
• Team-led implementation
• Behavior priority
• Social behavior expectations
• SW & CW teaching & encouraging of expectations
• Consistency in responding to problem behavior
• Data-based decision making

“Train & Hope”

WAIT for New Problem
REACT to Problem Behavior
Expect, But HOPE for Implementation
Select & ADD Practice
Hire EXPERT to Train Practice

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

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

General Implementation Process

Team

Agreements

Data-based Action Plan

“Plan”

Evaluation “Check”

Implementation “Do”

Team

Students

Staff

Principal, Superintendent

= Coaching

State/Country

District

School

Students

Staff

Principal, Superintendent

All Staff, Students, Administrators

GENERAL IMPLEMENTATION PROCESS

1. Representative of demographics of school and community
2. 1-2 individuals with behavior/classroom management competence
3. Administrator active member
4. Schedule for presenting to whole staff at least monthly
5. Schedule for team meetings at least monthly
6. Integration with other behavior related initiatives and programs
7. Appropriate priority relative to school and district goals
8. Rules and agreements established regarding voting, confidentiality and privacy, conflict/problem solving, record-keeping, etc.
9. Schedule for annual self-assessments
10. Coaching support (school and/or district/region)

STEP 1 - Establish Team Membership

Go to “SWPBS Team Workbook” p. 44

Team-led Process

Behaviors Capacity

Priority & Status

Representation

Data-based Decision Making

Team

Communications

Administrator

Behaviors Capacity

Priority & Status

Representation

Data-based Decision Making

Team

Communications

Administrator

Are outcomes measurable?
### Sample Teaming Matrix

<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending</td>
<td>All students</td>
<td>Eric, Ellen, J.S.</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Character Committee</td>
<td>Improve character</td>
<td>Increase % of students character</td>
<td>All students</td>
<td>Eric, Ellen, J.S.</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>At-risk students</td>
<td>Eric, Ellen, J.S.</td>
<td>Goal #2</td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Enhance school spirit</td>
<td>Improve morale</td>
<td>All students</td>
<td>Eric, Ellen, J.S.</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>All students</td>
<td>Eric, Ellen, J.S.</td>
<td>Goal #2</td>
</tr>
<tr>
<td>DARE</td>
<td>Prevent drug use</td>
<td>All students</td>
<td>All students</td>
<td>Eric, Ellen, J.S.</td>
<td>Goal #2</td>
</tr>
<tr>
<td>PBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Increase attendance, enhance engagement, improve grades</td>
<td>All students</td>
<td>Eric, Ellen, J.S.</td>
<td>Goal #2</td>
</tr>
</tbody>
</table>

### Basic Meeting Structure

**Preparation**
- Purpose & outcome
- Key members
- Contact
- Agenda
- Materials
- Precorrect

**Conduct**
- Outcomes
- Organizer
- Roles & responsibilities
- Rules & agreements
- Review
- Acknowledgments
- Next meeting

**After**
- Follow-up
- Acknowledgments
- Tasks & responsibilities
- Impact & outcomes
- Next meeting

### Agreements & Routines

- Solving problems & resolving conflicts
- Achieving agreements & making decisions
- Specifying measureable outcomes
- Setting/modifying agenda & minutes
- Establishing roles/responsibilities
- Providing opportunities for participation & contributions

### General Implementation Process

1. **Agreements**
2. **Data-based Action Plan**
3. **Evaluation**
4. **Implementation**

Go to Workbook p. 34
**Sample Behavior Statements**

**Ex. 1**
G. Ikuma School is a community of learners & teachers. We are here to learn, grow, & become good citizens.

**Ex. 2**
At Abrigato School, we treat each other with respect, take responsibility for our learning, & strive for safe and positive school for all!
Teaching how to determine hypotenuse of triangle

“Work w/ another partner & do these 4 examples…”

“$C = A^2 + B^2$ where $C$ is side opposite right angle…”

“I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle…”

“Watch… If $A = 3$ & $B = 4$, then $C^2 = 25$, & $C = 5$…”

Teaching social behaviors like academic skills

“If someone won’t stop teasing your friend, you should look cool & walk away w/ your friend…”

“You got it. Tomorrow let’s figure out how to handle cyber-teasing.”

“Tell me how you would do it if you were in hallway.” "At school dance.”

Teaching Matrix Activity

<table>
<thead>
<tr>
<th>Setting</th>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Bus</th>
<th>Hallway</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Others</td>
<td>- Use inside voice</td>
<td>- Get your own food</td>
<td>- Stay on your seat</td>
<td>- Arrive on time</td>
<td>- Take seats at front</td>
</tr>
<tr>
<td>Respect Environment &amp; Property</td>
<td>- Anytime</td>
<td>- Return items</td>
<td>- Keep feet on floor</td>
<td>- Sit quietly</td>
<td>- Take seats in order</td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>- Do your best</td>
<td>- Wash your hands</td>
<td>- Do not drop</td>
<td>- Look at speaker</td>
<td>- Listen to speaker</td>
</tr>
<tr>
<td>Respect Learning</td>
<td>- Have materials ready</td>
<td>- Eat balanced diet</td>
<td>- Do directly to child</td>
<td>- Do directly to adult</td>
<td>- Respect basic rules of behavior</td>
</tr>
</tbody>
</table>
Establishing/Replacing Habit
Charles Duhigg (2014)

**CUE**
- Remove competing cue
- Add desired cue

**HABIT**
- Teach acceptable alternative
- Teach desired alternative

**REWARD**
- Remove reward for old habit
- Add reward for new habit

All three elements are addressed in SSI!

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### Social Skills Self-assessment - 10 minutes

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Do most (80%) of our staff agree that social skill expectations can be taught?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Do we have plan for teaching school-wide social skill expectations?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Do we teach school-wide social skill expectations in our classrooms?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Do we teach school-wide social skill expectations throughout the day?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
<td></td>
</tr>
</tbody>
</table>

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### Are “Rewards” Dangerous?

“…our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”

– Cameron, 2002

- Cameron & Pierce, 1994, 2002
- Cameron, Banko & Pierce, 2001
Review of Classroom & Behavior Management

CW PBIS….basics!
- SW Tier 1 implemented w/ fidelity
- SW data-based decision making
- CW linked to SW expectations
- CW decisions data based
- Effective instructional practices & curricula
- Curriculum matched to student need

General Behavior Management
ALL THE TIME
- ACTIVELY SUPERVISE continuously (scan, eyes up, move)
- MODEL expected behavior
- REMIND of expected behavior before problem situations
- DESCRIBE and RESTATE frequently
- RECOGNIZE successful expected behavior whenever possible
- RETEACH when behavior errors occur

CW Practices Implementation Guidelines
- Professional • Respond in manner that is business-like, objective, neutral, impartial, unbiased
- Culturally • Be considerate of individuals learning history & experience (e.g., family, community, peer-group)
- Informed • Base decisions on data on student behavior
- Fidelity • Base decisions on implementation accuracy & fidelity
- Educational • Consider quality of design & delivery of instruction
- Constructive • Explicitly teach, model, prompt, monitor, & reinforce expected behavior
- Preventive • Pre-arrange environment (antecedents & consequences) to anticipate & encourage previously taught alternative social skills & discourage anticipated behavior errors

Typical Contexts/ Routines
<table>
<thead>
<tr>
<th>Classroom-Wide Rules/Expectations</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Use inside voice.</td>
<td>Recycle.</td>
<td>Do your best. Ask.</td>
</tr>
<tr>
<td>Homework</td>
<td>Do own work.</td>
<td>Have materials ready.</td>
<td>Do homework night/day before.</td>
</tr>
</tbody>
</table>
EXAMPLE
Teachable Expectations (Classroom)

<table>
<thead>
<tr>
<th>Activity, Tribal Values</th>
<th>ENTRY PROCEDURE</th>
<th>LECTURE</th>
<th>INDEPENDENT WORK</th>
<th>TURNING IN HOMEWORK/EXTRACURRICULAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamataqiqi</td>
<td>Respect</td>
<td>起身</td>
<td>Your self and others around you</td>
<td>Your self and others around you</td>
</tr>
<tr>
<td>Ivaluqinaqti</td>
<td>Responsibility</td>
<td>Your self and others around you</td>
<td>Your self and others around you</td>
<td>Your self and others around you</td>
</tr>
<tr>
<td>Savagatigiiyujiq</td>
<td>Cooperation</td>
<td>Your self and others around you</td>
<td>Your self and others around you</td>
<td>Your self and others around you</td>
</tr>
</tbody>
</table>

1. PREVIOUS PROBLEM
Precorrect (restate) positively & acknowledge ASAP before problem reoccurs.

“What do we do when…….? “Show me…….”

2. COMING TO GROUP
Greet positively w/ student name

“G’morning, Mike” “Hello, Darc” “Buenos Dias, Margie”

3. FIRST MINUTE
Review classroom/school behavior expectations

“Ready to learn.” “Ready to do…….” “Raise hand.”

4. >1 EVERY 5 MINUTES
Acknowledge displays of behavior expectations

“Thank you for…….” “Excellent being ready.” “Good listening, Jorge”

5. MINOR BEHAVIOR EVENT
Respond quickly and briefly to minor problem behaviors
- 1st time: Acknowledge others for expected behavior
- 2nd time: Quick reteach

“Thank you, Manuela, for…….” “Theora, When you need help, raise your hand, & I will help you.”
6. CLOSING TRANSITION

- Acknowledge expected behavior
- End positively with student name

“Ashley, good job with……”  “Nick, thank you for……”  “Jorge, mucho gracias……”

Steps + Practices + Guidelines

1. Establish & acknowledge safe & efficient physical environment
   - Student grouping
   - Furniture arrangement
   - Teaching stations
   - Materials & equipment

2. Teach & reinforce expected behaviors & routines to fluency
   - Show/tell/model
   - Prompt frequently
   - Monitor
   - Reinforce

3. Maximize student opportunity to respond
   - Active instructional engagement
   - Systematic prompting
   - Active supervision
   - Frequent acknowledgements

4. Handle infrequent & non-disruptive minor behavior errors (a) quickly & (b) discreetly
   - Minimize attention
   - Signal error occurrence
   - Remind of expected behavior
   - Model/display expected behavior
   - Reinforce displays of expected behavior immediately

5. Handle repeated & non-disruptive minor behavior errors (a) preemptively, (b) quickly, & (c) discreetly
   - Minimize attention
   - Determine likely purpose of behavior error (FBA)
   - Precorrect before error occurrence
   - If behavior error occurs & based on purpose: (a) Signal error occurrence, (b) Model/display expected behavior, (c) Reinforce displays of expected behavior

6. Handle disruptive major behavior errors (a) preemptively, (b) quickly, (c) discreetly, & (d) by procedure
7. Handle administrator-managed behavior errors (a) quickly, (b) discreetly, & (c) by procedure

- Minimize attention
- Signal error occurrence
- Follow school-wide procedures for major rule violating behaviors
- Reteach, review, & prompt expected behavior
- Monitor
- Reinforce displays of expected behavior

8. For repeated major behavior errors &/or administrator-managed, develop & implement individualized, function-based behavior intervention plan

- Form behavior support team
- Conduct FBA
- Develop & implement behavior intervention plan
- Monitor continuously
- Reinforce displays of expected behavior

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Responding to Non-Responsive Behavior: Managing Escalations
Geoff Colvin & George Sugai
OSEP Center on PBIS
University of Connecticut
www.pbis.org www.cber.org

"Managing Escalating Behavior" Geoff Colvin

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The MODEL

- Intervene early in an escalation.
- Manipulate environmental factors.
- Teach replacement behaviors that serve similar function.
Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist

Classroom Management: Self-Assessment

Teacher __________________________
Rater __________________________

Instructional Activity __________________________
Time Start _______
Time End _______

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Time Start</th>
<th>Time End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Classroom Management Practice

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have arranged my classroom to minimize crowding and distraction</td>
<td>Yes No</td>
</tr>
<tr>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)</td>
<td>Yes No</td>
</tr>
<tr>
<td>3. I have posted (thought, reviewed, and reinforced) 3-5 positively stated expectations (or rules)</td>
<td>Yes No</td>
</tr>
<tr>
<td>4. I provided more frequent acknowledgement for appropriate behavior than inappropriate behaviors (See top of page).</td>
<td>Yes No</td>
</tr>
<tr>
<td>5. I provided each student with multiple opportunities to respond and participate during instruction.</td>
<td>Yes No</td>
</tr>
<tr>
<td>6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing).</td>
<td>Yes No</td>
</tr>
<tr>
<td>7. I actively supervised my classroom (e.g., moving, scanning) during instruction.</td>
<td>Yes No</td>
</tr>
<tr>
<td>8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.</td>
<td>Yes No</td>
</tr>
<tr>
<td>9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</td>
<td>Yes No</td>
</tr>
<tr>
<td>10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

Overall classroom management score: # Yes ___

10-8 “yes” = “Super” 7-5 “yes” = “So-So” < 5 “yes” = “Improvement Needed”

Classroom Management - 10 minutes

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
<th>Action</th>
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<tbody>
<tr>
<td>Yes No</td>
<td>Are basic classroom management practices being used in most (80%) of classrooms throughout school day?</td>
<td>A plan for teaching school-wide social skill expectations in classrooms?</td>
</tr>
<tr>
<td>Yes No</td>
<td>Do we have plan for teaching school-wide social skill expectations in classrooms?</td>
<td>A plan for teaching &amp; encouraging use of basic classroom management practices?</td>
</tr>
<tr>
<td>Yes No</td>
<td>Do you have planned &amp; practiced procedures for crisis situations?</td>
<td>Are we using data to monitor the above?</td>
</tr>
<tr>
<td>Yes No</td>
<td>Is our team monitoring &amp; coordinating implementation of above?</td>
<td>Are basic classroom management practices being used in most (80%) of classrooms throughout school day?</td>
</tr>
</tbody>
</table>

EXPETATIONS

1. SOCIAL SKILLS

- Morning
- Use your words

- Respect
- Washing hands

- Responsibility
- Keep your room clean

- Safety
- Keep your bed made

2. NATURAL CONTEXT

- Afternoon
- Use your words

- Respect
- Washing hands

- Responsibility
- Keep your room clean

- Safety
- Keep your bed made

3. BEHAVIOR EXAMPLES

- Morning
- Use your words

- Respect
- Washing hands

- Responsibility
- Keep your room clean

- Safety
- Keep your bed made

TYPICAL HOME ROUTINES

- Morning
- Use your words

- Respect
- Washing hands

- Responsibility
- Keep your room clean

- Safety
- Keep your bed made

- Nighttime
- Use your words

- Respect
- Washing hands

- Responsibility
- Keep your room clean

- Safety
- Keep your bed made

- Bedtime
- Use your words

- Respect
- Washing hands

- Responsibility
- Keep your room clean

- Safety
- Keep your bed made
School-Wide PBS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Procedures for discouraging rule violations

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

Agreements

Team Managed

Staff Acknowledgements

Effective Practices

Implementation

Continuous Monitoring

Staff Training & Support

Administrator Participation

Evaluation & Data Outcomes

Data-based Action Plan

Evaluation

Implementation

GENERAL IMPLEMENTATION PROCESS

Team

Agreements

Data-based Action Plan

GENERAL IMPLEMENTATION PROCESS

Team

Agreements

Data-based Action Plan

Evaluation

Implementation
www.pbisapps.org

4 Main Data Concerns

- Student outcomes
- Systems integration
- Practice selection
- Practice implementation

"Don’t Throw Stones!"

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
</tr>
</tbody>
</table>

ODR Admin. Benefit
Springfield MS, MD

2001-2002 2277
2002-2003 1322
= 955 42% improvement
= 14,325 min. @15 min.
= 238.75 hrs
= 40 days Admin. time

ODR Instruc. Benefit
Springfield MS, MD

2001-2002 2277
2002-2003 1322
= 955 42% improvement
= 42,975 min. @ 45 min.
= 716.25 hrs
= 119 days Instruc. time

RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

Wagering next month’s salary!!

Fasen & Blase, 2009
Concluding Comments

**MAIN OUTCOMES**

- Why & What is PBIS, MTSS, & RtI?
- What are core features of MTSS/PBIS?
- What does PBIS look like when implemented w/ fidelity?
- What does PBIS look like in classroom?

**PBIS Messages**

- Measurable & justifiable outcomes
- On-going data-based decision making
- Evidence-based practices
- Systems ensuring durable, high fidelity of implementation

**Basic “Logic”**

**Basic PBIS Implementation Framework**

- **Internal Coaching Support**
  - Regional/State leadership
  - SWPBS practices, data, systems, leadership, priority, agreement
  - School Behavior Team
  - 2 yr. action plan
  - Data plan
  - Leadership scheduling
- **External Coaching Support**
  - **District Behavior Team**
  - SWPBS
  - CWPBS
  - Small group
  - Individual student
- **School Staff**
  - Academic
  - Expectations & routines
  - Social skills
  - Self-management

- **Student Benefits**
  - Academic
  - Expectations & routines
  - Social skills
  - Self-management

---

**Action Steps - 10 minutes**

<table>
<thead>
<tr>
<th>SWPBS Feature</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is 1 thing you learned about PBIS that you did not know before?</td>
<td></td>
</tr>
<tr>
<td>2. What 3 “big ideas” will you take back to your colleagues?</td>
<td></td>
</tr>
<tr>
<td>3. What is 1 practice you will do tomorrow that you have not done before?</td>
<td></td>
</tr>
<tr>
<td>4. What is 1 practice you will consider not doing tomorrow?</td>
<td></td>
</tr>
<tr>
<td>5. What is 1 enhancement you can make in your teaching environment to increase likelihood of doing above?</td>
<td></td>
</tr>
</tbody>
</table>
LEADERSHIP*TEAM*
Coordination, Readiness, Priority
Funding,
Visibility & Dissemination
Policy & Systems, Alignment
Personnel Selection
Professional Development
Coaching & Technical Assistance
Evaluation & Performance Feedback
Content Expertise
Local Implementation Demonstrations

TODAY’S OUTCOME OBJECTIVES
Can you describe to your colleagues.....
- Rationale for SWPBS
- Readiness requirements for staff & team
- Membership of School Leadership Team
- SWPBS features
- Implementation of Tier 1 core features SW & CW
- Implementation action planning

Upcoming Events
PBIS Forum
- Oct 21-23, 2015
- Chicago

APBS
- Mar 22-25, 2016
- San Francisco

“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach the fundamentals to others, & apply the fundamentals in every area of our lives. Mastering the fundamentals is one of a lot of little things done well that make a big difference in our pursuit of success.”

Success is the natural consequence of consistently applying the basic fundamentals.”
Jim Rohn

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