School-wide PBIS: Getting Started

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PURPOSE

Provide brief overview of main implementation practices & systems of SWPBIS (Tier 1): Why, Definitions, & Tier 1 Main Features.

School-wide Positive Behavioral Interventions and Supports (SWPBIS):
Getting Started Workbook

www.neswpbs.org

PBIS Implementation Blueprint

www.pbis.org
General Steps for Getting Started

- Establish Leadership Team Membership
- Develop Brief Statement of Behavior Purpose
- Identify Positive School-Wide Behavioral Expectations
- Develop Procedures for Teaching School-Wide Behavior Expectations
- Develop Procedures for Teaching Classroom-Wide Behavioral Expectations
- Develop Curriculum of Procedures for Encouraging and Strengthening Student Use of School-Wide Behavior Expectations
- Develop Curriculum of Procedures for Discouraging Violations of School-Wide Behavior Expectations
- Develop Data-Based Procedures for Monitoring Implementation of SWPBIS (Primary Tier)
- Develop Systems to Support Staff
- Build Resistance to Ensure Ongoing Implementation

PBS – Respect & Responsibility

- Use cells & converse @ breaks
- Work as team collaboratively

- Hydrate & stretch
- Check yourself
- Be safe

- Pre-cycle & recycle
- Keep track of personal stuff

Why PBIS?

2 Worries & Ineffective Responses to Problem Behavior

- Get Tough (practices)
- Train-&-Hope (systems)
**Poor implementation fidelity & negative school climate**

**Potential for cultural exchange & conflict**

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School Violence & Mental Health

Every Student Succeeds Act

SPLC, 12 Jan 2017

Youth mental health 'crisis': 70 per cent of students struggling

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Getting Tough

Teaching to Corner

Applied Challenge: Academic & behavior success (failure) are linked!

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12 May 2017
Definitions & Features

Implement w/ Fidelity

Develop Continuum of Evidence-based Practices & Systems

Develop Local Expertise & Implementation Fluency

Use Team to Coordinate Implementation

Monitor Progress Continuously

Screen Universally

PBIS & MTSS Share Functions

Decide with Data

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

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

Supporting Culturally Relevant Evidence-based Interventions

Improving classroom & school climate

PBIS is about...

Decreasing reactive management

Maximizing academic achievement

Integrating academic & behavior initiatives

Supporting Cultural Valid Decision Making

Doing Business ✓

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Outcomes

Systems

Data

Practices

Academically & behaviorally important outcomes for All students

PBIS aka MTSS, SWPBS, MTSS-B, MTBF, RtI-B… Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve

Supporting Culturally Valid Decision Making

Doing Business ✓

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Improving academic & behavior initiatives

Improving support for students w/ EBD
Biology is important.

Behavior & environment are functional related.

Behavior is lawful, therefore understandable & influence-able.

Behavior & environment are functional related.

Adjust environment to influence & teach behavior.

Behavior is learned.

Behavior is lawful, therefore understandable & influence-able.

Behavior & environment are functional related.

Adjust environment to influence & teach behavior.

Behavior is lawful, therefore understandable & influence-able.

Behavior & environment are functional related.

Adjust environment to influence & teach behavior.

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

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

Prevention Objectives

Prevention Actions

Decrease development of new problem behaviors

Prevent worsening & reduce intensity of existing problem behaviors

Eliminate triggers & maintainers of problem behaviors

Add triggers & maintainers of prosocial behavior

Teach (practice, monitor, acknowledge) prosocial behavior

INCREASE

PREVENTION

ANTECEDENT & CONSEQUENCE

Biglan, 1995; Mayer, 1995; Walker et al., 1996

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PREVENTION

ANTECEDENT & CONSEQUENCE

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Basic SWPBS Implementation Framework

Regional/State Leadership

District Behavior Team

School Behavior Team

SWPBS practices, data systems, policy, funding, leadership, priority, agreement

2 yr. action plan, data plan, leadership, team meeting schedule

SWPBS systems, small group, individual student

Student Benefit

- Academics
- Expectations & routines
- Social skills
- Self-management

External Coaching Support

School Staff

Student Benefit

- Academics
- Expectations & routines
- Social skills
- Self-management

Team Support

Data-based Action Plan “Plan”

Evaluation “Check”

Implementation “Do”

Team

District

School

Evaluation “Check”

Implementation “Do”

General Implementation Process

Team Support

Regional/State Leadership

District

School

Students

Staff

Principal, Superintendent

All Staff, Students, Administrators

Continuum of Support for ALL

Universal

All

Intensive

Few

Targeted

Some

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

~15%

~5%

Dec 7, 2007
Schools Using PBIS August 2016

> Tier 1

23,363 schools

**RCT & Group Design PBIS Studies**


**Oct 2015**

**RCT & Group Design PBIS Studies**

- Bet your next month’s salary!!
- 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

**General Implementation Process:**

**Getting Started**

**Team**

**Agreements**

**Data-based Action Plan**

**Evaluation**

**Implementation**
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

Continuum of procedures for discouraging rule violations

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Continuum of procedures for discouraging rule violations

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior

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!

Redesign Learning & Teaching Environment

School Rules
NO Food
NO Weapons
NO Backpacks
NO Drugs/Smoking
NO Bullying

NON EXAMPLE

For whom is message intended, & who is most likely to respond?
Emphasizing & Teaching Positive Expectations

Saying & doing it “Positively!”

Keep off the grass!

Welcome Rugs

Welcome to Westwood!

It's The Westwood Way

Magnets

Carmen Arace Intermediate, Bloomfield
Expectations & behavioral skills are taught & recognized in natural context

Teaching how to determine hypotenuse of triangle

"I hate this f____ing school & you're a dumbf____!

Teaching by Getting Tough"
Social Skills Misrules

- Punishment teaches
- Teach "1 hour every Monday"
- Not my responsibility
- Bad behavior is trait

- Punishment signals error.
- Punishment does not teach SS.
- SS are needed all day.
- SS are prompted & practiced all day.
- SS are needed to learn.
- SS are needed to teach.
- SS (good/bad) learned & taught.
- Teaching SS should be formal.

Teaching Matrix Activity

<table>
<thead>
<tr>
<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 seat</td>
<td>- Stay in your seat</td>
<td>- Arrive on time to gather</td>
</tr>
<tr>
<td>Respect Environment &amp; Property</td>
<td>- Recycle paper</td>
<td>- Be quiet</td>
<td>- Be quiet on floor</td>
<td>- Take litter with you</td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>- Do your best</td>
<td>- Wash your hands</td>
<td>- Be at your seat</td>
<td>- Listen to speaker</td>
</tr>
<tr>
<td>Respect Learning</td>
<td>- Have materials ready</td>
<td>- Get balanced diet</td>
<td>- Do directly from book to class</td>
<td>- Discuss topics in class w/o others</td>
</tr>
</tbody>
</table>

Expectations & behavioral skills are taught & recognized in natural context

Basic Behavior Teaching Processes

1. ASSESS current skill
2. TEACH for acquisition (model) & fluency (practice)
3. PRECORRECT for use in required settings
4. ACTIVELY MODEL, SUPERVISE, shape & REINFORCE
5. TRANS to new examples for GENERALIZATION

Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Restrooms</th>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Yourself</td>
<td>- Eat balanced diet</td>
<td>- Do directly from book to class</td>
<td>- Do directly to class</td>
<td>- Do directly to class</td>
</tr>
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<td>Respect Environment &amp; Property</td>
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</tbody>
</table>

E'Ola Pono - to live the proper way

- Ka'akau
- Mele'/Be Responsible
- Ahi/Ahi
- Be Respectful
- Le'ahi
- Be Cooperative
- Malama
- Be Safe

Yung Kaumuaina on Kamal i
### High School Example

<table>
<thead>
<tr>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Say &quot;good morning&quot;</td>
<td>Try your best</td>
<td>Use your words</td>
<td>Say &quot;thank you&quot;</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Put clothes in washer</td>
<td>Put backpack &amp; homework by backdoor</td>
<td>Put toys away</td>
<td>Wash hands</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Return food to refrigerator</td>
<td>Put homework in backpack</td>
<td>Put toys in room when done</td>
<td>Keep chair legs on floor</td>
</tr>
</tbody>
</table>

### Home Example

#### Be Safe

<table>
<thead>
<tr>
<th>Morning</th>
<th>Breakfast</th>
<th>Water pitcher</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

#### Be Respectful

<table>
<thead>
<tr>
<th>Morning</th>
<th>Homework</th>
<th>Dinner table</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

#### Be Ready to Learn

<table>
<thead>
<tr>
<th>Morning</th>
<th>After school</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>
## High School Home Example

<table>
<thead>
<tr>
<th></th>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>• Honor diversity</td>
<td>• Finish homework</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td></td>
<td>before e-games</td>
</tr>
<tr>
<td><strong>Driving</strong></td>
<td>• Fill gas tank</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tell when expected home</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mealtime</strong></td>
<td>• Turn stove off</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Eat dinner with family</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>With Friends</strong></td>
<td>• Designate driver</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be supportive bystander</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 on-going data-based monitoring & evaluation
- Continuum of procedures for discouraging rule violations

### Acknowledge & Recognize

#### “GOLDEN PLUNGER”
- **Procedure**
  - Custodian selects one classroom/hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall

#### “1 FREE PERIOD”
- **Contributing to a safe, caring, effective school environment**
- **Procedures**
  - Given by Principal
  - Principal takes over class for one hour
  - Used at any time

#### “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
School-Wide PBS (Tier 1)

Leadership team
Behavior purpose statement
Set of positive expectations & behaviors
Continuum of procedures for discouraging rule violations
Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behaviors

OCDE Newsletter Spring 2008
9849 less ODRs X 30 min/ODR = 295,470 min = 821 days

36.9% (226/611) Classroom
63.1% (385/611) NON-Classroom

Assumptions

Evidence-based classroom & management PRACTICES exists
DATA needed to judge implementation fidelity & student responsiveness
CONTINUUM needed to select, organize, & implement PRACTICES
School-wide SYSTEMS needed to support classroom implementation

Effective Classroom Behavior Management
1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Actively Supervise
**Classroom Behavior Management Practices & Systems**

- **Schools Using PBIS**
  - *August 2016*  
  - > Tier 1
  - 23,363 schools

<table>
<thead>
<tr>
<th>“Don’t Throw Stones!”</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective</td>
</tr>
<tr>
<td>PRACTICE</td>
<td></td>
</tr>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009

- **Classroom & School Climate**
- Multi-tiered Systems Support

- Climate affects teaching & learning affects climate
- Reported, observed, experienced directly/indirectly by students & members of staff, family & community

- Continuum of outcomes, data, practices, & systems.

- Academic Success ↔ Behavior Success

**BIG IDEAS**

- Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
- BEHAVIORAL SCIENCES serve as useful theory of action/change
- Positive, doable, effective PRACTICES exist to maximize academic/behavioral success
- Implementation SYSTEMS needed for students to experience & benefit from effective practices