SWPBS Regional Officers - Review & Implementation Fidelity & Sustainability
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www.jsds.org www.respbis.org www.cbir.org

- Ministries of Education & State, UNICEF
- Students, Children, Families, Educators, Therapists
- Researchers, Policy-Makers, Providers, Trainers, et al.

Praise & Acknowledgement

PURPOSE
Provide ongoing support for Regional Officers to
1. Regional Officer updates
2. Review of big ideas
3. Review process for doing T1 & T2 of TFI w/ school teams.
4. Provide George w/ suggestions for working w/ school teams

Our actions for teams
- Model expected behavior
- Precorrect & remind
- Actively, specifically recognize (reinforce)

CUE
- Add better cue
- Remove old cue

ROUTINE: BEHAVIOR
- Expected replacement
- Social skills

REWARD
- Add effective new reward
- Remove old reward
IES Newsflash
28 Sep 2016

Key findings (math) include…

- "The PD had a positive impact on teacher knowledge."
- "The PD had a positive impact on some aspects of instruction."
- "The PD did NOT have a positive impact on student achievement."

**BIG IDEAS**

- **Schools** = excellent **PREVENTION** opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students.
- **Positive, doable, effective PRACTICES** exist to maximize academic/behavioral success.
- **Implementation SYSTEMS** needed for students to experience & benefit from effective practices.

**Basic Jamaica SWPBS Implementation Framework**

- **Ministry of Education & Training**
- **Internal Training & Coaching Support**
- **External Training & Coaching Support**
- **Team Coaching & Support**
- **Student Benefit**
  - Academic expectations & routines
  - Social skills & self-management

**Jamaica SWPBS Implementation Framework Team**

- GSugai
- School Behavior Team
- CWPBS
- SWPBS
- Team meeting schedule
- Behavioral planning
- Data plan
- Leadership
- Team meeting schedule

**Implementation**

- SWPBS practices
- Data plan
- Leadership
- Team meeting schedule

**Ministry**

- School Staff
- Student Benefit
- External Training & Coaching Support
- Team Coaching & Support
Team-based Problem Solving
- Local Data
- Continuum of Supports
- Evidence-based Practices
- Local Implementation Capacity
- Administrator Support & Participation
- Supporting Policies & Procedures

GUIDING PRINCIPLES

Regional Updates

SPLC, 12 Jan 2017
https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools

In the first days after the 2016 presidential election, the Southern Poverty Law Center’s Teaching Tolerance project administered an online survey to 9,122 educators from across the country. Over 90,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicate that the results of the election are having a profoundly negative impact on schools and students. Privacy consent of participants report that school climate has been negatively affected, and most of them believe it will have a long-lasting impact. A full list of specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.

National Climate Change & need to “double-down” on Prevention.

March 14, 2017

Responses from 10,000 educators....

- 9/10 seen negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
- 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
- 4/10 heard derogatory language to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
- 2,500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.

SPLC, 12 Jan 2017
https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools
Since Nov 8 2016

**867 POST-ELECTION HATE INCIDENTS**

21%

**HATE INCIDENT LOCATIONS**

**HATE INCIDENT MOTIVATION**

**HATE MAP NATIONAL NUMBERS**

Since Nov 8 2016

**HATE GROUPS 1990-2016**

Overall, the number of active hate groups increased from 892 in 2015 to 917 in 2016, the report found.

**ACTIVE HATE GROUPS**

TX (84)
CA (68)
FL (59)
SPCC, 12 Jan 2017

Climate Change       Equity      Alignment      Family      Engagement
ESS A       TYI       Bullying/Hate      Academic + Behavior      MTSS

SPLC, 12 Jan 2017

Climate Change       Equity      Alignment      Family      Engagement
ESS A       TYI       Bullying/Hate      Academic + Behavior      MTSS

Get Ahead of Bullying and Hate Speech, Says Education Expert

http://www.pbis.org/whats-new

PBIS       SWPBS       MTSS
aka PBIS, SWPBS, MTSS-B, MTBF, RTI-B...

Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students
Implement with Fidelity
Develop Continuum of Evidence-based Practices & Systems
Screen Universally
Monitor Progress Continuously
Use Team to Coordinate Implementation

PBIS & MTSS
Share Functions

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

PBIS (MTSS-B) is about
Improving classroom & school climate
Decreasing reactive management
Improving support for students w/ EBD
Maximizing academic achievement

Integrating academic & behavior initiatives

Dec 7, 2007

~80% of Students
Universal

~15%
Targeted

~5%
Intensive

Few

Some

Few

Some

Intensive

Universal

Continuum of Support for All

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

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

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

Supporting Important Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Equitable Academic & Social Behavior Competence

Universality

Screening

Data

Practices

Outcomes

Continuum of Support for All

Dec 7, 2007
Continuum of Support for ALL: “Theora”

Label behavior…not people

Continuum of Support for ALL: “Molcom”

Supports for all students w/ disabilities are multi-tiered

Continuum of Support for ALL: "Taiwanese"

Expressing Emotions

Continuum of Support for ALL: “George”

Label behavior…not people

Continuum Logic & Key PBIS Working Elements

INCREASED EFFORT

Intensity
Frequency
Duration
Specialization
Differentiation
Teaming

Responsive-to-Treatment

Outcomes
Data
Practices
Systems
Tier 1: Practices & Systems

- Tier 2: Practices & Systems
- Tier 3: Practices & Systems

% of Students V. % of Contributions
(Horner, 2011)

Early Literacy Achievement in Pilot Schools:
Change in 1st Grade Risk Status from 2012 - 2015

Mike Coyne et al., April 2016
After 3 years, pilot schools have
- More than doubled # students meeting grade literacy level goals.
- More than halved # students at significant risk for reading failure.

CT’s K-3 Reading Model Works

A first grade classroom before CT’s K-3 Reading Model

A first grade classroom after 3+ years of CT’s K-3 Reading Model

Mike Coyne et al., April 2016
On track for reading success
At significant risk for reading failure

A first grade classroom before CT's K-3 Reading Model
A first grade classroom after 3+ years of CT's K-3 Reading Model

Mike Coyne et al., April 2016

CT's K-3 Reading Model Works

Intensive, Individual Interventions
• Individual Students
• Assessment-based high intensity

Targeted Group Interventions
• Some students (at-risk)
• High efficiency
• Rapid response

Universal Interventions
• All students
• Preventive, proactive

Intensive, Individual Interventions
• Individual Students
• Assessment-based intervention, durable procedures

Targeted Group Interventions
• Some students (at-risk)
• High efficiency
• Rapid response

Universal Interventions
• All settings, all students
• Preventive, proactive

Academic-Behavior Continuum

Integrated MTSS

Academic Systems

Behavioral Systems

Circa 1996

Schools Using PBIS

August 2016

23,363 schools

10
Basics Fluency

1. Why are we doing SWPBS?
2. What are core features of SWPBS?
3. What are implementation steps?
4. How do I know if working?
5. How do I maintain SWPBS implementation?

Sample of International Efforts

MTSS Alignment & Integration w/ School Climate
**SCHOOL CLIMATE**

- Individual & group level construct
- Refers to shared beliefs, values, & attitudes
- Shapes interactions between & among students, teachers, & administrators &
- Sets parameters of acceptable behavior & norms for school


**Where is your classroom & school on the climate scale?**

- Negative Climate
  - Academic failure
  - Reactive management
  - Exclusion
  - Reprimands
  - Non-compliance
  - Social withdrawal
  - Low rates praise
  - Negative engagements
  - Bullying
  - Negative expectations
- Positive Climate
  - Academic success
  - Positive engagements
  - Active supervision
  - Re-teaching
  - Many response opportunities
  - Welcoming environment
  - Positive reinforcement
  - Teaching social skills
  - Positive expectations
  - Model expected behavior

**JGHS – 2016 HS**

# staff scoring school climate
1 (negative) to 10 (positive)

Mar 2016 Avg = 5.9 (P1)

Oct 2015 Avg < 5.4 (NS)

**CHHS – 2016 HS**

# staff scoring school climate
1 (negative) to 10 (positive)

Mar 2016 Avg = 4.8 (NS)
### Quick Climate Scale for ____________ (setting)

<table>
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<th>Negative</th>
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<tr>
<td>Climate</td>
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</tbody>
</table>

**Student Behavior**

- Inappropriate language/gestures
- Rough physical play
- Academic failure
- Teasing, intimidation, harassment
- Tardy
- Unexcused absent
- Inappropriate seeking assistance

**Staff Behavior**

- Appropriate language
- Respectful language
- Appropriate play
- Academic success
- Appropriate problem solving
- Punctual
- Attendance
- Appropriate seeking assistance

Quick Climate Scale for ______________

**School Climate Survey Suite**

Administation Manual

Visit [www.pbisapps.org](http://www.pbisapps.org) for more information.

CHHS – 2016 HS

Mar 2016 Avg = 4.5 (42)

Oct 2016 Avg = 3.3 (42)

# staff scoring school climate

1 (negative) to 10 (positive)
HOW?

Establish positive school climate
Maximizing academic success
Teaching important social skills
Communicating positively
Supervising actively
Modeling good behavior
Recognizing good behavior

Measuring School Climate

1. Work with team to develop SW item
2. Determine when & where to administer
3. Collect, summarize, & graph score
4. Give report to team to give to school
5. Work w/ to develop SWPBS action steps based on score

Schools Implementing PBIS by State 2015-16

21 states >500 schools
8 states >1000 schools

Proportion Schools Implementing PBIS by State 2015-16

13 States >40% implementing PBIS

PBIS Tier I Fidelity by State 2015-16

62% (8,328/13,414) Tier I Criterion

Using PBIS
Assessing Tier I Fidelity
Meeting Tier I Fidelity Criterion
School-wide PBIS & Classroom Behavior Management

Why teach social skills directly?

Leadership team

Classroom-Wide & 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

Procedures for on-going data-based monitoring & evaluation

Behavior purpose statement

PBIS Tier II Fidelity by State 2015-16

35% (2,402/6,827) Met Tier II Criterion

PBIS Tier III Fidelity by State 2015-16

21% (1,436/6,827) Met Tier III Criterion

Why teach social skills directly?

IF DOOR DOES NOT OPEN DO NOT ENTER

www.neswpbs.org