School-wide Positive Behavior Support – Day 2

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
8-9 September 2014
www.pbis.org  www.cber.org

PBIS = SWPBS = MTSS-B = MTBF

Upcoming Events

PBIS LEADERSHIP FORUM
Chicago, IL  Oct 28-30, 2014
NEW ENGLAND PBIS
Norwood, MA  Nov 21, 2014
ASSOCIATION FOR PBS
Boston, MA  Mar 11-14, 2015
NORTHEAST STATES PBIS
Mystic, CT  May 21-22, 2015

Purpose

Increase precision of our
SWPBS implementation through
discussions about practices,
research, & systems

• PBIS in Classroom
• Use of Rewards
• Behaviors of Concern
• Positive Behavior Support Framework
• Function-based Support
• Tier 2/3 Practices & Systems
• School Climate, PBIS, & Academic Success

Chapter 7
Chapter 6
Chapter 5
Chapter 4
Chapter 3
Chapter 2
Chapter 1
Overview
Preface
Advisory to the ISF Meeting/Monograph
Contributing Authors
TABLE OF CONTENTS

Advancing the ISF in States
Kelly Perales, and Rob Horner

Systems Framework
The District/Community role in Advancing the Interconnected
Dan Maggin and Carrie Mills

Student Outcomes
Interconnecting School and Mental Health Data to Improve
Steven W. Evans, Brandi Simonsen, and Ginny Dolan

School Level Practices
The Role of School Level Systems in the Interconnecting School
George Sugai and Sharon Stephan

Framework
Considerations for a School Mental Health Implementation
Lucille Eber, Mark Weist, and Susan Barrett

An Introduction to the Interconnected Systems Framework
Susan Barrett, Lucille Eber, and Mark Weist, Editors

Mental Health and School-wide Positive Behavior Support
Advancing Education Effectiveness: Interconnecting School
George Sugai and Robert Putnam

PBIS in Classroom
Enhanced Implementation
Tier 2/Tier 3
Integrated Systems / MTSS
School Mental Health
Culturally Responsive Systems
Self-Implementation and other Special topics

Support – Day 2
Presentations

PBIS = SWPBS = MTSS-B = MTBF

www.pbis.org

PBIS SYMPOSIUM 2014
FROM THEORY TO PRACTICE

2014 National PBIS Leadership Forum

PBIS: Building Capacity & Partnerships
to Enhance Educational Reform
This two-day forum for school, state, district and regional
Leadership Teams and other professionals has been designed
to help increase the effectiveness of PBIS implementation.
Sessions are organized by strands that support initial through
advanced implementation in elementary, middle, and high
schools as well as juvenile justice and mental health facilities:
• PBIS Foundations
• Enhanced Implementation
• Classroom
• Tier 2/Tier 3
• Integrated Systems / MTSS
• Juvenile Justice
• School Mental Health
• Culturally Responsive Systems
• Self-Implementation and other Special topics

For more information, visit www.pbis.org

PBIS Leadership Forum
Chicago, IL
October 29-30, 2014
Donald E. Stephens
Convention Center
Rosemont, Illinois

Presenting the PBIS Center on Positive Behavioral Interventions &
Support from the Schools PBIS Network.
School-wide Positive Behavioral Supports (aka PBIS)

Academic & behavior success for all students

SWPBS (aka PBIS, MTSS-B, MTBF)

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”

Skinner, 1953, Science of Human Behavior

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

Continuum of Support for All

Dec 7, 2007
Universal
Targeted
Intensive
Continuum of Support for ALL: “Molcom”

Dec 7, 2007

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

SWPBS: Core Practice Features
- Team-led implementation
- Behavior priority
- Social behavior expectations
- SW & CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data-based decision making

Classroom Management
Supporting academic instruction

Procedures for teaching SW & classroom-wide expected behavior

Set of positive expectations & behaviors

Leadership team

School-Wide PBS (Tier 1)

Continuum of procedures for encouraging expected behavior

Procedures for ongoing data-based monitoring & evaluation

Continuum of procedures for discouraging rule violations

Behavior purpose statement

Set of positive expectations & behaviors

School-Wide PBS (Tier 1)
Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist

Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Activity | Time Start | Time End |

Tally each Positive Student Contacts | Total # |
Tally each Negative Student Contacts | Total # |

Ratio of Positives to Negatives: _____ to 1

Classroom Considerations

- Prompt, Monitor, Teach, Reward ALL TIMES, PLACES, & STUDENTS
- Teach academics well
- Merge with school-wide PBS
- Establish continuum of classroom supports for all students

Acknowledging & Recognizing Expected Behavior

Rewards

Procedures for on-going data-based monitoring & evaluation

Continuity of procedures for discouraging rule violations

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Leadership team

Behavior purpose statement

School-Wide PBS (Tier 1)
Considerations

- Words ➔ Actions ➔ Habits ➔ Character

"Not what you say but what you do that defines your character"
(Andre Agassi 30 Jul 2014, Tennis channel)

Reinforcement Wisdom!

- "Knowing" or saying "know" does NOT mean "will do"
- Students “do more” when “doing works”…appropriate & inappropriate!
- Natural consequences are varied, unpredictable, undependable,…don’t leave to chance
- Err on side of being positive

Consideration

"Student does not need extrinsic reinforcement if he is successful."
Skinner 1960

Addressing Problem Behavior

Behavior management primer

Establishing/Replacing Habit

Charles Duhigg (2014)

CUE ➔ HABIT ➔ REWARD
- Remove competing cue ➔ Add desired cue
- Teach acceptable alternative ➔ Teach desired alternative
- Remove reward for old habit ➔ Add reward for new habit

All three elements are addressed in SSI
Universal Management Practices

- Teach, prompt, model, practice, & reward positive expectations
- Respond consistently, proactively, calmly & business-like
- Supervise & anticipate actively & continuously
- Maintain active academic engagement
- Treat as instructional problem
- Provide positive reinforcement

Establishing Positive School Climate or Culture

What does it look like?

THEORY OF ACTION
“Behavior Example”

X “Reduce use of reactive management”

“Addressing X with Y has high probability of producing Z”

Y “Teach & acknowledge 3-5 Behavioral Expectations”

Z “Positive School Climate”

How much are you willing to bet on your decision?

George’s (PBIS) Theory of Action

Behavior Analysis

- Behavior is learned
- Biology is important
- Behavior & environment are functional related
- Behavior is lawful, therefore understandable & influence-able
- Enhance environment to influence & teach behavior

Factors Directly & Indirectly Contributing To Student Learning


What’s It Take to Shift from Negative to Positive School Climate???
Establish positive school climate

Maximizing academic success

Teaching important social skills

Modeling good behavior

Recognizing good behavior

**HOW?**

**Culture =**

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

Collection of learned behaviors, maintained by similar social & environmental contingencies

**Implementation for Capacity Building**

**Implementation phases & drivers**

**“Train & Hope”**

WAIT for New Problem

Expect, But HOPE for Implementation

Select & ADD Practice

Hire EXPERT to Train Practice

Are outcomes measurable?

**Working Smarter**

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/ etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Improve attendance</td>
<td>Increase % of students attending daily</td>
<td>All students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Character Education Committee</td>
<td>Improve character</td>
<td>Improve character</td>
<td>All students</td>
<td>Marlee, Eric, Ellen</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
<td>Marlee, Eric, Ellen</td>
<td>Goal #3</td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Enhance school morale</td>
<td>Improve morale</td>
<td>All students</td>
<td>Has not met</td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullying, antisocial students, repeat offenders</td>
<td>Marlee, Eric, Ellen</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE Committee</td>
<td>Prevent drug use</td>
<td>Enhance drug awareness</td>
<td>Dose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance academic engagement, improve grades</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Emma</td>
<td>Goal #3</td>
</tr>
</tbody>
</table>

**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/ etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Improve attendance</td>
<td>Increase % of students attending daily</td>
<td>All students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Character Education Committee</td>
<td>Improve character</td>
<td>Improve character</td>
<td>All students</td>
<td>Marlee, Eric, Ellen</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
<td>Marlee, Eric, Ellen</td>
<td>Goal #3</td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Enhance school morale</td>
<td>Improve morale</td>
<td>All students</td>
<td>Has not met</td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullying, antisocial students, repeat offenders</td>
<td>Marlee, Eric, Ellen</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE Committee</td>
<td>Prevent drug use</td>
<td>Enhance drug awareness</td>
<td>Dose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance academic engagement, improve grades</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Emma</td>
<td>Goal #3</td>
</tr>
</tbody>
</table>
Establishing a Continuum of SWPBS

**Tertiary Prevention**
- Function-based support
- Wraparound
- Special education

**Secondary Prevention**
- Check-in/check-out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

**Primary Prevention**
- Teach & encourage positive SW expectations
- Proactive discipline
- Effective instruction

### Audit
1. Identify existing practices by tier
2. Specify outcome for each effort
3. Evaluate implementation accuracy & outcome effectiveness
4. Eliminate/integrate based on outcomes
5. Establish decision rules (RtI)

### Implementation Drivers

#### Leadership & Team
- Coordination
- Readiness
- Priority
- Funding
- Visibility
- Dissemination
- Political
- Support
- Policy
- Systems
- Alignment
- Professional
- Development
- Coaching
- Technical assistance
- Evaluation
- Performance feedback
- Content
- Expertise

Local Implementation Demonstrations

### General Implementation Process

- Team
- Agreements
- Data-based Action Plan
- Implementation Framework

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation
Implementa7on Fidelity | IMPLEMENTATION
---|---
Effective | Effective
Effective | Maximum Student Benefit
Not Effective | Reduced Probability of Student Benefit
Not Effective | Low Probability for Student Benefit

Fixsen & Blase, 2009

Teaching social behavior explicitly?
Like academic behavior

Teaching Academics & Behaviors

- Coordinated Social Emotional & Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)

Establish positive school climate
Maximizing academic success
Teaching important social skills
Modeling good behavior
Recognizing good behavior

Biglan, Calvin, Mayer, Patterson, Reid, Walker

Why?

Academic Achievement
Violence prevention
Character education
School discipline
Classroom management
Parenting
Juvenile justice
Special Education

 communicating positively
Supervising actively
Modeling good behavior
Recognizing good behavior

Biglan, Calvin, Mayer, Patterson, Reid, Walker

High rates academic & social success
Formal social skills instruction
Positive active supervision & reinforcement
Positive predictable school-wide climate
“Simple messages travel faster, simpler designs reach the market faster, & the elimination of clutter allows faster decision making.”


“Coach Wooden’s basic teaching theory was whole-part-whole: introduce the big concept, break it down into its constituent parts, then re-construct the whole with a new awareness of its meaning & use…the method include three pedagogical ‘laws,’ explanation/demonstration, imitation/correction, & repetition.”


“Well, the truth is, there are simple answers; they just are not easy ones.”