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Linking School-wide & Classroom PBIS

George Sugai
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OSEP Center on PBIS
University of Connecticut
George.sugai@uconn.edu
www.pbis.org www.neswpbis.org www.cbar.org

PURPOSE
Consider how school-wide PBIS relates to classroom by applying & aligning essential school-wide PBIS practices & systems to classroom academic & behavior management

• Brief review of school-wide PBIS
• Alignment of SW with CW PBIS
• Effective CW PBIS practices.

What is PBIS?

PBIS aka MTSS, 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

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Setting

ALL ~80% of Students
Extending SW-PBIS to CW-PBIS

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

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

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

Classroom Implementation Support System

See Handout

Organizational Efficiency

Priorities

Effective Academic Instruction

Evidence-based Priority

MTSS

SW Team
Emphasizing & Teaching Positive Expectations

**Classroom Routines**

- **Expectations**
  - Group work
  - Desk work
  - Quizzes and tests
  - Arrival
  - Dismissal

- **Respect**
  - Offer ideas
  - Complete all tasks
  - Respect others
  - Respect property
  - Respect routines

- **Responsibility**
  - Listen and make eye contact
  - Use materials as intended
  - Move desks quickly

- **Ready to Learn**
  - Keep materials organized
  - Move desks quickly
  - Keep aisles clean

**Teaching Matrix**

- **Setting**
  - All Settings
  - Hallways
  - Playgrounds
  - Cafeteria
  - Assembly

- **Expectations**
  - Respect others
  - Respect property
  - Respect self
  - Social skill
  - Natural context
  - Behavior examples

**Typical Contexts/ Routines**

<table>
<thead>
<tr>
<th>Routine</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
<th>Social Skill</th>
<th>Natural Context</th>
<th>Behavior Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Times</td>
<td>Use inside voice</td>
<td>Keep desks organized</td>
<td>Do your best</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lesson Introduction</td>
<td>Eyes on speaker</td>
<td>Organize materials</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Homework</td>
<td>Do own work</td>
<td>Return supplies</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transition</td>
<td>Pulverize materials</td>
<td>Keep hands to self</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>“I Need Assistance”</td>
<td>Relax hand or show “Assistance Card”</td>
<td>Have materials ready</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Teacher Lecture</td>
<td>Eyes on speaker</td>
<td>Keep hands to self</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Independent &amp; Lab Work</td>
<td>Use inside voice</td>
<td>Use materials as intended</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Use inside voice</td>
<td>Use materials as intended</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Teachable Expectations (Classroom)**

**Matrix, Tribal Values**

| Kamaakanfish | Respect | - | - | - | - | - |
| Assiigijuiji (Respect) | - | - | - | - | - | - |
| Savegigiyunjii | Cooperation | - | - | - | - | - |

**High School Example**

| Kamaakanfish | Respect | - | - | - | - | - |
| Assiigijuiji (Respect) | - | - | - | - | - | - |
| Savegigiyunjii | Cooperation | - | - | - | - | - |
Supporting SW Expectations w/ Effective Classroom Behavior Practices

1. Positive Reinforcement
   - Individual & Group
   - Verbal & Non-verbal
   - Positive > Negatives
   - Developmental, Cultural, Contextual
   - Public & Private
   - Academic & Social

2. Active Supervision
   - Move
   - Interact
   - Model
   - Scan
   - Reinforce

3. Precorrect
   - Identify triggers, maintainers in problem context
   - Remove & minimize triggers & maintainers
   - Strengthen & practice replacement responses
   - Add reinforcers for approximations

4. Maximize Academic Success
   - Multiple opportunities to respond
   - Academically challenging
   - Variety of engagements
   - Reinforcement of desired approximations

5. Teach Academic Routines & Social Skills
5. Teach academic routines & social skills

- Teach for fluency & generalized use in context
- Use school-wide behavioral expectations
- Model, prompt & precorrect
- Reinforce desired approximations

Practices evidence-base is well developed

SW to CW PBIS….basics!

1. Implement SW Tier 1 with fidelity
2. Decide with SW & CW data
3. Use SW expectations for CW
4. Link SW expectations to common CW routines & behaviors
5. Integrate SW expectations into effective instructional practices & curricula
6. Support SW expectations with basic behavior classroom management practices
7. Establish continuum of classroom behavior support

Classroom Continuum

FBA-BIP
Behavioral Contracting
Check-In
Check-Out
Good Behavior
Game
Small Group
Skills Practice
Frequent Positive
Active Engagement
Effective Instruction

RobH@uoregon.edu
LewisU@missouri.edu
George.Sugai@uconn.edu
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