Linking Families & Schools with Positive Behavior Support

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
October 20, 2011
www.pbis.org www.cber.org www.swis.org
George.sugai@uconn.edu

PURPOSE
Describe link between families & schools with Positive Behavioral Interventions & Supports

• What is PBIS?
• What does PBIS look like?
• What is family-school link with PBIS?

www.pbis.org

Who is he? IDEA?
1995-2015: www.pbis.org

1969-73 UCSB – botany, Easter Seal Camp Harmon
1973-78: UW, special education, 1974 Aurora CO, Camp Timbertop NH
1978-2005: UW, UKM Ph.D., Spaulding Youth Center NH, UO.

1995-2015: www.pbis.org

Sansei, Poston/Utah, Hapa; Principal Fernandez; Kiyoshi Kane & Reiko Elizabeth Sugai-Fernandez; Bicycling, Cooking, Billiards

Behavior & classroom management, school discipline & safety, social skills instruction, behavioral assessment & interventions

“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

“Well, the truth is, there are simple answers; they just are not easy ones.”
School Discipline Challenge: Academic & behavior success (failure) are linked!

Why?%

Getting Tough

Nov 1985 Kappan

Teaching to Corner

School Discipline

Challenge:

Academic & behavior success (failure) are linked!

School Climate & Discipline

School Violence & Mental Health

Disproportionality & School-Prison Pipeline

COERCIVE CYCLE

“Scream until your...!”

KID

(-) School Climate

SCHOOL

(-) School climate

• Non-compliance & non-cooperation
• Disrespect
• Teasing, harassment, intimidation
• Disengagement & withdrawal
• Nonattendance, tardy, & truancy
• Academic failure
• Violent/aggressive behavior
• Littering, graffiti, & vandalism
• Substance use

Biglan, Dishion, Mayer, Patterson, Reid, Severson, Walker

POSITIVE REINFORCEMENT CYCLE

SCHOOL

(+ School Climate

KID

(+ School Climate

• Reactive management
• Exclusionary disciplinary practices
• Informal social skills instruction
• Poor implementation fidelity of effective practices
• Inefficient discipline support
• Non-leadership preparation
• Non-data based decision making
• Inefficient, ineffective instruction
• Negative adult role models

POSITIVE Reinforcement Cycle

SCHOOL

(+ School Climate

KID

(+ School Climate

• Positive > negative contacts
• Predictable, consistent, & equitable treatment
• Challenging academic success
• Adults modeling expected behavior
• Recognition & acknowledgement
• Opportunity to learn
• Safe learning environment
• Academic & social engagement

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

Why is negative school climate undesirable?

Shifts accountability away from school

Triggers & reinforces antisocial behavior

Devalues child-adult relationship

Why is negative school climate undesirable?

Shifts accountability away from school

Devalues child-adult relationship

Creates environments of control

Why is negative school climate undesirable?

Shifts accountability away from school

Devalues child-adult relationship

Creates environments of control
What’s It Take to Shift from Negative to Positive School Climate?  
“Easy to say...difficult to do?”

**Positive School Behavior**
**Positive Reinforcement Cycle**
**Positive Student Behavior**

**Coercive Cycle**
**Positive Reinforcement Cycle**
**Modeling good behavior**
**Recognizing good behavior**

Establish positive school climate
Maximizing academic success
Teaching important social skills

**HOW?!**

Establish positive school climate
Maximizing academic success
Teaching important social skills

**Positive Behavior Interventions & Supports (PBIS/MTSS)**
Arranging environment to be conducive to teaching & learning
(N. Haring, 2012)

**MTSS Emphasis**
Supporting Important **Culturally Equitable Academic & Social Behavior Competence**
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Relevant Evidence-based Interventions

**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

“Students w/ disabilities are almost 2x as likely
students, w/ the highest rates among black children w/ disabilities.”

NYTimes, M. Rich Aug 7 2012

- 13% w/ v. 7% w/o
- 1 in 4 black K-12 students
- High suspension correlated w/
  - Low achievement
  - Dropout
  - Juvenile incarceration
  - 1 Susp. 1 Year
  - 1 in 6 black
  - 1 in 13 Amer Indian
  - 1 in 14 Latinos
  - 1 in 20 Whites
  - Not correlated w/ race of staff

Dan Losen & Jonathan Gillespie
Center for Civil Rights Remedies at UCLA
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

~80% of Students
~15%
~5%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Universal
 Targeted
 Intensive

ALL
 SOME
 Few

THEOREA

Intensive
 Targeted
 Universal

Dec 7, 2007

Abnormal

Intensive
 Targeted
 Universal

Dec 7, 2007

Label behavior...not people

Label behavior...not kids

MOLCOM

Dec 7, 2007

Practice
 Teamwork

SWPBS: Core Practice Features

Precision
 Engagement
 Feedback
 Practice

Continuum of Support for ALL:

"Molcom"

"Theora"

Dec 7, 2007
ESTABLISHING CONTINUUM of SWPBS

SECONDARY PREVENTION
• Check in/out
• Targeted social skills instruction
• Peer-based supports
• Social skills club

TERTIARY PREVENTION
• Function-based support
• Wraparound
• Person-centered planning

PRIMARY PREVENTION
• Teach SW expectations
• Proactive SW discipline
• Positive reinforcement
• Effective instruction
• Parent engagement

Teaching social skills explicitly
Establishing stimulus control...like academic skills

School-Wide & Classroom PBIS
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 on-going DATA based monitoring & evaluation
Procedures for TEACHING SW & CW expected behavior

Bad behavior is trait
Not my responsibility
• SS are needed to learn.
• SS are needed to teach.
• SS (good/bad) learned & taught.
• Teaching SS should be formal.

Punishment teaches
Teach “I hour every Monday”
• Punishment signals error.
• Punishment does not teach SS.
• SS are needed all day.
• SS are prompted & practiced all day.

Punishment signals error.
• Punishment does not teach SS.
• SS are needed all day.
• SS are prompted & practiced all day.

All three elements are addressed in SSI

“Power of Habits”
Charles Duhigg, 2012

CUE
Teased
Difficult work

HABIT
Ignore
Try

REWARD
Teasing stops?!
Work removed?!

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

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

Establishing/Replacing Habit
Charles Duhigg (2014)

Subtile: “Why We Do What We Do in Life & Business”

“Power of Habits”
Charles Duhigg, 2012

CUE
Teased
Difficult work

HABIT
Ignore
Try

REWARD
Teasing stops?!
Work removed?!

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

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

Establishing/Replacing Habit
Charles Duhigg (2014)

Subtile: “Why We Do What We Do in Life & Business”
Teaching calculating hypotenuse of triangle

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

“C² = A² + B² where C is side opposite right angle…”

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

“Watch me…. If A = 3 & B = 4, then C² = 25, & C = 5…”

“Work w/ your partner & calculate hypotenuse of triangle for these 3 examples….”

Teaching social behaviors like academic skills

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

“Thats great. What would that look like if you were stuck on the bus? In the classroom…”

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

“I hate this f***ing school & you’re a dumbf*ck!”

“You don’t have to say those words again….starting now!”

Teaching by

Emphasizing & Teaching Positive Expectations

Expectations & behavioral skills are taught & recognized in natural context
**POSITIVE ATTITUDE**

- Actively listen
- Allow others to learn
- Careful
- Full school uniform
- Learning time to learn
- Use chill out space

**P.O.W.E.R**

- P: Positive language with I words and staff
- O: Other
- W: Work together, be kind, respect each other
- E: Engaged
- R: Respectful

**EXCELLENCE**

- Ask before using
- Appropriate sound level
- Care for equipment
- Cyber safe

**Respect**

- Be where you should be
- Care for equipment
- Hands and feet to self
- Leave nature alone

**Hand to hand**

- Music means moving
- Nude food only
- Plan for play
- Tell the truth
- Use Wheel of Choice

**W.E.R.K.S.**

- Walk on the left
- Wear Out of Class pass

**Learn to learn**

- Music means moving
- Do three to live

**M.K.T.G.**

- Move quietly
- My opinion
- Respect for others
- Take turns

**C.O.T.T.E.N.**

- Care for equipment
- Printed work
- Right words right place

**Take turns**

- Be water wise
- Include others
- Listen to staff

**M.Y.O.B.**

- Music means moving
- Nude food only
- Plan for play

**Plan for play**

- Be water wise
- Include others
- Listen to staff

**T.O.L.E.R.A.N.C.E.**

- Take turns
- Walk on the left
- Wear Out of Class pass

**Sunsmart**

- Be where you should be
- Care for equipment
- Hands and feet to self

**Music means moving**

- Music means moving
- Nude food only
- Plan for play

**N.U.D.E.**

- Nude food only
- Plan for play
- Tell the truth

**V.I.P.**

- Virtual identity
- Proper space
- Sign devices in/out

**T.O.L.E.R.A.N.C.E.**

- Take turns
- Walk on the left
- Wear Out of Class pass

**Use Chill Out Space**

- Ask before using
- Be where you should be
- Care for equipment

**R.I.P.**

- No food/drink
- No devices
- Use wheel of choice

**N.O.I.S.E.**

- No food/drink
- No devices
- Use wheel of choice

**C.O.T.T.E.N.**

- Care for equipment
- Printed work

**Learning to learn**

- Music means moving
- Nude food only
- Plan for play

**Parks**

- Parking
- Walk on the left
- Wear Out of Class pass
Concluding Comments

Concluding Big Ideas
- Avoid reactive management
- Implement with fidelity
- Expect what you model
- Acknowledge equitably
- Be explicit & deliberate
- Keep it simple
- PBIS is for all

GOAL: “Big Outcome”

Effective Organizations & Positive Classroom & School Climates
Common Language
Common Experience
Common Vision/Values
Quality Leadership

Upcoming Events
- PBIS Forum
  - Oct 22-23, 2015
- SMH Conference
  - Nov 5-7, 2015
- New England PBIS
  - Nov 19-20, 2015
- APBS Conf.
  - Mar 23-26, 2016
- Northeast SWPBS Conf.
  - May 19-20, 2016
- Rosemont
  - IL
- New Orleans, LA
- Norwood, MA
- San Francisco, CA
- Mystic, CT