**Positive Behavior Interventions & Supports at ASV**

**Staff Meeting**

George Sugai  
22 Feb 2017  
OSEP Center on PBIS  
University of Connecticut  
george.sugai@uconn.edu

www.pbis.org  
www.neswpbis.org  
www.cnbar.org

---

**What is ASV School Climate?**

- Individual & group level “label” or descriptor
- Refers to shared beliefs, values, behaviors, experiences, & attitudes
- Shapes interactions between & among students, teachers, parents, & administrators
- Sets norms of acceptable behavior


---

**Brief PBIS Check**

1. How would you rate “climate” of school today?
2. To what extent do you believe that PBIS is related to improvement in school discipline?
3. To what extent do you believe that PBIS is related to improvement in academic achievement?
Questions
1. What is ASV doing to link positive climate & academic success?
2. What is Positive Behavior Interventions & Supports?
3. How can the Board of Governors support this effort?

Academic success can be enhanced by establishing positive classroom & school climates

Students need effective social skills for success in work, college, family, & community

Social skills can be taught like academic skills...directly, explicitly, deliberately

Adults (including families) must be actively involved in enhancing & supporting implementation of positive behavioral interventions & supports

What is PBIS?

PBIS is Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students

PBIS is about….

Improving classroom & school climate

Decreasing reactive management & punishment

Integrating academic & behavior

Maximizing education for students w/ BD

Maximizing academic achievement

Family Involvement has been associated with...
- Higher grades, test scores, graduation rates
- Better school attendance
- Increased motivation, self-esteem
- Lower rates of suspension
- Decreased use of drugs and alcohol
- Fewer instances of violent behavior

Henderson & Mapp (2002) – A New Generation of Evidence
PBIS Logic!

**Individual student success is linked to classroom & school-wide climates that are effective, caring, relevant, preventive, & inclusive for all students!**

**CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**

- **Universal:** All kids, staff, & settings
- **Intensive:** Individualized
- **Targeted:** Small group

- **Some** ~80% of Students

---

### Responsiveness to Intervention

#### Academic Systems

- Intensive, individual interventions
  - Universal: All students, procedure
  - 80-90% likely to benefit
- Targeted Group Interventions
  - SOME
  - Few
  - Intensive (high intensity)
  - Rapid response

#### Behavioral Systems

- Intensive, individual interventions
  - Universal: All settings, all students
  - 80-90% likely to benefit
- Targeted Group Interventions
  - SOME
  - Few
  - High efficiency
  - Rapid response

---

### RCT & Group Design PBIS Studies

- **Oct 2015**

- **Evidence-based Interventions**
- **Supporting Important Culturally Equitable Academic & Social Behavior Competence**
- **Supporting Culturally Valid Evidence-based Interventions**
- **Supporting Culturally Relevant Evidence-based Interventions**
- **Supporting Important Culturally Relevant Evidence-based Interventions**
- **Supporting Important Culturally Relevant Evidence-based Interventions**

---

**Circa 1996**
Biglan, Colvin, Mayer, Patterson, Reid, Walker

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

HOW?

- Respect Ourselves
  - Be on task.
  - Give your best effort.
  - Be prepared.
- Respect Others
  - Be kind.
  - Hands/feet to self.
  - Help/share with others.
  - Use normal voice volume.
  - Walk to right.
- Respect Property
  - Recycle.
  - Clean up after self.
  - Pick up trash.

Expectations & behavioral skills are taught & recognized in natural context

Specific Guidelines & Q&A.
Invest in Positive Relationship to Enhance Teaching & Learning

- Maximize time & opportunities for academic success
- Actively & positively supervise
- Precorrect errors for success
- Use developmentally, culturally, contextually appropriate positives
- Use more specifics than general positives

Maintain "5 to 1" positives to negatives

At minimum, every positive feedback opportunity includes:
1. Personalized contact (e.g., name)
2. Statement including value, context, & behavior
3. Developmentally & culturally authentic vocabulary/gestures
4. Symbolic token (optional)

Example:
"Jorge, I appreciate how you helped those first graders resolve that argument with their words when in lunchroom. You modeled respectful & responsible behavior (fist bump)."
"Awesome, Michael. 3 days in a row playing cooperatively during recess...that’s being respectful. Take this ticket to your teacher & tell him what you were doing."

Avoid:
1. Public corrections: "Name on board."
2. Threats: "If you don’t behave, I’m going to take a point away."
3. General statements: "Good boy. Here’s a ticket."

Link school-wide to classroom

Use SW expectations to develop classroom routine matrix
Use SW positive across common settings
Integrate values & expected behavior into academic activities
Maximize use of time for academic engagement & opportunities to respond
Actively & positively supervise
Arrange more social positives than negatives

Maximize use of time for academic engagement & opportunities to respond
Integrate values & expected behavior into academic activities
Use SW positive across common settings
Actively & positively supervise
Arrange more social positives than negatives
Typical Contexts/Problem Solving

### Context
- "Savaqatigiiyujiq" 
- Native, Inuuiaqatiuni
- Kamaksrijiq ikayuutijiq 
- Tribal

### Stop, Step Back, Think, Act
- Stop
- Step Back
- Think
- Act

### Routines
<table>
<thead>
<tr>
<th>Typical Contexts</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Times</td>
<td>Do own work.</td>
<td>Return supplies.</td>
<td>Do your best.</td>
</tr>
<tr>
<td>Lesson Introduction</td>
<td>Eyes on speaker.</td>
<td>Organize materials.</td>
<td>Ask for help.</td>
</tr>
<tr>
<td>Transition</td>
<td>Use inside voice.</td>
<td>Have materials ready.</td>
<td>Have hands to self.</td>
</tr>
<tr>
<td>&quot;I Need Assistance&quot;</td>
<td>Raise hand to voice.</td>
<td>Have materials ready.</td>
<td>Respect others.</td>
</tr>
<tr>
<td>Teacher Lecture</td>
<td>Eyes on speaker.</td>
<td>Respect property.</td>
<td>Respect others.</td>
</tr>
<tr>
<td>Independent &amp; Lab Work</td>
<td>Use inside voice.</td>
<td>Respect property.</td>
<td>Respect property.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Stay, Stop, Think, Act</td>
<td>Respect others.</td>
<td>Respect others.</td>
</tr>
</tbody>
</table>

### Classroom-Wide Rules/Expectations

#### Example
Teachable Expectations (Classroom)

**Motivation, Tribal Values**
- Respect
- Respect property
- Respect others

**Instructional**
- Routines
- Entry Procedures
- Lecture
- Independent Work
- Turning in Work/Outing the Room

**Wang, C.**

**Brief PBIS Check**

1. How would you rate the "climate" of school today?
2. To what extent do you believe that PBIS is related to improvement in school discipline?
3. To what extent do you believe that PBIS is related to improvement in academic achievement?
GOAL: Effective School, Family, Community Organizations

Effective Schools & Classrooms

- Quality Leadership
- Common Vision/Values
- Common Language
- Common Experience

Classroom

School

Family

Community