# Key PBIS Concepts, Principles, and Terminology

**Sugai ver March 30 2013**

<table>
<thead>
<tr>
<th>“Big Ideas”</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Behavioral Interventions and Supports (PBIS)</td>
<td>Framework for enhancing adoption &amp; implementation of evidence-based interventions to achieve academically &amp; behaviorally important outcomes for all students</td>
<td>a.k.a. “School-Wide Positive Behavioral Supports” (SWPBS)</td>
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**Response to Intervention**

- IMPLEMENTATION W/ FIDELITY
- CONTINUOUS PROGRESS MONITORING
- UNIVERSAL SCREENING
- DATA-BASED DECISION MAKING & PROBLEM SOLVING
- CONTENT EXPERTISE & FLUENCY
- TEAM-BASED IMPLEMENTATION

**RtI**
### Multi-Tiered Systems of Support

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole school or organization, Data-driven, Prevention-based framework for</td>
<td>Improving learning outcomes for All students through Layered continuum of Evidence-based practices &amp; systems</td>
</tr>
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### Evidence-based Practice

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Question</th>
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<tbody>
<tr>
<td>Effective</td>
<td>Achieve desired outcome?</td>
</tr>
<tr>
<td>Efficient</td>
<td>Doable by implementer?</td>
</tr>
<tr>
<td>Relevant</td>
<td>Contextual &amp; cultural?</td>
</tr>
<tr>
<td>Durable</td>
<td>Lasting?</td>
</tr>
<tr>
<td>Scalable</td>
<td>Transportable?</td>
</tr>
<tr>
<td>Logical</td>
<td>Conceptually Sound?</td>
</tr>
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</table>
3-Tiered Prevention Logic

Tiered-based Prevention

- Label behavior…not people
- Label interventions….not people
Continuum of Behavior Support

ESTABLISHING CONTINUUM of SWPBS

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

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

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

~80% of Students

~15%

Primary Prevention Tier
- 

Secondary Prevention Tier
- 

Tertiary Prevention Tier
- 

Example

14

|  | “Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America’s schools.” Algozzine, Wang, & Violette (2011), p. 16. |
Prevention Logic for All

Redesign of teaching environments…not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Applied Behavior Analysis

BEHAVIORAL PERSPECTIVE

- “Context” or environment
- “Do”
- Learning history
- Context manipulation
- Data-based decision making
### Systems Perspective

#### Supporting Social Competence & Academic Achievement

- Supporting Social Competence
- Supporting Academic Achievement

#### Supporting Staff Behavior

- Supporting Staff

#### Supporting Decision Making

- Supporting Decision

### Team-Facilitated Implementation

- **Team**
- **Agreements**
- **Data-based Action Plan**
- **Evaluation**
- **Implementation**

### Practices

- Effective
- Relevant
- Efficient
- Durable
- Scalable

### Outcomes

- Students
- Measurable
- Educationally/socially important
- Examples, demonstrations, & exemplars

### Data

- Evidence-based practice
- Implementation fidelity
- Progress monitoring

### Systems

- Training & coaching
- Evaluation
- Leadership
- Political support
- Funding & visibility
- Policy

- **Lead and facilitate with team**
- **Establish agreement before implementation**
- **Develop doable action plan**
- **Monitor implementation accuracy**
- **Monitor progress continuously**
PBIS Implementation Blueprint

- Funding
- Visibility
- Political Support
- Policy

Leadership Team (Coordination)

- Training
- Coaching
- Evaluation
- Behavioral Expertise

Local School/District Implementation Demonstrations

Implementation Fidelity & PBIS

Basic "Logic"

- Systems
- Data
- Practices

Cultural/Context Considerations

- Start w/ effective, efficient, relevant, doable
- Prepare & support implementation

Implementation Fidelity

- Training + Coaching + Evaluation

Improve "Fit"

Maximum Student Outcomes
Effective leaders do 4 things really well (Buckingham & Coffman, 2002)

- When selecting someone, they select for talent…not simply experience, intelligence, or determination.
- When setting expectations, they define right outcomes…not the right steps.
- When motivating someone, they focus on strengths…not on weaknesses.
- When developing someone, they help him find right fit…not simply the next rung on ladder. (p. 67)

Sugai, Horner, & Lewis, in press

**Intervention Emphases**

- Smallest # that has the greatest and most durable student benefits
- Empirically-evidence based
- Outcome-determined
- Invest in the long term for routine implementation
- Modify based on student behavior responsiveness

**Data Decision Making Systems**

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation
Research and Practice

<table>
<thead>
<tr>
<th>Effective Implementation + Effective Practices = Maximum Student Outcomes</th>
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<tbody>
<tr>
<td><strong>Making a turn</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>PRACTICE</td>
</tr>
<tr>
<td>Not Effective</td>
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Fixsen & Blase, 2009

<table>
<thead>
<tr>
<th>Implementation Phases</th>
<th>Where are you in implementation process?</th>
</tr>
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<tbody>
<tr>
<td>• <strong>EXPLORATION &amp; ADOPTION</strong></td>
<td>• We think we know what we need, so we ordered 3 month free trial (evidence-based)</td>
</tr>
<tr>
<td>• <strong>INSTALLATION</strong></td>
<td>• Let’s make sure we’re ready to implement (capacity infrastructure)</td>
</tr>
<tr>
<td>• <strong>INITIAL IMPLEMENTATION</strong></td>
<td>• Let’s give it a try &amp; evaluate (demonstration)</td>
</tr>
<tr>
<td>• <strong>FULL IMPLEMENTATION</strong></td>
<td>• That worked, let’s do it for real (investment)</td>
</tr>
<tr>
<td>• <strong>SUSTAINABILITY &amp; CONTINUOUS REGENERATION</strong></td>
<td>• Let’s make it our way of doing business (institutionalized use)</td>
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<table>
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<th>Successful Organizations</th>
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<td>Common Vision/Values</td>
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<tr>
<td>Common Language &amp; Behaviors</td>
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<tr>
<td>Effective Organizations</td>
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<tr>
<td>Common Experience</td>
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<tr>
<td>Quality Leadership</td>
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<td>Common Vision/Values</td>
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A Behavioral Perspective of “Culture” & Context

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, in press x2

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

Culture is the extent to which a group of individuals engage in overt & verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, & predicting how individuals within the group act in specific setting conditions.

That is, culture reflects a collection of common verbal & overt behaviors that are learned & maintained by a set of similar social & environmental contingencies (i.e., learning history).

Emphasis is on applied settings with recognition that group membership is (a) flexible & dynamic, & (b) changed & shaped over time, across generations, & from one setting to another.
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | **• Reduced major disciplinary infractions**  
|                     | **• Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation**  
|                     | **• Improvements in academic achievement**  
|                     | **• Enhanced perception of organizational health & safety**  
|                     | **• Reductions in teacher reported bullying behavior & peer rejection**  
|                     | **• Improved school climate** |
Tiered Systems and Practices

General Tier II Features

- Increased Adult Monitoring
- Increased Opportunities for Positive Reinforcement
- Increased Practice
- Continuous Progress Monitoring
- Team & Data Driven
- Precorrections
- School-Wide
- Behavior Expertise
<table>
<thead>
<tr>
<th>Function-based Support</th>
<th>Behavior Support Elements</th>
<th>Organization</th>
</tr>
</thead>
</table>
| *Response class  
*Routine analysis  
*Hypothesis statement | *Alternative behaviors  
*Competing behavior analysis  
*Contextual fit  
*Strengths, preferences, & lifestyle outcomes  
*Evidence-based interventions | *Response class  
*Routine analysis  
*Hypothesis statement |
| Problem Behavior | *Implementation support  
*Data plan | *Alternative behaviors  
*Competing behavior analysis  
*Contextual fit  
*Strengths, preferences, & lifestyle outcomes  
*Evidence-based interventions |
| Functional Assessment | *Continuous improvement  
*Sustainability plan | *Alternative behaviors  
*Competing behavior analysis  
*Contextual fit  
*Strengths, preferences, & lifestyle outcomes  
*Evidence-based interventions |
| Intervention & Support Plan | Fidelity of Implementation | *Implementation support  
*Data plan |
| Team-based  
Behavior competence | Impact on Behavior & Lifestyle | *Continuous improvement  
*Sustainability plan |

**ORGANIZATION** = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.

Figure 1 Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 31*(6), 1-24
PBIS Generic Teaching Matrix: Rules, Settings, and Behavioral Examples

<table>
<thead>
<tr>
<th>Behavioral Expectations (Rules)</th>
<th>Typical School Settings</th>
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<tbody>
<tr>
<td></td>
<td>1.</td>
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<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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