PBIS: Current Trends & Future Directions

2012 Technology & Parent Conference
Fargo, ND

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www.pbis.org     www.scalingup.org     www.cber.org

Review features that describe multi-tiered framework called Positive Behavioral Interventions & Supports (PBIS) (aka RtI-B). Accomplishments & lessons learned over past 15 years will be described, & future directions & considerations for PBIS implementation will be suggested.

Purpose

- RtI
- Bullying Behavior
- Implementation fidelity & sustainability
- Data-based decision making

Main Questions

What is PBIS?
How can parents, students & educators support implementation?

Big Ideas

What is PBIS?

Invest in......

- Context & Culture
- Multi-tiered Framework
- Implementation Fidelity
- Evidence-based Approach
- Labeling Interventions… NOT People
- Academic + Behavior Success
- Distributed Leadership
- Prevention for All
- Student Outcomes

Basics

Bicycling
- Keep max. air pressure

Cooking
- Keep knife sharp

Billiards
- Keep cue level & follow through

Research
- Describe mechanism of applied problems

Prevention
- Work w/in multi-tiered framework

What is PBIS?
Improve classroom & school climate for all

Decrease reactive management

Maximize academic achievement

Increase active prevention

Decrease development of new problem behaviors

Prevent worsening & reduce intensity of existing problem behaviors

Eliminate triggers & maintainers of problem behaviors

Add triggers & maintainers of prosocial behavior

Teach, monitor, & acknowledg e prosocial behavior

How do I…

Improve support for students w/ BD

Maximize academic achievement

Increase active prevention

PBIS (SWPBS) is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Prevention Logic for All

Redesign of teaching environments…not students

Target Student Type

Behavioral Risk

Etiological Risk

Antecedent Risk

Contextual Risk

Behavioral Risk

Etiological Risk

Antecedent Risk

Contextual Risk

“Early Triangle”

Walker, Kotzer, Reid, et al., CDC (Walker et al., 1995, p. 201)

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

Positive predictable school-wide climate

High rates academic & social success

Multi-component, multi-year school-family-community effort

Positive adult role models

Positive active supervision & reinforcement

Formal social skills instruction

Prevent worsening & reduce intensity of existing problem behaviors

Add triggers & maintainers of prosocial behavior

Teach, monitor, & acknowledge prosocial behavior

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

What is a multi-tiered prevention framework?

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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

All

Targeted

Some

Intensive

Few

Continuum of Support for ALL:

"Theora"

Label behavior...not people

Universal

Targeted

Some

Intensive

Few

Continuum of Support for ALL:

"Molcom"

Align behavioral supports

IMPLEMENTATION W/FIDELITY

CONTINUOUS PROGRESS MONITORING

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING

RtI

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTENT EXPERTISE & FLUENCY

TEAM-BASED IMPLEMENTATION

Establishing Continuum of SWPBS

TERTIARY PREVENTION

SECONDARY PREVENTION

PRIMARY PREVENTION

Homework

Dec 7, 2007

Dec 7, 2007

Science

Soc Studies

Basketball

Spanish

Soc Skills

Reading

Math

Coop play

Peer Interac.

Adult rel.

Ind. play

Self-asses.

Art Appreciation

Prob Sol.

Func Based Support

Wraparound

Person-centered Planning

Effective Instruction

Parent Engagement

Homework
**CULTURE** is extent to which 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.

Sugai, O’Keeffe, & Fallon, in press; Fallon, Sugai, & O’Keeffe, in press
**Academic-Behavior Connection**

"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 PBS and other preventive interventions in America's schools."


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**Why Continuous Implementation Supports**

"Train & Hope"

1. **WAIT for New Problem**
2. **Expect, But HOPE for Implementation**
3. **Select & ADD Practice**
4. **REACT to Problem Behavior**

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**RCT & Group Design PBIS Studies**

- Reduced major disciplinary infractions
- Improvements in academic achievement & safety
- Improved school climate
- Reductions in teacher reported bullying behavior

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**SCHOOL-WIDE**

1. Social-Emotional Learning
2. Prevention program statement
3. List of positive expectations & behaviors
4. Procedures for catching & classroom-wide behavioral data
5. Continuation of strategies for encouraging academic behavior
6. Continuation of procedures for discouraging rule violations
7. Procedures for an ongoing data-based monitoring & evaluation

**CLASSROOM**

1. List of school-wide interventions & strategies
2. List of positive expectations & behaviors
3. Procedures for catching & classroom-wide behavioral data
4. Continuation of strategies for encouraging academic behavior
5. Continuation of strategies for discouraging rule violations
6. Lists of positive expectations & behaviors
7. Procedures for an ongoing data-based monitoring & evaluation

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**Evidence-Based Intervention Practices**

**INDIVIDUAL STUDENT**

1. Individualized instructional & curricular accommodations
2. Function-based behavior support
3. Parent & teacher decision making
4. Comprehensive person-centered planning & implementation
5. Targeted social skills & self-management instruction
6. Individualized & integrated instructional curricula

**NONCLASSROOM**

1. Function-based behavior support
2. Parent & teacher decision making
3. Person-centered planning & implementation
4. Comprehensive person-centered planning & implementation
5. Targeted social skills & self-management instruction
6. Individualized & integrated instructional curricula

**FAMILY ENGAGEMENT**

1. Continuation of positive behavior support
2. Parent & teacher decision making
3. Person-centered planning & implementation
4. Comprehensive person-centered planning & implementation
5. Targeted social skills & self-management instruction
6. Individualized & integrated instructional curricula

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**PBIS Practices**

- Smallest #
- Evidence-based
- Biggest, durable effect
**Fusion & Blase, 2009**

### Implementation

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>Effective</th>
<th>Not Effective</th>
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<tbody>
<tr>
<td><strong>Maximum Student Benefits</strong></td>
<td></td>
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### Teaching Matrix

1. **Social Skill**
2. **Natural Context**
3. **Behavior Examples**

### Evidence-based Education Roadmap

- **Research**
  - Start w/ What Works
  - What works?
  - When does it work?
  - Does it work?

- **Implementation**
  - Focus on Fidelity
  - How do we make it work?

- **Practice**

### SWPBS Implementation Blueprint

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

### General Implementation Process

- **LEADERSHIP TEAM (Coordination)**
- **Policy**
- **Political Support**
- **Visibility**
- **Funding**

- **SWPBS Implementation Blueprint**
  - www.pbis.org

- **Training**
- **Coaching**
- **Evaluation**
- **Behavioral Expertise**

- **Local School/District Implementation Demonstrations**
**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 attendance</td>
<td>All students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #1</td>
</tr>
<tr>
<td>Character Education</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve school environment</td>
<td>Increase morale</td>
<td>All students</td>
<td>Has not met</td>
<td></td>
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<tr>
<td>School Spirit Committee</td>
<td>Enhance school spirit</td>
<td>Improve morale</td>
<td>All students</td>
<td>Pinedale, Eric</td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, antisocial students, repeat offenders</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>DARE Committee</td>
<td>Prevent drug use</td>
<td>Improve grades</td>
<td>All students</td>
<td>Goal #3</td>
<td></td>
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<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>Goal #2, Goal #3</td>
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**Sample Teaming Matrix**

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<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID</th>
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<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>All students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
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<tr>
<td>Character Education</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
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**Guide to Working Smarter**

- If we do IT, what 2 things can we stop doing?
- Does IT align with our most important student outcomes?
- Does IT have high probability of delivering expected outcomes?
- Do we have capacity to implement IT w/sustainable/durable fidelity?

**Invest in leadership**


**Effective managers must do 4 things well**

- 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.
Data-based Decision Making

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

Data used to:

Greater focus on all students
More emphasis on prevention
More curriculum development & research
Increased problem awareness
Good “things” about Bullying efforts

What is “bullying?”

Remember

‟Label behavior, not people…’

Behavior

So, say, “bully behavior”

Verbal/physical aggression, intimidation, harassment, teasing, manipulation
Why do bully behavior?

- Victim attention
- Bystander attention
- Self-delivered praise
- Tangible access

E.g., stuff, things, attention, status, money, activity, etc.

Why is “why” important?

Teach effective, efficient, relevant alt. SS
Remove triggers of BB
Add triggers for alt. SS
Remove conseq. that maintain BB
Add conseq. that maintain SS

De-emphasis on adding consequence for problem behavior

Give Priority to Effective Practices

Less Effective
- Label Student
- Exclude Student
- Blame Family
- Punish Student
- Assign Restitution
- Require Apology

More Effective
- Teach All Specific SS
- Use Data
- Actively Supervise
- Reinforce Expect Beh
- Individualize for Non-Resp
- Invest Prev Sch Culture

4 Basics

1. Teach all common strategy
   - “Stop-Walk-Talk”
   - “Talk-Walk-Squawk”
   - “Whatever”

2. Actively supervise
   - Move
   - Scan
   - Interact
   - Reinforce

3. Precorrect & remind
   - Re-teach expected
   - Arrange for success
   - In expected setting

4. Reinforce
   - Expected behavior
   - Expected setting
   - All students

Positive SW Climate for All!
ORGANIZATION = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.


ND RtI-B is defined by our PRACTICES, SYSTEMS, OUTCOMES, & DATA

UPCOMING EVENTS

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<th>NE PBIS Leadership</th>
<th>Cromwell, CT</th>
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<td>18-19 Oct 2012</td>
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<td>28-30 Mar 2013</td>
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<td>Association for PBS</td>
<td>Chicago, IL</td>
<td>6-8 Mar 2014</td>
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