Coaching
& Supporting High Fidelity & Sustained PBIS Implementation
“Enhancing PBIS Implementation by Preventing Misrules & Maximizing Student & School Benefit”

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21 October 2019
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Overview
CONTEXT: Roles, functions, & influences related to PBIS coaching & supported implementation
PURPOSE: highlight essential implementation features of PBIS that are associated with maximum student & school benefit
TOPICS: (a) review of PBIS features; (b) prevention of common implementation missteps or misrules; (c) integration of PBIS with efforts to improve school climate, culture, & social, emotional, & academic learning; (d) roles & responsibilities of PBIS implementers & leaders; & (e) enhancement of student engagement & achievement
OUTCOMES: (a) evaluation of PBIS knowledge & experiences, (b) enhance their implementation knowledge & skills, (c) adopt new practices & supports, & (d) develop individual & team-based plans that facilitate transfer from presentation to application.

PBS – Respect & Responsibility
“Prompting Self-Managed Behavior”

OTHERS
• Use cells & converse @ breaks
• Actively listen
• Politely acknowledge regularity

SELF
• Hydrate, stretch, & stand
• Check your progress
• Be safe

ENVIRONMENT
• Pre-cycle & recycle
• Check environment
• Keep track of personal stuff

Coaching Outcome Questions
What is PBIS (MTSS) & why is PBIS important?
What are “core features” of PBIS practice & systems implementation?
How does culture, context, competence, & fidelity affect PBIS implementation?
What can each of us commit to doing to support PBIS implementation?

“George’s” Implementation Logic Model

Simplified
Know
Do

Quality outcomes & benefits for all, some, & few
- Conceptually-defendable
- Evidence-based
- Outcome-aligned
- Implementable w/ high fidelity & durability
- Policy-supported

**Learn & Know**

- Why + Who + How + What = ?

**Don’t Throw Stones!**

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>Maximum</td>
<td>Student Benefits</td>
</tr>
</tbody>
</table>

- Policy Supports?

- Risk Factors
  - Disability, trauma, learning history, family status, etc.

- Protective Factors
  - Academic success, adult engagement & relationships, positive safe climate, etc.

- RISK FACTORS

- PROTECTIVE FACTORS

1. Organize practices, systems, & data for efficient IMPLEMENTATION
2. Actively, positively, directly, purposefully ENGAGE student
3. Establish respectful, responsible, safe RELATIONSHIP
4. Implement w/ FIDELITY aligned evidence-based PRACTICE
5. Enhance academic & social COMPETENCE

- Expanded

- Effective

**Expanded**

- Quality Outcomes & Benefits for All

- Do & Don’t Do

Foxen & Blase, 2009

- PRACTICE

- Whole Child
- Problem Behaviors
- Systems Supports
- Practice Supports

- Life & Self-management Skills
- Social Skills
- Academic Achievement
- Post-Secondary & Career Skills
- Mental Health
- Juvenile Justice
- Special Education
- Mental Health Nursing
- Physical & Occupational Therapy
- School Counseling, Social Work, & Psychology
- Child, Family, & Community Health
- General Education
- Higher Education
- Early Childhood & Preschool
- Unions
- Person Preparation
- Federal Government
- Business

- Whole Child

- Behavioral & Social Skill Competence
- Mental & Emotional Well-being
- Academic Achievement
- Life & Self-management Skills
- Post-Secondary & Career Skills
- Other

- Why + Who + How + What = ?

- More than "Train & Hope"

- Review Implementation Logic
Schools as Effective Organizations

"Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”
(Skinner, 1953, Science of Human Behavior)

Common VISION & objectives
Common LANGUAGE
Common EXPERIENCES & ROUTINES
Quality LEADERSHIP & coaching

School Climate

Coaching Refresher

1. Why Coaching?

IMPLEMENTATION PHASES

Exploration
- Establish search team, define & measure need & solution, identify evidence - based practice, secure agreement & priority
- 1-6 months

Installation
- Develop implementation team, evaluation system, & PD plan, & ready staff
- 3-12 months

Initial
- Test, coach, evaluate small scale implementation & adjust
- 6-12 months

Full
- Implement across organization & measure implementation fidelity & impact
- 18-24 months

Sustained, adapted, & scaled
- Streamline & adapt for durability, fidelity
- 36-48 months

Why it
- Get ready for it
- Go for it
- Spread it

Implementation Phases

Why Coaching?

Implementation Drivers & Capacity Development

www.pbis.org

Example: PBIS Implementation Logic & Framework

Regional/State Leadership

School Staff

Student Benefit

External Coaching Support

Team Support

Internal Coaching Support

Local Implementation Demonstrations

Policy & Systems Support

Funding

Leadership Teaming

Training

Coaching

Evaluation & Performance Feedback

Behavioral Expertise

District Behavior Team

School Behavior Team

School Social Team

Coaching Support Team

PBIS Team

SWPBS Practices, data, systems
Policy, funding, leadership, priority, agreement

2 yr. action plan
Data plan
Leadership
Team meeting schedule

CWPBS
Small group
Individual student

Academic
Expectations & routines
Social skills
Self-management

Student Benefit

Local Implementation Demonstrations
2. Who does coaching?

3. What does coaching look like?

Coaching

<table>
<thead>
<tr>
<th>Set of responsibilities, actions, activities</th>
<th>Bridge between training &amp; implementation</th>
<th>Positive &amp; supportive resource &amp; facilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>......not person</td>
<td>......not administrative accountability</td>
<td>......not nagging</td>
</tr>
</tbody>
</table>
**COACHING FUNCTIONS**

- Technical Assistance
- Resource access
- Problem solving
- Data-based decision making
- Positive reinforcement
- Prompting & reminding
- Communications network

**Getting Started:**

“Team Implementation Checklist” (TIC)

**COACHING EVALUATION**

- Implementation aligned w/ data-based need?
- Acceptable consumer & supervisor satisfaction?
- Change socially & educationally important?
- Implementation accurate & fluent?
- Student progress adequate?

**Coaching Evaluation Tools**

- Tiered Fidelity Inventory (TFI): Coach/team self-assessment & walk-through, Tiers I/II/III
- School-wide Evaluation Tool (SET): External, Tier I implementation & Walk-Through
- Team Implementation Checklist (TIC): Self-assessment, Tier I implementation
- Benchmarks of Quality (BoQ): Team/coach self-assessment, Tier I implementation
- Benchmarks of Advanced Tiers (BAT): Coach/team assessment, Tiers II/III
- Individual Student Support Evaluation Tool (ISSET): Tier II/III implementation, External assessment

**Big Ideas… Coaching =**

- Bridging training & implementation
- Shared activities or functions, …not person
- Knowing what your coaching
- Maximizing implementation fidelity & student benefit
- Constructive prompting, modeling, & reinforcement
- Continuous progress monitoring

4. How is coaching evaluated?
Contextual Fit: Culture & Learning History

Culture = Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

School suspensions are an adult behavior - YouTube

There is an epidemic of school suspensions in the U.S. and the downstream consequences are serious. Adults suspend students, and while that may sound obvious...

www.oddhoo.com

Rosemarie Allen, Assist. Prof. Metropolitan State University of Denver

Sugai, O'Keeffe, & Felton 2012
Responses from 10,000 educators...

- 9/10 seen negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
- 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
- 4/10 heard derogatory language to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 5/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
- 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.

SPLC, 12 Jan 2017

https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools

FBI Data on Reported Hate Crime Incidents
November 2017

- 4.6% increase in hate crime incidents: anti-Muslim, race/ethnicity, religion, sexual orientation
- 4.8% increase in hate crime incidents: anti-Mohammed, race/ethnicity, religion, sexual orientation
- 4.5% increase in hate crime incidents: anti-Arab, race/ethnicity, religion, sexual orientation
- 4.6% increase in hate crime incidents: anti-Asian, race/ethnicity, religion, sexual orientation

SPLC, 12 Jan 2017

https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools
Reported Nov 14, 2018
• 7,175 hate crime incidents in 2017
  • Up 17% (6121) in 2016
• 128 (1.6%) hate crime offenses related to disability bias
  • Up from 76

Reported Nov 15, 2018
• 122,000 students experienced R/S 2015 - 2016.
  • 71% with disabilities

**HOMEWORK:** “Learning History Map”

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

**References**

3 Worries & Ineffective Responses to Problem Behavior

- "Wait-n-See" approach
- "Get Tough" reactive practices
- "Train-n-Hope" training format

About 1996

Keeps me up at night 2018!

SUBJECTIVE non-data based decisions making

Events, modeling, & images of VIOLENT & DISRESPECTFUL behavior

Degradation of SCIENTIFIC knowledge, methods, & decision making

IMPLEMENTATION INFIDELITY of evidence-based practices

NEGATIVE classroom & school CLIMATE & CULTURE

Schools are one of our most structured, predictable, continuous social support systems

- Academic success
- Social emotional & behavioral success
- Neighborhood availability
- Positive adult modeling
- Caring, professional adults
- Positive classroom & school climate
- Specialized supports

12+ yrs., 180 days/yr., 6 hrs./day

Academic success
Social, emotional, & behavioral success

Caring, professional adults
Positive classroom & school climate
Specialized supports

Schools are one of our most structured, predictable, continuous social support systems

Regardless of perceptions of crime, 93% students reported feeling safe at school

More likely to report feeling safe at school if access to adult or student

Regardless of their perceptions of the level of safety at school, about 95% reported feeling safe at school. (Perceptions of school safety were based on student self-report of the safety of their school, neighborhood, and community.)

2015 Nationally Representative Sample Survey

National Center for Education Statistics (NCES) March 2018

Perceptions of school safety & neighborhood crime of 12-18 year olds.

US Department of Education (USDoE) NCES March 2018

Students' relationships in School and Feelings About Personal Safety at School

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US Department of Education (USDoE) NCES March 2018

Students' relationships in School and Feelings About Personal Safety at School
2015 Nationally Representative Sample Survey
Perceptions of bullying victimization & hate-related words of 12-18 year olds.
USDoE NCES March 2018

2007-2015 Decreases in rates of reported bullying & hate-related words
Post 2016??

2007-2015 Decreases in rates of reported frequent bullying & increases in telling adult
Post 2016??

2007-2015 Decreases in rates of reported frequent bullying & increases in telling adult
Post 2016??

PBIS Conceptual Foundations
Natural Sciences
Behaviorism
ABA
PBS
SWPBS
PBIS

Our Logic
Successful teaching & learning environments are effective, efficient, relevant, & durable
- Outcome-based
- Data-led decision making
- Evidence-based practices
- Systems support for accurate & sustained implementation

About 1996
**PBIS Logic Model**

<table>
<thead>
<tr>
<th>STUDENT BENEFIT</th>
<th>EVIDENCE-BASED PRACTICES</th>
<th>DATA-BASED SCREENING &amp; ASSESSMENT</th>
<th>IMPLEMENTATION SYSTEMS</th>
<th>GUIDING PRINCIPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Academic</td>
<td>Universal screening</td>
<td>Leadership</td>
<td>MTSS &amp; tiered logic</td>
</tr>
<tr>
<td>Social &amp; behavioral</td>
<td>Social &amp; behavior</td>
<td>Discipline data</td>
<td>Team</td>
<td>Prevention &amp; preclusion</td>
</tr>
<tr>
<td>Emotional &amp; mental</td>
<td>Classroom management</td>
<td>Implementation fidelity</td>
<td>Classrooms</td>
<td>Teaching &amp; reinforcement</td>
</tr>
<tr>
<td>College &amp; career readiness</td>
<td>Small group &amp; individual</td>
<td>School climate</td>
<td>District</td>
<td>Function-based supports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Family</td>
<td>Behavior analysis</td>
</tr>
</tbody>
</table>

**GUIDING PRINCIPLES**

- MTSS & tiered logic
- Prevention & preclusion
- Teaching & reinforcement
- Function-based supports
- Behavior analysis

**Risk & Protective Factors**

"Prevention & Precorrection"

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental illness</td>
<td>Academic competence</td>
</tr>
<tr>
<td>Disability</td>
<td>Healthy habits</td>
</tr>
<tr>
<td>Substance Use</td>
<td>Interpersonal skills</td>
</tr>
<tr>
<td>Antisocial behavior</td>
<td>Self-management skills</td>
</tr>
</tbody>
</table>

**Implementation Consideration**

<table>
<thead>
<tr>
<th>Risk Enhancers</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trauma</td>
<td>Academic competence</td>
</tr>
<tr>
<td>Negative modeling</td>
<td>Healthy habits</td>
</tr>
<tr>
<td>Family, school community disruption</td>
<td>Interpersonal skills</td>
</tr>
<tr>
<td>Discrimination</td>
<td>Self-management skills</td>
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</tbody>
</table>

**INEFFECTIVE RESPONSE**

- Reactive management
- Exclusion, segregation, isolation
- Train & hope
- Non-evidence-based practices
- Subjective decision making
- Low quality implementation of evidence-based practices

**EFFECTIVE RESPONSE**

- Prevention-based behavioral sciences
- Tiered support systems
- Data-based decision making
- Continuous coached professional development
- High fidelity implementation

**The Nurture Effect**

*How the Science of Human Behavior Impacts Our Lives in Our World*

2013

**The Power of Habit**

*Charles Duhigg*

2012
“Power of Habits”
…or Challenging Behavior
Charles Duhigg, 2012

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV remote</td>
<td>Walk</td>
<td>Entertained?!</td>
</tr>
<tr>
<td>Teased</td>
<td>Ignore</td>
<td>Teasing stops?!</td>
</tr>
<tr>
<td>Difficult work</td>
<td>Try</td>
<td>Work removed?!</td>
</tr>
</tbody>
</table>

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

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

All three elements are considered in SSI …& addressing challenging behavior

Establishing/Replacing Habit
Charles Duhigg, 2014

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 (practice, monitor, acknowledge) prosocial behavior

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

Multi-Tiered Systems of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS)

The Triangle

http://www.pbis.org/newevents
https://storyboardfilmsmn.wistia.com/medias/m0jzj58ljz

Positive Behavioral Interventions & Supports
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

Tiered Prevention Continuum Logic

Universal

Targeted

Intensive

Few

Some

ALL

SOME

FEW

Supports for all students w/ disabilities are multi-tiered

Label behavior...not people

Continuum of Support Logic for ALL

Dec 7, 2007

Continuum of Support for ALL: "Theora"

Continuum of Support for ALL: "Molcom"

Basic Continuum Logic

Student Outcome

Classroom Continuum

School-wide Continuum

HOMEWORK: "Your +/- Profile"

Continuum of Support for ALL: 

Practice

Supervision

Engagement

Small Group Skills

Check-In

Check-Out

Behavioral Contracting

FBA-BIP

Effective Instruction

Contingent & Specific Positive Reinforcement

School-wide Teaching Matrix

Continuous Active Supervision Frequent Positive Active Engagement

Social Skills Club Check In

Check Out Targeted Second Steps FBA-BIP CBT

Adult-Student Lunch-Bunch Family Resource Center

Practice-outcome alignment

Blended funding

Integrated practices

Continuum Logic

District Policy & Priority Continuum

Practitioner Engagement

Frequent Positive Active Engagement

School-wide Teaching Matrix
MTSS is....

“Integration of a number of multiple-tiered systems into one coherent, strategically combined system meant to address multiple domains or contexts in education”

MTSS is: An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention (Batsche, 2015). “Systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students” (CO Dept of Education, Oct 2016). “Practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005). “An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success” (CA Dept of Ed., Jul 19, 2017). “Blueprint for school improvement that focuses on system structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students” (MA Exec Office of Ed. 2018).

All Variations of MTSS Share Functions

Integrate Initiatives around Important Shared Outcomes

Teach & Arrange Learning Environment for Success

Use Data to Make Big Decisions

Screen Regularly, Early, & Universally

Continuously Monitor Student Progress & Implementation Fidelity

Align, Integrate, & Sequence Evidence-based Practices & Systems w/ Continuum

Develop Local Content Expertise

Coordinate Implementation w/ Team

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making
After 3 years, pilot schools have
- More than doubled # students meeting grade literacy level goals.
- More than halved # students at significant risk for reading failure.

### Teaching Social Skills:

**Teaching how to determine hypotenuse of triangle**

1. **Define Simply**
2. **Model**
3. **Practice in Setting**
4. **Monitor & Acknowledge Continuously**
5. **Adjust for Efficiency**
Teaching how to determine hypotenuse of triangle

C² = A² + B² where C is side opposite right angle.

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

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

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

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

Science of behavior has taught us that students:

Do NOT learn when presented aversive consequences
DO learn better ways of behaving by being Taught
Receiving positive feedback

Emphasizing & Teaching Positive Expectations

"Posters don't teach...they prompt teacher actions & student behaviors" (likelihood of reinforcement)

GENERAL IMPLEMENTATION PROCESS: “Getting Started”

Team
Agreements
Data-based Action Plan
Evaluation
Implementation

Leadership team
Behavior purpose statement
School-Wide & Classroom-wide PBIS (Tier 1)

Procedures for on-going data-based monitoring & evaluation
Continuum of procedures for discouraging rule violations
Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior
Set of positive expectations & behaviors

Expected

Expected

Expected

Expected

Expected

Expected
Expectations & behavioral skills are taught & recognized in natural context

1. Establishing Stimulus Control

2. Typical Home Routines

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>TYPICAL HOME ROUTINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td><strong>Morning</strong></td>
</tr>
<tr>
<td>Say “good morning”</td>
<td>Try your best</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td><strong>Responsibility</strong></td>
</tr>
<tr>
<td>Put toys away</td>
<td>Wash hands</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td><strong>Safety</strong></td>
</tr>
<tr>
<td>Put toys on shelf</td>
<td></td>
</tr>
</tbody>
</table>

Linking Positive Behavior at School & Home

**School** - Respectful, Responsible, Safe

**Home** - Respectful, Responsible, Safe

**High School Home Example**

<table>
<thead>
<tr>
<th><strong>Leadership team</strong></th>
<th><strong>Behavior purpose statement</strong></th>
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<tr>
<td><strong>School-Wide PBIS (Tier 1)</strong></td>
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<td><strong>Set of positive expectations &amp; behaviors</strong></td>
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<td><strong>Continuum of procedures for encouraging expected behavior</strong></td>
<td><strong>Procedures for teaching SW &amp; classroom-wide expected behavior</strong></td>
</tr>
</tbody>
</table>
Acknowledgment & Recognition

"Tangible are prompts for specific, explicit, authentic, contingent, meaningful teacher action."

(associated w/ increase in expected student behavior)

"GOLDEN PLUNGER"
- Involve custodian
- Procedure
  - Custodian selects one classroom/hallway each week that is clean & orderly
  - Sticks gold-painted plunger on wall

"1 FREE PERIOD"
- Contributing to safe, caring, effective school environment
- Procedures
  - Given by Principal
  - Principal hands out idea for one hour
  - Used at any time

"G.O.O.S.E."  
- "Get Out Of School Early"  
- Or "arrive late"  
- Procedures
  - Kids/staff nominate
  - Kids/staff reward, then pick

"DINGER"
- Reminding staff to have positive interaction
- Procedures
  - Ring timer on regular, intermittent schedule
  - Engage in quick positive interaction

Effective Classroom & School-wide PBIS Practices

1. Reinforce Positively
2. Supervise Actively
3. Precorrect
4. Maximize Academic Success
5. Teach Prosocial Skills

Simonsen, Myers, Freeman, Scott, et al.

"POSITIVE GREETING AT DOOR"

"Results revealed that the PGD strategy produced significant improvements in academic engaged time and reductions in disruptive behavior. Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, acceptable."  

https://doi.org/10.1177/1098300717753831

PGD = INCREASE in academic engagement upon entering classroom

PGD = DECREASE in disruptive behavior upon entering classroom

HOMEWORK: "Positive Greeting at Door"

1. Personal Greeting & Interaction  
   - Name, Author, Aigner, etc.

2. Precorrective Task  
   - Tell me, show me, do for me, etc.

3. Positive Reinforcement  
   - Specific verbal praise, gesture, authentic social, etc.

WHEN & WHERE: Every major transition...throughout year, especially beginning of year, grading period, return from break, Mondays, etc.

EXAMPLES: Entering/exiting building, classroom, lunchroom, sporting event, assembly, library, office, etc.
27,294 Schools Using PBIS
80,284,640 Students
30% of All Schools

Fern Ridge Middle School
Office Referrals/School Day by Month

Kennedy Middle School
Total ODRs
1000
1500
2000
2500
3000

2016-2017
2017-2018
2018-2019
2019-2020

Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M. S., & Leaf, P. J. (2012). Integrating school-wide positive behavioral interventions and supports with tier


Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes:


Goldweber, A., Waasdorp, T. E., & Bradshaw, C. P. (in press). Examining the link between forms of bullying behaviors and perceptions of safety and belonging


Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). Effects of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) on bullying and peer


Taylor-Greene et al., 1996

• Reduced major disciplinary infractions & antisocial behavior
• Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
• Improvements in academic achievement
• Enhanced perception of organizational health & safety
• Reductions in teacher & student reported bullying behavior, peer rejection, & substance abuse
• Improved school climate
Concluding Comments:
7 Big Ideas

BIG IDEAS

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students

2. BEHAVIORAL SCIENCES serve as useful theory of action/change

3. Positive, durable, effective PRACTICES exist to maximize academic/behavioral success

4. Implementation SYSTEMS needed for students to experience & benefit from effective practices

5. DECISION-based DATA systems to inform actions

6. Consideration of CULTURE & STUDENT BENEFIT needed to guide decision & action

PBIS-related Resources

www.pbis.org

School & Community Violence

A CALL for ACTION
1. Positive school culture
2. Ban assault-style weapons
3. School-based mental health
4. Reform reactive discipline practices
5. Universal background checks
6. Standardized threat assessment forms
7. Safer schools information exchange
8. Gun violence prevention efforts