20+ Years of PBIS: Precorrections, Big Ideas, & Key Investments

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31 October 2019
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Purpose

CONTEXT: Over last 20 years important efforts & outcomes associated w/ PBIS developments & implementation. However, continued attention needed to maintain implementation fidelity & outcomes & prevent development of mis-rules.

PURPOSE: (a) highlight important features & big ideas that define effective, efficient, & relevant PBIS implementation; (b) precorrect for common mis-rules; & (c) encourage future investments that improve & sustain gains & advancements.

OUTCOMES: (a) self-evaluation & (b) development of 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
• Positively acknowledge

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

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

PBIS/MTSS Framework

MISRULES
• PBIS = practice, intervention
• PBIS = labeling students
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).

MTSS

"Integration of a number of multiple-tiered systems into one coherent, strategically combined system meant to address multiple domains or contested fronts in education"

McIntosh & Goodman, 2016, p. 5

Integrate Initiatives around Important Shared Outcomes

Teach & Arrange Learning Environment for Success

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

Use Data to Make Big Decisions

Develop Local Content Expertise

Screen Regularly, Early, & Universally

Coordinate Implementation w/ Team

Continuously Monitor Student Progress & Implementation Fidelity

All Variations of MTSS Share Functions

Primary Prevention: School-Wide Instructional & Positive Behavior Support

Secondary Prevention: Specialized Group Systems for Students w/ At-Risk Behavior

Tertiary Prevention: Individualized Systems for Students w/ High-Risk Behavior

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Secondary Prevention: Specialized Group Systems for Students w/ At-Risk Behavior

Tertiary Prevention: Individualized Systems for Students w/ High-Risk Behavior

Universal

Targeted

Intensive

Universal

Some

Few

All

Dec 7, 2007

Universal

Targeted

Intensive

Continuum of Support Logic for ALL

"Theora"

Continuum of Support "Theora"

Label behavior…not people

About 1999
Universal
Targeted
Intensive
Continuum of Support for ALL: “Molcom”

Supports for all students w/ disabilities are multi-tiered

HOMEWORK: “Your +/- Profile”

ACADEMIC-BEHAVIOR ASSOCIATION


Continuum Logic & Key PBIS Working Elements

Outcomes
Data
Practices
Systems

INCREASED EFFORT
Intensity
Frequency
Duration
Specialization
Differential
Teaming
Responsive-to-Treatment

What level of support is indicated?

• Tier 3 practices are individualized
• Tier 2 practices components shared across students w/ common needs
• Practices across tiers are aligned & share features, but vary by intensity, duration, frequency, location, immediacy

stereotypy
bullying
self-injury
social withdrawal
trauma
defiance
adhd
stereotypy
cooperative play
self-management
stress/anxiety
management
anger/conflict
management

What level of support is indicated?

cooperative play
self-management
stereotypy
bullying
stress/anxiety
management
anger/conflict
management

- respect
- responsibility
- safety
PRACTICES

OUTCOMES

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Vincent, Randall, Cartledge, Tobin, & Swan-Broadway, 2011

Big Idea/Key Feature #2

Implementation Effectiveness, Efficiency, Relevance Matters

MISRULES

• Train-n-hope

• Tell-to-teach

Where are you in implementation logic model & what can you do directly & indirectly?

Policy makers, professional associations, researchers

Personnel, program consultants, trainers, vendors

Supervisors, administrators, managers

Direct service & support providers

Individuals w/ disabilities & their peers & families

Quality outcomes & benefits for all, some, & few

Simplified

Learn

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Simplified

Learn

Do
Why + Who + How + What = ?

Problem Behaviors

Whole Child

Why + Who + How + What = ?

Policy Supports?

Practice Supports

Systems Supports

Disability, trauma, learning history, family status, etc.

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

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

More than "Train & Hope"

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

• Establish search team, define & measure need & solution, identify evidence-based practice, secure agreement & priority
• 3-6 months
• Exploration

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

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

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

• Streamline & adapt for durability, fidelity
• 36-48 months

Sustained, adapted, & scaled

IMPLEMENTATION PHASES

Adapted from Fixsen & Blase, 2005

Try it
Get ready for it
Go for it
Spread it

Stakeholder Support
Workforce Capacity
Policy & Systems Alignment
Funding

LEADERSHIP TEAMING
Training
Coaching
Evaluation & Performance Feedback
Behavioral Expertise

Local Implementation Demonstrations

Executive Functions
Implementation Functions

www.pbis.org

Implementation Drivers & Capacity Development

Executive Support
Funding
Policy & Practices Adoption
Incentives
Management Expertise

Leadership Training
Employee & Professional Development
Technical Assistance

Implementation Framework

Local Implementation Showstoppers
Big Idea/Key Feature #3
Culture, Context, & Learning History Matter

MISRULES
• "They should know better"
• "It's in their DNA"

Four behaviors for every ODR data point

Homework: "Learning History Map"
1. Indicate 10 key life events/fluences (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


Big Idea/Key Feature A4

Engagement & Relationships Matter

- MISSRULES
  - Punishment teaches
  - Get tougher to teach
  - Wait-n-see

Subjective non-data-based decision making
- Events, modeling, and images of violent & disrespectful behavior
- Degradation of scientific knowledge, methods, and decision making
- Implementation infidelity of evidence-based practices
- Negative changes & school climate & culture

Prevention Logic for All

Redesign of teaching environments... not students

<table>
<thead>
<tr>
<th>Prevention Objectives</th>
<th>Prevention Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease development of new problem behaviors</td>
<td>Prevent, warn, reduce intensity of existing problem behaviors</td>
</tr>
<tr>
<td>Prevent, warn, reduce intensity of existing problem behaviors</td>
<td>Eliminate triggers &amp; maintainers of problem behaviors</td>
</tr>
<tr>
<td>Add triggers &amp; maintainers of prosocial behavior</td>
<td>Teach (practise, monitor, acknowledge) prosocial behavior</td>
</tr>
</tbody>
</table>

Antecedent & Consequence

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

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

Prevention Objectives

- Academic success
- Positive adult modeling
- Neighborhood proximity
- Positive classroom & school climate
- Specialist supports
- Positive adult modeling & school climate

Prevention Actions

- **Academic success**
- **Positive adult modeling**
- **Neighborhood proximity**
- **Positive classroom & school climate**
- **Specialist supports**
- **Positive adult modeling & school climate**

Students’ Relationships in School and Feelings About Personal Safety at School

2015 Nationally Representative Sample Survey

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

USDoE NCES March 2018

Students’ Relationships in School and Feelings About Personal Safety at School

2015 Nationally Representative Sample Survey

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

USDoE NCES March 2018
Regardless of perceptions of crime, 95% students reported feeling safe at school.

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

DATA POINT

Changes in Bullying Victimization and Hate-Related Words at School Since 2007

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??

Teaching how to determine hypotenuse of triangle

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

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

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

"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…"
Describe to neighbor:

1. How you teach “RESPECT” to a 16 year old student.
2. How you teach “RESPONSIBILITY” to a classroom of 27 third graders.
3. How you would teach middle school science teacher to teach “RESPECT.”

School-Wide & Classroom-wide PBIS (Tier 1)

Leadership team
Behavior purpose statement
Set of positive expectations & behaviors

Continuum of procedures for encouraging expected behavior
Procedures for teaching SW & classroom-wide expected behavior

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

Emphasizing & Teaching Positive Expectations

“Posters don’t teach…they prompt teacher actions & student behaviors” (likelihood of reinforcement)

High School Example

Home Example

Tooborac Public School, BC
Linking Positive Behavior at School & Home

Safety
- Honor diversity
- Participate when invited
- Listen carefully

Respect
- Fill gas tank
- Tell when expected
- Put away equipment

Responsibility
- Drive home
- Do homework
- Do homework

School
• •

Driving
• •

Mealtime
• •

With Friends
• •

Honor diversity
• •

Finish homework
before e-games
• •

Tell when expected
home
• •

Turn stove off
• •

Eat dinner with
family
• •

Designate driver
• •

Be supportive
bystander
• •

High School Home Example

Acknowledge & Recognize

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

(associated with increase in expected student behavior)

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, and acceptable.”


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, fistbump, high-five, 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, bus.

Big Idea/Key Feature #5

Decision-Driven Data Systems

MISRULES

• “I can feel it”
• “I know what’s going on”


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

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


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


Results from a randomized controlled effectiveness trial in elementary schools.

the organizational health of elementary schools.

2 coaching to student support teams: The PBISplus model.

problems.

Pediatrics, 130

Positive Behavior Interventions, 19

among secondary school students.

School-wide positive behavior support in elementary schools.

(5), 1136-1145.

(3), 158-167.

Journal of School Psychology.

(2), 149-156


22,294 Schools Using PBIS

and Educational Psychology, 150

500

0

200

500

15,284,640 Students

30% of All Schools

27,294 Schools Using PBIS

0

200

300

0

33%)

100 0

200 0

300 0

33%)

14,324 Schools Reporting Tier I Fidelity

1,837 (4)

9,407 Schools Reporting Tier III Fidelity

149-156

130

133-148.

7 Big Ideas

Concluding Comments:

7 Big Ideas

10/15/19
1. Do no harm, embarrassment, or humiliation
2. Precorrect, pre-teach, & practice
3. Arrange environment for success
4. Actively & positively supervise & engage
5. Embed practice into naturally occurring routines & opportunities
6. Err on side of being positive
7. Contextually model expected behavior & language

E.g., “Positive Greeting at Door”

**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, changeable, 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 decisions & actions

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**HOMEWORK: “Learning History Map”**

**Individual Learning History & Context**

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.

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**Continuum of Support for ALL:**

- Universal
- Targeted
- Intensive

- Your +/- Profile
PBIS-related Resources

A CALL for ACTION
1. Positive school climate
2. Ban assault-style weapons
3. School-based mental health
4. Reform reactive discipline practices
5. Universal threat assessment
6. Standardized threat assessment plans
7. WIsh support information exchange
8. Gun violence prevention policies

School & Community Violence

International Association on Positive Behavior Supports Conference
Miami FL
March 11-14

www.pbis.org