


PBIS: Myths, Roots, Misconceptions, & Fundamentals

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
August 19 2014

www.pbis.org www.cber.org



9:00-9:45

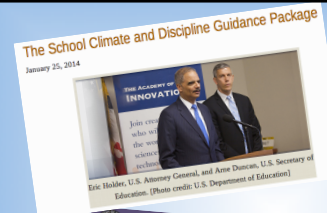



www.pbis.org

www.cber.org

PURPOSE

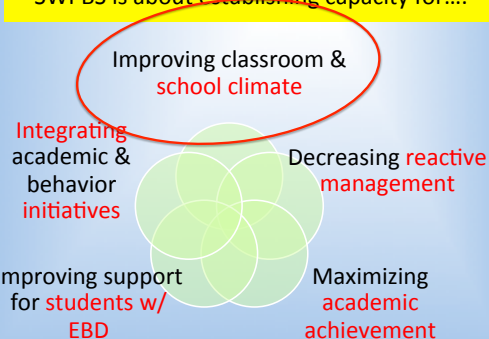
Purpose of this presentation is to enhance precision of PBIS implementation by reviewing key or core features of PBIS in context of school climate & culture

CIVIL RIGHTS DATA COLLECTION
Data Snapshot: School Discipline
Issue Brief No. 3 (March 2014)
ANISE 7002 (2014)007: School Discipline, Restraint, & Seclusion Highlights

What is positive school climate?
Did you feel it or did you see it!!

SWPBS is about establishing capacity for....



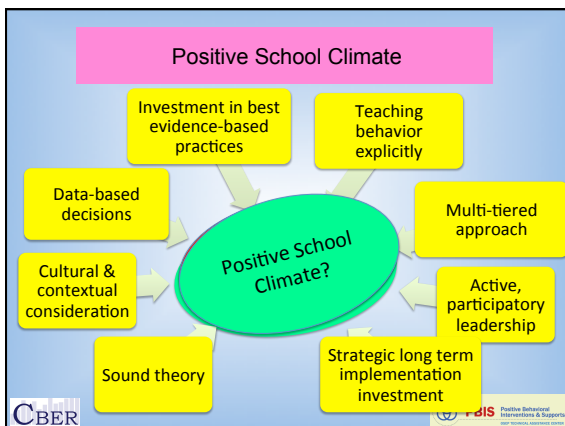
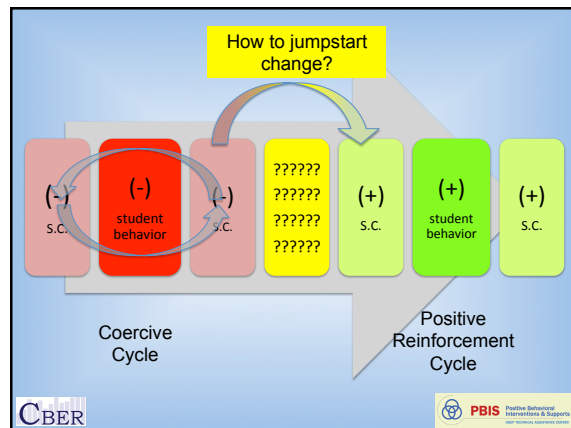
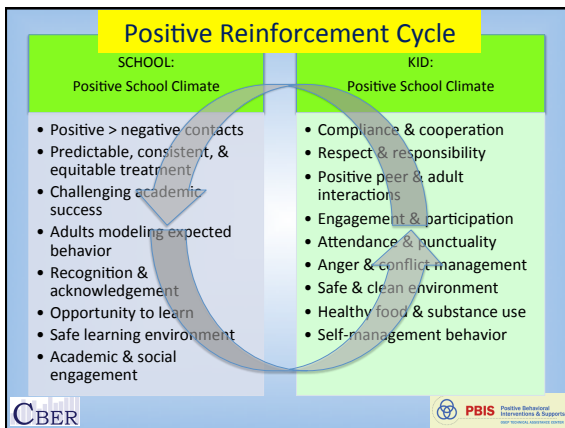
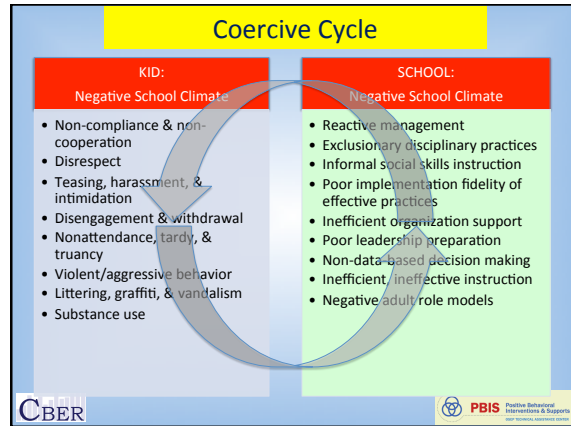
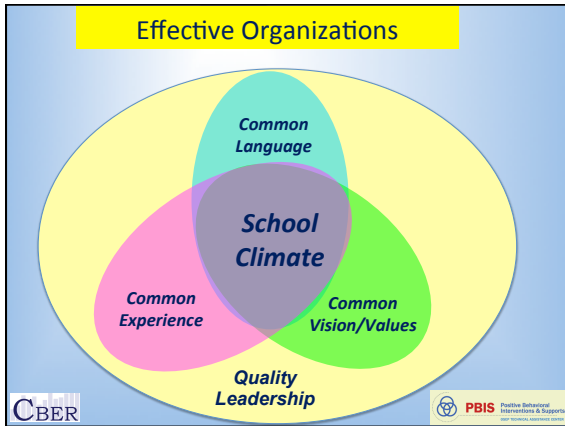
Improving classroom & school climate

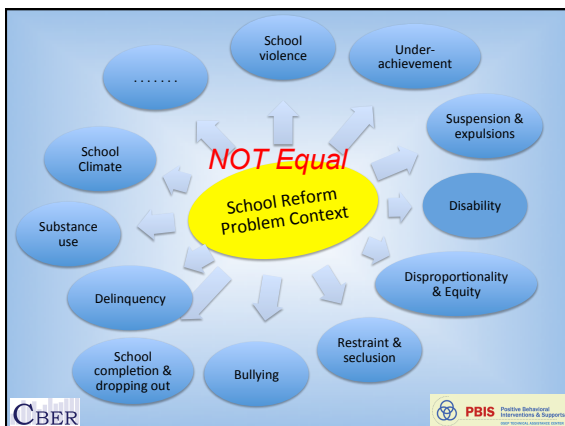
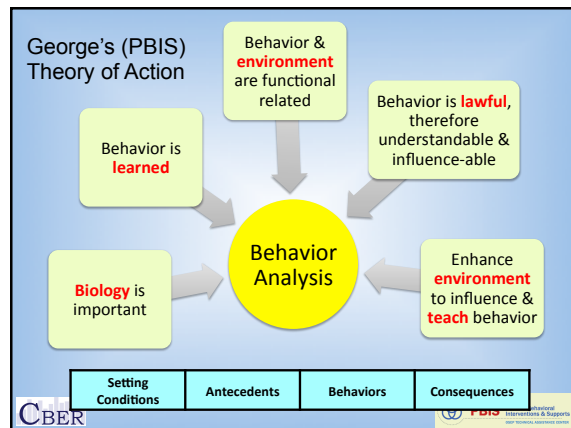
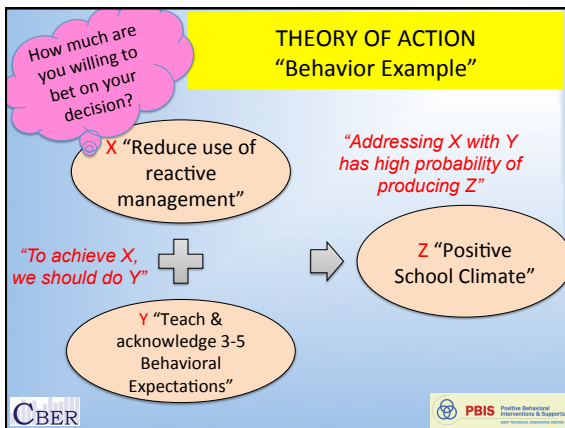
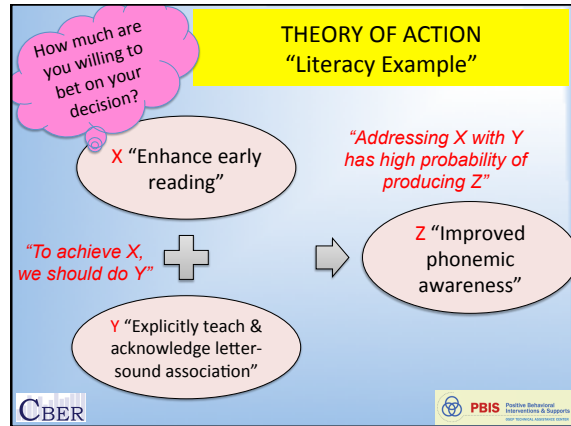
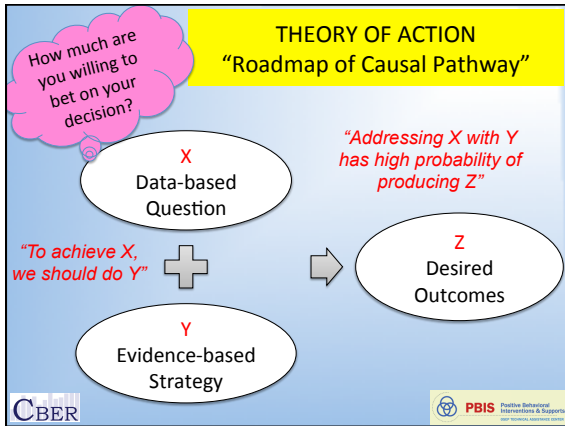
Integrating academic & behavior initiatives

Improving support for students w/ EBD

Decreasing reactive management

Maximizing academic achievement





Behaviors	Consequences
STUDENT BEHAVIOR <ul style="list-style-type: none"> Aggression Bullying behavior Non-compliance Insubordination Social w/drawal Truancy Law/norm violations Substance use Weapon possession Harassment Self-injury 	ADULT BEHAVIOR <ul style="list-style-type: none"> Office referral In school detention Out of school suspension Probation & parole Arrests & incarceration Restraint & seclusion Mental health referral
OUTCOMES <ul style="list-style-type: none"> Disproportionality Dropping out School failure Mental illness School-to-prison pipeline Achievement gap Unemployment Delinquency 	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Apply Behavior Analytic Logic</div>	

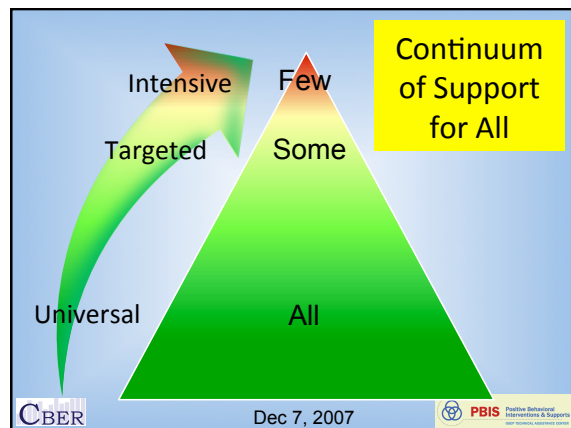
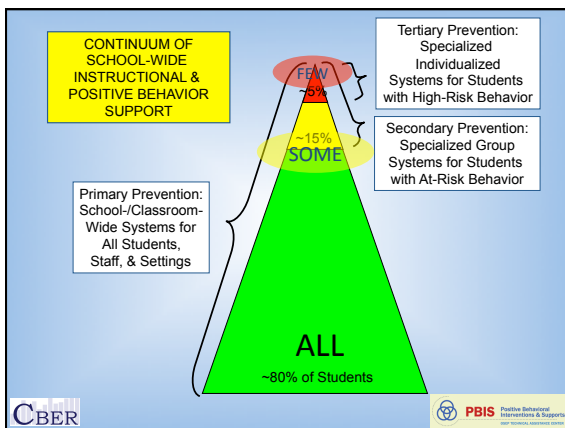
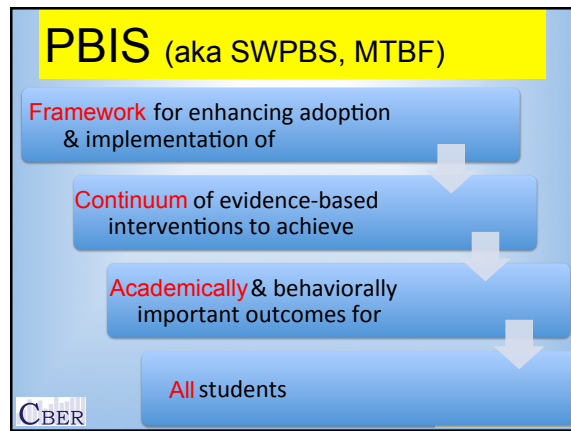
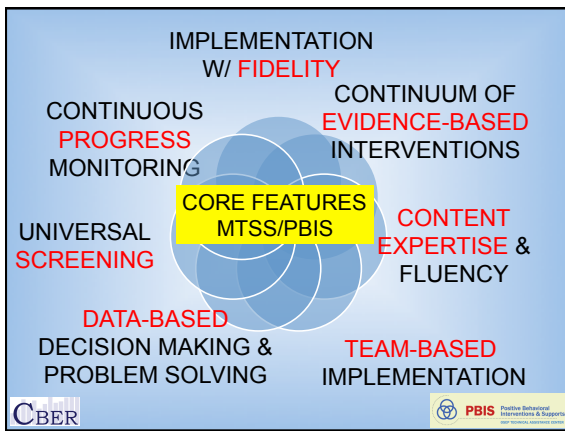
CBER PBIS Positive Behavioral Interventions & Supports

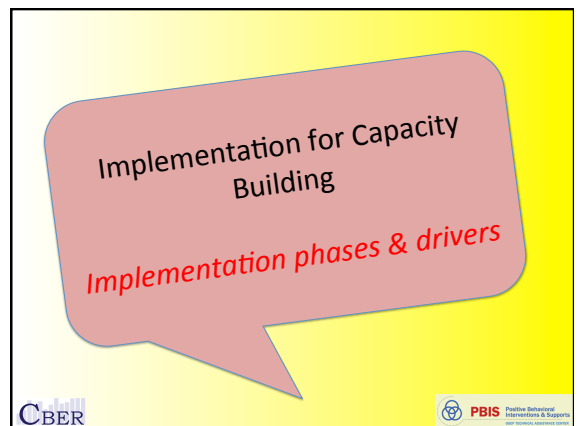
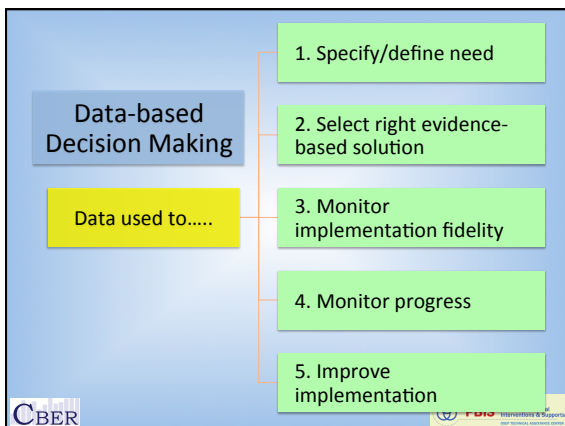
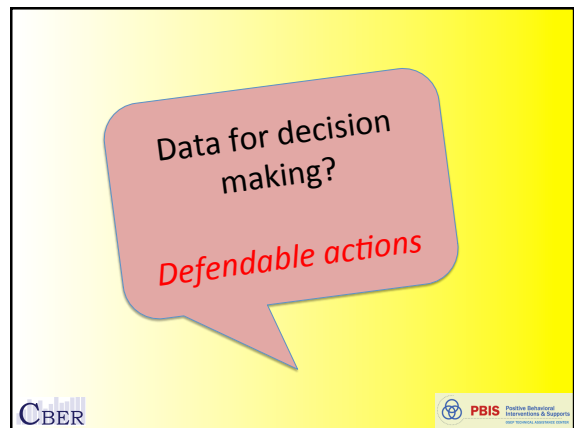
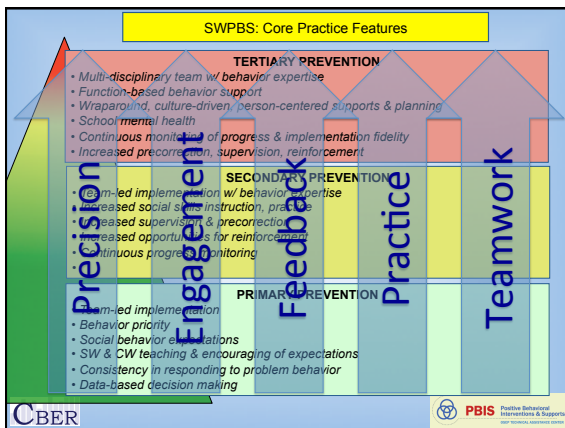
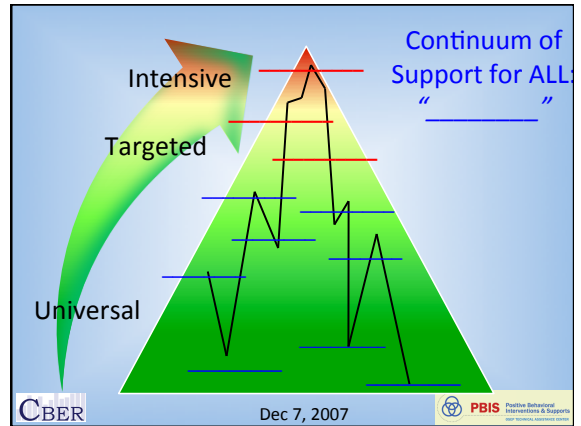
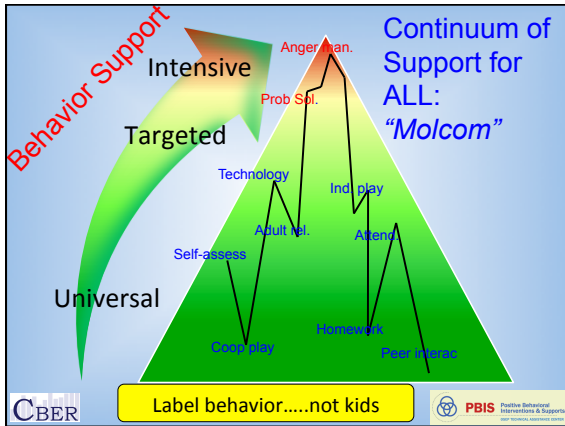
	CONTEXT CONDITIONS	STUDENT BEHAVIOR	ADULT BEHAVIOR	STUDENT OUTCOME
RISK	<ul style="list-style-type: none"> Hunger Chronic illness Disability Race Gender Violence & trauma exposure Unemployment Gangs Substance use Mental illness 	<ul style="list-style-type: none"> Aggression Bullying behavior Non-compliance Insubordination Social withdrawal Truancy Lawnorm violations Substance use Weapon possession Harassment 	<ul style="list-style-type: none"> Office referral In school detention Out of school suspension Probation & parole Arrests & incarceration Restraint & seclusion Mental health referral 	<ul style="list-style-type: none"> Disproportionality Dropping out School failure Mental illness School-to-prison pipeline Achievement gap Unemployment Delinquency
Conditions	Setting Conditions	Antecedents	Adult Behaviors	Consequences
PREVENTIVE-PROTECTIVES	<ul style="list-style-type: none"> Employment Physical health Recreation Healthy diet Preschool Literacy exposure Safe neighborhoods Positive role models 	<ul style="list-style-type: none"> Problem solving Conflict & anger management Asking for assistance Communicating feelings Literacy Self-management skills Managing bullying behavior 	<ul style="list-style-type: none"> Teach, supervise, reinforce Active supervision Check in check out Function-based support Positive reinforcement Precorrection Opportunity to respond Generalization training Data-based decision making 	<ul style="list-style-type: none"> Postsecondary education Employment Family Recreation & leisure activities Physical & mental health Positive peer group Safe neighborhood

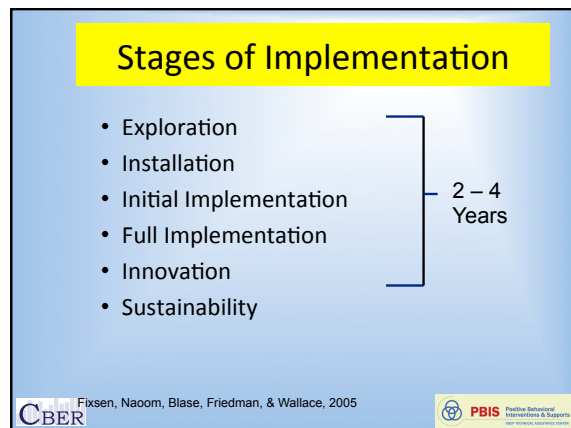
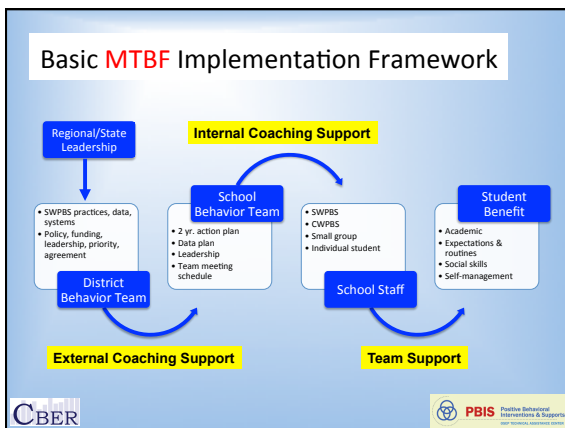
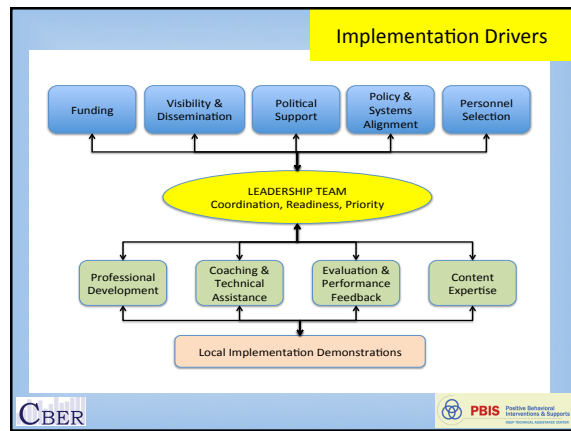
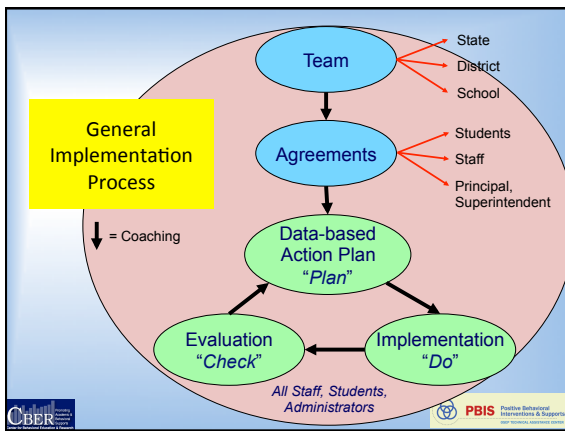
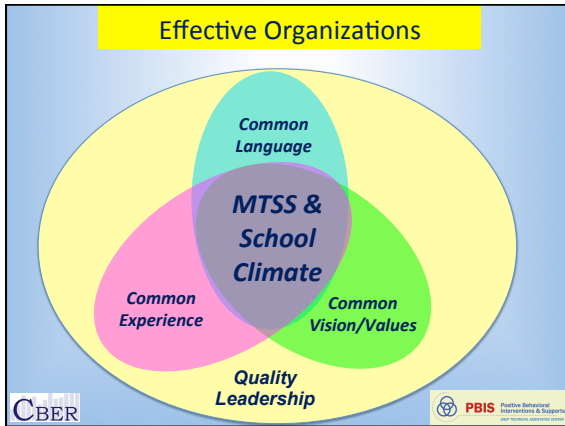
A bit of review

Multi-tiered Systems of Support?

Planning success for all students







Considering Culture & Context?

Learning history

CBER PBIS Positive Behavioral Interventions & Supports

Culture =

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from
- Predicting future behavior

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

CBER Sugai, O'Keeffe, & Fallon 2012 PBIS Positive Behavioral Interventions & Supports

Potential for cultural exchange & conflict

Student
Teacher
Family
Administrator
Community

CBER PBIS Positive Behavioral Interventions & Supports

- School** establishes policy for norm violating behavior
- Kid** caught engaging in norm-violating behavior
- Educator** opts to complete discipline referral
- Administrator** opts to formalize incident

ODR Data Point

4 considerations!

CBER PBIS Positive Behavioral Interventions & Supports

Setting Conditions	Antecedents	Behaviors	Consequences
Policy makers	Antecedent	Behavior	
Administrator		Behavior	
Antecedent	Educator	Behavior	
Antecedent	Student	Consequence	
	Behavior	Educator	
	Behavior	Administrator	
		Consequence	

CBER PBIS Positive Behavioral Interventions & Supports

CONCLUSION

CBER PBIS Positive Behavioral Interventions & Supports

