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.

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

Common Language
Common Experience
Common Vision/Values

School Climate

Quality Leadership

Coercive Cycle

KID: Negative School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardy, & truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

SCHOOL: Negative School Climate
- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

Positive Reinforcement Cycle

SCHOOL: Positive School Climate
- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgement
- Opportunity to learn
- Safe learning environment
- Self-management behavior

KID: Positive School Climate
- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

How to jumpstart change?

Coercive Cycle

Positive Reinforcement Cycle

Positive School Climate

Investment in best evidence-based practices
Teaching behavior explicitly
Data-based decisions
Cultural & contextual consideration
Sound theory
Multi-tiered approach
Active, participatory leadership
Strategic long term implementation investment

Sound theory

Basic tool kit
THEORY OF ACTION
“Roadmap of Causal Pathway”

<table>
<thead>
<tr>
<th>X</th>
<th>Data-based Question</th>
</tr>
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<tbody>
<tr>
<td>Y</td>
<td>Evidence-based Strategy</td>
</tr>
<tr>
<td>Z</td>
<td>Desired Outcomes</td>
</tr>
</tbody>
</table>

“Addressing X with Y has high probability of producing Z”

**George’s (PBIS) Theory of Action**

<table>
<thead>
<tr>
<th>Behavior &amp; environment</th>
<th>Biology is important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Analysis</td>
<td>Enhance environment to influence &amp; teach behavior</td>
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</tbody>
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**Setting Conditions**

- Antecedents
- Behaviors
- Consequences

**NOT Equal**

School Reform Problem Context

- School violence
- Suspension & expulsions
- Disability
- School completion & dropping out
- Bullying
- Restraint & seclusion
- Under-achievement
- Substance use
- Delinquency
- Disproportionality & Equity

**Apply Behavior Analytic Logic**

- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Truancy
- Law/norm violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

- Office referral
- In school detention
- Out of school suspension
- Probation & parole
- Arrests & incarceration
- Restraint & seclusion
- Mental health referral

- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency

**OUTCOMES**

- Office referral
- In school detention
- Out of school suspension
- Probation & parole
- Arrests & incarceration
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- Delinquency
CONTEXT CONDITIONS
- Physical health
- Mental health
- Poverty
- Peer
- Literature
- Instruction
- Social contact
- Positive role models
- Safe neighborhoods

STUDENT BEHAVIOR
- Conflict & anger
- Bullying & teasing
- Social withdrawal
- Disruptive
- Inappropriate
- Noncompliance
- Absenteeism
- Placement
- Substance use
- Mental illness

ADULT BEHAVIOR
- Parenting
- Conflict
- Bullying behavior
- Noncompliance
- Absenteeism
- Inappropriate
- Noncompliance
- Placement
- Substance use
- Mental illness

STUDENT OUTCOME
- Social withdrawal
- Disproportionality
- Dropping out
- School failure
- School-to-prison pipeline
- Achievement gap

RISK
- Hunger
- Chronic illness
- Disability
- Race
- Gender
- Violence & trauma exposure
- Unemployment
- Gangs
- Substance use
- Mental illness

MULTI-TIERED SYSTEMS OF SUPPORT
- Tier 1: Universal
- Tier 2: Targeted
- Tier 3: Intensive

PBIS (aka SWPBS, MTBF)
- Framework for enhancing adoption & implementation of continuum of evidence-based interventions to achieve academically & behaviorally important outcomes for all students.
Continuum of Support for ALL: “Molcom”

Universal

Targeted

Intensive

Technology

Self-awareness

Indoors

Outdoors

Universal Targeted Intensive Continuum of Support for ALL:

SWPBS: Core Practice Features

SECONDARY PREVENTION
• Team-led implementation w/ behavior expertise
• Increased social skills instruction, practice
• Increased supervision & precorrection
• Increased opportunities for reinforcement
• Continuous progress monitoring

TERTIARY PREVENTION
• Multi-disciplinary team w/ behavior expertise
• Function-based behavior support
• Comprehensive, culture-driven, person-centered supports & planning
• School-based health
• Continuous monitoring & improvement of progress & implementation fidelity
• Increased precorrection, supervision, and reinforcement
• Continuous monitoring of progress & implementation fidelity

PRIMARY PREVENTION
• Team-led implementation
• Behavior priority
• Social behavior expectations
• SW & CW teaching & encouraging of expectations
• Consistency in responding to problem behavior
• Data-based decision making

Data-based Decision Making

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

Data for decision making?

Defendable actions

Implementation for Capacity Building

Implementation phases & drivers
**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

**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)

**General Implementation Process**

- Team
- Agreements
- Data-based Action Plan
- “Plan”
- Evaluation “Check”
- Implementation “Do”

**Basic MTBF Implementation Framework**

- Regional/State Leadership
- School Behavior Team
- District Behavior Team
- School Staff

**Implementation Drivers**

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Agreement
- Personal Selection

- Local Implementation Demonstrations

**Stages of Implementation**

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

- 2 – 4 Years
General Phases, Activities, & Outcomes of Implementation

Phase 1 Exploration & Adoption
- Document SC DISTRICT priority
- Document SC PRINCIPAL priority
- Document SC STAFF priority
See Readiness Checklist

Phase 2 Initial Implementation
- Establish school behavior leadership team
- Establish school behavior coach
- Secure staff agreement
- Participate training for SW & CW
- Develop/Implement action plan, including data system

Phase 3 Full Implementation
- Develop/Implement action plan for SW implementation
- Monitor implementation fidelity & student progress
- Develop/Implement action plan for specialized behavior support

Expected Outcomes

STAFF
- All staff engage in...
- Teaching, prompting, acknowledgement of positive behavior
- Proactive, active supervision
- Consistent & predictable processing of rule violations
- Greater positive than negative contacts & interactions

STUDENTS
- Learn SW & CW behavioral expectations
- Increase positive youth peer & peer adult contact
- Increase academic engagement & attendance
- Decrease problem behavior discipline referrals, & suspensions

PHYSICAL & SOCIAL CLIMATE perceived as...
- Safer
- More predictable
- More positive
- More responsive

Expected Outcomes

Readiness

Teaching social behavior explicitly?
Like academic behavior

Teaching calculating hypotenuse of triangle

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

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

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

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

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

Teaching social behaviors like academic skills

“You got it. Tomorrow let’s figure out how to handle cyber-teasing.”

“If someone won’t stop teasing your friend, you should look cool & walk away w/ your friend...”

“That was great. What would that look like if you were stuck on the bus? In the classroom?”

“Tell me how you would do it if you were in hallway.” “At school dance.”
Considering Culture & Context?

Learning history

Culture =

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

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

Sugai, O’Keeffe, & Fallon 2012

Potential for cultural exchange & conflict

1. School establishes policy for norm violating behavior
2. Kid caught engaging in norm-violating behavior
3. Educator opts to complete discipline referral
4. Administrator opts to formalize incident

ODR Data Point

4 considerations!

CONCLUSION
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

SWPBS emphasis

Supporting Culturally Knowledgeable Staff Behavior

OUTCOMES
SYSTEMS
DATA
PRACTICES

Training + Coaching + Evaluation

Cultural/Context Considerations

Implementation Fidelity

Start w/ effective, efficient, & relevant, doable

Prepare & support implementation

Improve "Fit"

Maximum Student Outcomes

BASIC PBIS LOGIC