Positive Behavioral Interventions and Supports

Outcomes: Rational / Experiential

Rational Objective: Develop a deeper understanding of school-wide positive discipline and its effect on students, families and communities.

Experiential Objective: Create a sense of urgency and “doability” for implementing a systems change process to create positive pro-social school cultures.

PBIS is an Evidence-based Multi-tiered System of Support
Science of Behavior

has taught us:

- Students are not born with bad behaviors.
- Students do not learn better ways of behaving when only given aversive consequences.
- To learn better ways of behaving, students must be **directly taught** the expected behaviors.
- To retain new behaviors, students must be given specific positive feedback and opportunities to practice in a variety of settings where the behaviors should be used.

**Antecedent** (PREVENT)

**Behavior** (TEACH)

**Consequence** (REINFORCE)
Common myths educators have about correcting misbehaviors

- Re-teaching appropriate behavior takes more time than punishing misbehavior. Teachers don’t have time to teach appropriate behavior.
- We must punish misbehavior to provide an example to other students.
- Students should admit what they have done wrong so they can accept responsibility for their behavior. Students should apologize for their misbehavior to teach students to be empathetic.
- If we get tough early we will prevent future misbehavior.
- Zero tolerance policies make our school safer.
- Older students should have learned how to behave in school.

Implementation Science
National Implementation Research Network

Principle Researchers
  • Dean Fixsen
  • Sandra Naoom
  • Karen Blase
  • Robert Friedman
  • Frances Wallace

2005 University of South Florida

Five Implementation Frameworks

- Framework 1: Usable Interventions
- Framework 2: Implementation Stages
- Framework 3: Implementation Drivers
- Framework 4: Implementation Teams
- Framework 5: Improvement Cycles
Resisters often have ideas that we might have missed.

Resisters are crucial to the politics of implementation.

"Respect those you wish to silence" (Heifetz, 1994)

Number of Schools Implementing SWPBIS
August 2012

Count of School Implementing SWPBIS by State
August, 2012
Proportion of Schools Implementing SWPBIS by State
August, 2012

10 states over 40% of all schools implementing SWPBIS

California

PBIS Cultural Shifts

Systems Change requires cultural shifts school-wide, in the classroom, with families and students

School-wide
Classroom
Non-classroom
Family
Student
PBIS Cultural Shifts

SYSTEMS CHANGE

School-wide

Punitive and punishing to ...

Proactive and teaching

Principal does all discipline to ...

everyone teaches school-wide expected behaviors

CLASROOM

Arbitrary reactive discipline...

Planned, preventive, function-based RESPONSES to problem behavior
PBIS Cultural Shifts

• SYSTEMS CHANGE

CLASSROOM

 Teachers working in isolation to...

Teachers working in collaboration

PBIS Cultural Shifts

• SYSTEMIC CHANGE

NON-CLASSROOM

Passive Supervision

Active Supervision

PBIS Cultural Shifts

CLASSROOM & NON-CLASSROOM

1 positive to 5 negative interactions

5 positive for every 1 negative interaction
PBIS Cultural Shifts

SYSTEMS CHANGE

Limited Parent Involvement to ..

Inclusive

Obedience with emphasis on punishment to ...

Internal motivation for exhibiting pro-social skills in supportive environments

Table Chat

• Think, for a moment, about the cultural shifts that PBIS requires.

• Identify which YOU think will be the:
  • EASIEST and
  • MOST CHALLENGING cultural shift for your staff to make.

• Round robin share with your team.

• Identify THREE action steps you will take to begin to address these shifts.
Need: Establishing the Why here it starts...

WHY WE NEED PBIS

- Increases in drop-out rates
- Increases in problem behaviors
- Attendance
- Tardies
- Gang related behaviors
- Disruption
- Defiance
- Physical Aggression
- Increases in school violence
- Increases in suspensions and expulsions

- Decreases in academic achievement
- Decreases in teacher satisfaction
- Decreases in graduation rates
- Decreases in student-teacher relationships
- Decreases in sense of school safety

...where it often Ends
More WHY...

- School Discipline problems are among the most common factors determining staff turn-over and teacher burn-out (Ingersol, 2001)
- High rates of challenging behavior effect negatively the climate
- Distract both students and teachers from focusing on academic goals (Jimerson, et al, 2000)
- Youth exposed to high rates of violence at school are more likely to...
  - Disengage from school (Bowden and Bowen, 1999)
  - Experience clinical levels of mental and emotional disorders than are students who experience no or low levels of violence at school (Flannery et al, 2004)

what we know to inform where we typically go!

- Historically, schools have tried to “control” students with punishment.
- **Punishment** is a reactive strategy
- Reactive strategies require educators to use negative and exclusionary practices
- Exclusionary practices remove students from instruction.
- Reactive practices don’t work to prevent student misbehavior and often don’t work to stop misbehavior and often escalate misbehavior
- There is a relationship between behavior and academic achievement

Where PBIS goes...

- **Efficiency** (PBIS saves time and money)
  - Procedures and Systems
  - Practical Acceptable Effective/ Better Economical
Positive Behavioral Interventions and Supports: a Multi-tiered System of Support

- Increase Positive, Preventive, and Pro-Active School-wide cultures, where all students and staff share a common vision, experience and language.
- Increases in graduation rates, attendance, equity, perception of safety and academic achievement and engagement for all students
- Decreases in behavior problems, suspensions, expulsions, and staff burnout

Follow: Evidence-based Practice
- National Implementation Blueprint
- National Evaluation Blueprint
- National Professional Development Blueprint
- Implementation, Behavioral, Systems Change Science

PBIS Blueprint: District Implementation Teams

- Purposes: This district level self-assessment has been designed to serve as a multi-level guide for (a) appraising the status of positive behavior support (PBS) organizational systems, and (b) developing and evaluating SWPBS action plans.

Resources: PBIS Systems, Data, & Practices

- 3-5 year training cycle building internal capacity for school and district teams
  - Year 1 is School-wide and Classroom-wide PBIS
  - Year 2 is IPBS for targeted group and function based planning
  - Year 3 is IPBS for individual student intervention
- Coaches Trainings – staff buy-in; deeper training in the science's
- Coaches Forums – Sustainability and Collaboration
  - PBIS Skillbuilders – on-going professional development
  - Bully Prevention – PBIS Campaign
  - PBIS and Autism Spectrum Disorder
  - Early Learning Years: Social-emotional Skills for TK, K, 1st/2nd grade classrooms
  - Early Childhood: Pre-school PBIS
  - Intensive PBIS
  - SWIS Facilitator Training
- PBIS Trainer of Trainers Workshops
  - Summer Institute addresses current state-wide needs for sustainability
8 Steps to SW-PBIS Implementation in a Multi-tiered System of Support

1. Implementation Team: Personalities, Roles, Effective Teams
2. Behavioral Statement of Purpose: Establish the “Why” for buy-in
3. Defined Expected Behaviors: Common Language, Experience, Equity
4. Developed SW-Teaching Matrix: Function-based thinking
5. Developed CW-Teaching Matrix: Evidenced-based practices
6. Established a SW and CW System for Encouraging Expected Behavior: Build intrinsic vs extrinsic motivation
7. Established a System for Discouraging Misbehavior: Major vs. Minor, common definitions and a discipline process
8. Established a System for Evaluating Important Outcomes: How to use data for decision-making...

Intensive PBS (IPBS)

IPBS Overview:
Science, Logic and Application

IPBS Systems:
Teaming Process
Identification and Selection
Data for Decision-Making Process

IPBS Function-based Practices:
Check-in Check-out Successes and Barriers
Check-in Check-out Procedures and Guidelines
Check-in Check-out MODIFIED
Check-in Check-out PLUS
CICO-SWIS
Team based FBA’s-BIP’s
Prevent – Teach – Reinforce (PTR)
Wraparound Services
ISIS-SWIS

Evidence-Assessment of PBIS Outcomes

Are we achieving the results we would like to see?

Are we implementing the program the way it was intended to get the expected results?

1. Student / Staff / Family / Community Outcomes
2. Fidelity of Implementation
Using SWIS Data to Solve Problems

SWIS Suite
pbisapps.org

California PBIS Triangle Data (2011-12)

Elementary Middle

<table>
<thead>
<tr>
<th>Year</th>
<th>6-8</th>
<th>7-8</th>
<th>8-9</th>
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<td>.44</td>
<td>.53</td>
<td>12/3/2013</td>
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</table>
People aren’t tired from solving problems — they are tired from solving the same problem over and over.

Using School-wide Information System Data to Solve Problems

Summary Data

- Admin. Decision
- Motivation
- Grade Level
- Others Involved
- Gender
- Ethnicity
- IEP
- Test Range
- Date Range
PBIS Cost Benefit

Each office referral = 30 lost instructional/administrator minutes
Increases in Attendance
Increases in Graduation Rates
Questions

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