Doubling Down on PBIS: Increasing Our Precision & Implementation on Prevention and Behavioral Sciences

George Sugai
28 April 2017
OSEP Center on PBIS
University of Connecticut
George.sugai@uconn.edu

www.pbis.org  www.neswpbis.org  www.cber.org

PURPOSE
To describe how our knowledge & experience w/ tiered support systems could be considered immediate, important, & effective preventive response when dramatic shifts in school & classroom climate are experienced.
Educators must “double down” now on their preventive implementation of our effective behavioral sciences to maintain school & classroom climates that are safe, respectful, equitable, preventive, & effective for all students.

BIG IDEAS
- Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
- BEHAVIORAL SCIENCES serve as useful theory of action/change
- Positive, doable, effective PRACTICES exist to maximize academic/behavioral success
- Implementation SYSTEMS needed for students to experience & benefit from effective practices
W/ defendable theory of action, we can…

- Describe, understand, & hypothesize conditions under which behavior occurs.
- Use that understanding to develop strategy to affect likelihood of occurrence.
- Explain results that we achieve & make adjustments as indicated.

---

Behavior & environment are functional related

Behavior is learned

Behavior is lawful, therefore understandable & influence-able

Behavior Analytic Approach

Adjust environment to influence & teach behavior

Adjust environment to influence & teach behavior

---

PBIS Conceptual Foundations

Behaviorism

- ABA
- Applied Behavioral Technology

Social Validity

PBIS

All Students

---

Alberto & Troutman; Cooper, Heward, & Heron; Horner; Skinner; Vargas; Wolery, Bailey, & Sugai

---

Defendable Theory of Action

- Parsimonious
- Confirmable
- Repeatable
- Actionable

Alberto & Troutman; Camme & Engelman, Cooper, Heward, & Heron; Evans; Johnston & Pennypacker; Kamelenu; Sidman

---

School violence

Achievement Gap

Autism SD

Suspension & expulsions

Disability

Restraint & seclusion

Bullying

Anxiety

School completion & dropping out

Disproportionality & Equity

NOT Equal

PROBLEM CONTEXT

---

Biology is important

Behavior is learned

Behavior & environment are functional related

Adjust environment to influence & teach behavior
**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 worsening &amp; reduce intensity of existing problem behaviors</td>
</tr>
<tr>
<td>Eliminate triggers &amp; maintainers of problem behaviors</td>
<td>Add triggers &amp; maintainers of prosocial behavior</td>
</tr>
<tr>
<td>Teach, monitor, &amp; acknowledge prosocial behavior</td>
<td></td>
</tr>
</tbody>
</table>

**Prevention Objectives**

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

**Prevention Actions**

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

**STUDENT BEHAVIOR**

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

**ADULT BEHAVIOR**

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

**OUTCOMES**

- SCHOOL CLIMATE

---

**National Climate Change & need to “double-down” on Prevention & Behavioral Sciences**

---

**The Nurture Effect**

How the Science of Human Behavior Can Improve Our Lives & Our World

2015

---

**SPLC, 12 Jan 2017**

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

---

**Every Student Succeeds Act**

School Violence & Mental Health

School Climate & Discipline

School-to-Prison Pipeline

---

2015
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.
- 6/10 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.
Culture, Context, & Learning History

Potential for cultural exchange & conflict

Culture =

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

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

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

Sugai, O’Keeffe, & Fallon 2012

Student
Community
Family
Teacher
Administrator

EQUALITY  EQUITY  REALITY
When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations. National Institute of Justice

Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out, to the extent possible, alternative explanations for the documented change.

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes. Cook & Cook, 2013

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences. American Psychological Association, 2006

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out competing explanations for effects achieved (e.g., population & contextual differences).

HHS SAMHSA, 2009

Samples of Definitions for "Evidence-based"

An approach in which current, high-quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions. ASHA, www.asha.org

Process in which the practitioner combines well-researched interventions with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services. Socialworkpolicy.org, 2015

Treatment or service, has been studied, usually in an academic or community setting, & has been shown to be effective, in repeated studies of the same practice & conducted by several investigative teams. National Alliance on Mental Health, 2007

1. Empirical Support
   - Functional Relationship
   - Meaningful Effect Size
   - Replication
   - Context

2. Student Fit
   - Need (+/-)
   - Priority

3. Context-Environment Fit
   - Language
   - Developmental
   - Educational
   - Cultural

PBIS aka MTSS, PBIS-B, MTB-B, RTI-B...

Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students

✓ Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

PBIS & MTSS Share Functions

Implement w/ Fidelity

Decide with Data

Screen Universally

Monitor Progress Continuously

Develop Continuum of Evidence-based Practices & Systems

Develop Local Expertise & Implementation Fluency

Use Team to Coordinate Implementation

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

PBIS & MTSS

PTB4L PBL Rti SRBI EBS SWPBS
PBIS (SWPBS) is about improving classroom & school climate. It includes:

- Integrating academic & behavior initiatives
- Decreasing reactive management
- Improving support for students w/ EBD
- Maximizing academic achievement

**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

Contingency table:

<table>
<thead>
<tr>
<th>Dec 7, 2007</th>
<th>Universal</th>
<th>Targeted</th>
<th>Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Decoding</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Expressing Emotions</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Supports for all students w/ disabilities are multi-tiered.
CT's K-3 Reading Model Works

Mike Coyne et al., April 2016

Mike Coyne et al., April 2016

Early Literacy Achievement in Pilot Schools: Change in 1st Grade Risk Status from 2012 - 2015

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.

Mike Coyne et al., April 2016

Integrated MTSS

Academic Systems

Behavioral Systems

Circa 1996

On track for reading success
At significant risk for reading failure
ACADEMIC-BEHAVIOR ASSOCIATION


Schools Using PBIS
August 2016
23,363 schools

www.pbisapps.org
www.pbis.org

Oct 2015

RCT & Group Design PBIS Studies

"Bet your next month’s salary!!"

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate
School Climate & PBIS

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 & acknowledgment
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

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

What’s It Take to Shift from Negative to Positive School Climate?
Easy to say....requires sustained priority to do.
Where is your classroom & school on the climate scale?

Negative Climate 0 1 2 3 4 5 6 7 8 9 10 Positive Climate

- Academic failure
- Reactive management
- Exclusion
- Reprimands
- Non-compliance
- Reactive activities
- Negative expectations

Positive Climate
- Academic success
- Positive expectations
- Active support
- Rewards
- Many opportunities
- Welcoming environment
- Positive reinforcement
- Teaching social skills
- Positive expectations
- Model expected behavior

PBIS goal to establish & maintain positive teaching & learning environment

JGHS – 2016 HS

Mar 2016 Avg = 5.9 (01)
Oct 2016 Avg = 5.4 (05)
Mar 2016 Avg = 5.9 (01)

CHHS – 2016 HS

Mar 2016 Avg = 4.8 (02)
Oct 2016 Avg = 7.1 (01)
### Quick Climate Scale for ____________ (setting)

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Behavior</td>
</tr>
<tr>
<td>Staff Behavior</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Staff Behavior</td>
</tr>
</tbody>
</table>

### Quick Climate Scale for ____________

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language/gestures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Appropriate language</td>
</tr>
<tr>
<td>Rough physical play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Respectful language</td>
</tr>
<tr>
<td>Academic failure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Appropriate play</td>
</tr>
<tr>
<td>Tardiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Academic success</td>
</tr>
<tr>
<td>Unexcused absence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Appropriate problem solving</td>
</tr>
<tr>
<td>Inappropriate seeking assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Punctual</td>
</tr>
<tr>
<td>Appropriate language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Attendance</td>
</tr>
<tr>
<td>Inappropriate seeking assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Appropriate seeking assistance</td>
</tr>
<tr>
<td>Verbal reprimands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Specific verbal praise</td>
</tr>
<tr>
<td>Behavior corrections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Positive initiations</td>
</tr>
<tr>
<td>Detention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Positive active supervision</td>
</tr>
<tr>
<td>Low rates student contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>High student engagement</td>
</tr>
<tr>
<td>Reactive management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Many opportunities to respond</td>
</tr>
<tr>
<td>Low opportunities to respond</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Precorrections</td>
</tr>
<tr>
<td>Low academic engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>High academic engagement</td>
</tr>
</tbody>
</table>

### HOW?

**Establish positive school climate**

- Communicating positively
- Maximizing academic success
- Teaching important social skills

**Maximizing academic success**

- Supervising actively
- Recognizing good behavior

**Teaching important social skills**

- Modeling good behavior
- Communicating positively

**Supervising actively**

- Recognizing good behavior
- Biglan, Colvin, Mayer, Patterson, Reid, Walker

**Modeling good behavior**

- Communicating positively
- Recognizing good behavior

**Recognizing good behavior**

- Biglan, Colvin, Mayer, Patterson, Reid, Walker

**Communicating positively**

- Supervising actively
- Biglan, Colvin, Mayer, Patterson, Reid, Walker

**Supervising actively**

- Modeling good behavior
- Biglan, Colvin, Mayer, Patterson, Reid, Walker

**Modeling good behavior**

- Communicating positively
- Biglan, Colvin, Mayer, Patterson, Reid, Walker

**Communicating positively**

- Supervising actively
- Biglan, Colvin, Mayer, Patterson, Reid, Walker

**Biglan, Colvin, Mayer, Patterson, Reid, Walker**

---

*www.pbisapps.org*
PBIS & Social Skills Instruction

Teaching how to determine 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 by Getting Tough

- "I hate this f___ing school & you're a dumbf_____!"
- "That's disrespectful language, girl. I'm sending you to the office so you'll learn never to say those words again.....starting now!"

Social Skills Misrules

- Punishment teaches
  - Punishment signals error.
  - Punishment does not teach SS.
- Teach "1 hour every Monday"
  - SS are needed all day.
  - SS are prompted & practiced all day.
- Not my responsibility
  - SS are needed to learn.
  - SS are needed to teach.
- Bad behavior is trait
  - SS (good/bad) learned & taught.
  - Teaching SS should be formal.

Power of Habits

- "That's habit. "
- "Power of Habits" or Challenging Behavior
  - Charles Duhigg, 2012
  - CUE
  - HABIT
  - REWARD
  - Challenge: Replacing current behavior (strong habit) with new behavior (weak habit) had?
  - TV remote
    - Entertained?!?
  - Teased
    - Teasing stops ?!
  - Difficult work
    - Work removed ?!
  - Walk
    - Satisfied?!
  - Ignore
    - Entertained?!
  - Try
    - Satisfied?!
Establishing/Replacing Habit
Charles Duhigg, 2014

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

“Don’t Throw Stones!”

IMPLEMENTATION

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

PRACTICE

Effective
Not Effective

Fixsen & Blase, 2009

Positive Behavioral Interventions and Supports
Part 1 - Foundational and Supporting Information
Part 2 - Self-Assessment & Action Planning

Capacity Development

“Process through which individuals, organizations, & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time”

(United Nations Development Programmes, 2006)

Fixsen & Blase

PBIS.org

PBIS.org

www.pbis.org

Fixsen & Blase

NIRN.org
Scalingup.org

Local Implementation Demonstrations

Center for Disaster Reduction Initiative, Cadri.net
download 12 Sep 2015

OUTCOME

Student benefit

PRACTICES

Evidence-based practices

DATA

Practice implementation fidelity

SYSTEMS

Data-aligned, integrated, & tiered implementation continuum
Development of Continuum of Practices & Systems (MTSS)

1. Describe NEED & EXPECT OUTCOME in measurable terms & w/ data
2. ALIGN existing & new practices w/ need & expected outcome
3. SELECT defensible & implementable practices & ELIMINATE or pause irrelevant
4. INTEGRATE practices around expected outcome
5. Organize SUPPORTING SYSTEMS to implement integrated practices w/ fidelity

Classroom Continuum

School-wide Continuum

Classroom & Behavior Management Practices

TABLE OF CONTENTS

1. Introduction: The Interconnected School Mental Health and School-Wide Positive Behavior Support Continuum
2. Overview of the ISF: Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support
3. Practice: Effective Instruction
4. Supervision: Continuous Active Supervision
5. Engagement: Inclusive Community of Practice
6. Reinforcement: Contingent & Specific Positive Reinforcement
7. Rights: Student Health/Interconnected Continuum
8. Equitable: School Behavioral Health
9. Resources: Stakeholder Advisory to the ISF
10. Conclusion: Building an Inclusive Community of Practice

www.pbis.org/school/school-mental-health/interconnected-systems
www.pbis.org
www.cmhs.umd.edu

www.pbis.org/school/school-mental-health/interconnected-systems

Effective Instruction
Continuous Active Supervision
Peer Mentoring
Check-In Check-Out
Good Behavior Game
Small Group Skills Practice
Frequent Positive Active Engagement
Contingent & Specific Positive Reinforcement

1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Actively Supervise
1. Positively reinforce
   - Individual & Group
   - Verbal & Non-verbal
   - Positive > Negatives
   - Developmental, Cultural, Contextual
   - Public & Private
   - Academic & Social

2. Actively supervise
   - Move
   - Interact
   - Model
   - Scan
   - Reinforce

3. Precorrect
   - Identify triggers, maintainers in problem context
   - Remove & minimize triggers & maintainers
   - Strengthen & practice replacement responses
   - Add reinforcers for approximations

4. Maximize academic success
   - Multiple opportunities to respond
   - Variety of engagements
   - Academically challenging
   - Reinforcement of desired approximations

5. Teach academic routines & social skills
   - Teach for fluency & generalized use in context
   - Model, prompt & precorrect
   - Use school-wide behavioral expectations
   - Reinforce desired approximations

Practices evidence-base is well developed
Classroom & School Climate

Multi-tiered Systems Support

Reported, observed, experienced directly/indirectly by students & members of staff, family & community

Continuum of outcomes, data, practices, & systems.

Climate affects teaching & learning affects climate

Academic Success

Behavior Success

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

Big Ideas

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

BEHAVIORAL SCIENCES serve as useful theory of action/change

Positive, doable, effective PRACTICES exist to maximize academic/behavioral success

Upcoming Events

Northeast PBIS

PBIS Forum

May 18-19

Sep 27-29

Norwich, CT

Chicago, IL

Nov 14-15

Norwood, MA

San Diego, CA

New England PBIS

Association of PBS

Mar 28-30

Dec 7, 2007

Problem solving

Cooperative play

Adult relationships

Anger management

Attendance

Peer interactions

Independent play

Label* behavior…..not*kids*

Self-regulation

Homework

Technology

Common% Vision/Values%

Common% Language%

Common% Experience%

Quality Leadership

Effective' Organizations

Classroom

School

District

State

Molcom

Universal*

Targeted*

Intensive*

Continuum of Support for ALL:

RobH@uoregon.edu

Lewist@mizzou.edu

George.sugai@uconn.edu

www.pbis.org

www.neswpbis.org