WHAT IT TAKES: 
PROVIDING HIGH QUALITY INSTRUCTION WITHIN PBIS IMPLEMENTATION

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Goals

• Reflect on a few ideas that might be useful as you think deeply about your implementation as a classroom teacher, school administrator, leadership team member
• Examine how the implementation of the PBIS framework is transformational for student learning and the delivery of high quality instruction – from preschool to graduation
• Use the knowledge and processes that you know from your implementation of PBIS to improve learning outcomes
Caveats

• I’m a PBS Geek
• I’m a Special Educator
• My Passion is Young Children

Those other Caveats
Why Begin with Babies?

Learning Begins Day 1:
700 New Neural Connections Every Second

**Young Children with Challenging Behavior**

- It begins early
  - Between 10-30% of preschool students are not behaviorally and emotionally ready to succeed in school
  - Of children who have high levels of externalizing behavior challenges at 2; 63% continued at age 5
- Early problem behavior is predictive of future challenges
  - Young children with chronic antisocial behavior comprise 6-7% of the population; yet 50% of adolescent crime and 75% of violent crime

**Preschool Expulsion Concerns**

- OCR Report, 2014
  - Black children make up 18% of preschool enrollment, but 48% of preschool children suspended more than once.
  - Boys comprise 54% of the preschool population and 79% of those suspended once and 82% of all children suspended more than once.
SW-PBIS

• Systems approach for establishing the social culture and individualized supports for a school to be safe and effective
  – Measurable outcomes
  – Data decision making
  – Evidence-based interventions
  – Systems supports

(Sugai & Horner, 2009)

Current PBS Definition

• An approach to behavior support
  – ongoing process of research-based assessment, intervention and data-based decision making
  – focused on building social and other functional competencies
  – creating supportive contexts, and preventing the occurrence of problem behaviors.

PBS Definition Cont.

• Strategies that are:
  – respectful of a person’s dignity and overall well-being
  – drawn primarily from behavioral, educational, and social sciences,
• applied within a multi-tiered framework at the level of the individual and larger systems (e.g., families, classrooms, schools, social service programs, and facilities).

PBIS

• the tickets
• the consequences
• office discipline referrals
• reciting expectations
• school climate and culture
• clear expectations
• instruction
• student outcomes
• relationships
Multi-Tiered Model of School Supports

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.

“WE START WITH THE ASSUMPTION THAT EACH DAY, THAT EVERY HOUR IN EVERY DAY, IS OF GREAT IMPORTANCE TO A CHILD, AND THAT WHEN AN HOUR IS NEGLECTED, ALLOWED TO PASS WITHOUT REASON AND INTENT, TEACHING AND LEARNING GO ON NONETHELESS AND THE CHILD MAY BE THE LOSER” (HOBBS, 1967, P.1109).
Instruction

1. What we teach to promote child and student outcomes
2. How we teach to promote child and student outcomes
3. Supporting teachers to deliver high quality instruction

Teaching Rules and Expectation

• Necessary, but insufficient for promoting the social and emotional competence to be successful in school and the community
Pyramid Model

A Framework of Evidence-Based Practices

Promoting Social Emotional Competence

- Self-regulation
- Expressing and understanding emotions
- Problem solving
- Developing social relationships
4 Steps of Initiating Play

- Step 1. I can tap my friend on the shoulder.
- Step 2. I can say “let’s play!”
- Step 3. I can gently take a friend by the hand.
- Step 4. I can give my friend a toy I want to share.

Emotions

- Happy
- Sad
- Proud
- Embarrassed
- Loved
- Angry
- Frustrated
- Lonely
- Nervous
Turtle Technique

Recognize that you feel angry.

Go into shell. Take 3 deep breaths. And think calm, coping thoughts.

Think “Stop”.

Come out of shell when calm and thinking of a solution.

Problem Solving Steps

Problem Solving Steps

Would it be safe?

Would it be fair?

How would everyone feel?
Individualizing Instruction

• Identify skills to target
• Provide individualized supports and adaptations
• Provide systematic instruction
• Embed instruction within routine and planned activities
• Drive up the number of learning opportunities

Executive Function

• From preschool to adolescence
  – Retain and use new information
  – Focus attention
  – Control impulses
The Development of Executive Function Skills Begins in Early Childhood and Extends into the Early Adult Years

<table>
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<tr>
<th>Birth</th>
<th>3</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>25</th>
<th>30</th>
<th>50</th>
<th>70</th>
<th>80</th>
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<tbody>
<tr>
<td>Skill proficiency</td>
<td>3</td>
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<td>15</td>
<td>25</td>
<td>30</td>
<td>10</td>
<td></td>
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Evidence-Based Practices
So, What’s the Problem with the List?

- Ignores the classroom context and inclusion as an evidence-based practice
- Quality Outcomes are not achievable by delivery of evidence-based instruction alone.

Selecting EBPs to Match a Particular Outcome
- Delivering the Selected EBP with Fidelity Across Teachers
- Delivering the Selected EBP at a Dosage Based on Evidence from Past Use
- Selecting Outcomes that Immediately Improve Quality of Life
- Using Data Systems to Determine Within Days if the EBP is “Evidence-based” in this Application
- Creating a Continuous Social Validity Information Loop

(are families members intimately involved in determining outcomes and judging success? Are teachers comfortable and confident in EBP delivery? Do teachers feel they have the coaching support for success? Does the program routinely exceed consumer expectations?)

\[ \text{QUALITY OUTCOMES} \]
Transformational Promise of PBIS

- Systems implementation
  - Implementation supports
- Work smarter, not harder
  - Using evidence teaching practices
- Data decision-making
  - Professional development decisions
  - Instructional coaching
  - Examining student engagement in learning
- Clear expectations
  - Student behavior
  - Student learning
  - Instructional teaching practices
- Feedback
  - Performance feedback to teachers
  - Performance feedback to students
### Estimated Coaching Impacts*

<table>
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<tr>
<th>TRAINING COMPONENTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>...+Demonstration in Training</td>
<td>30%</td>
</tr>
<tr>
<td>...+ Practice &amp; Feedback in Training</td>
<td>60%</td>
</tr>
<tr>
<td>...+ Coaching in Classroom</td>
<td>95%</td>
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</table>

*Note: Adapted from “Student Achievement Through Staff Development,” by B. Joyce and B. Showers, 2002, p.78. Copyright 2002 by the American Society for Curriculum and Development.

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**Why**

- Use in Context
- Skill Demonstration
- Awareness or Knowledge

**How**

- Low
  - Reading
  - Modeling
  - Self-analysis
  - Lecture
  - Reading
  - Lecture
  - Training Video
- High
  - Follow-Up Plans
  - Implementation Plans
  - Practice
  - Observe multiple examples and drawing connections
  - Learning checks
  - Discussion
  - Coaching
  - Mentoring
  - Practice with feedback (micro-teaching)
  - Role Playing
  - Case Study
  - Guided Reflection
  - Team Meeting (Brainstorming or Problem-Solving)
  - Simulations

Adapted from: McCollum & Catlett (1997)

Complexity of Learner Synthesis and Application
Practice-Based Coaching

Practice-Based Coaching is a cyclical process for supporting the use of effective practices that lead to positive outcomes for children. The coaching-cycle components are

1. planning goals and action steps,
2. engaging in focused observation, and
3. reflecting on and sharing feedback

about teaching practices. Practice-Based Coaching occurs within the context of a collaborative partnership.

Practice-Based Coaching*
FRAMEWORK

*Adapted from the National Center for Quality Teaching and Learning, 2012
http://eclick.ohs.acf.hhs.gov/tta-system/teaching/center/development/coaching.html
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PBIS and Instruction

• Framework for making critical decisions to support the behavior and learning of all students
• Provides a teaming structure to transform schools and classrooms including how we support teachers
• Powerful exemplar for the use of data to make a difference for students and teachers