PBIS Implementation in Primary Schools

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pbis.org

apbs.org

Without a Framework

With a Framework

THE WHAT

What is Positive Behavioral Interventions and Supports (PBIS)?

What is Positive Behavioral Interventions & Supports (PBIS)?

Framework for enhancing adoption and implementation of

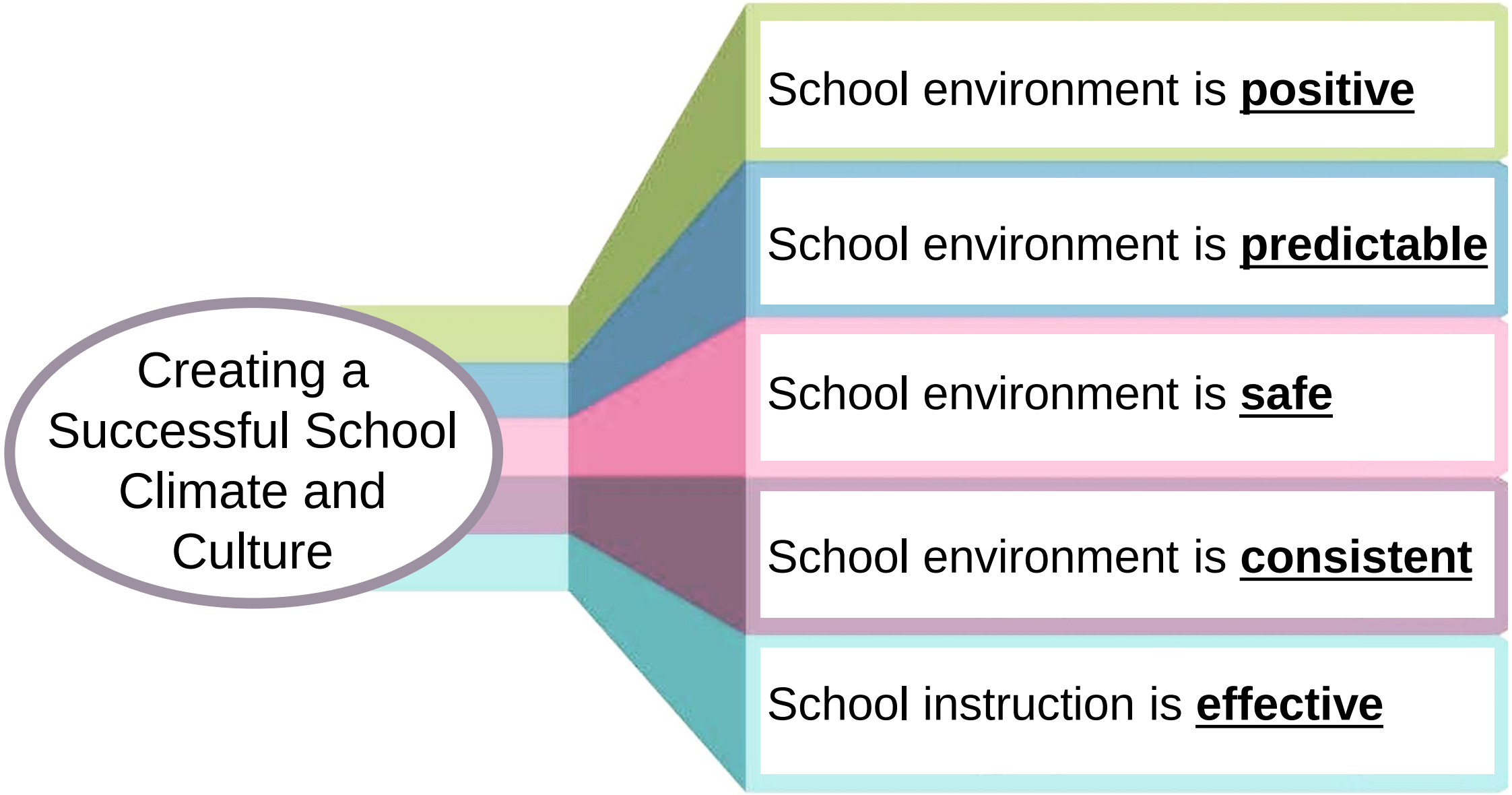
Continuum of evidence-based interventions to achieve

Academic, social, emotional and behavioral outcomes important for

All students

CENTER ON PBIS Positive Behavioral Interventions & Supports

MiMTSS Technical Assistance Center


Creating a Successful School Climate and Culture
School environment is **positive**
School environment is **predictable**
School environment is **safe**
School environment is **consistent**
School instruction is **effective**

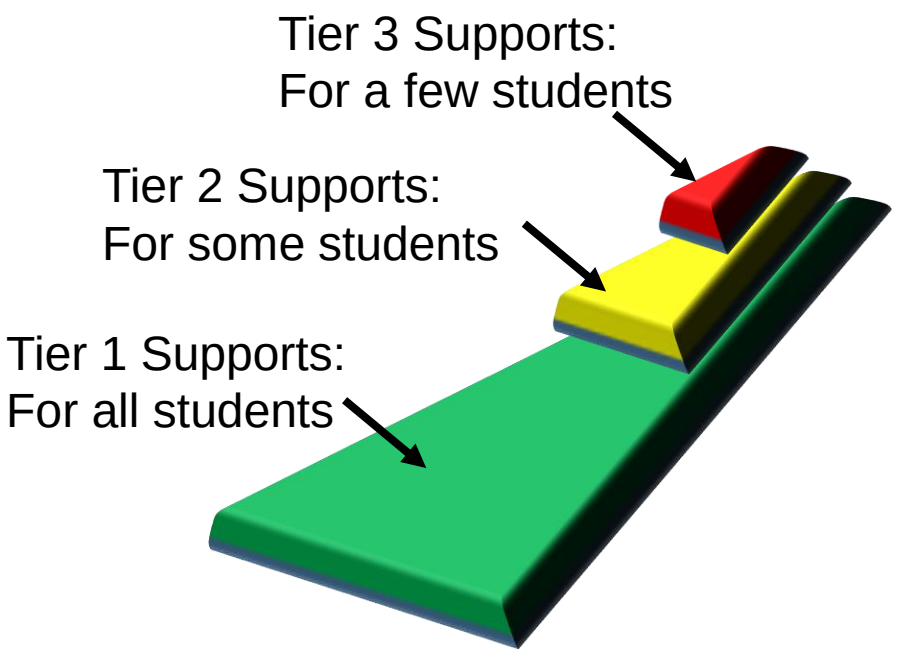
Multi-Tiered Framework

PBIS is not a science, but a delivery system for evidence-based practices. (adapted from Wacker & Berg 2002)

PBIS is an Operating System (adopted from C. Bradshaw)

PBIS as a Tiered Framework

Layering Tiers of Supports



All students have access to Tier 1 (universal/primary/core) supports. Additional tiered supports are provided within a continuum by increasing intensity based on student need for Tier 2 (supplemental/targeted) and Tier 3 (intensive/individual) supports.

MiMTSS
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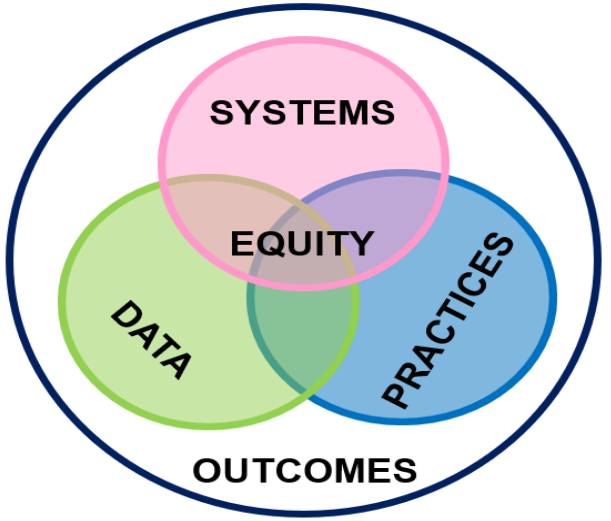
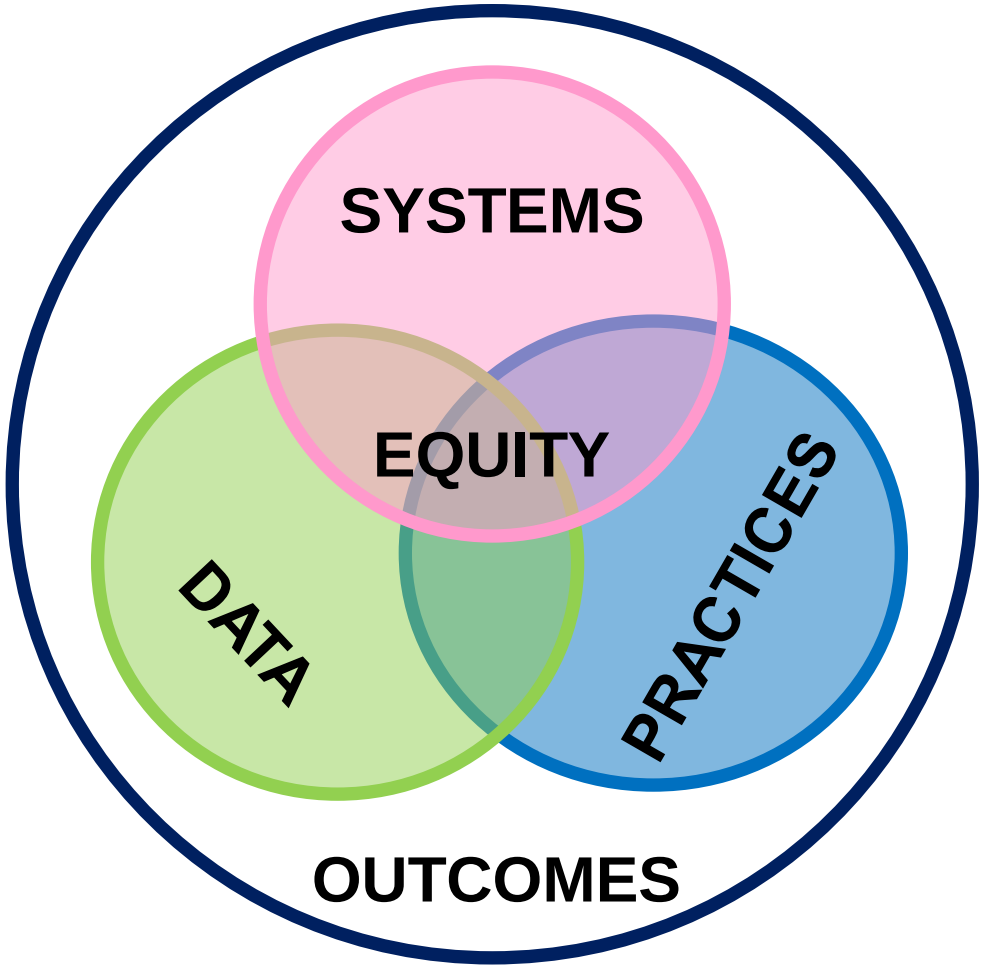
Schools Implementing PBIS



- Rely on teams to guide implementation
- Implement universal screening
- Use data to identify strengths, uncover needs, and monitor student progress
- Use a continuum of evidence-based practices to support student needs
- Engage students, families, and community members to co-create culturally responsive practices
- Regularly check the effectiveness of their practices
- Develop content expertise through coaching and on-going professional development



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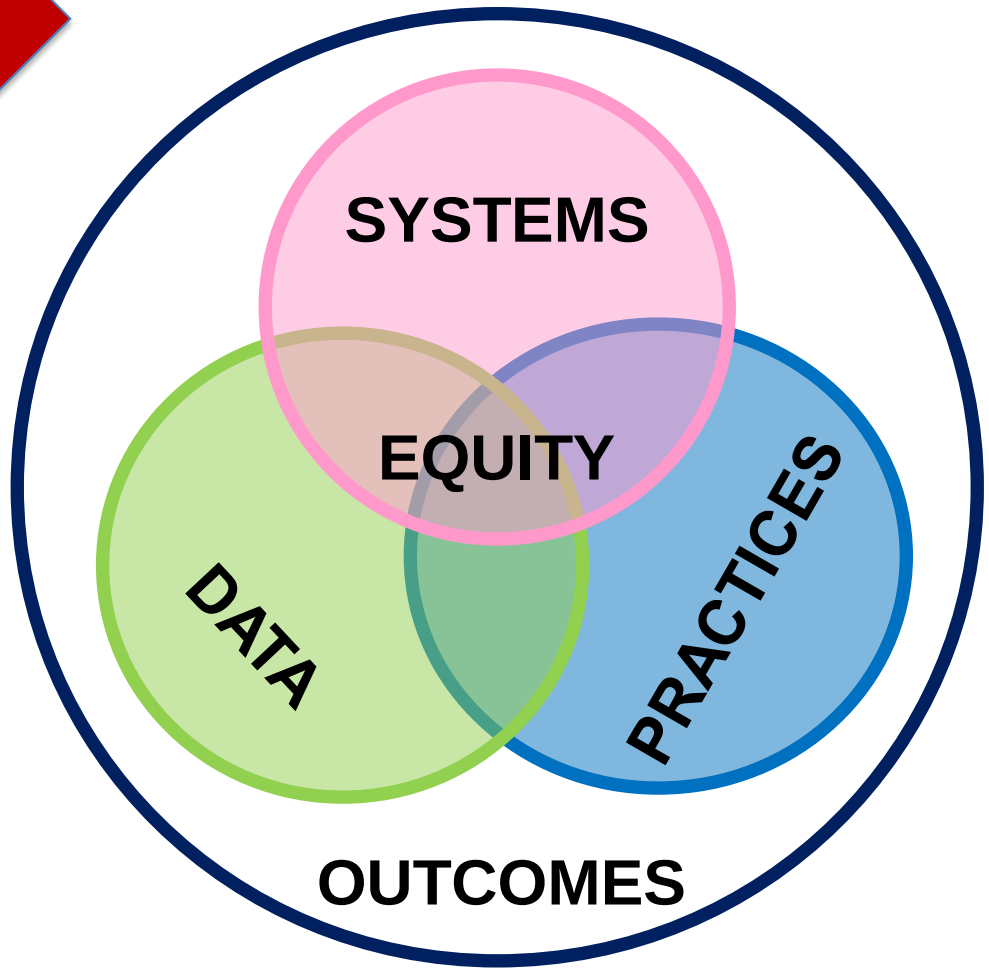
What does this mean? We are…

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

Striving for Social Competence & Academic Achievement

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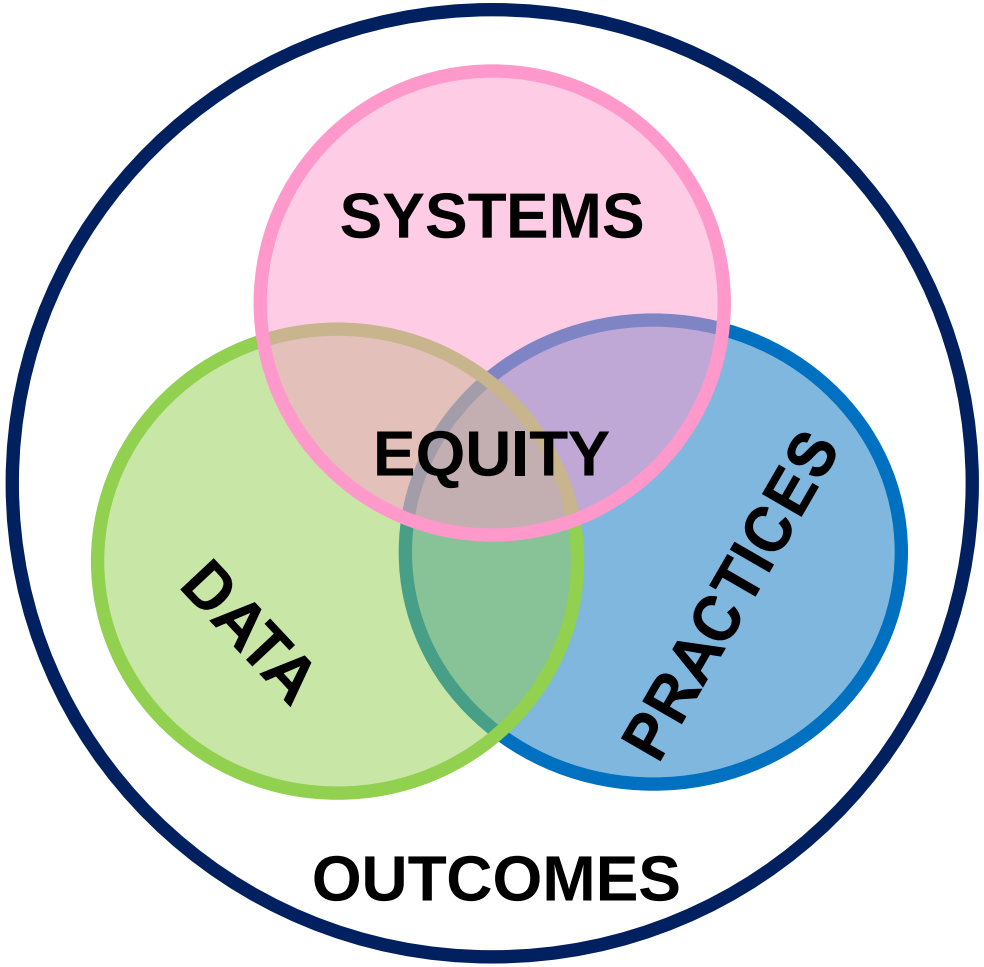
What does this look like? We are…

Supporting Educators through Equity-focused PD



Disaggregating All Data by Student Group

Adapting Practices to Meet Needs and Values

Maintaining High Expectations for Each Student

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Positive Behavior Support (PBS) is Implemented in Countries Worldwide

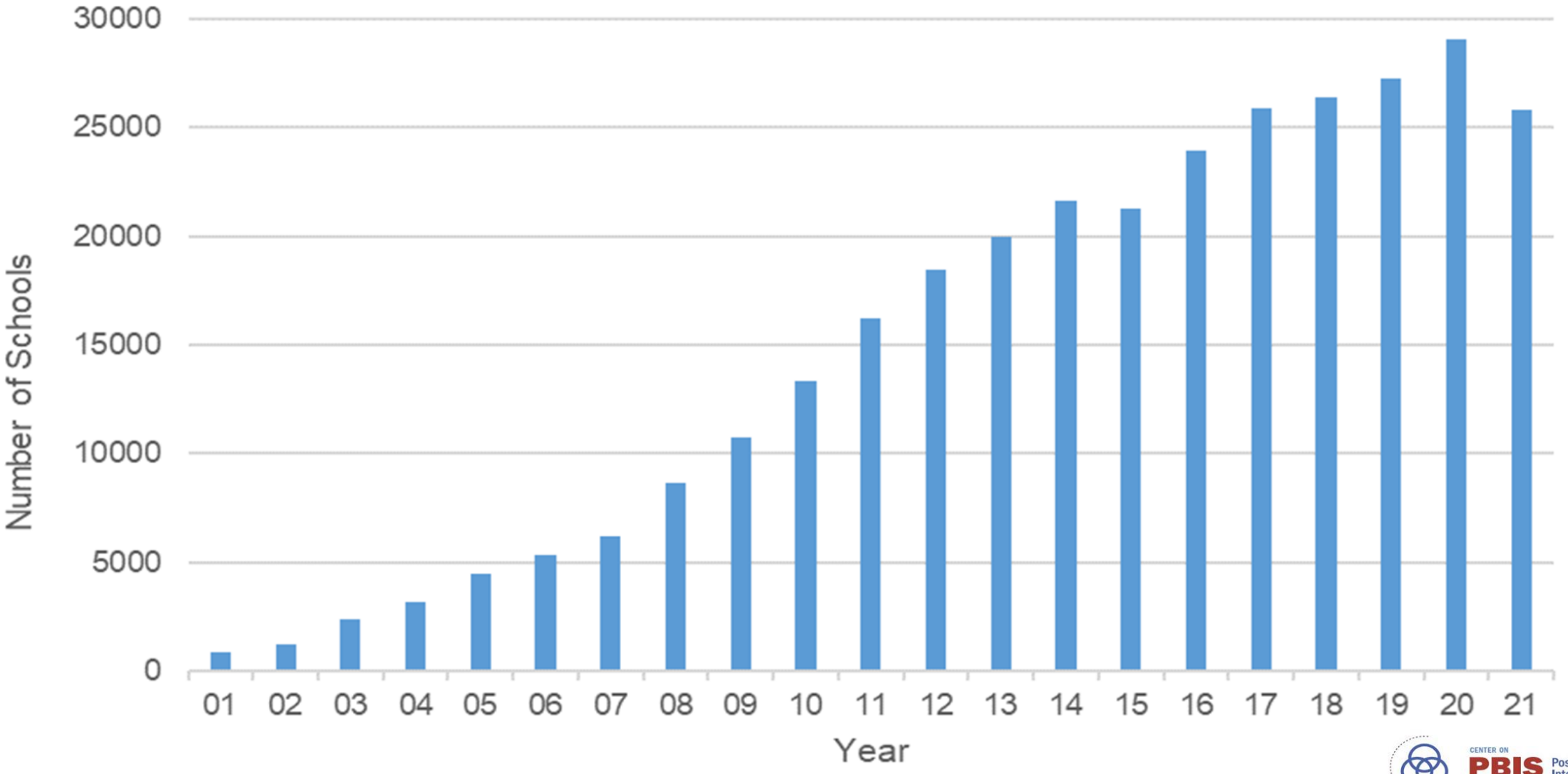
APBS ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

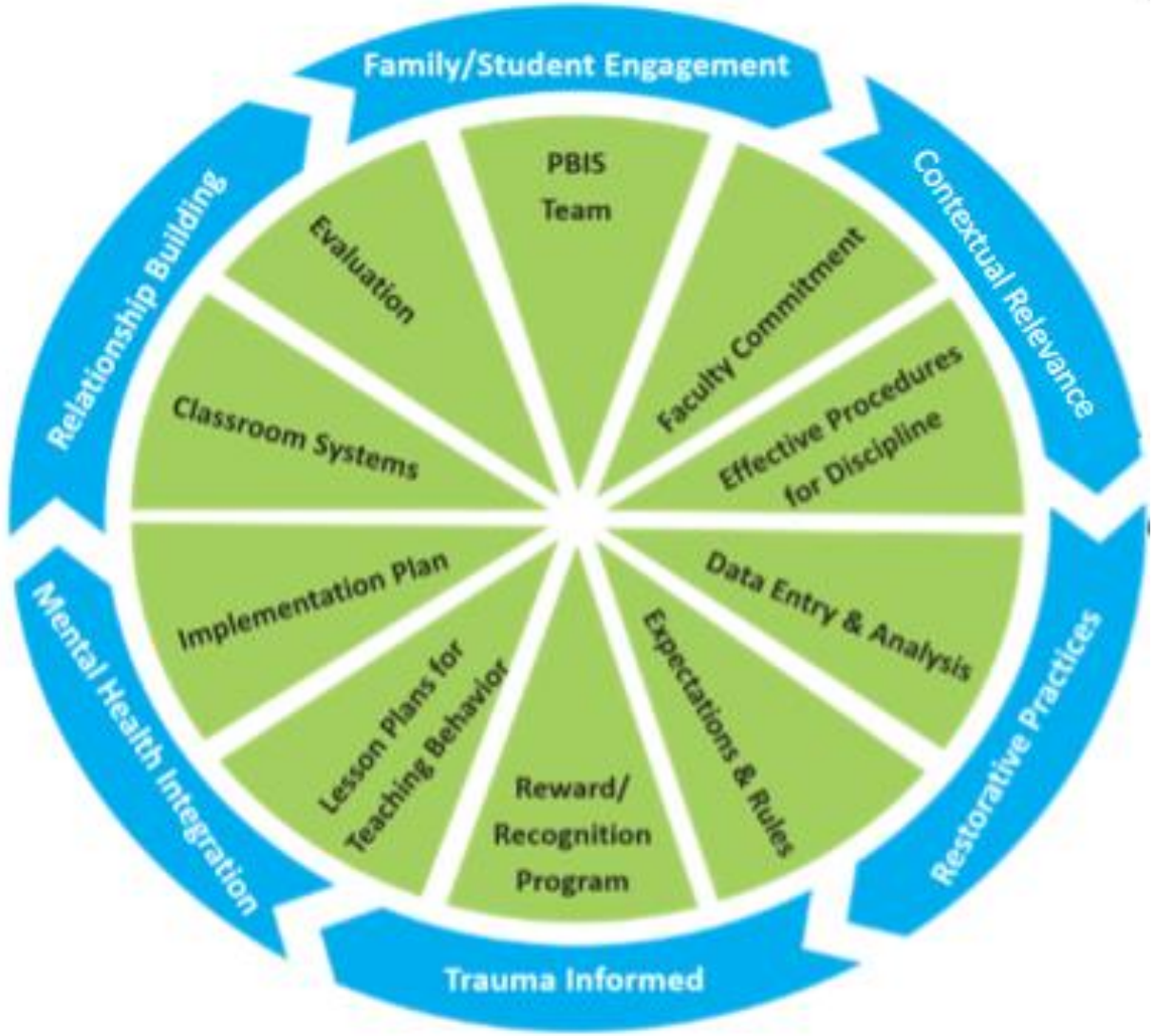
Networks around the World

APBS.org

U.S. Schools Using PBIS

(August 2021)





THE WHY

Why implement PBIS and Tier 1 Prevention Essentials?

Improved Student Outcomes

academic achievement
(Angus & Nelson, 2021; Horner et al., 2009; Lassen et al., 2006; Nelson et al., 2002)

prosocial behavior
(Metzler et al., 2001; Nelson et al., 2002)

attendance
(Flannery et al., 2020; Freeman et al., 2015*)*

emotional regulation
(Bradshaw, Waasdorp, & Leaf, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of drug/alcohol use
(Bastable et al., 2015; Bradshaw et al., 2012)*

social & academic outcomes for SWDs
(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

Reduced Exclusionary Discipline

office discipline referrals
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Bradshaw et al., 2021 Elrod et al., 2022*; Flannery et al., 2014*; Freeman et al., 2015*; Horner et al., 2005; Horner et al., 2009; Metzler et al., 2001; Nelson et al., 2002; Solomon et al., 2012)*

suspensions
(Bradshaw, Mitchell, & Leaf, 2010; Freeman et al., 2015; *Gage et al., 2018; Gage et al., 2019; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)*

restraint and seclusion
(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

racial inequities
(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)

Improved Teacher Outcomes

teacher efficacy & well-being
(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross, Romer, & Horner, 2012)

teacher-student relationships
(Condliffe et al., 2022)

student engagement & instructional time
(Algozzine & Algozzine, 2007; Condliffe et al., 2022; Flannery et al., 2020)*

school culture & organizational health
(Bradshaw et al., 2008; Bradshaw et al., 2009; McIntosh et al., 2021; Meng et al., 2016)

climate & safety
(Elrod et al., 2022; Horner et al., 2009; McIntosh et al., 2021)*

**** identifies research conducted in high schools***

When Implementing Positive Behavior Interventions and Supports (PBIS) with Fidelity

MTSS-B Randomized Control Trial

Key finding

- *For the 15 percent of students initially identified as struggling with the most with behavior, the program had positive effects on teacher ratings of disruptive behavior and reading achievement while the program lasted.*

Condliffe et al. (2022)

Lessons Learned

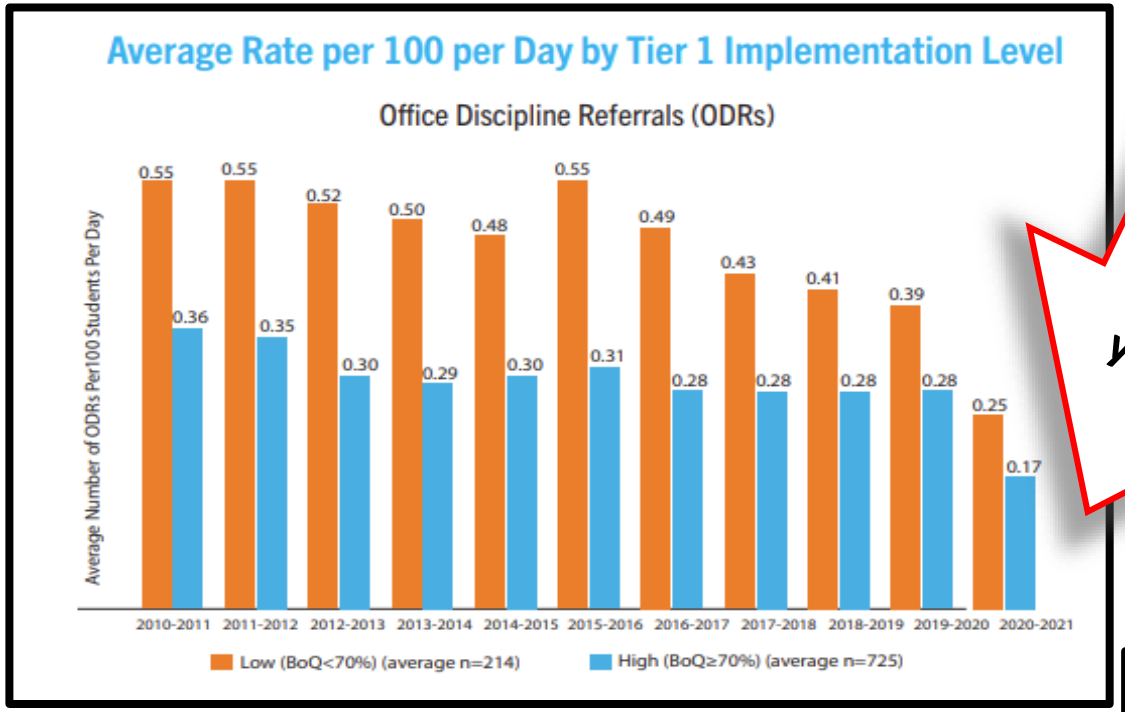
- *The importance of Classroom Systems and District Support*

Need To Do the Right Things in the Right Way

- Results indicate that schools implementing PBIS with fidelity had statistically significantly more students at or above grade-level benchmarks of academic achievement

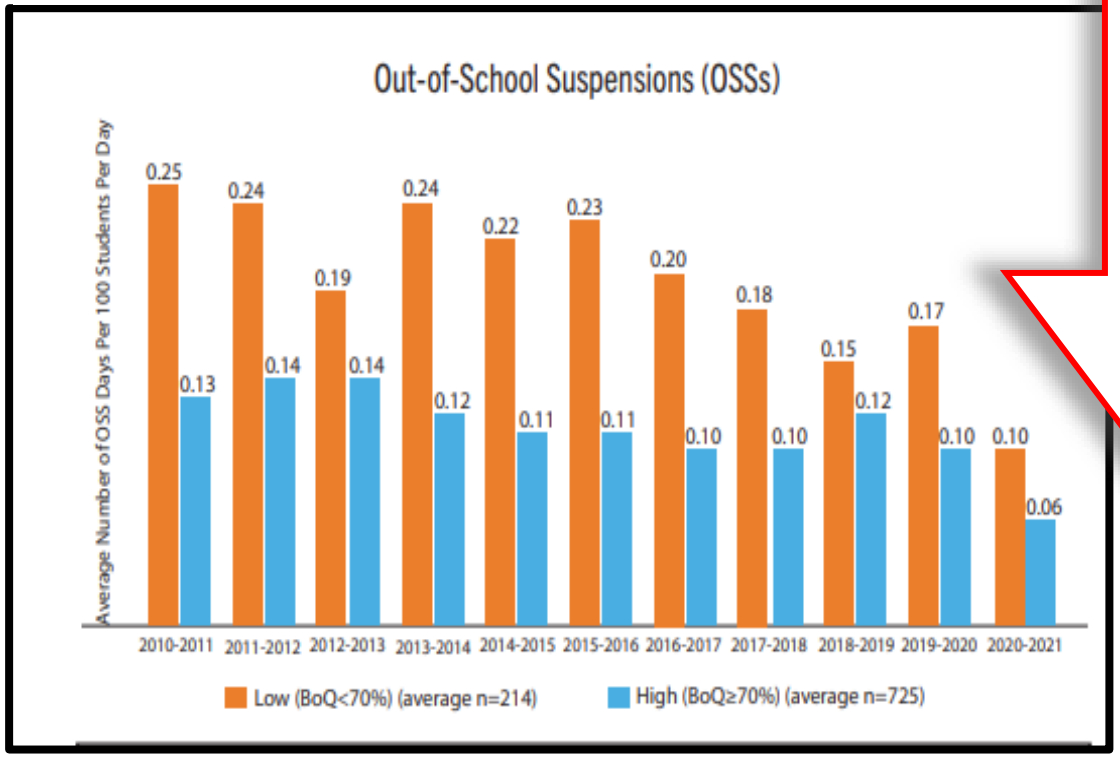
Gage, Keite, Elfner, & Kincaid (2017)

Outcomes: Discipline Rates by Implementation Level Across Years



Average 37% fewer ODRs across years

Average Rate of Out-of-School Suspensions (OSSs) per 100 Students per Day for Schools Implementing Tier 1 with Fidelity



Average 42% fewer days of OSS across years

Return on Investment

Cost

Student

- Annual per pupil cost $48.16 *(Linstrom Johnson et al, 2020)*
- Median annual per pupil cost $58.00 *(Bradshaw et al, 2020)*

School

- Annual average cost $27,363 *(Linstrom Johnson et al, 2020)*
- Median annual cost $36,698 *(Bradshaw et al, 2020)*
- Annual cost of coaching $8198 *(Pas et al, 2020)*
- Average cost of training for tier 1= $14,481 for tiers 2-3 = $6,502 *(Bradshaw et al, 2020)*

District

- Annual average cost $143,000 *(Linstrom Johnson et al, 2020)*

Return

- Improvements in standardized test scores per 100 students: $138,658 for elementary, $71,444 for secondary *(Bradshaw et al, 2021)*
- Reduction in aggressive and disruptive behavior $166,028 *(Bradshaw et al, 2021)*
- Every $1 invested in SWPBIS resulted in a fiscal savings of $104.90 *(Swain-Bradway et al, 2017)*

Do the Math – Time Regained with PBIS

pbismaryland.org/costbenefit.xls

Who needs to know this information?

If 1000 Office Discipline Referrals (ODRs)
(average of 45 minutes each)
are Reduced by 35%...

If Administrators take avg 10 minutes/ODR, they regained 3500 minutes, 58 hours, or 9.72 days (avg 6 hours/day)

15,750 minutes,
262.5 hours, or
43.75 school days *(avg 6 hours/day)* **of**
Instructional Minutes are Regained

PBIS Makes Your Other Practices Better

- A PBIS framework gives you a natural system for selecting, implementing, and sustaining evidence-based practices.
  - Your leadership team commits to meeting regularly, using data, and answering the questions: *Did we do what we said we would do and how has that affected students?*
  - It's the organization and commitment to on-going improvement that makes **schools implementing PBIS up to 3 times more likely to sustain their school-based practices than non-implementing schools**
- Each of these outcomes are possible when you implement PBIS where you work and with the students you support.

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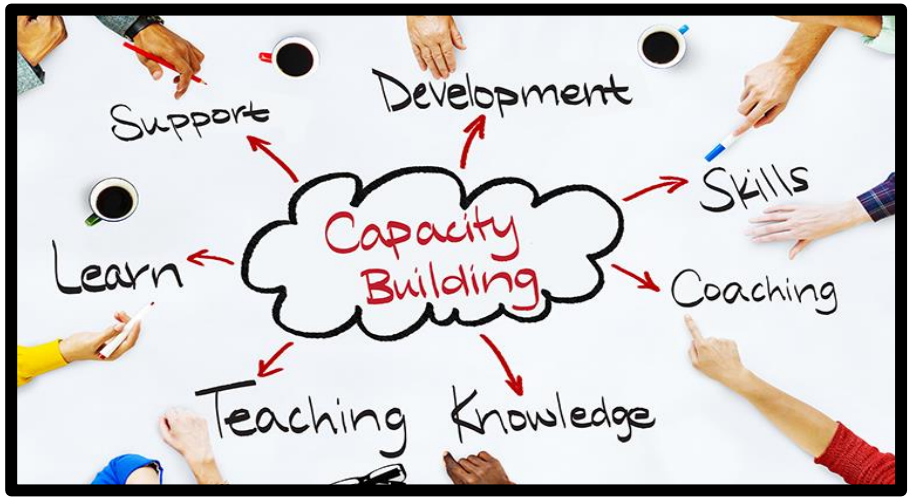
How do we do this? We need…

- a **vision** for what we want all of our children to become
- a **foundation** that provides a safe and orderly environment that is conducive to learning and supports the adults
- to provide **access** to opportunities to build skills
- **data** to guide problem-solving
- to understand that **well-being** is essential for everyone's success!
- a **diverse team**-based approach
- to be **willing to do things differently**!



Build a Culture of Continuous Improvement

THE HOW

Highly successful schools know how to identify needs and create safe learning spaces that are equitable and supportive for all

Stages of Implementation

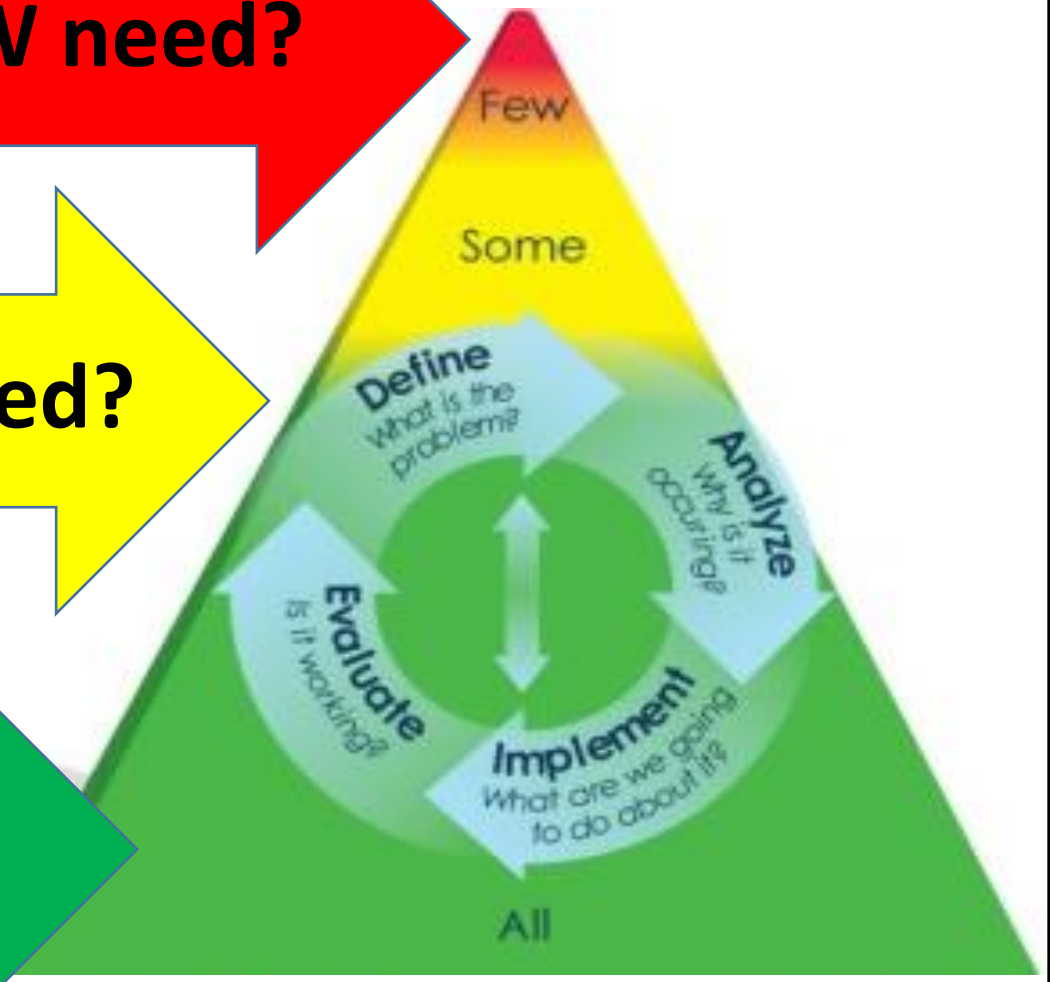
Focus	Stage	Description
Should we do it?	Exploration and Adoption	Understand implementation requirements Evaluate “goodness of fit” Develop implementation commitment
Work to do it right!	Installation	Establish leadership team, set up data systems. Audit of current resources and capacity Plan and prepare for work
	Initial Implementation	Try out the practices, work out details, learn from and provide significant support to implementers
Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times Adjust from learning based on initial implementation
	Continuous Improvement and Regeneration	Make it easier, more efficient. Embed within current practices. Adjust to changing contexts

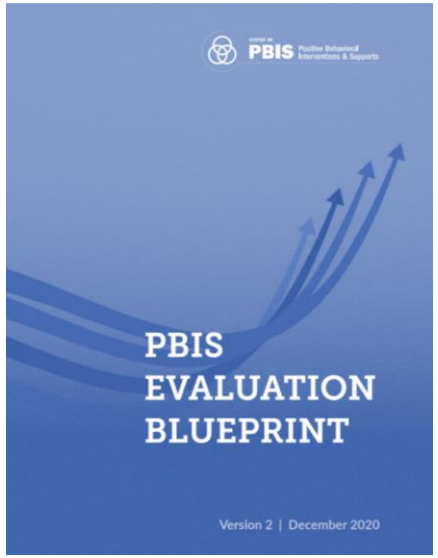
When thinking about your _____…

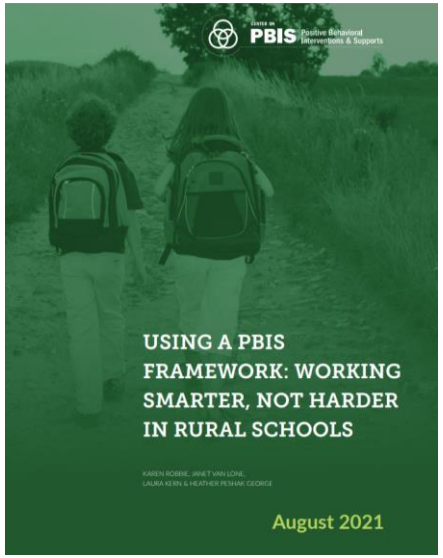
What do FEW need?

What do SOME need?

What do ALL need?







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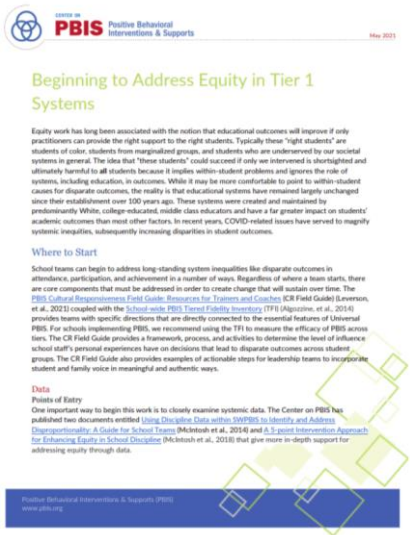
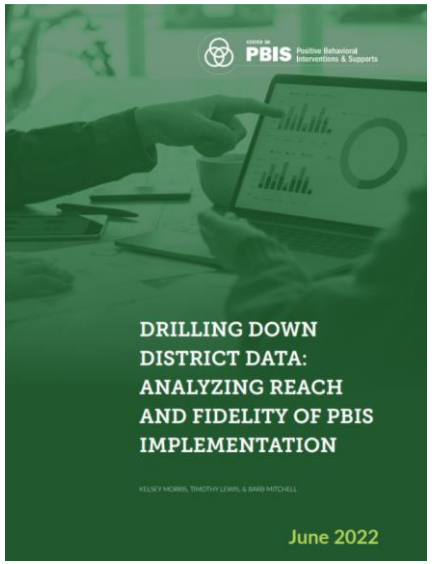


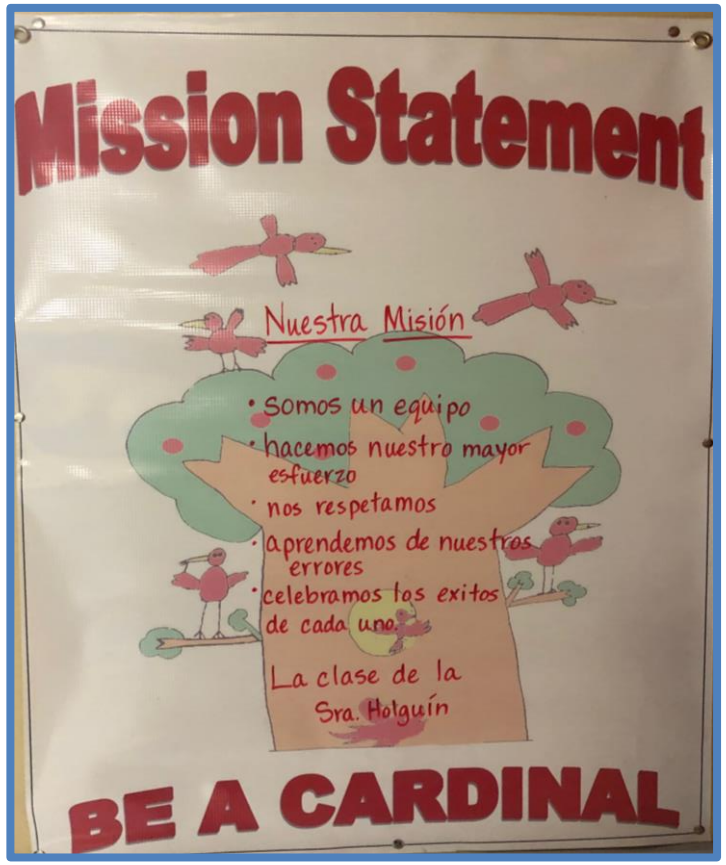


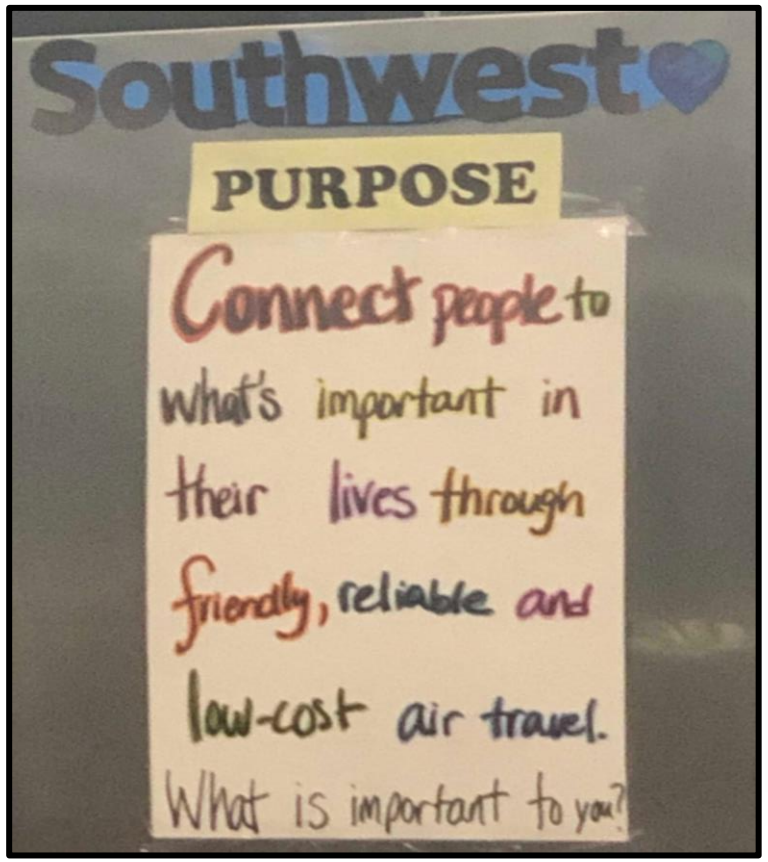
Tier 1 Practices: Universal, Primary Prevention (All)

- **Collaborating** with **students, families**, and **educators** to define positive school/program-wide expectations and prioritize appropriate **social, emotional**, and **behavioral skills**
- **Aligning classroom expectations** with school/program-wide expectations
- **Explicitly teaching expectations** and skills to set all students up for success
- Encouraging and **acknowledging expected behavior**
- Preventing and **responding to unwanted behavior** in a respectful, instructional manner
- Engaging in **data-based problem-solving**
- Fostering school/program-family **partnerships**

Establish a team Vision, Purpose, Goals and Objectives and align to your outcomes

Culture of Continuous Improvement





Establish Leadership Team Roles

Culture of Continuous Improvement

Teams engage in…

- Effective teaming & communication
- Data review
- Problem-solving
- Strategic planning
- PBIS implementation fidelity
- Including stakeholder voice & engagement

Florida PBIS

PBIS Tier 1 Coaching Team Activities & Roles

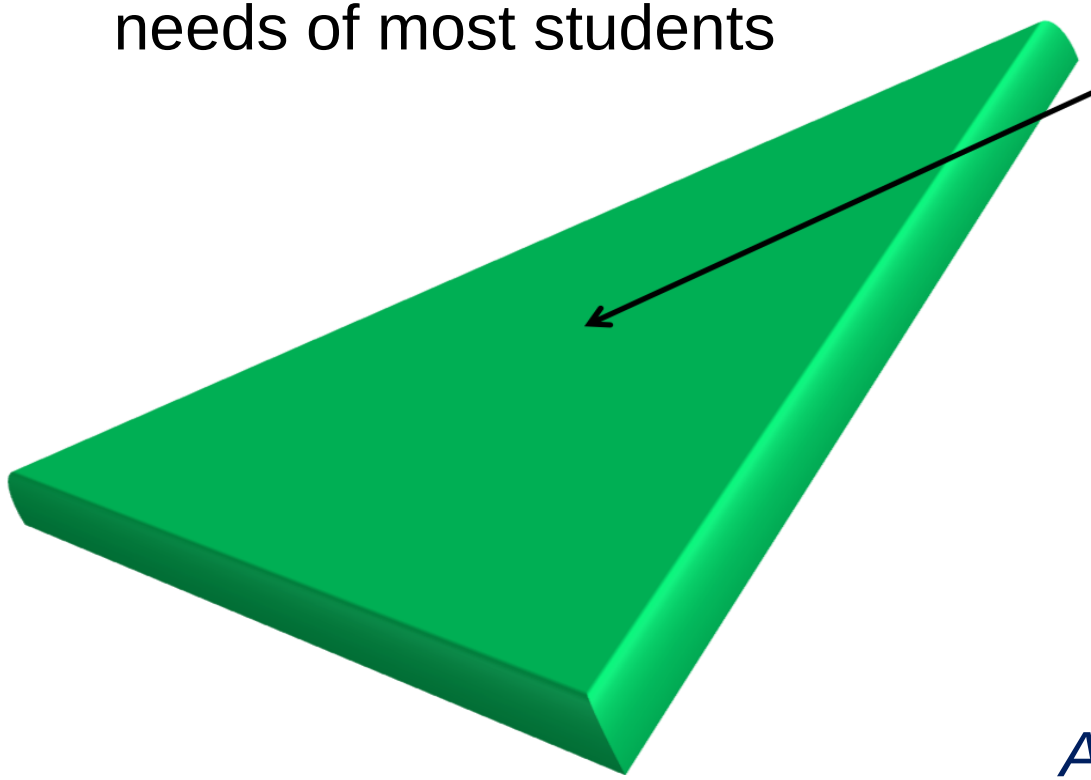
Role/ Member Name	Activities by Role and Meeting Timeframe		
	Before Meeting	During Meeting	After Meeting
School Administrator	• Encourage and support team efforts • Communicate PBIS to stakeholders • Ensure meeting dates/times are on master calendar	• Attend and actively participate • Support Team Leader in keeping members on-task and meeting moving forward	• Allocate resources for PBIS planning and implementation • Communicate PBIS to all stakeholders
Communication Point-of-Contact	• Gather district information from DC relevant to PBIS and behavior	• Share district information	• Share meeting information with DC
Content Knowledge Expert	• Access/prepare area of expertise information based on concerns	• Share pertinent information based on area of expertise	• Complete assigned tasks
Data Entry & Retrieval	• Access and graph data from district system or RtIB database	• Share evaluation & implementation data • Lead data discussion	• Enter data into district system or RtIDB and PBSES • Share data highlights with stakeholders
Facilitator	• Solicit input from team • Prepare agenda using feedback to prioritize items • Distribute agenda in advance	• Facilitate meeting • Keep members on task • Resolve conflict constructively • Gain consensus on next steps	• Contact Content Knowledge experts regarding areas of concern discussed • Support 'experts' with next meeting preparations, as needed
Recorder	• Provide meeting minutes to Facilitator • Disseminate product updates	• Take notes • Transcribe member responses	• Distribute minutes to team • Maintain electronic copies of team products
Snack Master	• Ensure snacks for meeting	• Bring snacks to meeting	• Gather "leftovers"
Stakeholder Voice	• Obtain stakeholder input & perspective	• Share input from stakeholders • Plan for stakeholder communication	• Communicate information with stakeholders
Timekeeper	• Review time slots on agenda	• Monitor time of each agenda item • Keep members aware of time limits using established signal	• Complete assigned tasks
ALL MEMBERS	• Preview agenda • Bring ideas to address concerns • Be prepared for action planning	• Follow meeting norms • Provide input • Remain on-task and engaged	• Complete assigned tasks • **Model & coach PBIS practices to all stakeholders**

https://www.livebinders.com/media/get_centered/MjMwOTk5MTk=

Florida PBIS

Tier 1 Supports

Supports should meet needs of most students



Universal practices are experienced by all students and educators across all settings to establish a predictable, consistent, positive and safe school climate

Main Ideas in Tier 1 PBIS

Identify & Define Expectations

Teach Expectations

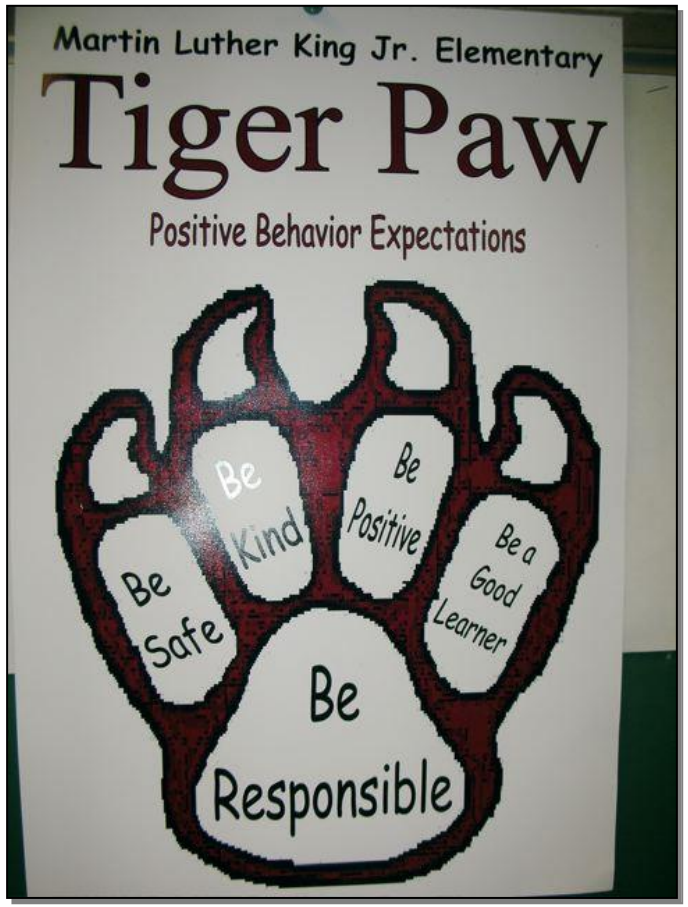
Acknowledge/Encourage Expected Behavior

Correct Behavioral Errors (Continuum of Consequences)

Focus on Being Collaborative and Inclusive

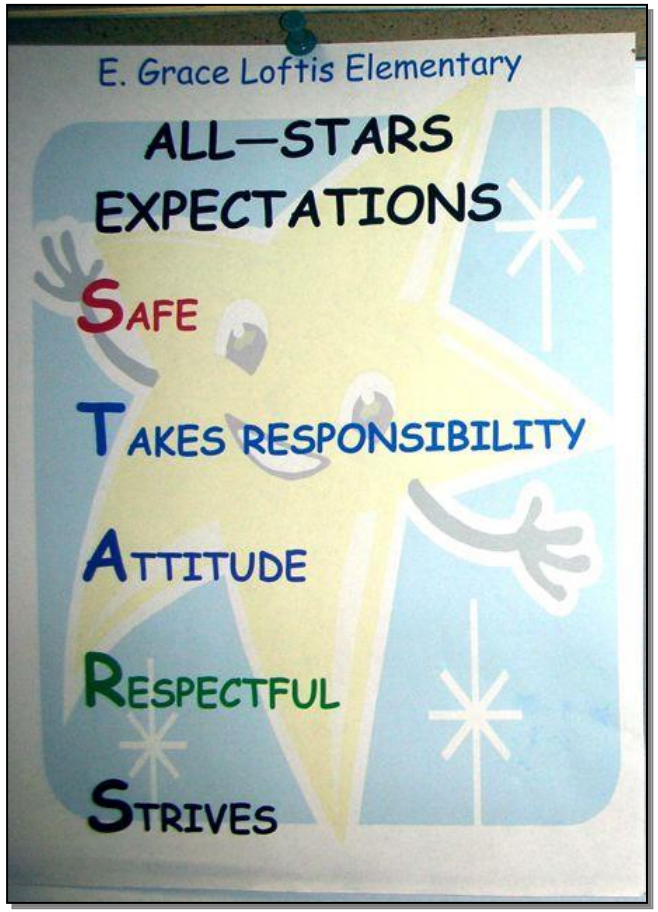
(McIntosh, 2022)

Make the Behavior Expectations Meaningful and Visible



Martin Luther King Jr. "Tigers"

- Posted in classrooms, hallways, computer wallpaper, etc.
- Printed in school handbook
- Some schools have made videos of the behavior expectations



E. Grace Loftis "All-Stars"

Grand Ledge High School

More Visual Displays

Soo Township Elementary

Berrien Springs Middle School

Computer Wall Paper and Screen Savers

Teach Expectations

Teaching Behavior Matrix Incorporating Social Emotional Learning Strategies

	All Settings	Halls	Playgrounds	Classroom	Lunch	Library/ Computer Lab	Assembly	Bus
Respectful	Be on task. Give your best effort Be prepared	Walk	Have a plan	Use your words Use safe hands	Invite those sitting alone to join in	Study, read, compute	Sit in one spot	Watch for your stop
Safe	Be kind. Hands/feet to self. Help/share with others	Use normal voice volume Walk to right	Share equipment. Include others	Self Check Use Calming Strategy	Choose quiet or social lunch area Use cognitive coping skills Invite friends to join me	Whisper Return books	Listen/watch Use appropriate applause	Use a quiet voice. Stay in your seat
Responsible	Recycle. Clean up after self	Pick up litter Maintain physical space	Use equipment properly Put litter in garbage can	Ask for help Connect with Safe Person	Use my breathing technique Listen to my signals	Push in chairs Treat books carefully	Pick up. Treat chairs carefully	Wipe your feet

adapted from Weist et al. (2018)

Critical Features of Effective Behavior Expectation Lessons

- Behavior expectation is clearly defined
- Lesson is being taught in the location
- Rationale is provided
- Examples are provided that are typical of what student's should be doing
- Non-examples are provided and are typical of what they should not be doing
- Opportunities to practice
- Expected behavior(s) acknowledged

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Sample # 1
Behavior Expectations Lesson Plan

Behavior expectation or rule to be taught: Be Respectful

Location for expectation: Hallway

Rationale- tell why following the rule is important: It is important to be respectful to your peers and adults in school. Using words or actions to harass, tease, or bully another person is inappropriate and can hurt others physically or emotionally. Negative interactions in the school interfere with learning and can cause problems at school and in the community

Provide examples to help students better understand ***what is*** and ***what is not*** the expected behavior:

Examples of expected behavior. Choose examples of that best ŅfitsÓ the general case of what the behavior expectation	Non examples of expected behavior that are: -More similar to examples of expected behavior rather than outrageous nonexamples -Typical of what students do when they are not engaged in the expected behavior
Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and started to call him names. Joe recognized that he was not paying attention and decided to apologize and help Mary pick up her books. Her teacher gave him a positive referral, and Mary thanked him for resolving the problem with respect.	Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and called Joe a ŅjerkÓ. Joe got angry and told Mary she was ugly and stupid. He walked away and Mary was late for class. Mary was mad and began to spread untrue rumors about Joe to hear friends.

Provide opportunities to practice and build fluency:

1. Set aside a few minutes at the beginning of each period to practice the rule.
2. As the teacher models, have individual students demonstrate examples and nonexamples of following the rule (role play)
3. Tell students about the consequences for following and not following the rules

Acknowledge appropriate/expected behavior:

- When students model the expected behavior during the practice session, the teacher will point out how the behavior demonstrates showing respect to others.
- The teacher will acknowledge respectful behaviors from students throughout the day following the ŅBe RespectfulÓ lesson

Sample # 2
Behavior Expectation Lesson Plan

Behavior expectation or rule to be taught: Be Safe

Location for expectation: Cafeteria

Rationale- tell why following the rule is important: It is important to be safe with your peers and adults in school. During lunchtime, there are many students present in the cafeteria and in the entryway to the cafeteria. Running or pushing others in this busy location could lead to someone getting injured.

Provide examples to help students better understand ***what is*** and ***what is not*** the expected behavior:

Examples of expected behavior. Choose examples of that best ŅftsÓthe general case of what the behavior expectation	Non examples of expected behavior that are: -More similar to examples of expected behavior rather than outrageous nonexamples -Typical of what students do when they are not engaged in the expected behavior
Instructors will demonstrate the expectation the right way (e.g., quiet voices, orderly line, adequate spacing). Students that are observing will rate the performance by holding up pre-made signs that either say Wrong Way or Right Way	Instructors will demonstrate the incorrect way to line up at the door (e.g., pushing, loud voices, large gaps between some students in line while other students standing in line are much too close to each other). Students that are observing will rate the performance by holding up pre-made signs that either say Wrong Way or Right Way

Provide opportunities to practice and build fluency:

Students will be split into groups of 20 students. Each group will then be asked to exit the cafeteria and line up the ŅightÓway. As each group demonstrates the expectation, observing students will rate the performance with cards.

Acknowledge appropriate/expected behavior:

Staff will provide specific verbal praise to students after practice session. After completion of training, each student will get a punch on the card with school-wide settings listed 1) cafeteria, 2) hallways, 3) recess, 4) bus. This card, when all settings have been trained, is worth an ice-cream or another snack item from the cafeteria.

Why Examples & Non-Examples?

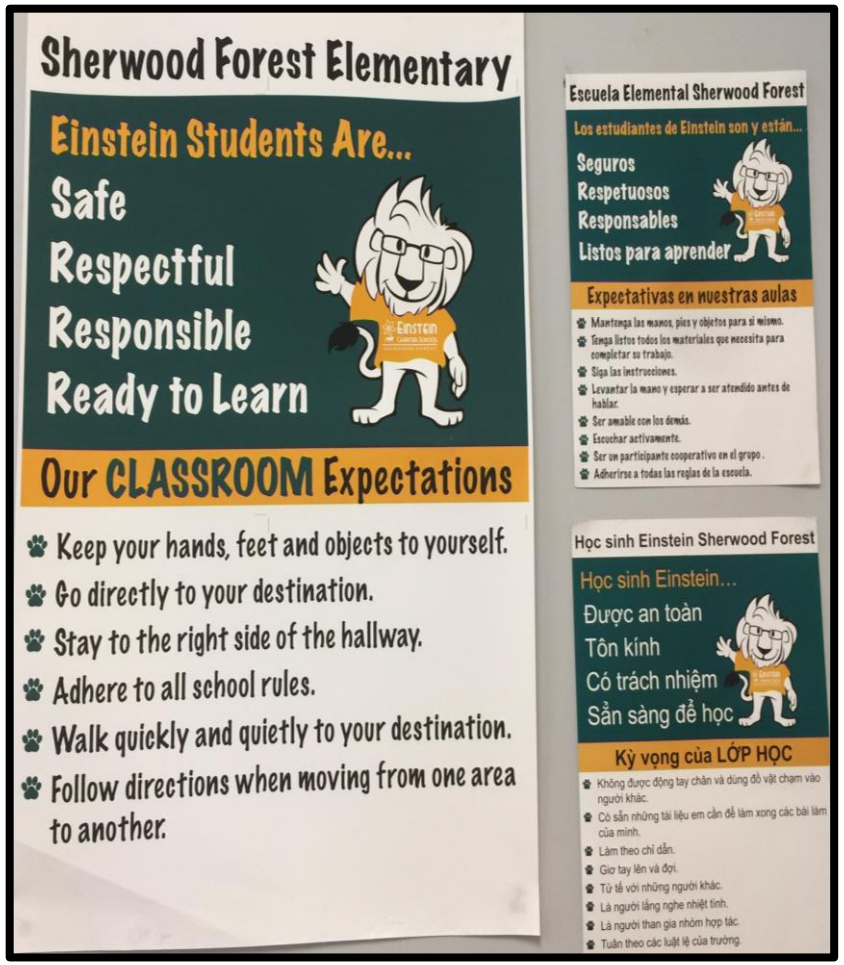
- Helps students better understand the parameters of what the expected behavior is and what it is no
- Choose examples that best fit the general case of the behavior expectation
- Choose non-examples that are:
  - Close to being examples rather than outrageous non-examples
  - Typical of what students do when they are not engaged in the expected behavior

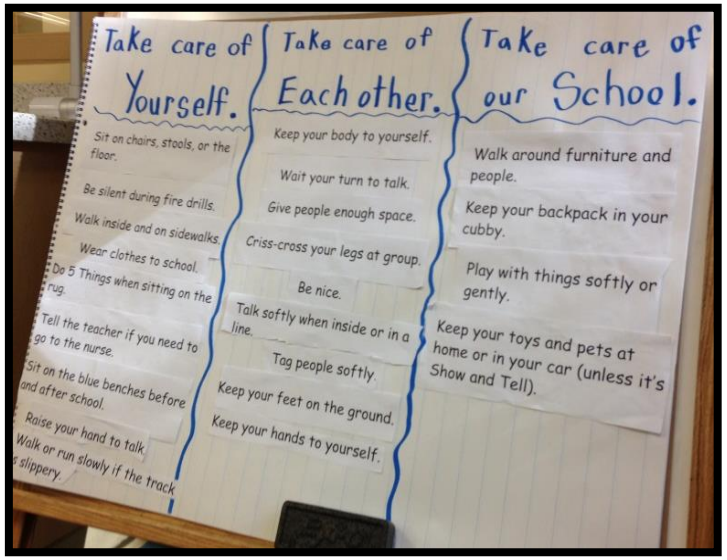
When to Teach Expectations

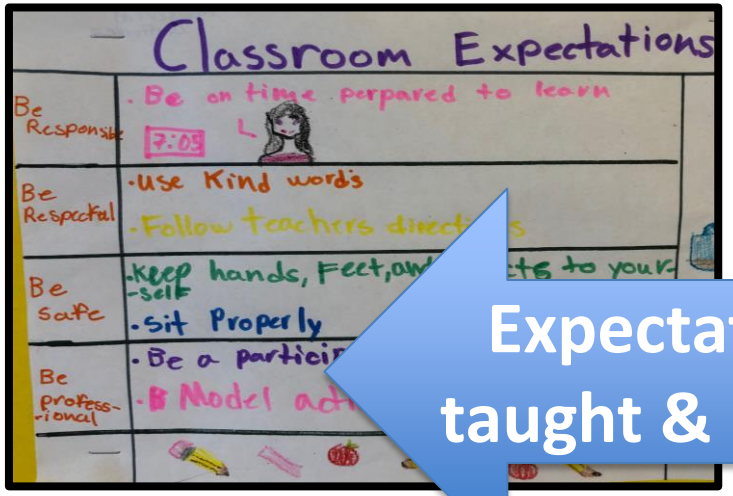
- Teaching Sessions
  - Younger students: 10- 15 minutes sessions
  - Older students: longer teaching sessions
- First week- every day
- First month- every Monday
- Throughout year- first day back from extended vacations
- When new person (student or staff) joins class

Establish Tier 1 Expectations, and Teach them across school, including Classrooms

Culture of Continuous Improvement







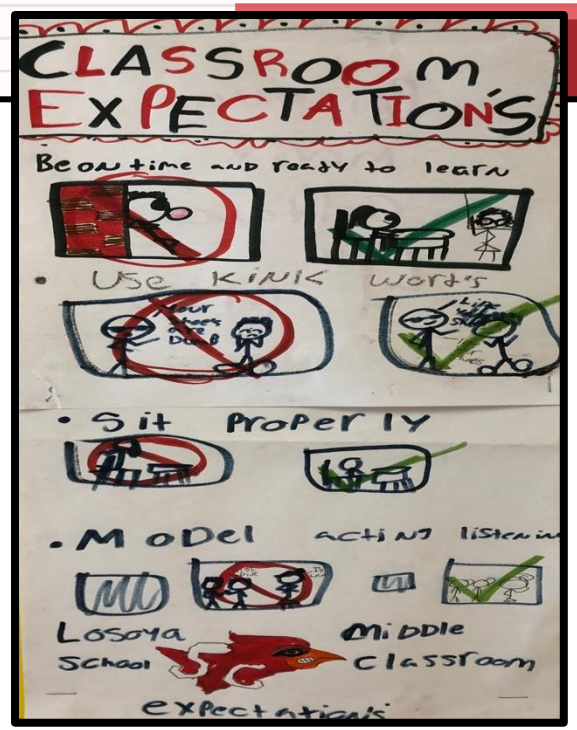
Expectations & behavioral skills are taught & recognized in natural context

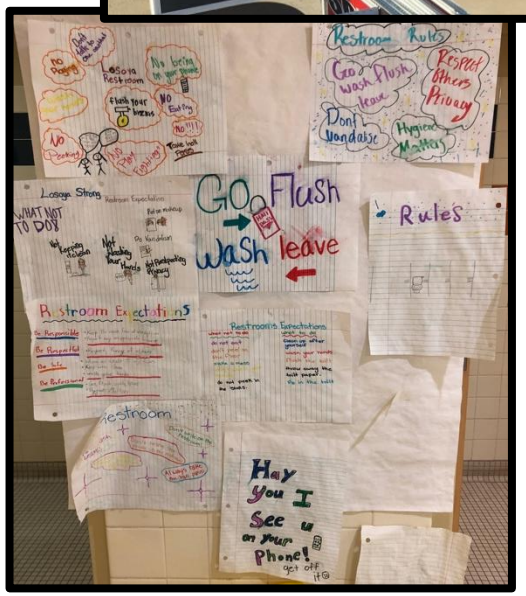
SOUTHSIDE ISD

VIRTUAL LEARNING EXPECTATIONS

PARENTS CAN...

- Support your child's teacher in their online instruction
- Establish a predictable routine or schedule for your child's day
- Set home expectations for home to behave throughout the day
- Establish a work spacefor your child to use for online learning
- Monitor your child's progress, grades and assignments
- Monitor communications from your child's teacher and school
- Encourage and praise your child for doing his/her own work
- Speak to your child regularly about concerns or challenges
- Provide positive feedback when your child is Being a Cardinal





VIRTUAL CLASSROOM PROCEDURES
ENTERING THE VIRTUAL CLASSROOM

BE SAFE

- Create a quiet
  ace and use
  ones (if
)
  the
  ogy needed to
  participate
  ve online
  d words when
  g teacher and

BE RESPECTFUL

- Actively participate in sessions by commenting and questioning content with kind words and actions.
- Mute my microphone when listening to and using video features.
- Report anything that happens online which make me feel uncomfortable or

BE RESPONSIBLE

- Be on time with needed materials (have my device charged for the day)
- Check the SISD website and Google Classroom for assignments and teacher updates before online instruction
- Ask my teachers for help with any part of

EXPECTATIVAS DE APRENDIZAJE VIRTUAL

SOUTHSIDE ISD
MENCHACA EARLY CHILDHOOD

SER SEGURO

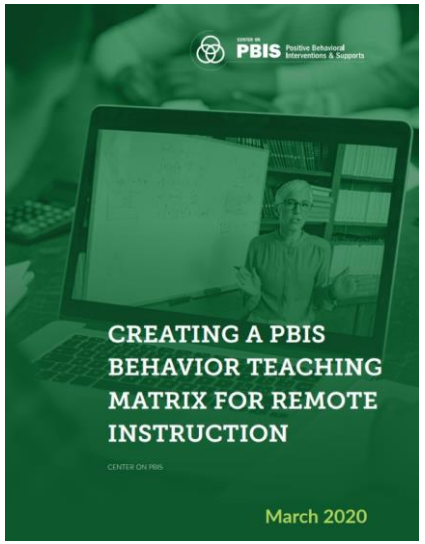
- Este preparado para aprender con su dispositivo
- Trabajar en un lugar tranquilo
- Use dos manos para llevar mi dispositivo
- Mantega la comida y la bebida lejos de mi dispositivo

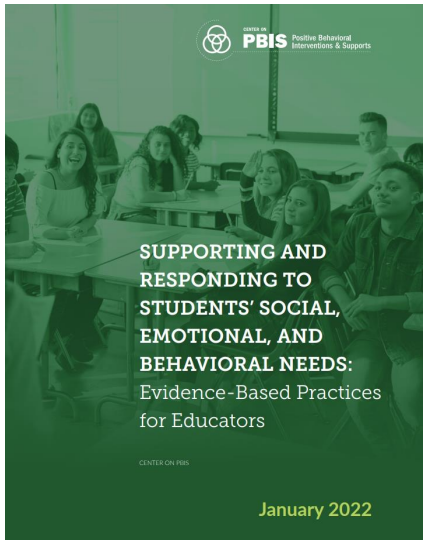
SER RESPETUOSO

- Ll egue a tiempo y listo para aprender
- Use palabras amables cuando aprenda en linea
- Silencia tu microfono
- Escucha a mi maestra
- Sea amable con mi dispositivo

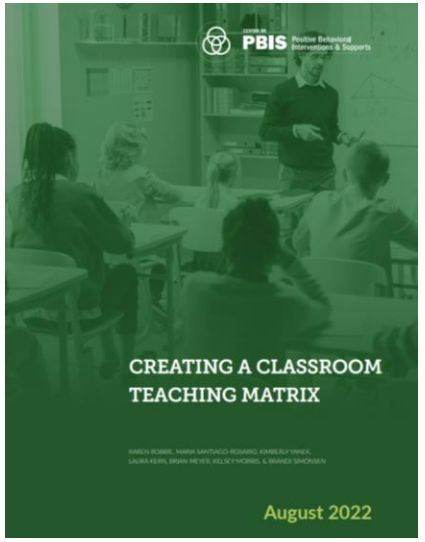
SER RESPONSABLE

- Siga las instrucciones de la maestra
- Entregar mi trabajo a tiempo
- Pedir ayuda a la maestra
- Consulte el sitio web y Google Classroom para obtener actualizaciones
- Apague y cargue mi dispositivo





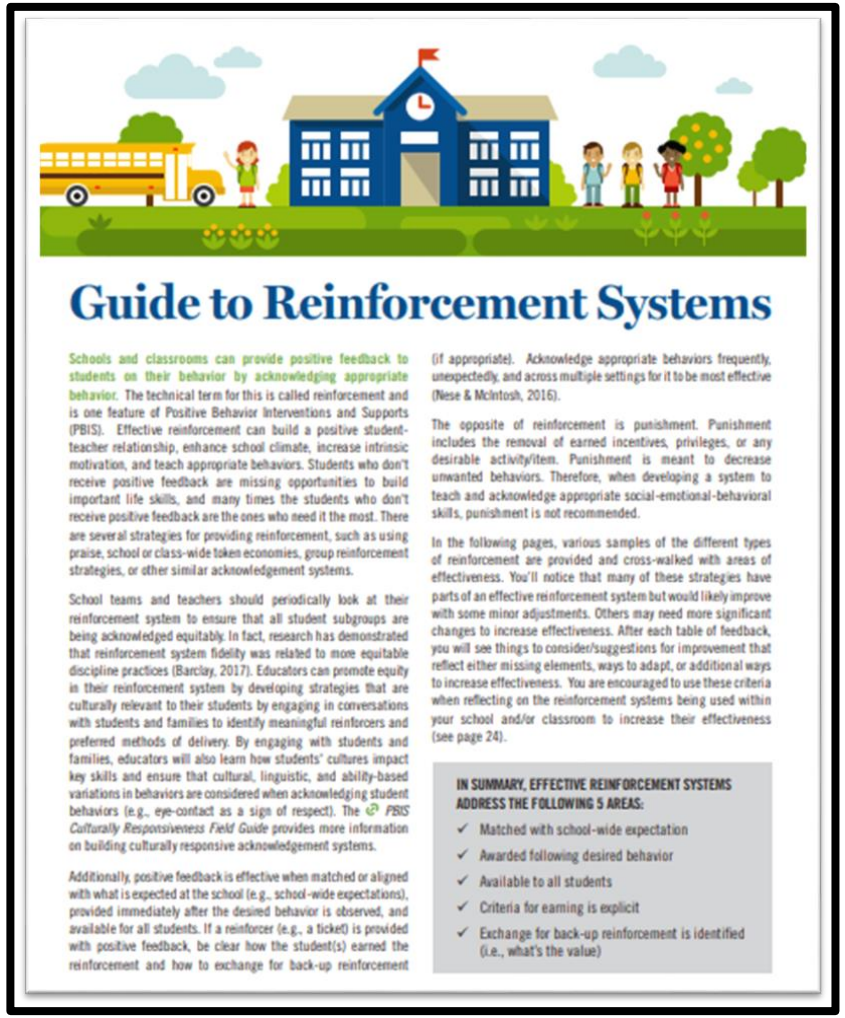
CENTER ON PBIS Positive Behavioral Interventions & Supports



Acknowledge/Encourage Expected Behavior

Culture of Continuous Improvement

Plan for Encouraging Expectations



Guide to Reinforcement Systems

Schools and classrooms can provide positive feedback to students on their behavior by acknowledging appropriate behavior. The technical term for this is called reinforcement and is one feature of Positive Behavior Interventions and Supports (PBIS). Effective reinforcement can build a positive student-teacher relationship, enhance school climate, increase intrinsic motivation, and teach appropriate behaviors. Students who don't receive positive feedback are missing opportunities to build important life skills, and many times the students who don't receive positive feedback are the ones who need it the most. There are several strategies for providing reinforcement, such as using praise, school or class-wide token economies, group reinforcement strategies, or other similar acknowledgement systems.

School teams and teachers should periodically look at their reinforcement system to ensure that all student subgroups are being acknowledged equitably. In fact, research has demonstrated that reinforcement system fidelity was related to more equitable discipline practices (Barclay, 2017). Educators can promote equity in their reinforcement system by developing strategies that are culturally relevant to their students by engaging in conversations with students and families to identify meaningful reinforcers and preferred methods of delivery. By engaging with students and families, educators will also learn how students' cultures impact key skills and ensure that cultural, linguistic, and ability-based variations in behaviors are considered when acknowledging student behaviors (e.g., eye-contact as a sign of respect). The *PBIS Culturally Responsiveness Field Guide* provides more information on building culturally responsive acknowledgement systems.

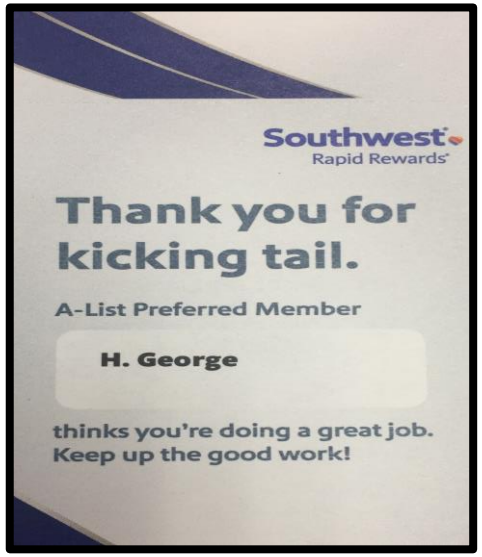
Additionally, positive feedback is effective when matched or aligned with what is expected at the school (e.g., school-wide expectations), provided immediately after the desired behavior is observed, and available for all students. If a reinforcer (e.g., a ticket) is provided with positive feedback, be clear how the student(s) earned the reinforcement and how to exchange for back-up reinforcement (if appropriate). Acknowledge appropriate behaviors frequently, unexpectedly, and across multiple settings for it to be most effective (Nese & McIntosh, 2016).

The opposite of reinforcement is punishment. Punishment includes the removal of earned incentives, privileges, or any desirable activity/item. Punishment is meant to decrease unwanted behaviors. Therefore, when developing a system to teach and acknowledge appropriate social-emotional-behavioral skills, punishment is not recommended.

In the following pages, various samples of the different types of reinforcement are provided and cross-walked with areas of effectiveness. You'll notice that many of these strategies have parts of an effective reinforcement system but would likely improve with some minor adjustments. Others may need more significant changes to increase effectiveness. After each table of feedback, you will see things to consider/suggestions for improvement that reflect either missing elements, ways to adapt, or additional ways to increase effectiveness. You are encouraged to use these criteria when reflecting on the reinforcement systems being used within your school and/or classroom to increase their effectiveness (see page 24).

IN SUMMARY, EFFECTIVE REINFORCEMENT SYSTEMS ADDRESS THE FOLLOWING 5 AREAS:

- ✓ Matched with school-wide expectation
- ✓ Awarded following desired behavior
- ✓ Available to all students
- ✓ Criteria for earning is explicit
- ✓ Exchange for back-up reinforcement is identified (i.e., what's the value)



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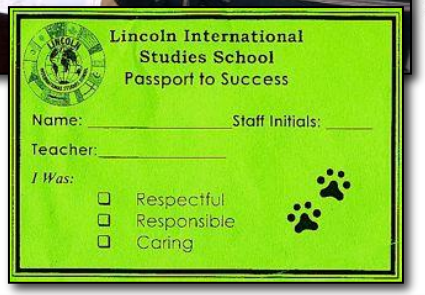
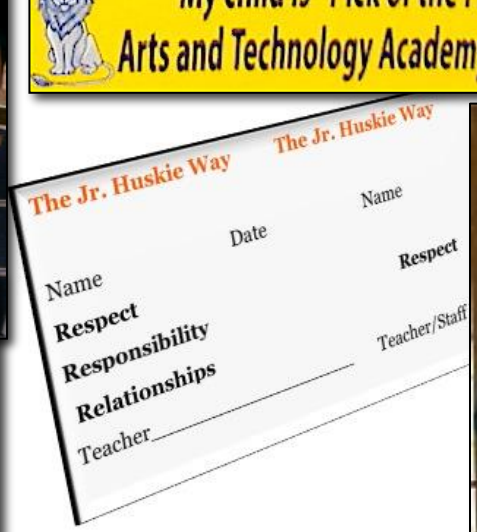
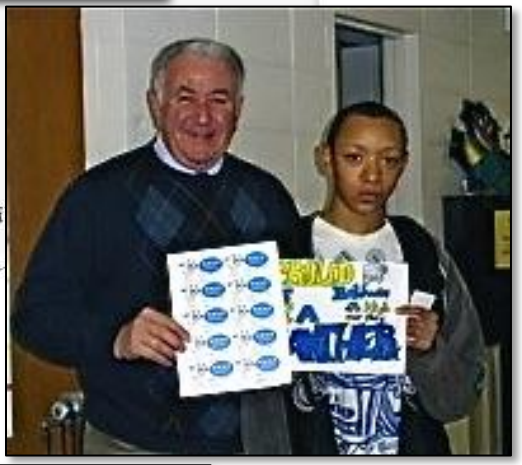
Acknowledge and Recognize

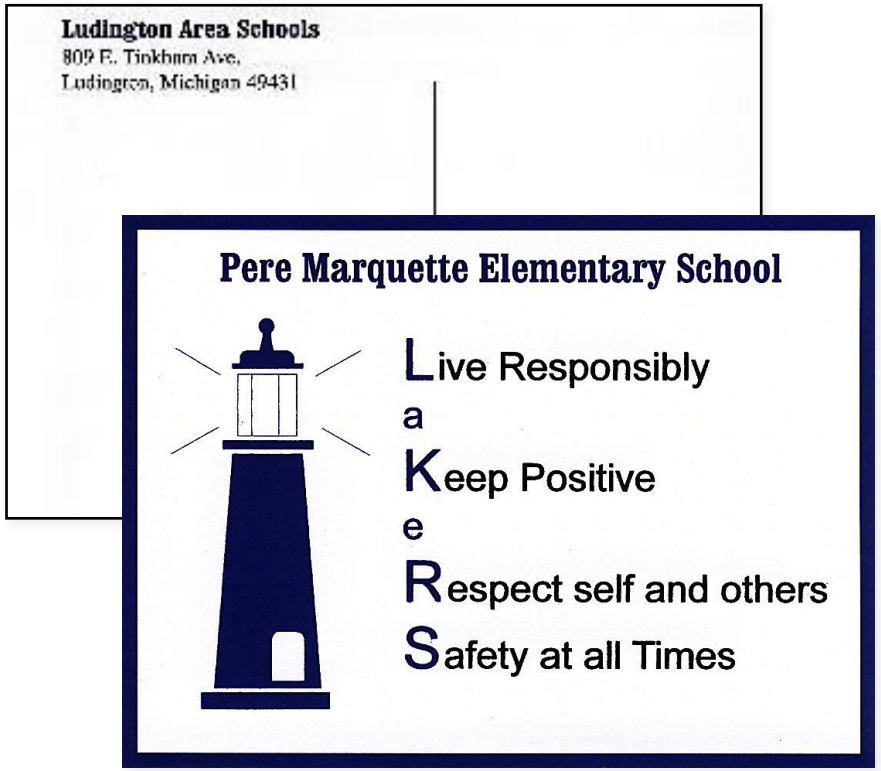






Postcards for Acknowledging Behavior

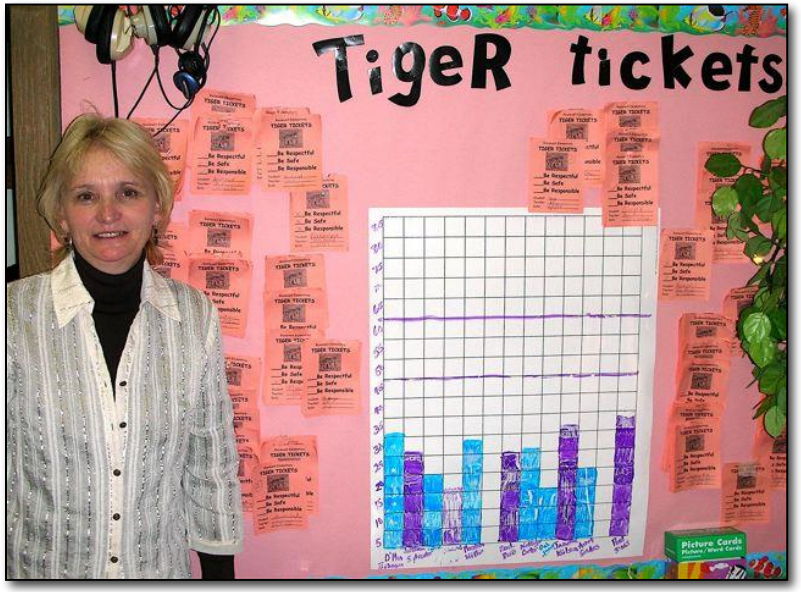
Pere Marquette



Parchment Central

Classroom Reward Systems

Providing Visual Feedback



Purpose of Negative Consequences

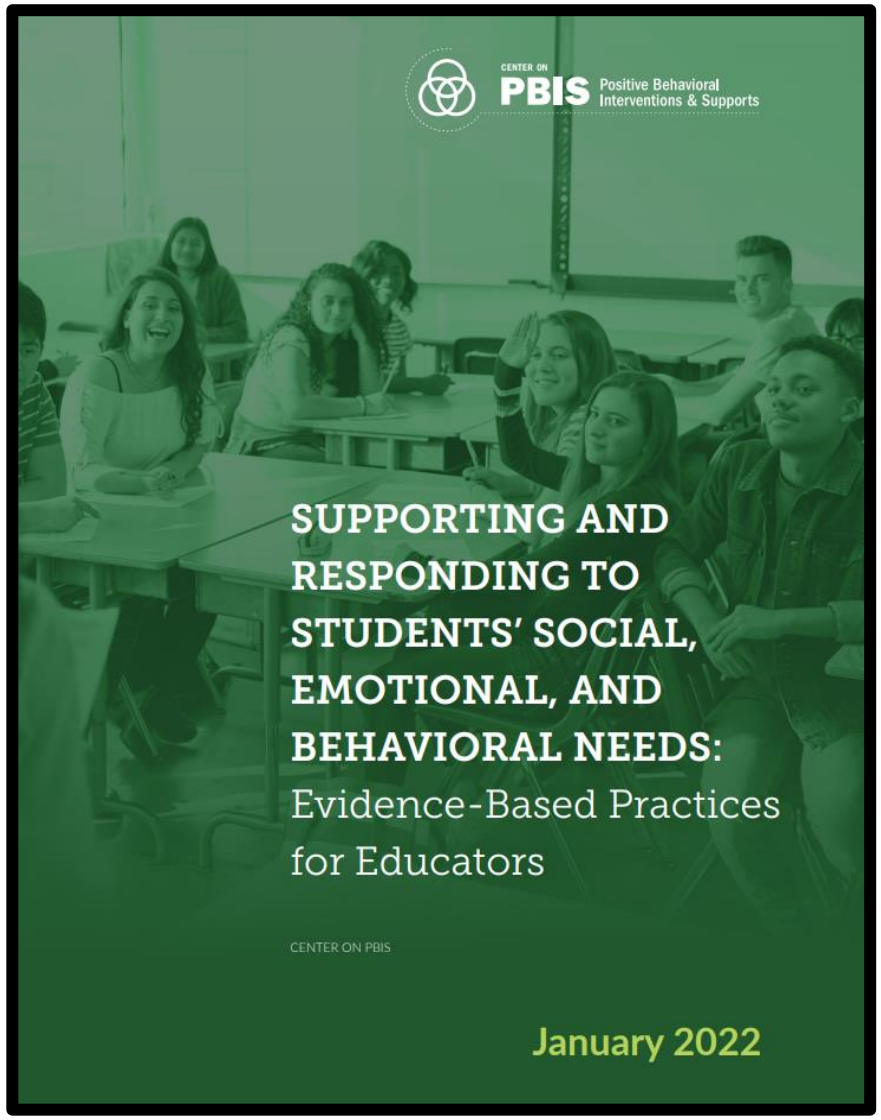
- Do not expect negative consequences to change behavior patterns.
- Teaching changes behavior.
- Negative consequences prevent escalation of problem behaviors.
- Prevent/minimize reward for problem behaviors.

General Guidelines for Handling Problem Behaviors

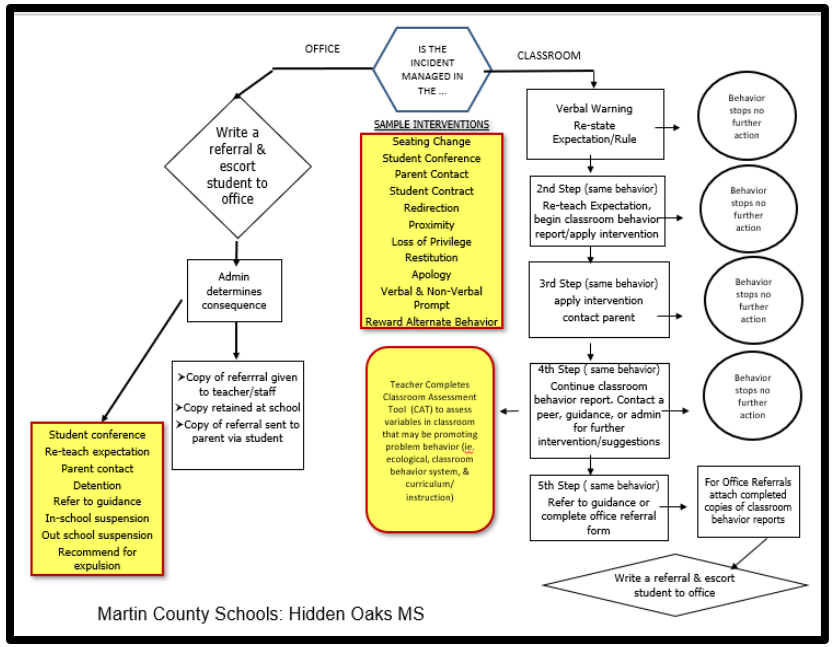
- Proactively teach expectations and rules
- Ensure that there is a greater ratio of positive to negative interactions (e.g., 5:1)
- Provide hierarchy for rule violations
- Preplan and post consequences
- Explain and regularly review consequences for rule violation
- Consistently deliver consequences in a timely manner
- Link management of problem behavior back to the behavior expectations

Plan for Responding to Problem Behavior

Culture of Continuous Improvement

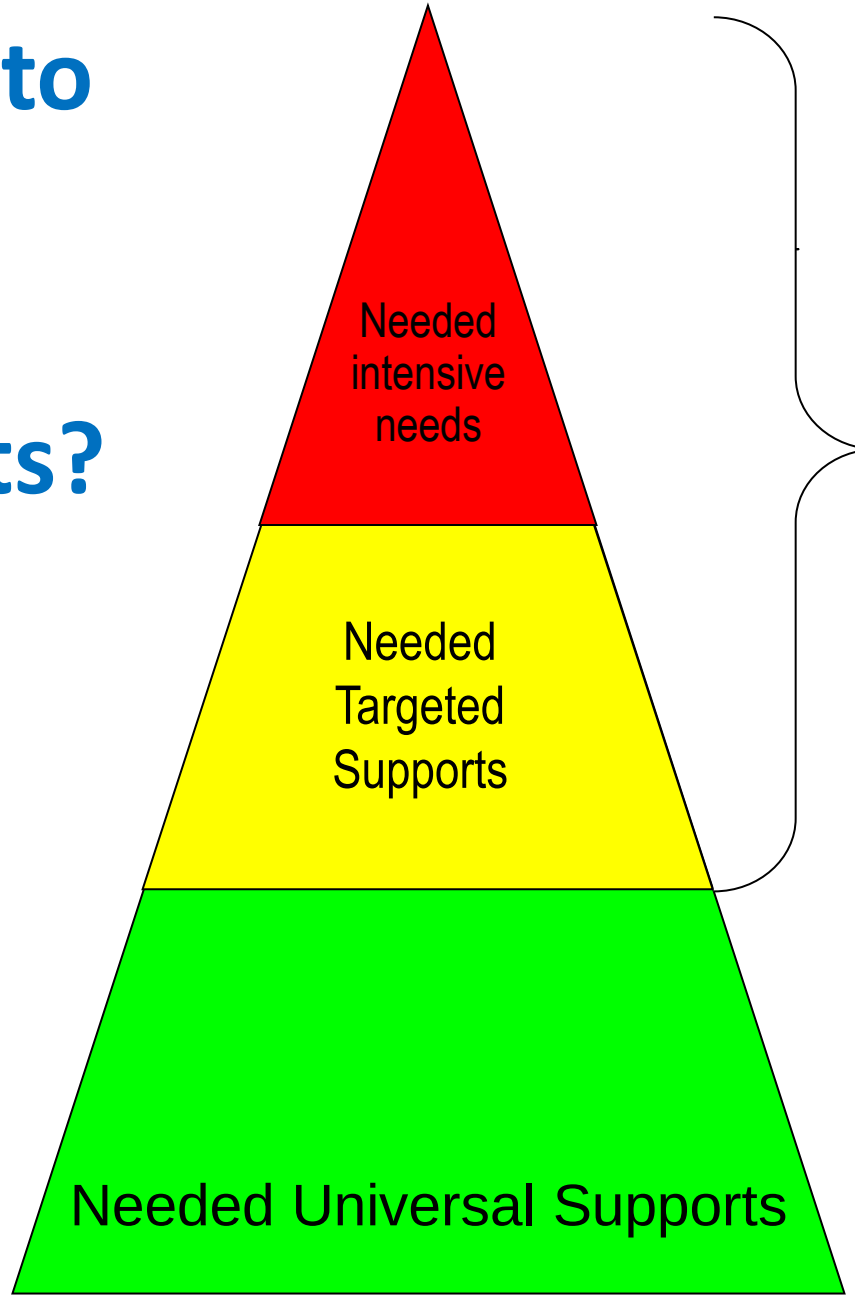


Build consistency, predictability, clarity, and efficiency



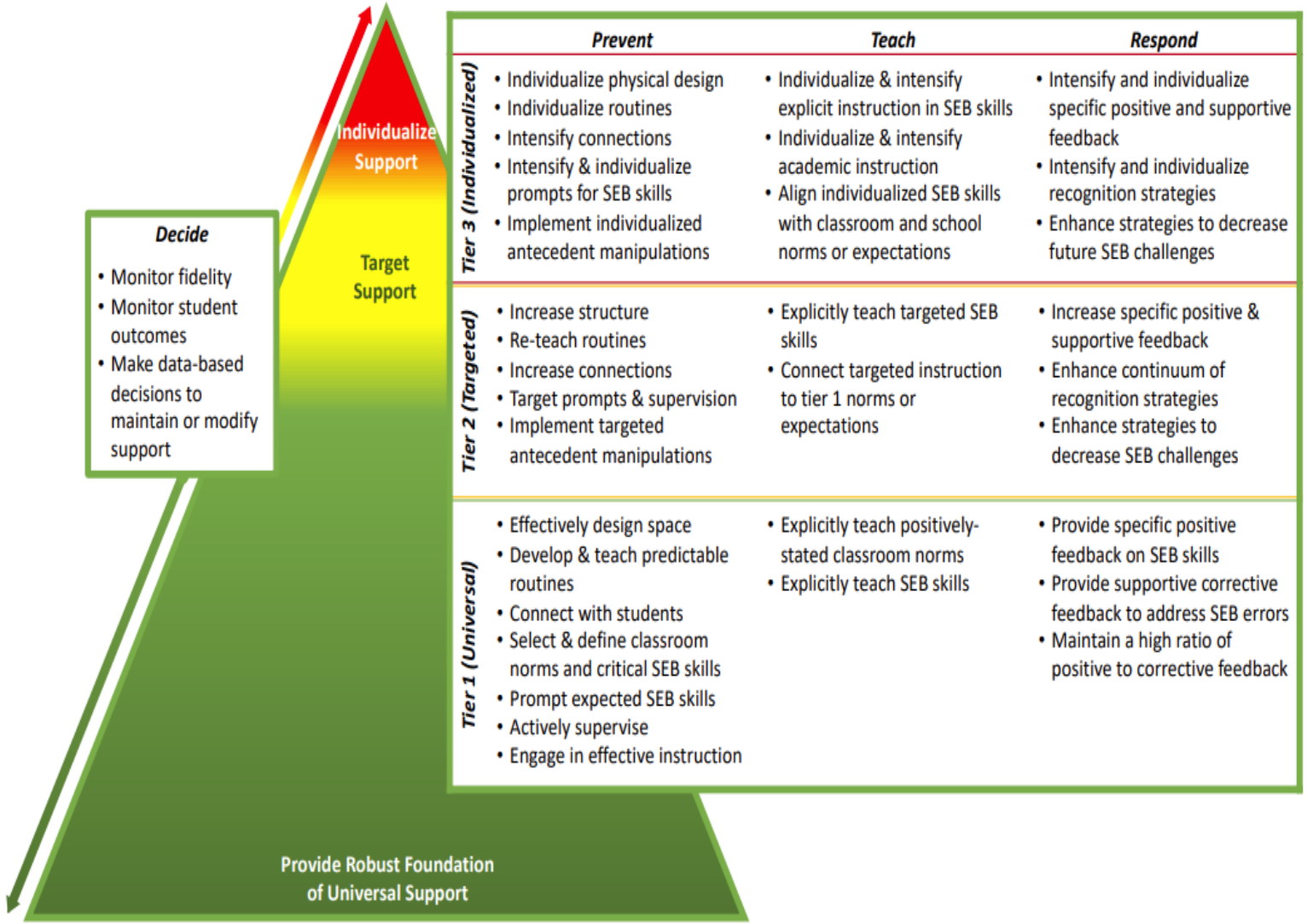
Martin County Schools: Hidden Oaks MS

Why do we need to "firm-up" the foundation for Universal Supports?

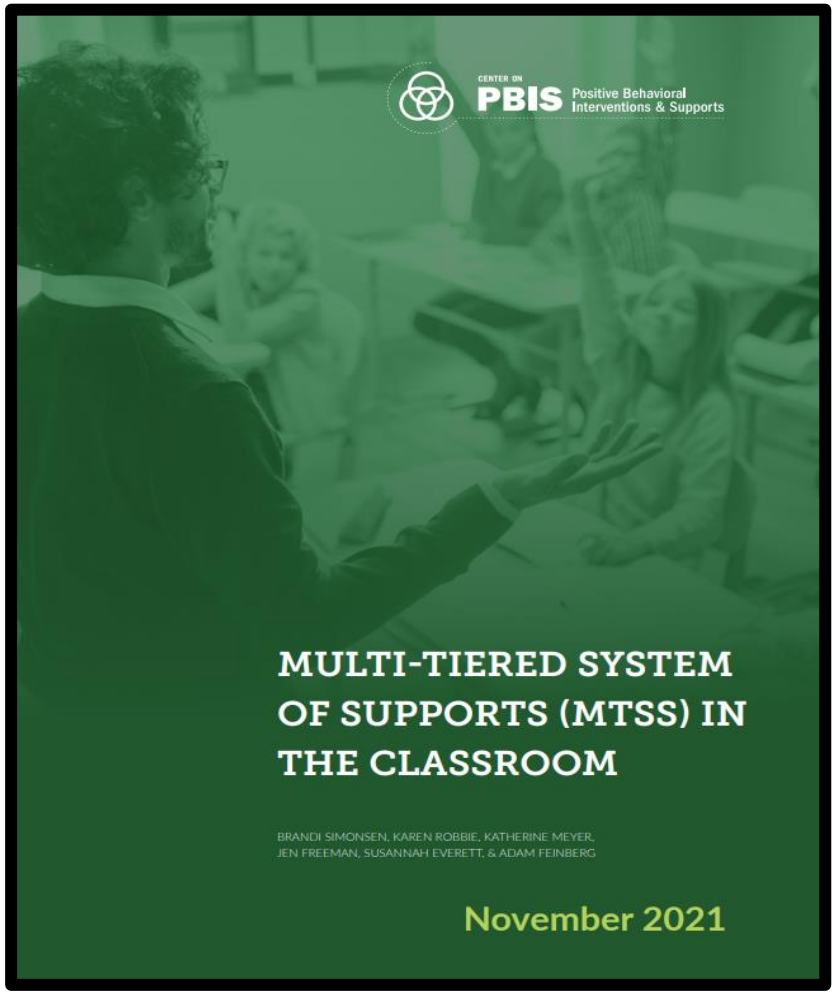


Not enough resources to address needs of student who exhibit behavior reading problems

MTSS Framework in Classrooms

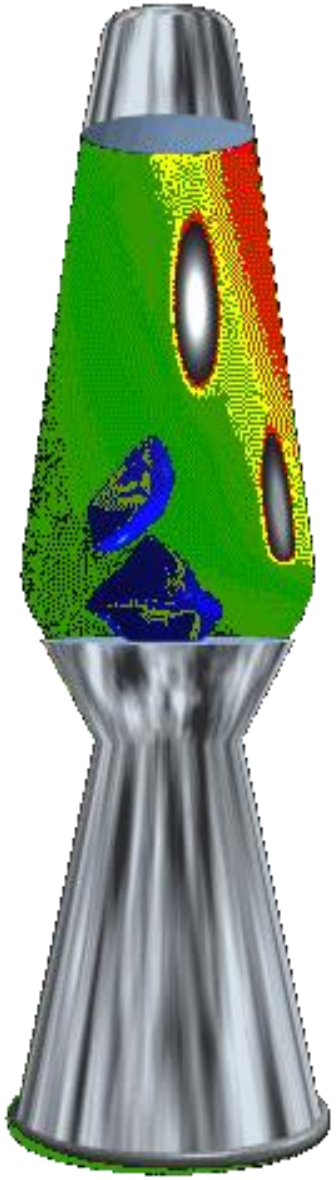


	Prevent	Teach	Respond
Tier 3 (Individualized)	• Individualize physical design • Individualize routines • Intensify connections • Intensify & individualize prompts for SEB skills • Implement individualized antecedent manipulations	• Individualize & intensify explicit instruction in SEB skills • Individualize & intensify academic instruction • Align individualized SEB skills with classroom and school norms or expectations	• Intensify and individualize specific positive and supportive feedback • Intensify and individualize recognition strategies • Enhance strategies to decrease future SEB challenges
Tier 2 (Targeted)	• Increase structure • Re-teach routines • Increase connections • Target prompts & supervision • Implement targeted antecedent manipulations	• Explicitly teach targeted SEB skills • Connect targeted instruction to tier 1 norms or expectations	• Increase specific positive & supportive feedback • Enhance continuum of recognition strategies • Enhance strategies to decrease SEB challenges
Tier 1 (Universal)	• Effectively design space • Develop & teach predictable routines • Connect with students • Select & define classroom norms and critical SEB skills • Prompt expected SEB skills • Actively supervise • Engage in effective instruction	• Explicitly teach positively-stated classroom norms • Explicitly teach SEB skills	• Provide specific positive feedback on SEB skills • Provide supportive corrective feedback to address SEB errors • Maintain a high ratio of positive to corrective feedback

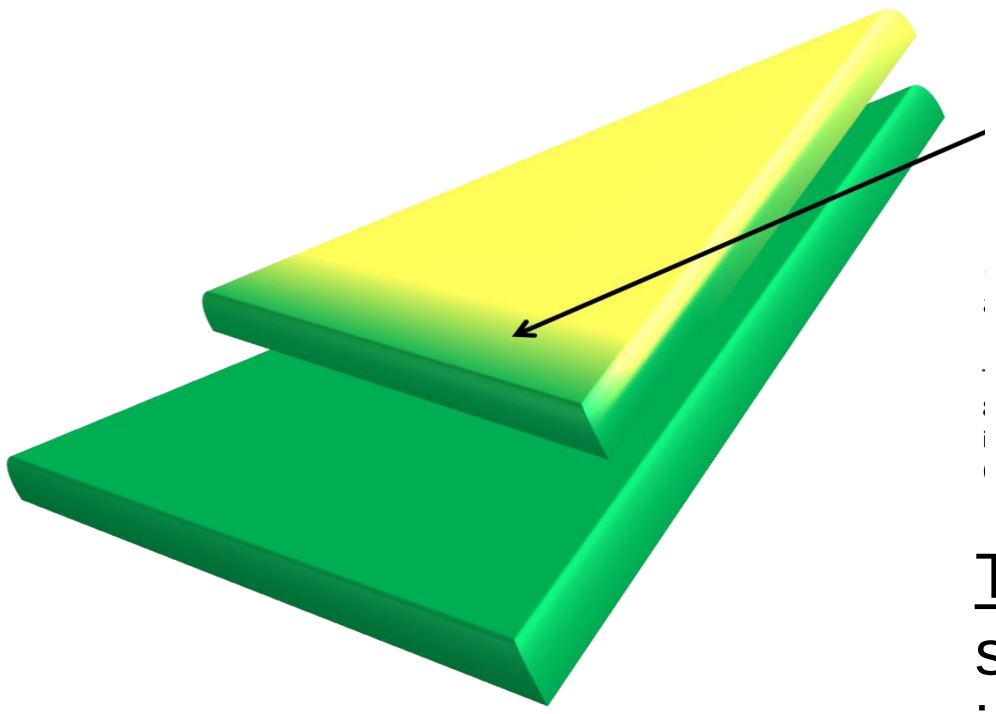


Moving Towards Advanced Tiers

- Establishes system for communicating progress to students, staff and families
- Continuously monitors implementation fidelity and student response to intervention
- Matches the needs of each student at-risk and provides function-based support
- Uses pre-determined decision rules for (1) selecting and prioritizing at-risk students, (2) making intervention changes, and (3) increasing/decreasing levels of support
- Emphasizes collaborative teaming with ongoing data-based problem-solving
- Builds on the Tier 1 support system and aligns with the school-wide expectations



Tier 2 Supports



- Shorter program/intervention duration
- Match to focus of student need
- Small group instruction/intervention
- Grouping students with similar needs
- Moderate acute difficulties for academic

Targeted practices are designed for groups of students who need more structure, feedback, instruction and support than Tier 1 alone

Tier 2 Supports

- Students needing Tier 2 supports may not have had opportunities to learn the expected social norms of schools or they may bring learning histories of problem behavior that require more targeted supports
- Provided in smaller groups, more frequently and regularly, or with more practice and feedback that supplement the universal tier 1 supports.
- Tier 2 supports are intended to be efficient (e.g., similar across students, quickly accessed), matched to the students' needs, and embedded within a data collection system that allows for continuous assessment of fidelity and outcome analysis used for local problem-solving

Enhanced Skills

For students that do not have specific social skills because they never learned or because of poor modeling

- Teaching students' prosocial skills for interacting with others
  - Teaching the conditions under which the skills should occur
- Teaching behaviors that can replace problem behavior

Enhanced Motivation

For students that do have the specific social skills but are not motivated to use the skills appropriately

- Reminding students to use the skills (prompting)
- Acknowledging (rewarding) students for using the skills appropriately

Enhanced School Connection

For students that do have social connections to others in the school

- Identifying caring adult(s) who will reach out to student for positive social interaction
- Identifying caring student peers who will reach out to the student to increase positive social interaction

Variations of Tier 2 Supports

Improving Skills

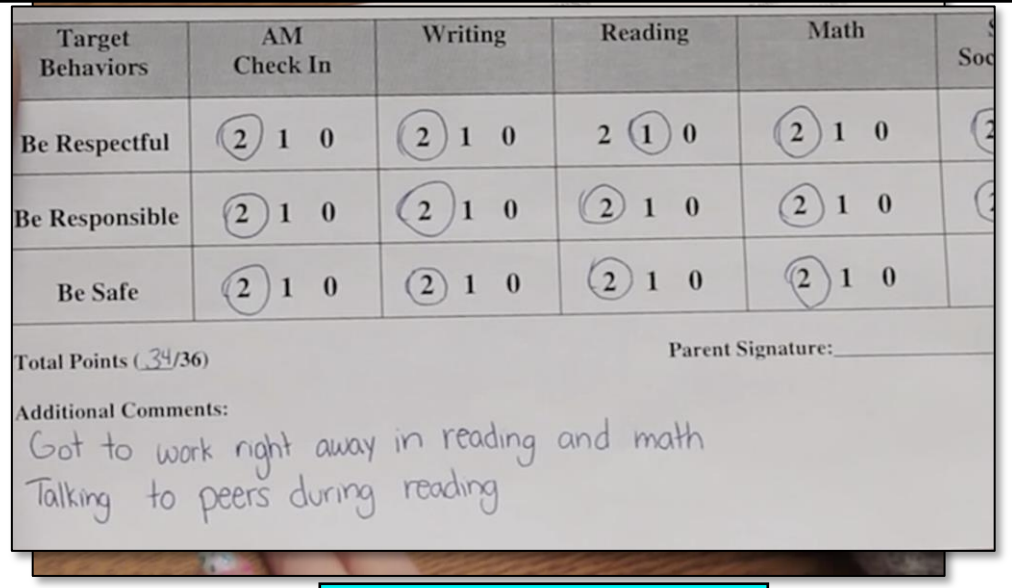
- Skill development
  - Academic skills related to reading developmental progression,
  - Social skills
  - Emotional coping skills

Improving Motivation

- Mentoring strategies (CICO, check and connect)
- Antecedent strategies (using choice, increasing opportunities to respond, checklists, graphic organizers)
- Consequence strategies (differential reinforcement)

Student Identified for CICO

CICO Implemented



Target Behaviors	AM Check In	Writing	Reading	Math	Soc
Be Respectful	(2) 1 0	(2) 1 0	2 (1) 0	(2) 1 0	(2)
Be Responsible	(2) 1 0	(2) 1 0	(2) 1 0	(2) 1 0	(2)
Be Safe	(2) 1 0	(2) 1 0	(2) 1 0	(2) 1 0	

Total Points (34/36) Parent Signature:_____

Additional Comments:

Got to work right away in reading and math

Talking to peers during reading

Morning Check-in

Regular Teacher Feedback

Afternoon Check-out

Parent Feedback

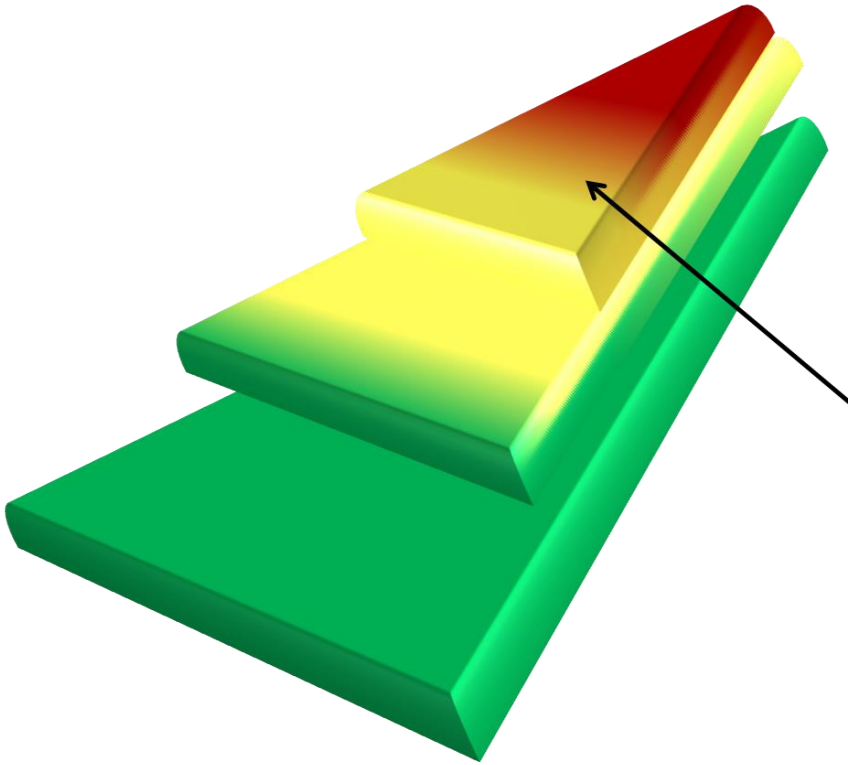
Summarizes Data For Decision Making

Bi-weekly Meeting to Assess Student Progress

Revise Program

Exit Program

Tier 3 Supports



- Individualized instruction
- Based on diagnostic assessment
- For chronic problems

What are Tier 3 Supports?

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

Find Patterns Within Student Behavior

"If we can identify the conditions under which problem behavior is likely to occur (triggering antecedents and maintaining consequences), we can arrange environments in ways that reduce occurrences of problem behavior and teach and encourage positive behaviors that can replace problem behaviors."

(Sugai et al., 2000)

Reasons People Commonly Misbehave

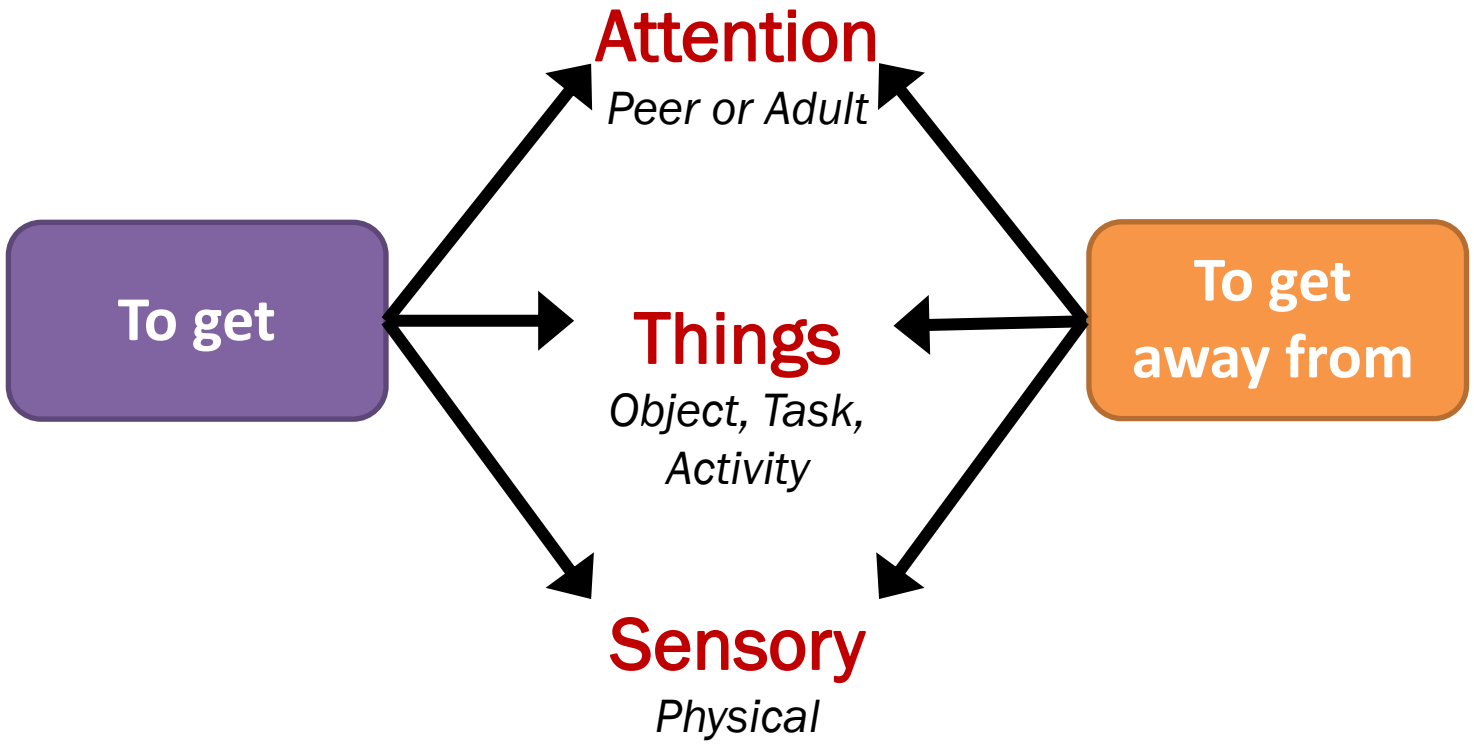
- ___(s) do not know the expectations
- ___(s) do not know how to exhibit the expected behavior
- ___(s) is/are unaware they engaged in the misbehavior

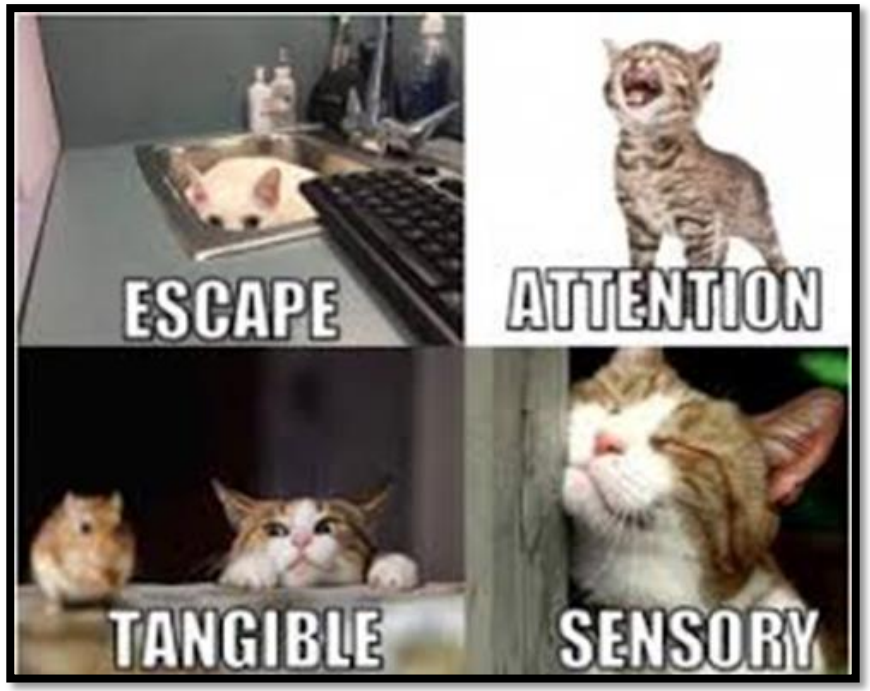
Tier 1

- Misbehavior provides ___ with a desired outcome:
  - Getting something: attention or item/activity
  - Escaping something: attention or item/activity

Tier 2 and Tier 3

All Behavior Serves a Purpose (Function)





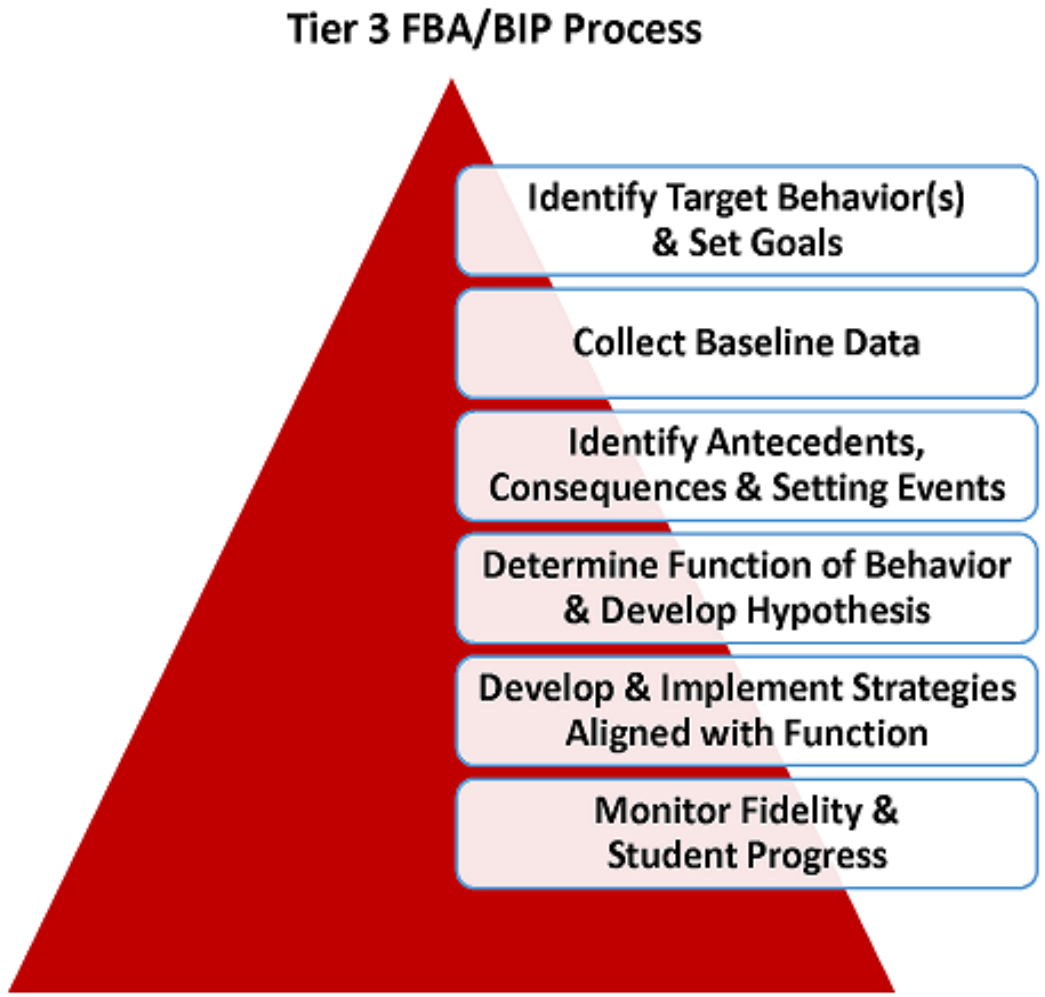
Identify trends in ODRs or Minors: when/what happens after the behavior occurs?

Brief methods to identify the function of behavior are preventative and helpful to match the intervention to each students' needs without engaging in a full Functional Behavior Assessment (FBA)

Functional Behavior Assessment

A systematic process for developing statements about factors that:

- Contribute to occurrence & maintenance of problem behavior
- More importantly, serve as basis for developing proactive comprehensive behavior support plans



Gather Information

- **Interviews**
  - Teacher(s)
  - Other Staff
  - Family
  - Community Partners
- **Academic Data**
  - Grades
  - Assignment completion
  - Test scores
  - Progress monitoring data
- **Direct Observation (of the behavior and environmental variables)**
  - In situations/settings when the problem behavior is likely to occur
  - In situations/settings when the problem behavior is unlikely to occur

Designing Effective Behavior Support Plans…

- Behavior support is the redesign of environments, NOT the redesign of the individual.

"Make the environment effective for this kid."

- Positive Behavior Support plans define changes in the behavior of those who will implement the plan.

"Behavior Support Plans describe what WE will do differently"

In An Effective Environment…

- Problem behaviors are **irrelevant** when
  - Child doesn't need to escape anymore
  - Child has access to positive events more commonly
- Problem behaviors are **inefficient** when
  - Alternative behavior is available
  - Alternative behavior is taught
- Problem behaviors are **ineffective** when
  - Problem behavior NO LONGER works- it does not get the child what they want to obtain or what they want to avoid.

Competing Pathways for Eddie

Setting Events	Triggering Antecedents	Problem Behavior	Maintaining Consequences
Lack of peer contact in 30 minutes.	*Do difficult math assignment.*	*Noncompliance, profanity, physical aggression,*	*Avoid task, remove from class.*

Desired Alternative	Typical Consequence
Do work w/o complaints.	*Points, grades, questions, more work.*

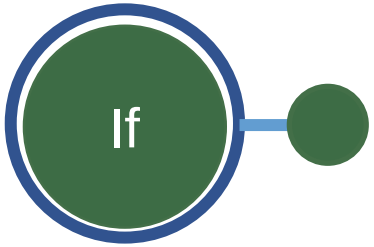
Acceptable Alternative
Ask for break, ask for help.

Possible Interventions for Eddie

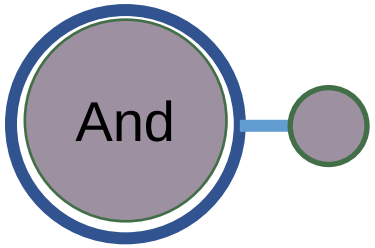
Setting Event Manipulations	Antecedent Manipulations	Behavior Manipulations	Consequence Manipulations
Arrange for peer interaction before math class *Provide positive adult contact* *Sit with preferred peer*	*Introduce review type problem before difficult tasks* *Remind of alternative behaviors* *Do first problem together*	*Teach options to problem behavior:* *1. Ask for break* *2. Ask for help* *3. Turn in assignment as is.* *Teach missing math skills*	*Immediately reinforce entering class.* *Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes)* *Give break & help* *Sit with preferred peer when done*

A Systems Approach

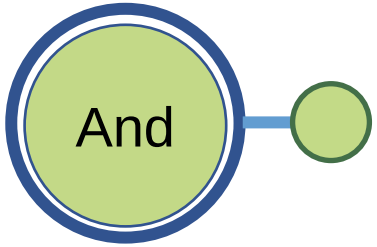
Theory of Action



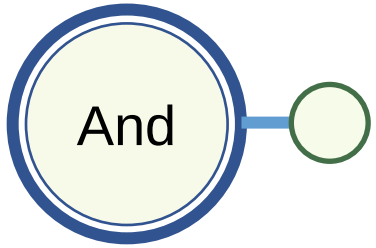
The State and/or National Center provide districts with the supports to develop local capacity to invest in systems to sustain and scale PBIS frameworks



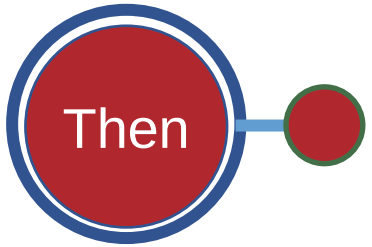
Districts provide implementation supports that involve professional development, policy aligned with practice, allocation of resources and materials, and provide access to data to inform action



Research informed practices are adopted that are matched to student need and context of the educational setting



Educators implement the effective practices correctly and consistently



Students will demonstrate meaningful outcomes

Fidelity and Sustainability

Fidelity *is the extent to which a program, intervention, framework, or practice, "as conceptualized in a theoretical model or manual, is* ***implemented as intended****"*

(Schulte, Easton, & Parker, 2009, p. 460)

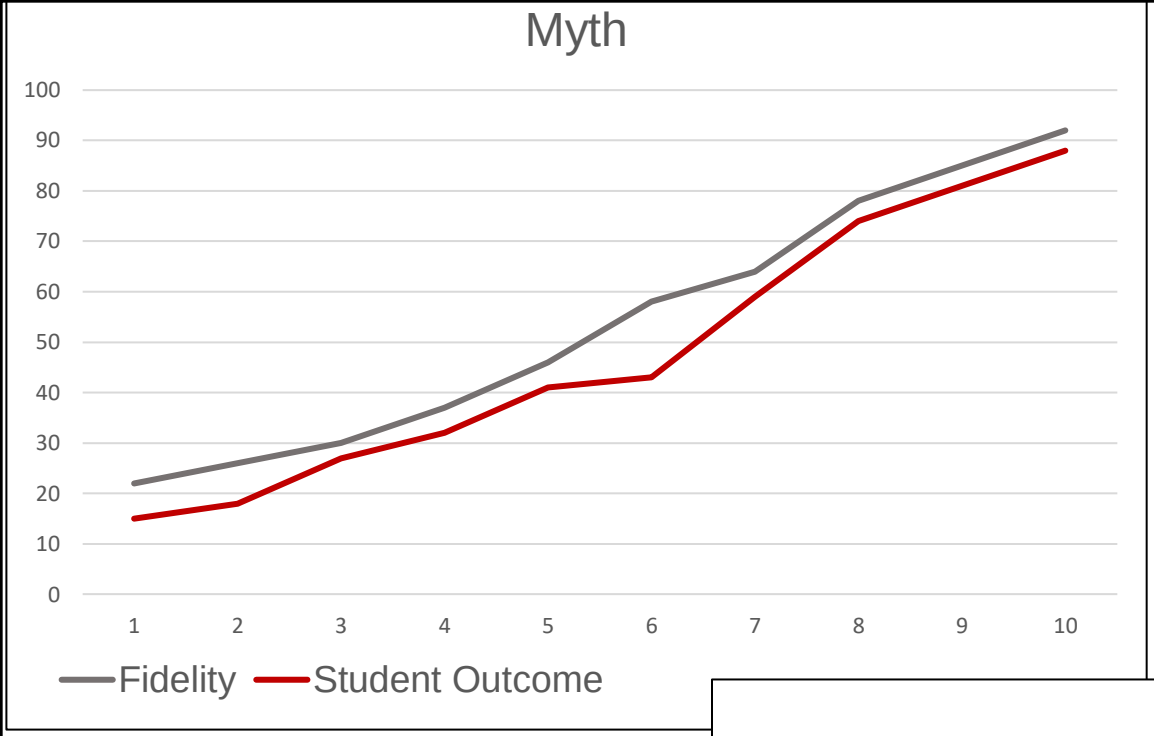
Sustainability *is the durable implementation of a practice at a level of fidelity that* ***continues to produce valued outcomes****. It is important to sustain fidelity to ensure that students have continued access to evidence-based practices.*

(McIntosh et al., 2009)

Why is fidelity important?

(Fidelity contributes to meaningful outcomes)

- "A poorly implemented program can lead to failure as easily as a poorly designed one." *(Mihalic, Irwin, Fagan, Ballard & Elliott, 2004)*
- Lack of implementation fidelity might result in a practice or program being less effective, less efficient, or producing less-predictable responses. *(Grow et al., 2009; Wilder, Atwell, & Wine, 2006; Noell, Gresham, & Gansle, 2002)*
- When programs implemented with fidelity are compared to programs not implemented with fidelity, the difference in effectiveness is profound. Those implemented with fidelity yield average effect sizes that are two to three times higher. *(Durlak & DuPre, 2008)*



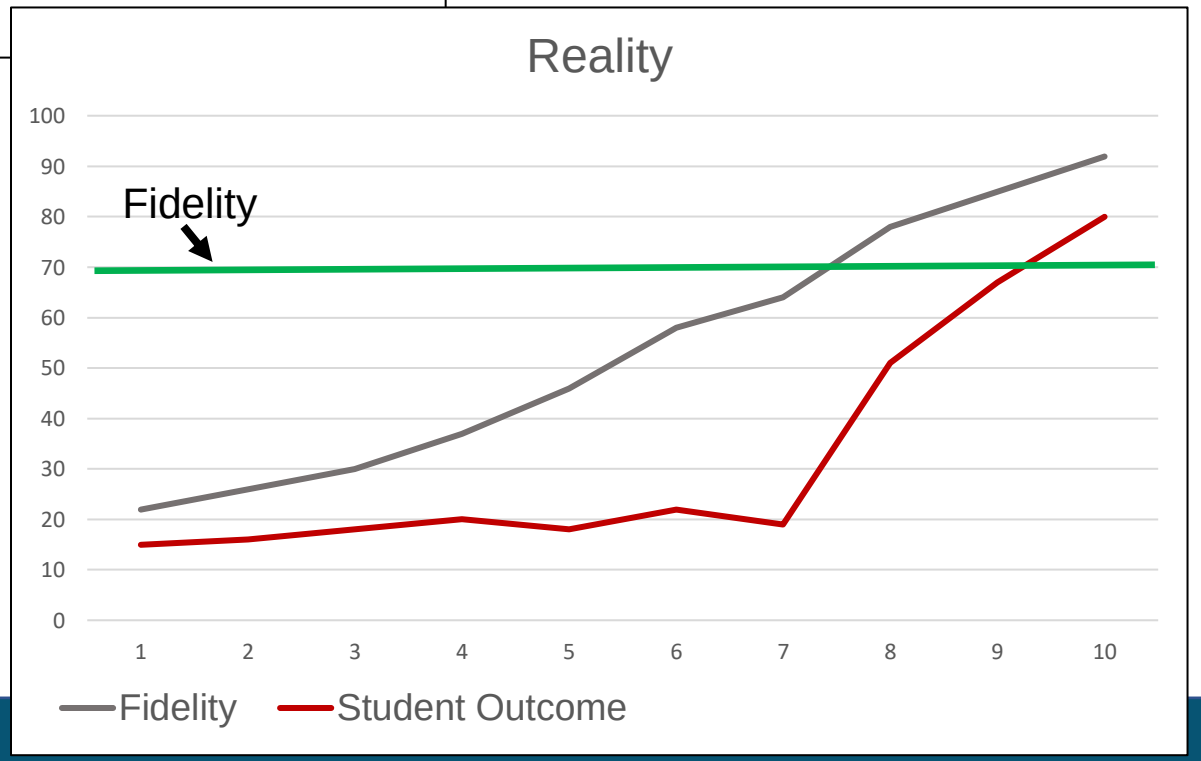
Almost is Not Enough

- Initial findings indicate that almost at fidelity is not enough!
- Data show little difference between schools that are not implementing and those that are almost at fidelity
- Fidelity appears to be a threshold, not a continuum

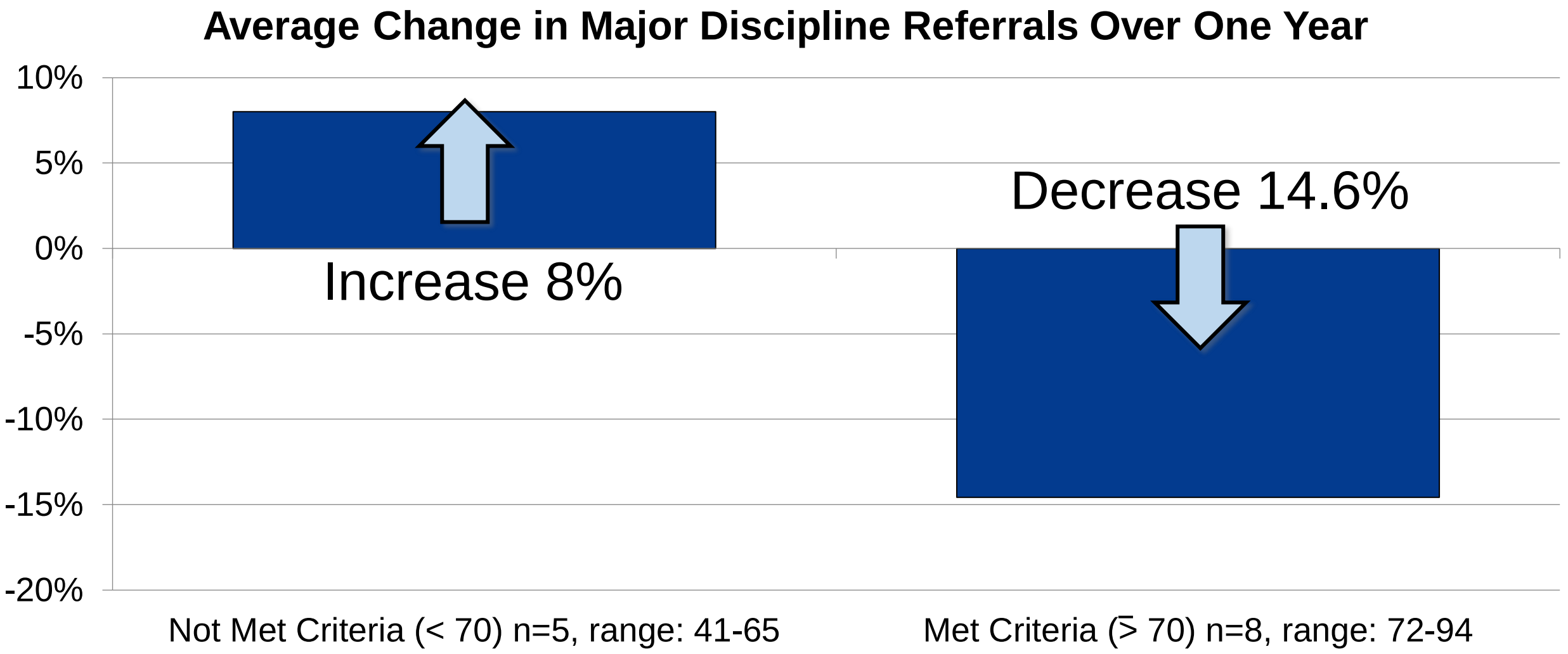
Swain-Bradway & Freeman (2015)

Fidelity of Implementation

adapted from P. Strain (2016)



Focus on Implementing with Fidelity



District Example (13 primary schools)

Methods for Measuring Fidelity

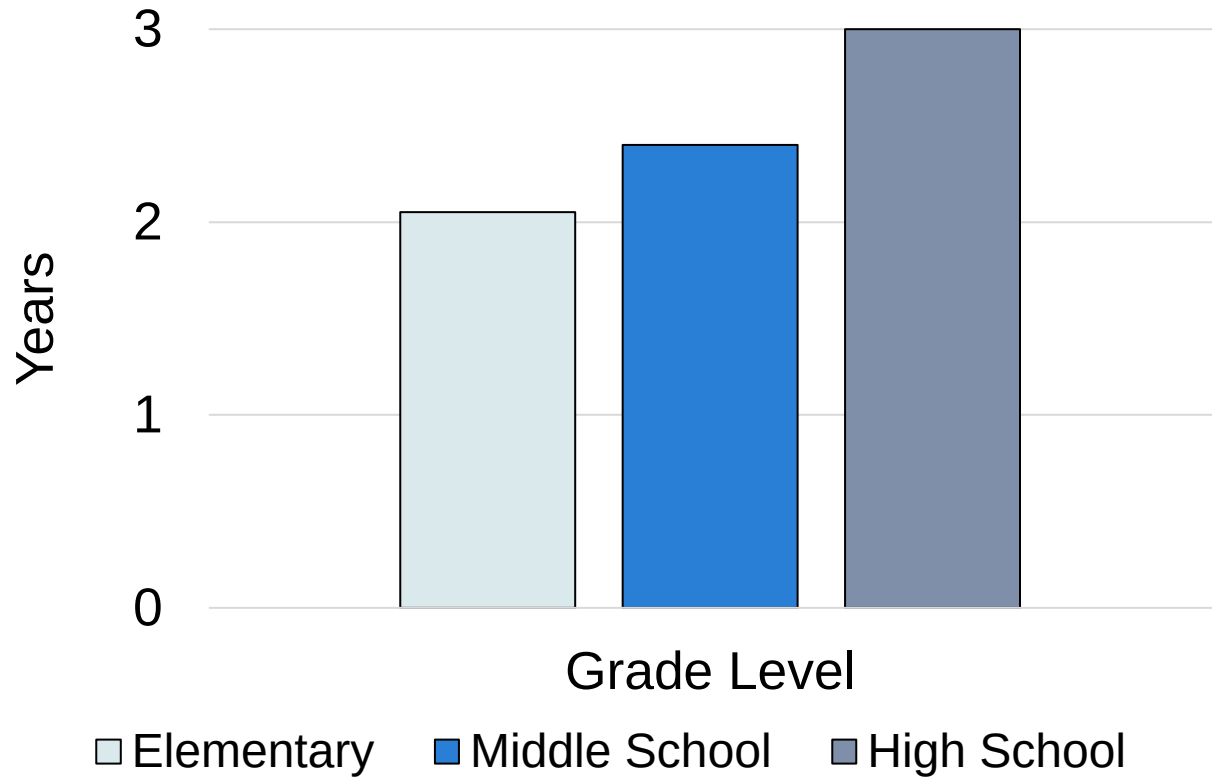
"the degree to which an intervention is implemented as planned" (Gresham et al., 1993)

- Self report with discussion
  - Show of fingers 1- 5 did we do what we said we would
- Self report on tool
  - Tiered Fidelity Inventory
  - Checklist
- Permanent product
- Observation
  - Coaching feedback

Measuring implementation fidelity at systems level or at student supports level

see Sanetti & Kratochwill (2007)

Average Time to Adequate PBIS Tier 1 Implementation Following Initial Training



Implementation takes longer for:

- City schools
- Title I schools
- Secondary schools

Nese, Nese, McIntosh, Mercer, & Kittelman (2019)

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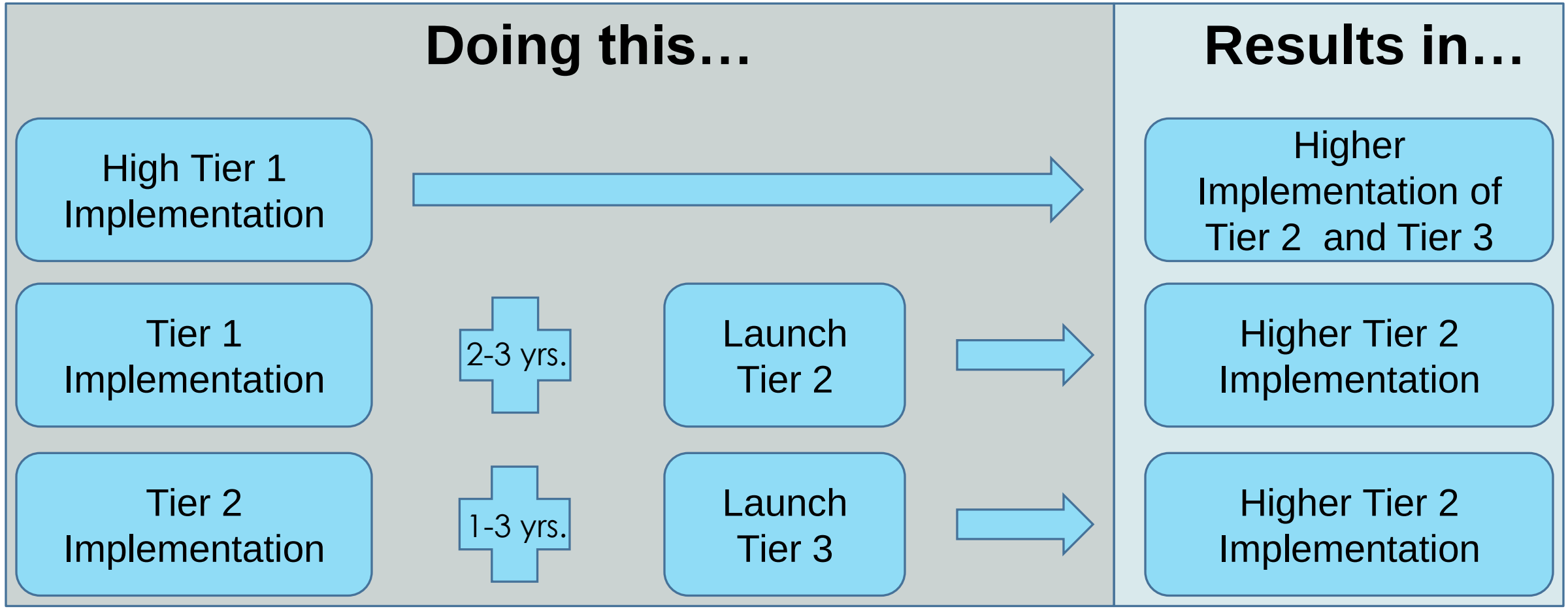
Launching Tier 2 and 3 PBIS Systems



**Delays in launching advanced systems should not result in delaying more intensive supports for students*

Kittelman, Mercer, McIntosh, & Hoselton (2021)

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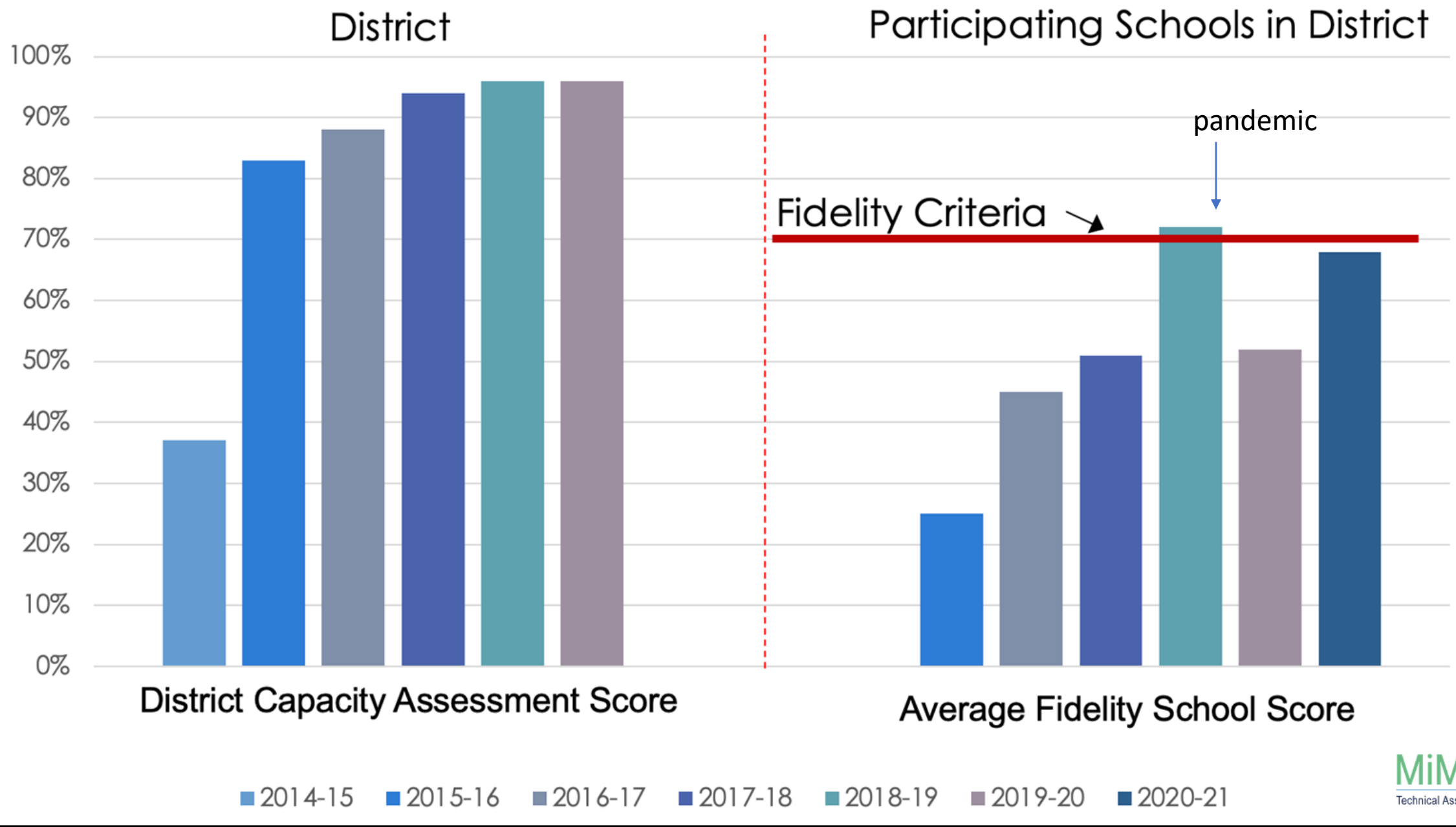

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Invest in Professional Development

Training	Coaching	Technical Assistance *(content expertise)*
• Specific sessions with formal activities designed for skill development	• Ensuring transfer from training to practice • On-site skill development, enhancing the skills through prompting and reinforcement	• An expert with specific technical/content knowledge provides information to address an identified need with customized solutions.

Involves prioritizing time, personnel (providers and receivers), materials, evaluation

Matching Support to Implementation Need

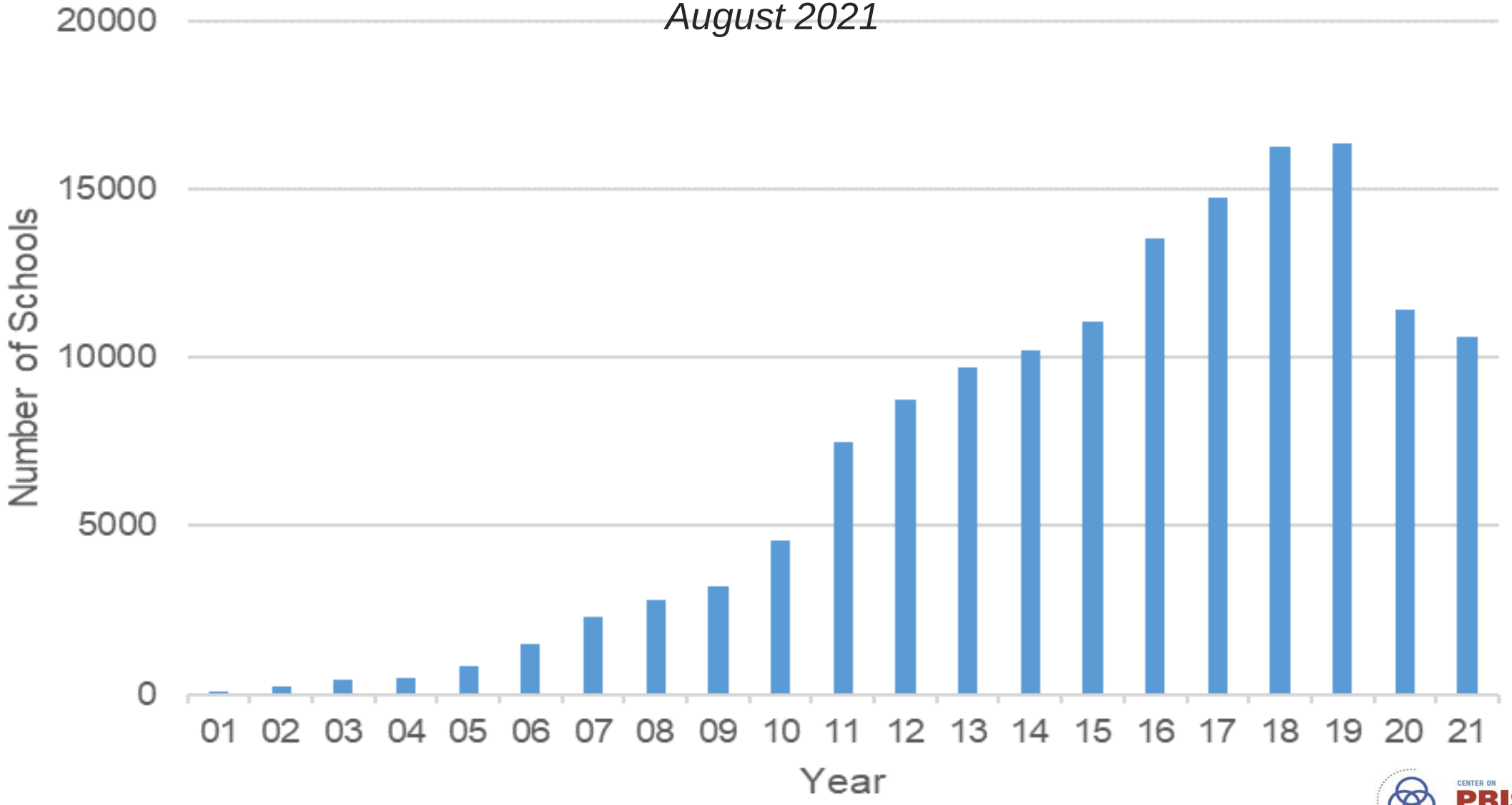
Educators' skillset and supportive systems

Disruptiveness of context

	Not in Place or Just Emerging	**Established**
Elevated	High Level Intensity of Supports	Mid-level Intensity of Supports
Stable	Mid-level Intensity of Supports	Low Level Intensity of Supports

Schools Reporting PBIS Fidelity

August 2021



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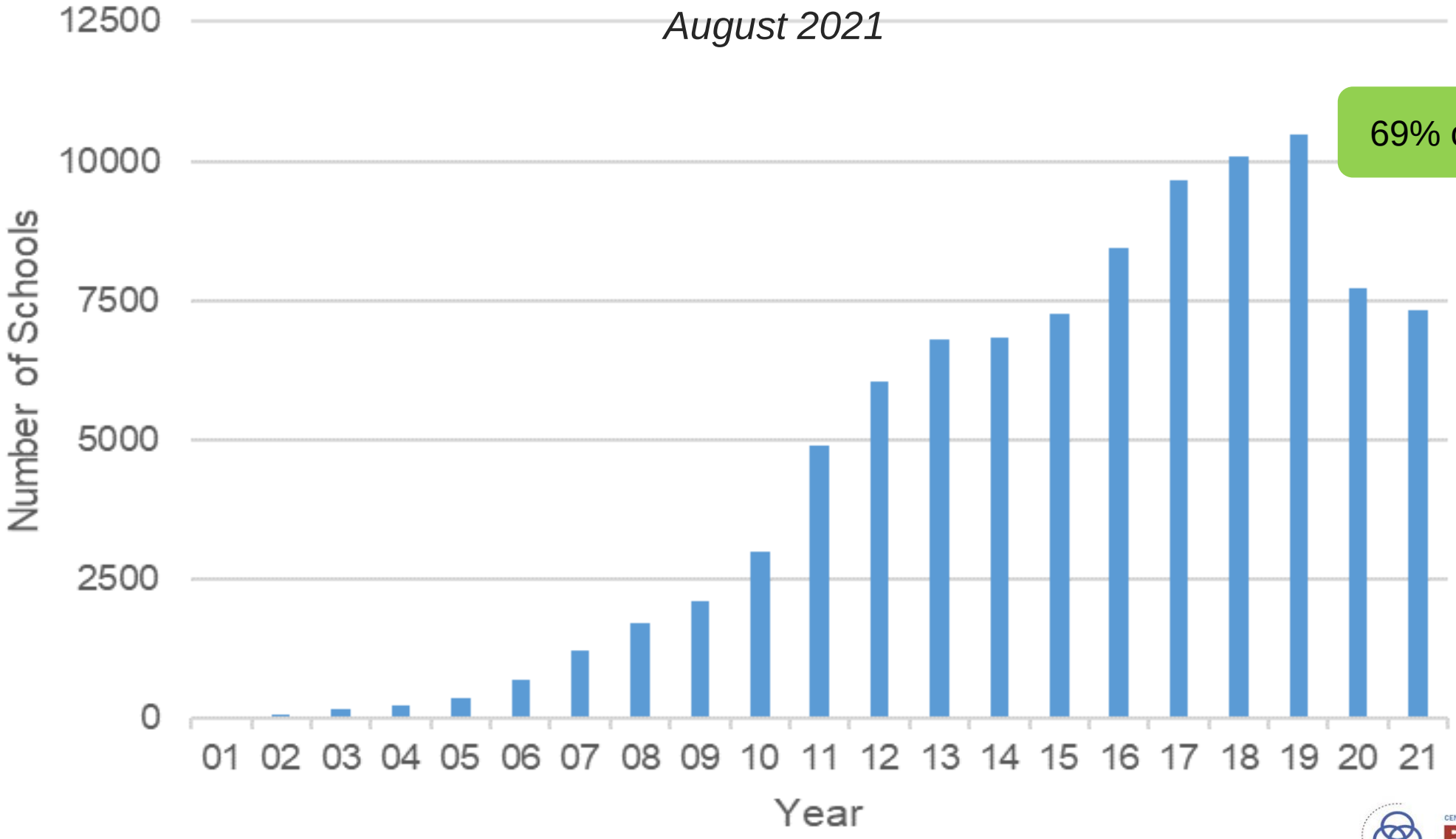
Schools Implementing Tier 1 PBIS w/ Fidelity

August 2021



69% of Schools

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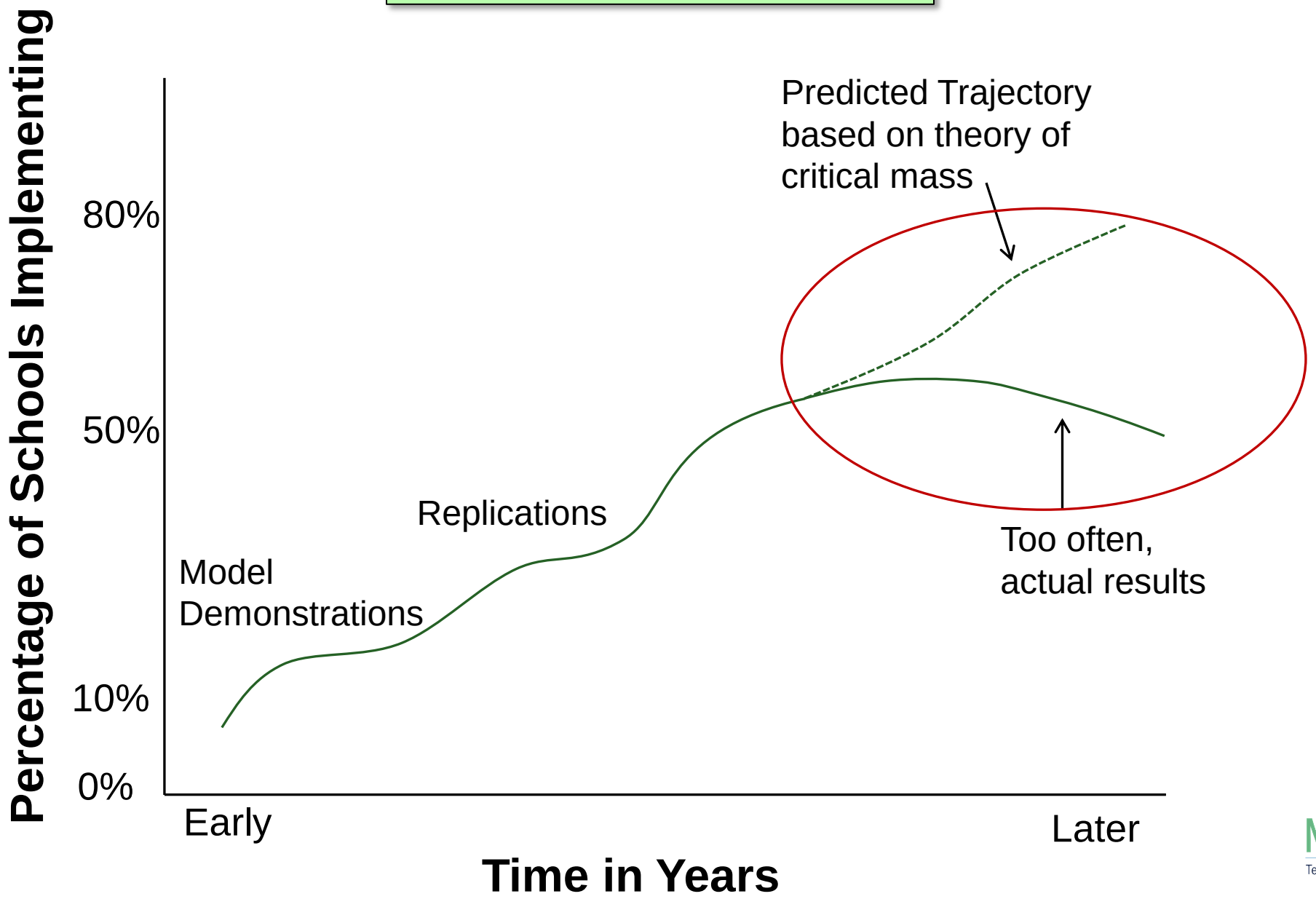
Tipping Point?



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No "Tipping Point"

- **0-10%:** Start with Demonstrations
  - Document feasibility and impact
- **10-40%:** Build capacity to improve efficiency
  - Improve speed and cost to implement PBIS
  - Local trainers, coaches
  - Expand range of valued outcomes
- **40%-80%:** Scale to Level of Systems Change
  - Adequate technical assistance capacity
  - Alignment strategy
  - Formal presence within decision-making at state level
  - Emphasis on systems (school, district, region, state)
  - Data, data, data, data

Grant Funding as a Threat to Sustainability

- Hiring (and then firing) external support personnel
- Singular focus on **training** school and district personnel
- “Project Mentality” (Adelman and Taylor, 2003)

- **SOLUTIONS:**
  - Build local capacity
  - Find stable funding

McIntosh (2017). PBIS Sustaining SWPBIS: 4 research-based tips for school teams

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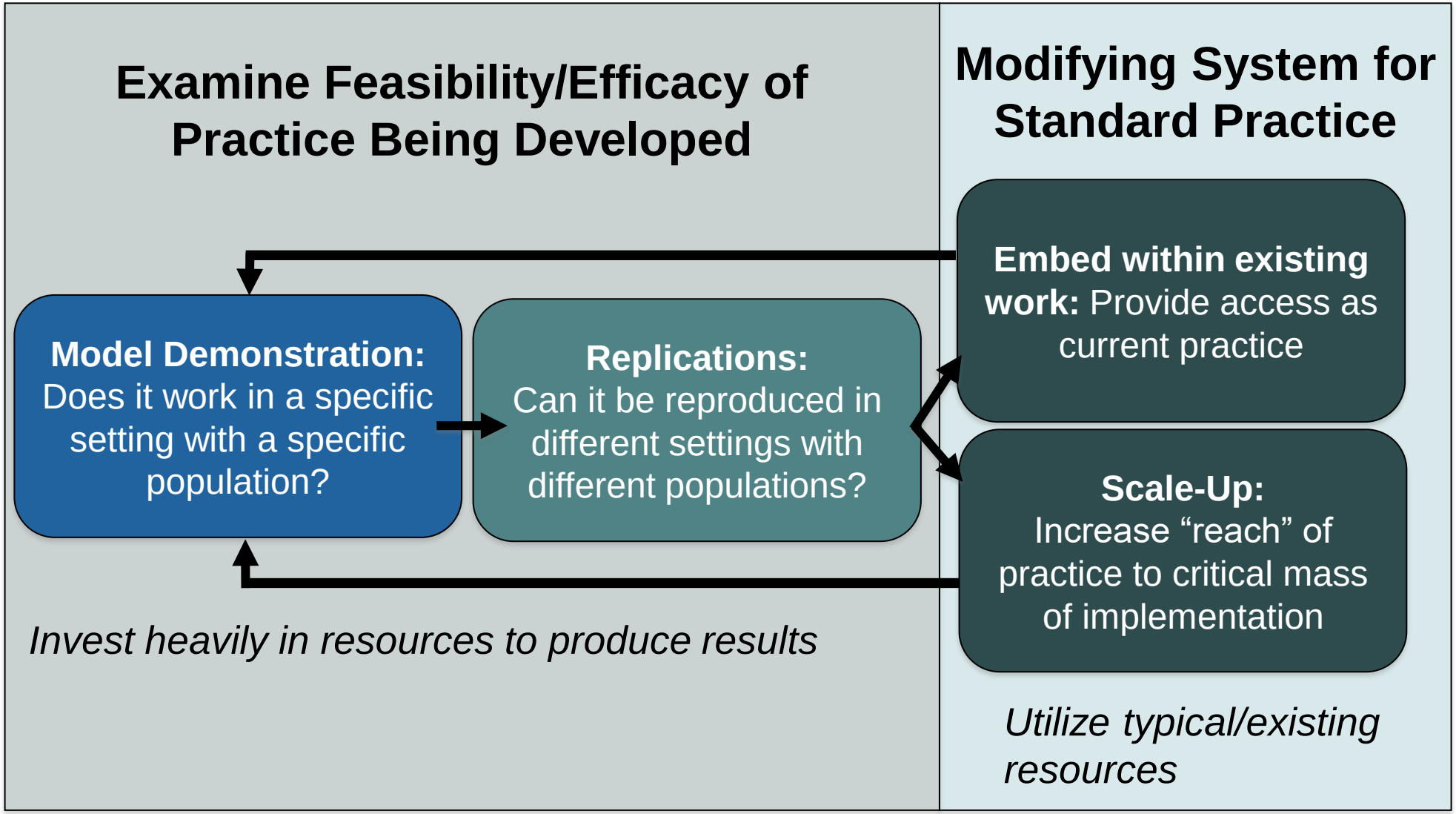
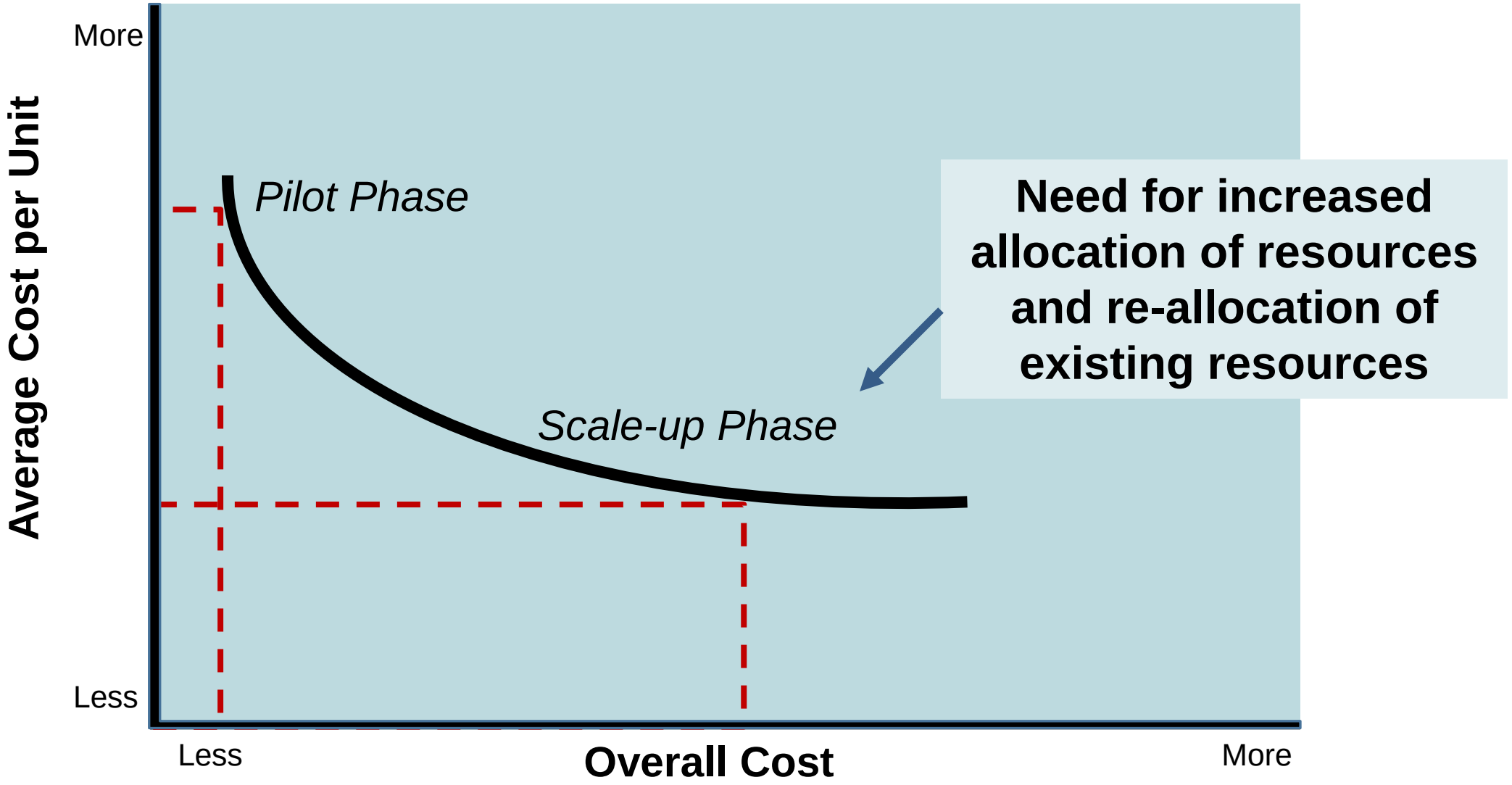
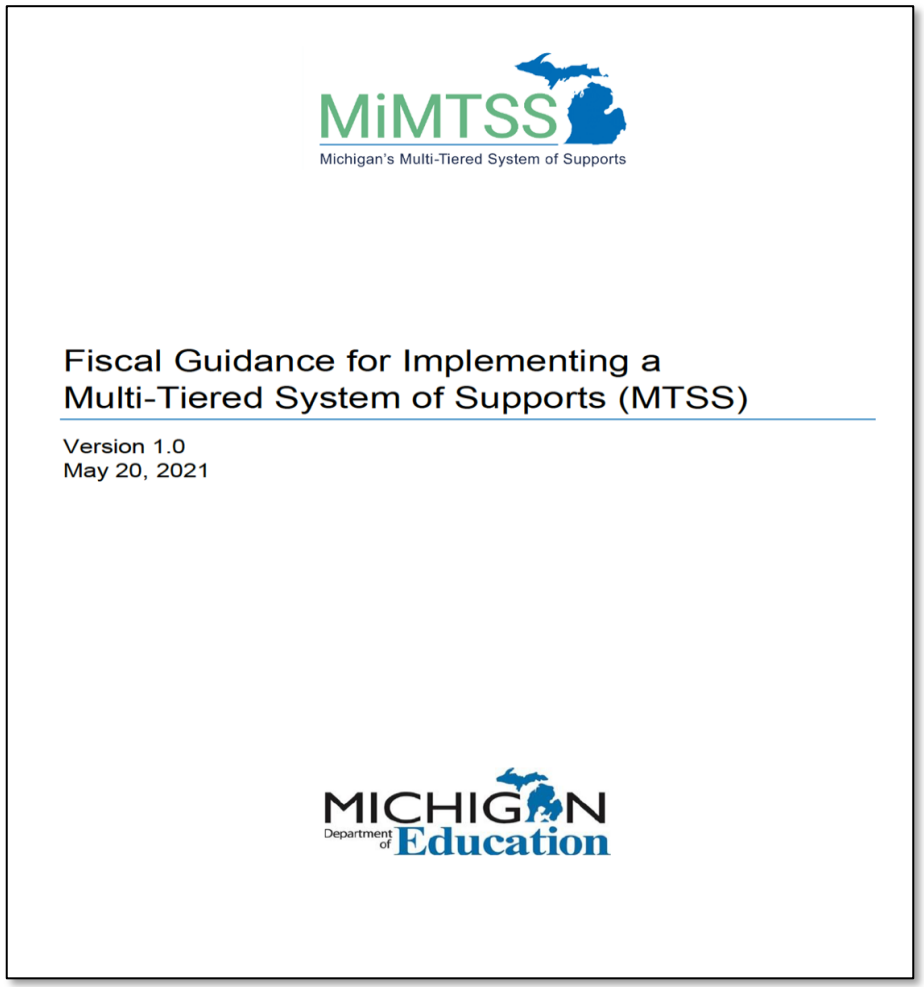
Moving from Model Demonstration to Standard Practice



Implementation Costs for Pilot (Model Demonstration) and Scale-up



Leveraging Additional Funding



https://www.michigan.gov/documents/mde/MiMTSS_Fiscal_Guidance_v1_05-20-21_729240_7.pdf

Tiered Delivery System

Table 2. X indicates generally allowable use of funds; * depends on district context (please refer to your MDE consultants); a blank cell indicates it is not an allowable use of funds.

LEA Level Activities	Federal: Title I, Part A	Federal: Title I, Part C	Federal: Title II, Part A	Federal: Title III	Federal: Title IV, Part A	Federal: IDEA	State: 21h	State: 31a	State: 35a	State: General Funds
Behavior coach to provide job-embedded professional development to teachers on MTSS implementation (e.g., PBIS) and assist with student intervention plans and data analysis	*		X				X	X		X
Instructional coach to provide job-embedded professional development to teachers on MTSS implementation (e.g., reading components of an MTSS framework) and assist with student intervention plans and data analysis	*		X		X		X	X	X	X
Mental health professional to provide direct services to address the behavioral, social, and emotional needs of general education students	X	*		*	X		X	*		X
Academic interventionists to work with students to improve the academic achievement of learners	X	X		X		X	X	X	*	X
Professional development for teachers to enhance knowledge of instructional content and differentiated instructional strategies (Tier 1)	*		X	*		X	X	X	X	X
Professional development, including job-embedded coaching, for teachers and/or interventionists on how to implement and intensify effective interventions and supports based on learner needs (Tiers 2 and 3)	*		X	*		X	X	X	X	X

Curtailing "Project Mentality"

- A common tendency is for those involved in the transformation process to think about their work only as a temporary project.
- This mind set often leads to a general view that the work doesn't warrant serious engagement.
- Too many promising innovations disappear when project funding ends.

Adelman & Taylor (2007)

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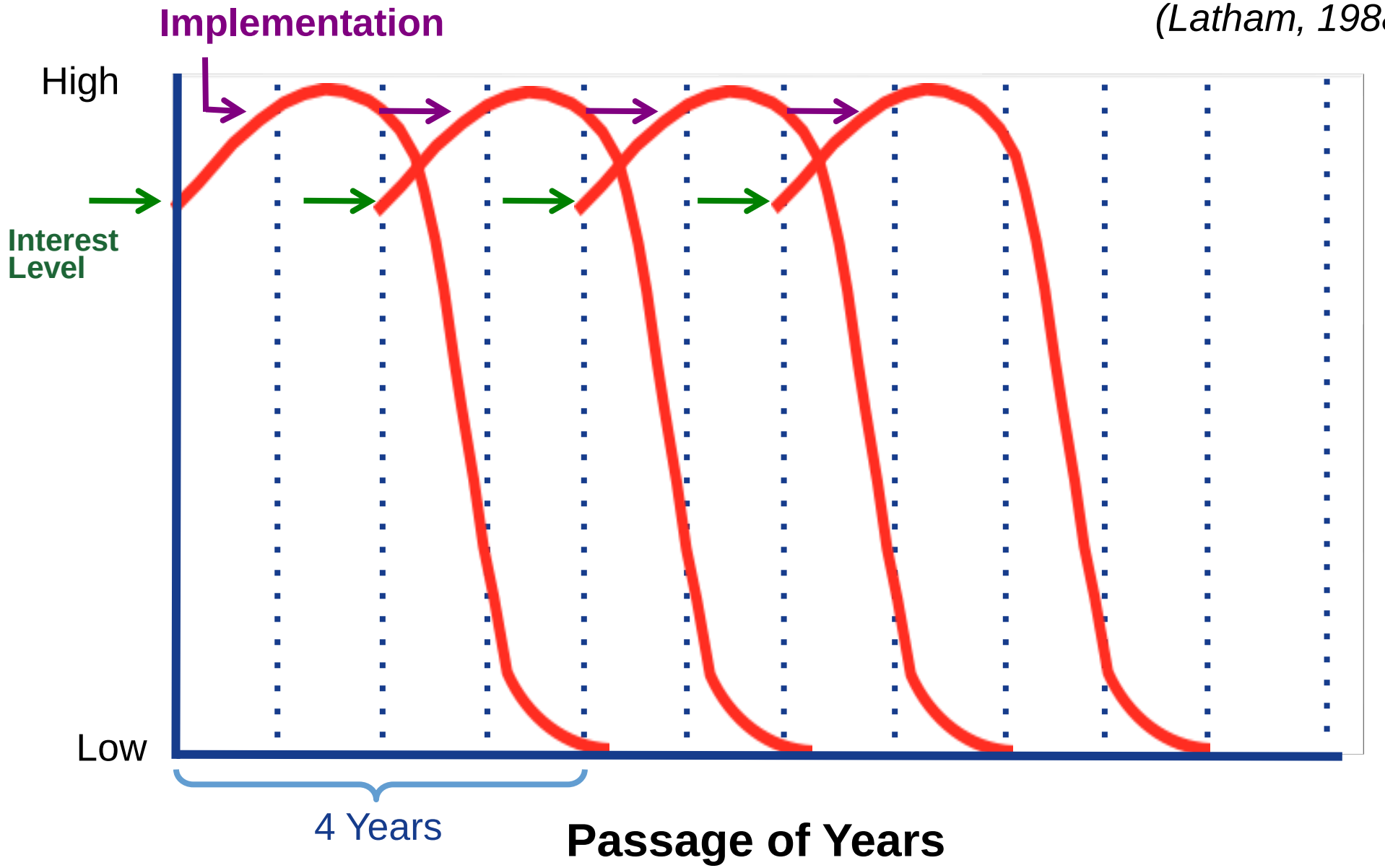
Birth and Death Cycles of Educational Innovations

(Latham, 1988)



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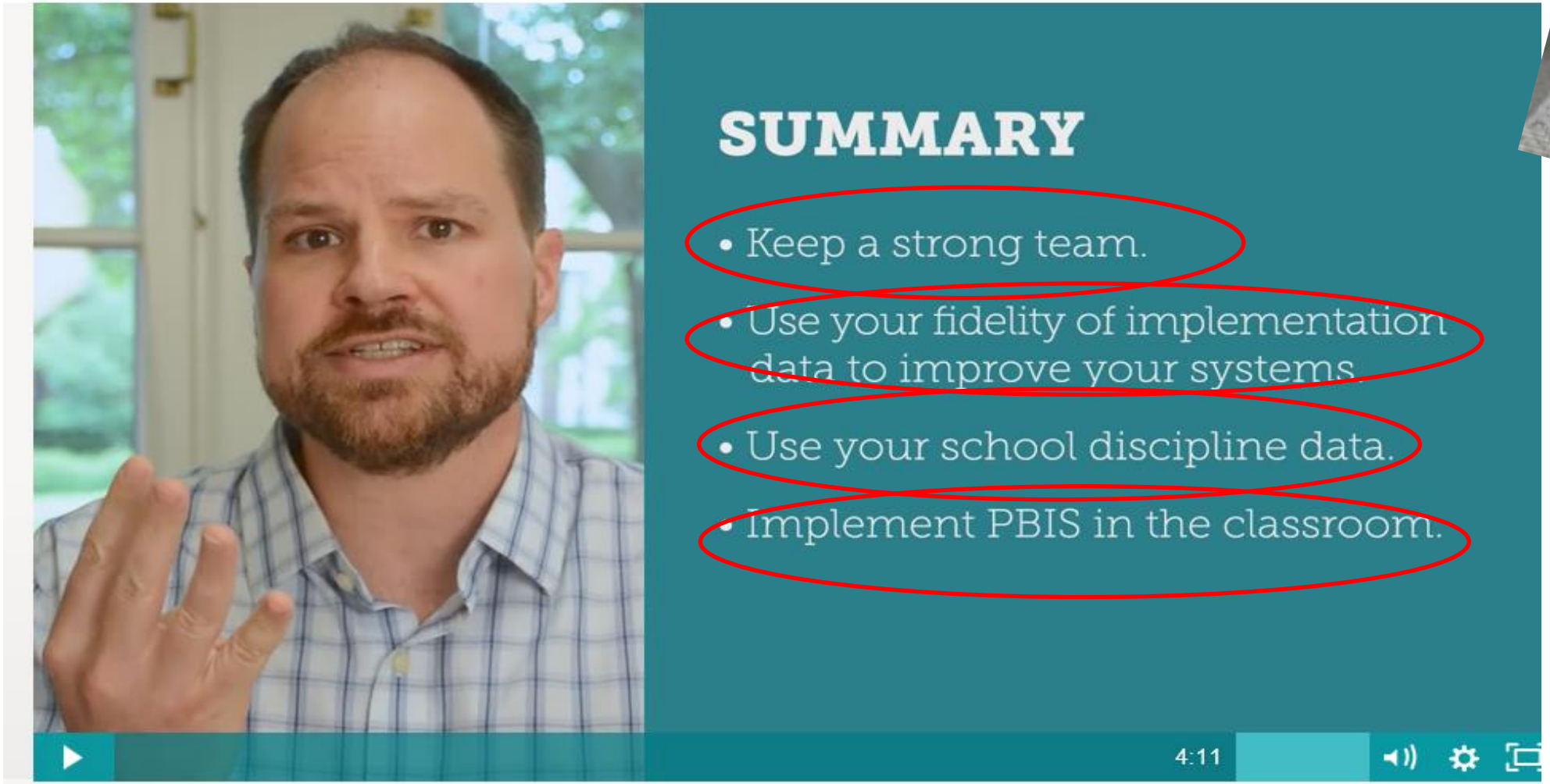
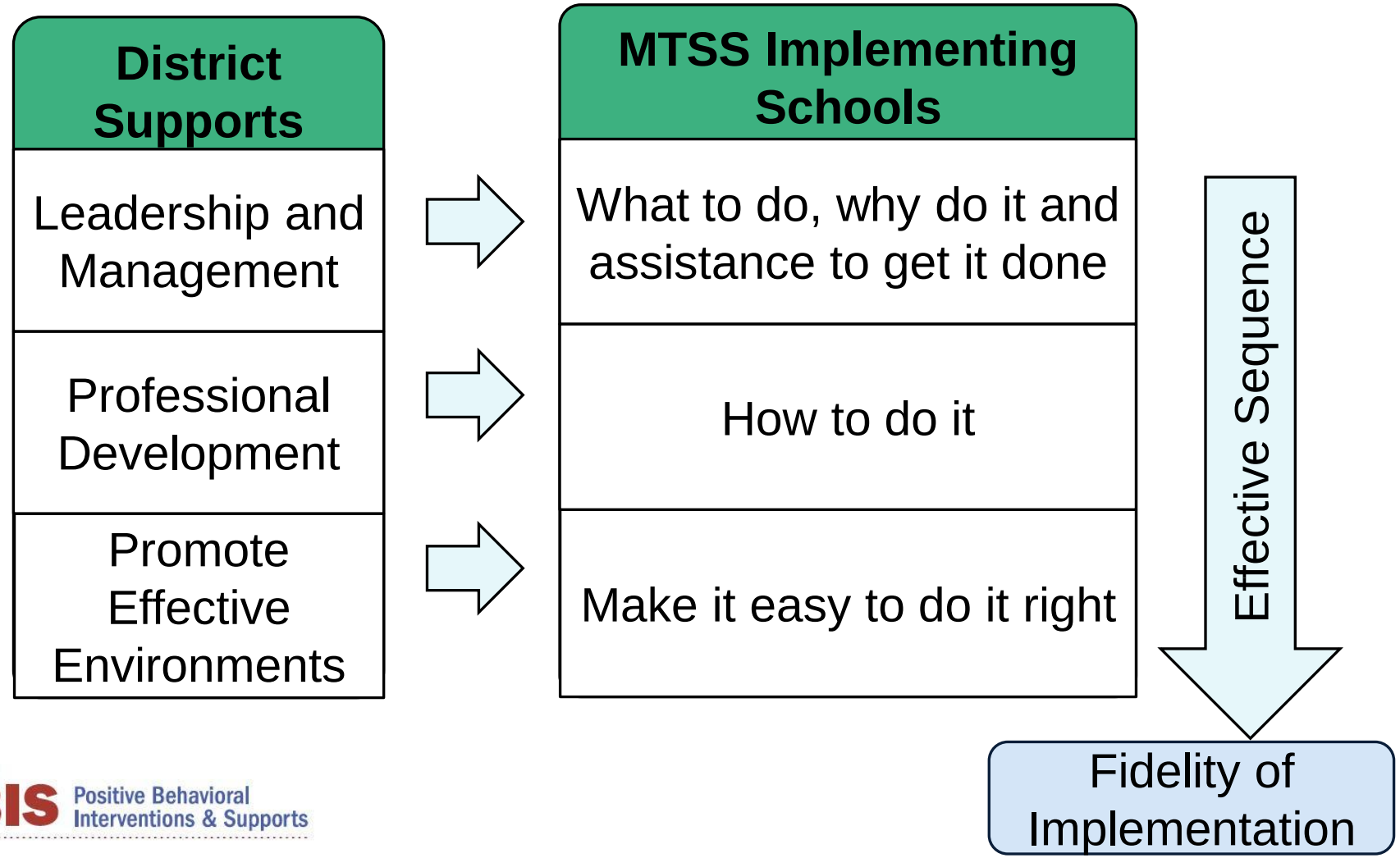
PBISApps



Four Tips for Sustaining PBIS

https://pbisapps.wistia.com/medias/uhkgj8pf29

District Supports for MTSS Implementation



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What Questions or Comments do you have?

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