PBIS 101: An Introduction to SW-PBIS

Bob Putnam, Ph.D., LABA, BCBA-D
bputnam@mayinstitute.org
Tobey Duble MA, BCBA, LABA
tduble@mayinstitute.org

The May Institute, Inc.
OSEP Center on Positive Behavioral Interventions & Supports

www.mayinstitute.org
www.pbis.org

Today’s PBIS Objectives:
Big Picture Ideas! Examples

Why SWPBIS?

“Ineffective Responses to Problem Behavior”

“Wait-n-See” approach
“Get Tough” reactive practices
“Train-n-Hope” training format

What is PBIS?

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable

(Zins & Ponti, 1990)

Improving overall functional outcomes of our individuals
Ensuring that all individuals have access to most effective and accurately implemented practices

System-wide PBIS: Provides a Framework for these practices and outcomes
Decision-making framework that guides the selection, implementation, and integration of these practices
An Overview of School-wide PBIS

11/13/19

© 2014 May Institute, Inc.
An Overview of School-wide PBIS

Continuum of Support for ALL: “Malcomb”

Universal

Targeted

Intensive

Supports for all students are multi-tiered

Universal

Targeted

Intensive

Supports for all students are multi-tiered

Critical Features of PBIS

SYSTEMS

PRACTICES

DATA

OUTCOMES

Supporting Culturally Equitable Social Competence & Academic Achievement

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

School-wide Systems

1. Leadership team & Coaching
2. Common purpose & approach to discipline
3. Clear set of positive expectations & behaviors
4. Procedures for teaching expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging inappropriate behavior
7. Procedures for on-going monitoring & evaluation

Classroom Setting Systems

• Classroom-wide positive expectations taught & encouraged
• Teaching classroom routines & cues taught & encouraged
• Ratio of 6-8 positive to 1 negative adult-student interaction
• Active supervision
• Redirects for minor, infrequent behavior errors
• Frequent precorrections for chronic errors
• Effective academic instruction & curriculum

Nonclassroom Setting Systems

• Positive expectations & routines taught & encouraged
• Active supervision by all staff – Scan, move, interact
• Precorrections & reminders
• Positive reinforcement

© 2014 May Institute, Inc.
An Overview of School-wide PBIS

19

Individual Student Systems

- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations

20

Critical Features of PBIS

Supporting Culturally Equitable Social Competence & Academic Achievement

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

21

PBIS Examples!

Practices

22

Establishing and Teaching Expected Behaviors

23

Science of Behavior

- “If we teach it, they will learn”
  - When a student cannot read, we teach her to decode and build fluency
  - When a student struggles in math, we teach him to add, subtract etc. and build fluency
  - Students CAN and DO learn better ways of behaving by being TAUGHT directly & receiving positive feedback

24

© 2014 May Institute, Inc.
Science of behavior has taught us to consider ....

Skill Deficits
“I don’t know what to do or when to do it”
“I have not mastered that skill”

vs.

Performance Deficits
“I am not motivated to use that behavior”
“It does not work for me (ineffective) or does not work as well (inefficient) as other behaviors”

Few positive SW expectations defined, taught, & encouraged

Redesign Learning & Teaching Environment

SCHOOL-WIDE RULES
1. Be a peacemaker.
2. Be ready to learn.
3. Be respectful.
4. Be responsible.
5. Be safe.

Consistency using Common Language

Teach Expectations & behavioral skills

© 2014 May Institute, Inc.
Acknowledging Expected Behaviors

Every ten weeks students choose from various recognition choices. Student generated choices include:

- Outdoor lunch
- Game Day
- Private lunch room with two friends
- Front of the lunch line
- Players choice in gym
- Reduced dance fee
- HMS t-shirt

"Dress up your teacher"
Attention All Students! We are excited to announce our next school-wide PBIS celebration! If you earn 350 tickets as a grade by October 29th, you may bring in accessories to dress up your homeroom teacher on Friday, October 30th!
Establish a continuum of procedures to respond to rule violating behavior.

- Classroom-based responses
- Office Discipline Referrals
  - Minor vs. Major
  - Classroom Managed vs. Office Managed
- Process for applying consequences and informing staff

Student Behavior Procedural Flowchart

Critical Features of PBIS

Supporting Culturally Equitable Social Competence & Academic Achievement

OUTCOMES

Supporting Culturally Relevant Evidence-based Interventions

© 2014 May Institute, Inc.
Data & Outcomes
(aka “why do we want to do this?”)

U.S. Schools Using PBIS
August 2019

- 27,294 Schools Using PBIS
- 30% of all Schools
- 15,284,640 Students

Schools Reporting PBIS Fidelity

Schools Implementing Tier 1 PBIS with Fidelity
August 2019

What types of Data?
- Academic / Behavior / Social student data
- Adult behavior and perception
- Systematic Screening
- Treatment Integrity
- Social Validity

If you can predict it…
You can prevent it!
(or at least minimize it)
An Overview of School-wide PBIS

Office Referrals per Day per Month
This Year

Referrals per Prob Behavior

Types of Problem Behavior

Referrals by Time of Day

Referrals by Location

Referrals by Student

Office Referrals per Student

What are the outcomes?

Punishment alone does not change behavior.

Interventions should begin here.

Ulster County BOCES
School Population

- Public elementary school (grades K-5) located in a low socioeconomic urban area.
- On average, there were 624 students enrolled.
- Student composition:
  - 88% African American,
  - 5% Caucasian,
  - 4% Hispanic,
  - 2% Asian/Pacific
- Approximately 90% of students qualified for free/reduced lunch.

Decay in Office Referrals

- Year 1: Before PBS: >8/day, After PBS: 3/day, Follow-up: 2/day
- Year 2: Before PBS: >8/day, After PBS: 3/day, Follow-up: 2/day
- Year 3: Before PBS: >8/day, After PBS: 3/day, Follow-up: 2/day

Changes in Specific Behaviors

- Before PBS:
  - Defiance: 40
  - Assault to Staff: 30
  - Vandalism: 20
- After PBS:
  - Defiance: 20
  - Assault to Staff: 10
  - Vandalism: 0
- Follow-up:
  - Defiance: 15
  - Assault to Staff: 5
  - Vandalism: 0

Results:

- 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
An Overview of School-wide PBIS

Decrease in Suspensions

<table>
<thead>
<tr>
<th>Year</th>
<th>Before PBS</th>
<th>After PBS</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>2/day</td>
<td>1/day</td>
<td>62% Decrease</td>
</tr>
<tr>
<td>Year 2</td>
<td>1/day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>1 every 3 days</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Increase in Teacher Satisfaction
Percentage of Teachers who Reported the School Discipline Plan as Ineffective

- Year 1: 17%
- Year 2: 4%
- Year 3: 7%

Putnam, Handler, & O'Leary-Zonarich (October, 2002)

Time Lost to Discipline
(Barrett and Swindell-2002)

<table>
<thead>
<tr>
<th>Student Days</th>
<th>Administrator Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days Lost due to discipline in 2009-2010: 71</td>
<td></td>
</tr>
<tr>
<td>Days Lost due to discipline in 2011-2012: 35</td>
<td></td>
</tr>
<tr>
<td>Days Regained between 2009 and 2012 by using PBIS: 1</td>
<td></td>
</tr>
</tbody>
</table>

Office Referrals reduced from 1393 to 546

Office Time Regained

Systems “The Process”

GENERAL IMPLEMENTATION PROCESS

- Team
- Agreements
- Data-based Action Plan
- Evaluation
- Implementation

© 2014 May Institute, Inc.
An Overview of School-wide PBIS

Step One: Readiness
"Exploration / Adoption" “Installation”

- PBIS Overview
- Team Leader & Team Development & Coaching
- Staff Survey and PBIS buy-in vote
- Data Systems

Step Two: Training
3 Day Training:
1. Consistency
2. Positive Expectations
3. Teaching social skills
4. Monitoring
5. Reinforcement
6. Responding to problem behavior
7. Data system

Plan Development
1. Finish Plan Document
2. Plan staff and student training schedules

Optional additional day with PBIS trainer to complete the plan

Step Three: Initial Implementation

Staff Training on school-wide plan + Student Training on school-wide plan

Monthly Team Meetings and Data Review + Ongoing Coaching Support

PBIS works because:

"Universal language and common expectations are terrific." (practices)

"It wasn’t dumped on us… it was a process and gradually implemented at our pace.” (process)

"It wasn’t packaged… we created it to work for us!” (framework)
“It's a Process”

Thank You!

bputnam@mayinstitute.org
Tduble@mayinstitute.org