How Do We Make PBIS Work for Each and Every Student?

Kent McIntosh
University of Oregon

Goal for this Session

1. Describe the need for systems in schools
2. Share research regarding PBIS and equity in school discipline
3. Describe how we can leverage the core features of Tier 1 PBIS systems to support every student

Many schools, particularly those in high-poverty districts, operate in a crisis management mode. Often our students display anger, frustration, and hurt in ways that feel (and often are) “defiant” or “disrespectful” to educators...

Dana Ashley, American Educator (2015)
There's no magic bullet...the effectiveness of responses hinges not solely on individuals, but also on whether school cultures:

- Facilitate relationships between students and educators
- Have open communication
- Provide opportunities for school-family collaboration
- Promote cultural awareness
- Offer professional development to help teachers manage stress

In other words, we cannot place systemic responses on the shoulders of individual educators.


Handwashing compliance drops 8.7% over the course of a 12-hr shift

PBIS Framework

Adapted from Don Kincaid
PBIS in the real world

U.S. Schools Using PBIS
August 2020

- 29,083 Schools Using PBIS
- >30% of all Schools
- 16,286,480 Students

Schools Reporting PBIS Fidelity
August 2020
Schools Implementing Tier 1 PBIS with Fidelity  August 2020

- **68% of Schools**

**Statistically Significant Outcomes of PBIS**

- **Reduced problem behavior**
  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Gage et al., 2018; Homer et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)

- **Increased prosocial behavior**
  (Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

- **Improved emotional regulation**
  (Bradshaw et al., 2012)

- **Improved academic achievement**
  (Homer et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

- **Improved perceptions of school safety**
  (Homer et al., 2009)

- **Improved organizational health**
  (Bradshaw et al., 2008)

**What is… fidelity of implementation?**

- The extent to which the critical features of PBIS are implemented as intended

**Why assess it?**

- Helps us improve outcomes for students
- Helps team target next steps and areas for improvement
Survey of 2,000 Educators

% of districts reporting using PBIS

100%

% of teachers using PBIS practices frequently or very frequently

57%

% of districts implementing an SEL curriculum

93%

% of teachers using an SEL curriculum in their classes

25%

Freely available: http://www.pbisassessment.org

“If you ran a hospital, but you were only known for serving people who are healthy, well, then you wouldn’t be a very good hospital.”

- Pedro Noguera

How inviting are our schools for every student?
When thinking about “at-risk” children and youth, sometimes our educational systems are putting them at risk

- School safety
- Bullying
- Racial bias
- Ability bias

Disproportionality in Preschool Discipline (OCR, 2016)

- Black children represent 19% of preschool enrollment, but 47% of preschool suspensions
- White children represent 41% of preschool enrollment, but 28% of preschool suspensions

Implicit Bias in Early Learning (Gilliam et al., 2016)
Implicit Bias in Early Learning
(Gilliam et al., 2016)

Track the eyes: Which students are teachers watching?

- Black boys: 42%
- Black girls: 10%
- White boys: 34%
- White girls: 13%

Preschool teachers tend to more closely observe blacks than whites, especially black boys, when challenging behaviors are expected.

Equity is a Tier 1 issue.

What are common reactions to newly-identified problems related to “at-risk” populations?

- Purchase a stand-alone program that is done once (if at all) and becomes one more thing teachers are asked to do

A more sustainable approach

- Create safe, predictable, and positive learning environments for all students, regardless of…
  - Need
  - Exposure to traumatic events
  - Learning location
- Assess and provide more support based on additional need
A 5-point Intervention Approach to Enhance Equity in School Discipline

1. Collect, use, and report **disaggregated** discipline data
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive
3. Use engaging **academic instruction** to reduce the opportunity (achievement) gap
4. Develop **policies** with accountability for disciplinary equity
5. Teach strategies to **neutralize implicit bias**

https://www.pbis.org/topics/equity

**5-point Intervention Approach**

- Collect, use, and report **disaggregated** discipline data
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**Effects of Equity-focused PBIS on Discipline Gaps**

- Fox et al., in press
- Gion et al., 2020
- McIntosh et al., 2018
- McIntosh et al., in press
- Payno-Simmons, in press
- Swain-Bradway et al., 2019

https://www.pbis.org/topics/equity
Project ReACT

- **Funding**
  - 3-year Institute of Education Sciences (IES) Development Grant

- **Aim**
  - Develop and test a school intervention to reduce racial disproportionality in school discipline

- **Intervention**
  - Professional development to achieve Racial equity, through
    - Assessing data to identify root causes
    - Culturally responsive behavior strategies
    - Training in strategies to neutralize implicit bias

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Initial ReACT Findings: Quasi-experimental Study (McIntosh et al., in press)

ReACT RCT Outcomes

ReACT RCT Outcomes
So...how do we support every student to be successful in school?

And 5 ways we can use systems to support every student to be successful in school

**CORE PRACTICES** of school-wide PBIS

1. **DEFINE**
   - school-wide expectations (i.e., social competencies)

2. **TEACH & PRACTICE**
   - prosocial behaviors

3. **MONITOR & ACKNOWLEDGE**
   - prosocial behaviors

4. **RESPOND INSTRUCTIONALLY**
   - to unwanted behavior

5. **MAKE DECISIONS**
   - based on data

**CRITICAL FEATURES** of EFFECTIVE SCHOOL-WIDE EXPECTATIONS

- Small number (2-5)
- Memorable
- Broad (Cover all expected behaviors)
- Positively stated
CICO in Lame Deer, MT

**THE WAY IT WORKS**

They become the common language of the school:
- School personnel
- Students
- Families

Ensure expectations are helpful beyond school!
Share **WHY** we are doing it

**Wearing a mask helps keep germs from SPREADING**

https://www.youtube.com/watch?v=60GVdf44H1c

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**Classroom Behaviour Support Template**

https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template

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**CORE PRACTICES of school-wide PBIS**

- **1. DEFINE** school-wide expectations (i.e., social competencies)

**SUPPORTING EVERY STUDENT**

Get and use meaningful input from:
- Families
- Students

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The personal and cultural values that I want to encourage in my children are:

**Write one word on a sticky note that describes a personal or cultural value that is important to you (check out some possibilities below)**

- Self-control
- Gratitude
- Optimism
- Creativity
- Open-mindedness
- Love of learning
- Compassion
- Persistence
- Integrity
- Vitality
- Love
- Kindness
- Social intelligence
- Citizenship
- Faithfulness
- Leadership
- Forgiveness
- Humility
- Accountability
- Enthusiasm
- Responsibility
- Teamwork
- Hope
- Perseverance
- Authority
- Teamwork
- Purpose
- Openness
- Integrity
- Critical Thinking

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**Infographic**

- Personal values
- Cultural values
- Essential qualities
- Critical thinking
- Emotional intelligence
- Resilience
- Mindset
- Emotional energy
- Empathy
- Composure
- Playfulness
- Mindfulness
- Community

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Family Matrix Survey

We would like your help in picking the values or rules for our school. We use a small number of positively stated expectations or rules across the whole school to make it more safe, positive, and predictable. At [school name], our current expectations are [list expectations here]. To teach these expectations, we use a matrix that has specific examples of how to follow the expectations around school.

Please answer the following questions to help improve our expectations:

Are our school’s expectations for student behavior meaningful or important to you? YES / NO

Why or why not?

What do you think they should be?

What are the values or rules that you want your children to follow at home?

Are there any expectations or examples in the matrix that go against your values at home? YES / NO

If yes, what are they?

What other ideas do you have for us to teach students the expectations?

Thank you for your time and thoughts!

(PBIS Cultural Responsiveness Field Guide, p. 32)

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Stakeholder Input & Satisfaction Surveys

Ask your local PBIS Assessment coordinator for access (it’s on our FieldTest site)

Expectations (how your teachers want you to behave at school)

Do you know how your teachers want you to behave at school? YES / NO

What are the school-wide behavior expectations?

Are the school-wide behavior expectations meaningful or important to you? YES / NO

If not, what do you think the expectations should be?

Are the school-wide behavior expectations the same as those in your home? YES / NO

If not, what expectations are different at school?

Respect (how we treat each other)

Ask your local PBIS Assessment coordinator for access (it’s on our FieldTest site)

Students at school respectful to other students? YES / NO

Students at school respectful to teachers? YES / NO

Teachers at school respectful to students? YES / NO

Teachers at school respectful to other teachers? YES / NO

Do you feel safe at school?
The places in the school I feel the MOST safe are:

The places in the school I feel the LEAST safe are:

Do you feel connected to adults at your school?
If you have a problem, is there an adult at your school you would talk to? YES / NO

Yours Perspective
The biggest problem with behavior in my school is:

One thing teachers and staff are doing in my school that they should keep doing is:

One thing I wish my teachers knew about me is:

Thank you for your time!
**The Way It Works**

Explicit instruction ensures everyone is clear on what is desired, without assuming everyone knows what to do.

**Supporting Every Student**

Empower students to design and teach PBIS lessons.

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**Core Practices of School-wide PBIS**

1. **Define**
   - school-wide expectations (i.e., social competencies)

2. **Teach & Practice**
   - prosocial behaviors

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**Lyme Middle School, CT**
Student-taught School-wide Expectations Lessons

Student-created School-wide Expectations Videos

“The Beaver” (Chief Jimmy Bruneau School)
http://www.youtube.com/watch?v=9rFRW1Et3Ys

CORE PRACTICES of school-wide PBIS

1. DEFINE school-wide expectations (i.e., social competencies)
2. TEACH & PRACTICE prosocial behaviors
3. MONITOR & ACKNOWLEDGE prosocial behaviors

ON-GOING ACKNOWLEDGEMENT of PROSOCIAL BEHAVIOR

Every faculty and staff member acknowledges PROSOCIAL behavior

5:1 + / -
THE WAY IT WORKS

“Whatever you feed, will grow”

- Bishop TD Jakes

When we look for the behavior we want to see, we will see it more often.

How is my driving?
What is fidelity of implementation?
Get Positive!

- Android:  
  - https://play.google.com/store/apps/details?id=edu.uoregon.emberex_be_positive

- iOS:  

Be+ for Distance Learning

- **Guide**  

- **Video**  
  - https://twitter.com/_kentmc/status/1256947947394134017

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**SUPPORTING EVERY STUDENT**

Ensure acknowledgement systems are:
- used equitably
- actually reinforcing
Modified TFI Walkthrough Tool

Staff Interview Questions
Interview at least 10% of staff or at least 5 for smaller schools

1. What are the ________ (school rules, high 5's, 3 bee's) (Define what the acronym means)
2. Have you taught the school rules/behavior expectations this year?
3. Have you given any _________ (rewards for appropriate behavior)

Student Interview Questions
Interview a minimum of 10 students that are demographic

1. What are the ________ (school rules, hi)
2. In your own words, what do these mean in school
3. How would you describe them at home?
4. Have you received a ________ (rewards for appropriate behavior)

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Reinforcer Preference Surveys

Praise Preference Assessment

Put a star by your favorite and an X by any you don't like.

When I do something good, I want Mrs. _______ to:

_______ Our class gets a chain.
_______ I get a WOW! Ticket.
_______ Mrs.______ tells me I did a good job.
_______ Mrs.______ gives me a smile or a thumbs up.

Self-guided Resources

- 1-page overview
- Editable materials
- Narrated voice-over ppt videos

1. DEFINE school-wide expectations (i.e., social competencies)
2. TEACH & PRACTICE prosocial behaviors
3. MONITOR & ACKNOWLEDGE prosocial behaviors
4. RESPOND INSTRUCTIONALLY to unwanted behavior

DEFINE school-wide expectations (i.e., social competencies)
TEACH & PRACTICE prosocial behaviors
MONITOR & ACKNOWLEDGE prosocial behaviors
RESPOND INSTRUCTIONALLY to unwanted behavior

The way it works

Don't assume that punishment teaches the right way.

Quick redirects

You might be
You're thinking hard.
I hear you.

(Katrina Ayers)
**CORE PRACTICES of school-wide PBIS**

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   - To unwanted behavior

**SUPPORTING EVERY STUDENT**

Reopen school without the public shaming systems in classrooms

- Praise can be public... corrections should be private

A thought experiment...

- Ask...
  
  "Who are the students who are always on red?"

Resources for Ditching the Clip!

“Point Positive”

Classwide “Reset” Routine

- **TRY** for students
  - Take three deep breaths
  - Reflect on your feelings
  - You got this!

- Social-emotional Theme
  - Mistakes are part of the learning process
  - We won’t always do it right the first time
  - We can’t succeed unless we **TRY**

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### CORE PRACTICES of school-wide PBIS

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3. **MONITOR & ACKNOWLEDGE**
   - prosocial behaviors
4. **RESPOND INSTRUCTIONALLY**
   - to unwanted behavior
5. **MAKE DECISIONS**
   - based on data

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### THE WAY IT WORKS

Collect it, use it (for decision making), share it!
**Sustainability by Frequency of Sharing Data with All Staff**

**CORE PRACTICES of school-wide PBIS**

1. **DEFINE**
   - school-wide expectations (i.e., social competencies)

2. **TEACH & PRACTICE**
   - prosocial behaviors

3. **MONITOR & ACKNOWLEDGE**
   - prosocial behaviors

4. **RESPOND INSTRUCTIONALLY**
   - to unwanted behavior

5. **MAKE DECISIONS**
   - based on data

**SUPPORTING EVERY STUDENT**

- Disaggregate your data to assess your system’s effectiveness for every student

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**Data for Ensuring Equity in Continuity of Learning**

- Office Discipline Referrals
- Access to technology
- Attendance
- Engagement
- Equity in family reach-outs

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1. **Focus on Systems Instead of Relying on Superheroes**

- Creating safe, predictable, and positive environments comes from consistent interactions, not one-time superhero moments
2. Address challenges with a framework, not isolated, standalone programs

- Standalone programs are unlikely to provide the consistent support needed to improve outcomes

3. Our systems cannot be considered effective until they are effective for every student

Support for these projects:

- IES: NCSER (R324A120278, R324A180027)
- OSEP: TA Center on PBIS (H326S18001)
- Social Sciences and Humanities Council of Canada (SRG F09-05052)
- Hampton Endowment Fund (J07-0038)
Contact Information

- Kent McIntosh
  Special Education Program
  University of Oregon
  kentm@uoregon.edu
  @_kentmc

Handouts: http://www.pbis.org