

## Getting a Good Start With PB4L

Tim Lewis, Ph.D.  
University of Missouri  
OSEP Center on Positive Behavioral  
Interventions and Supports



## Starting Point....

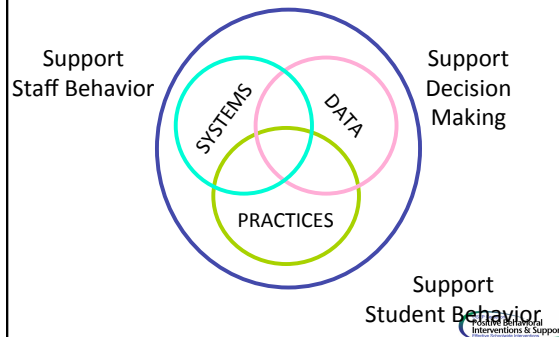
- We cannot “make” students learn or behave
- We can create **environments** to increase the likelihood students learn and behave
- Environments that increase the likelihood are guided by a **core curriculum** and implemented with **consistency and fidelity**



With any journey, there is the possibility of getting a little lost



## Your PBS Map



## Across the Journey

- Teams - **Administrator**
- Social behavior curriculum developed / adapted
- Data-based decision making
- Problem solving logic
- Access to Technical Assistance
- Working toward district/regional support
- SW-PBS is a Marathon, not a sprint

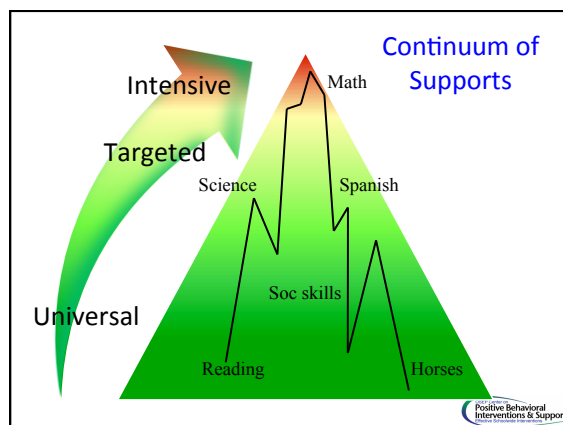
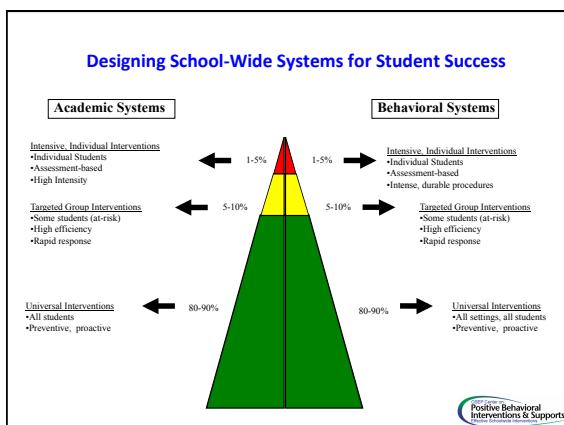
*Focus across is on what students should be learning versus what they should not be doing*



## Creating Environments

**Environments** that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity





### Universal School-Wide Features

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for **teaching & practicing** expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- **Family Awareness and Involvement**

Positive Behavioral Interventions & Supports

### Tier II (small group)

- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
  - Teacher referral
- Informal assessment process to match intervention to student need
  - Small group Social Skill Instruction
  - Self-management
  - Academic Support
- Part of a continuum – **must link to universal school-wide PBS system**

Positive Behavioral Interventions & Supports

### Tier III (individualized support)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies
- Part of a continuum – **must link to universal school-wide PBS system**

Positive Behavioral Interventions & Supports

### Creating Environments to Increase the Likelihood: Universals

- Annually:
  - Revisit your set of expectations and **teaching** activities
  - Assess and address “problem spots” across **school environments**
  - Assess effective instruction and management in each **classroom**
- High Rates of **Positive** Feedback

Positive Behavioral Interventions & Supports

## Teach & Practice.....



Positive Behavioral Interventions & Supports

## Post expectations across school settings...



## 4:1 Positive Ratio?



Positive Behavioral Interventions & Supports

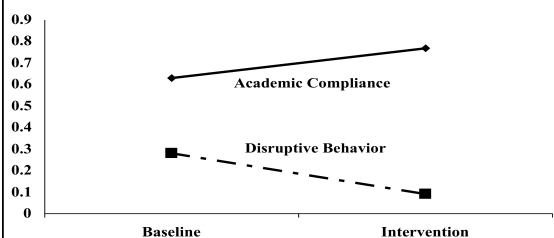
## Creating Environments to Increase the Likelihood: Classrooms

- Keep in mind:
  - Most problem behaviors occur in the classroom
  - Effective social and academic instruction is essential for **ALL** classrooms
  - Classrooms are “personal”

Positive Behavioral Interventions & Supports

Inverse relationship between increased probability of compliance induced by effective teaching on the rate of disruptive behavior

(Gunter, Shores, Jack, Denny, & DePaepe, 1994)



Positive Behavioral Interventions & Supports

## Importance of Effective Instruction

(Sanders, 1999)

- The single biggest factor affecting academic growth of any population of youngsters is the effectiveness of the classroom.
- The answer to why children learn well or not isn't race, it isn't poverty, it isn't even per-pupil expenditure at the elementary level.
- The classroom's effect on academic growth dwarfs and nearly renders trivial all these other factors that people have historically worried about.

Positive Behavioral Interventions & Supports

*So one of our own is now  
blaming everything on the  
teacher!!*

If classroom teachers are  
struggling, it is a systems issue  
NOT an individual teacher issues



## Creating Effective Classroom Environments

- Insuring ALL faculty and staff engaging in effective instruction and classroom management
- Align resources to challenges
  - Work within existing organization structure
  - Raze and rebuild
- Must build an environment that simultaneously supports student and adult behavior



## Essential

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need



## Systems

- Teach
  - Brief in-service, single topic focus
- Practice (performance feedback)
  - Peer coaching
  - Principal “walk throughs”



## On school reform...

Kauffman states “...attempts to reform education will make little difference until reformers understand that schools must exist as much for teachers as for students. Put another way, schools will be successful in nurturing the intellectual, social, and moral development of children only to the extent that they also nurture such development of teachers.” (1993, p. 7).



## Not Our Graduates!



## Creating Environments

- Focus on socially important behaviors
- Inviting atmosphere / Friendly & Helpful
- Connections / relationships between:
  - Staff-staff
  - Staff-students
  - Students- adults

*Is your school a place where you would want your own child to attend?*



## Core Curriculum

Environments that increase the likelihood are guided by a **core curriculum** and implemented with consistency and fidelity

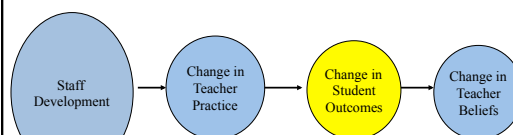


## Core Curriculum

- Based on local issues/problems – “What do you want them to do instead”
- Clear goal/purpose
- Matched to student need
- Research-based
- **Accompanying training and support for all staff to implement**
  - Mini-modules + “tip sheets”
  - Performance feedback



## Meaningful PD Outcomes



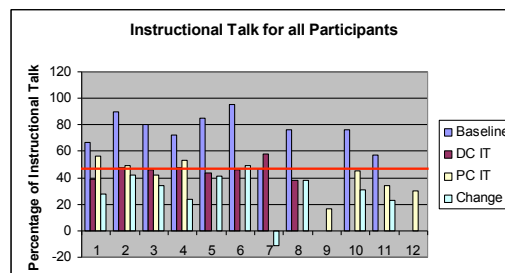
A Model of the Process of Teacher Change

Guskey, 1986



## Peer Coaching with Performance Feedback

- 2 schools – one high SES, one low SES
- 4 teacher “cool tools” on instructional talk, prompts, feedback, and wait time
- Implemented school-wide; provided a tip sheet and mini in-service on each, weekly email reminders from administrators
- Each cool tool 4 weeks long - cumulative



## Consistency and Fidelity

Environments that increase the likelihood are guided by a core curriculum and implemented with **consistency and fidelity**



## Consistency & Fidelity

- On-going, sustained, and purposeful training
- On-going access to technical assistance
- Periodic checks
  - Student outcomes
  - Student perceptions
  - Adult perceptions
- Working toward a District-Wide PBS initiative that will sustain over time (*Scaling up*)



## Assess for Fidelity of Implementation



## Scaling Up

- Does not simply equal more schools or every school within a district/region/state
- Outcome = increasing school's adoption and **sustained use of evidence-based practices** with integrity that lead to improved academic and social outcomes for students **with accompanying organizational supports to allow replication**



## Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what doesn't work:
  - Information dissemination alone
  - Training by itself



## Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- What does work
  - *Long term, multi-level approaches*
  - *Skills-based training*
  - *Practice-based coaching*
  - *Practitioner performance-feedback*
  - *Program evaluation*
  - *Facilitative administrative practices*
  - *Methods for systems intervention*



## Consistency & Fidelity

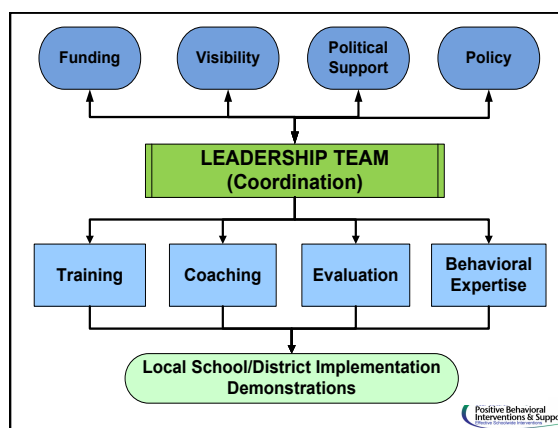
- Boosters based on data
- Apply logic of SW-PBS to adult learners
  - Tell-show-practice
  - Data / Feedback
  - Data Decisions
- Align Initiatives to SW-PBS work
  - Eliminate competing initiatives that do not produce measurable outcomes



## Aligning Initiatives



## School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment



## Blueprint for School-wide Positive Behavior Support Training and Professional Development



Figure Three - Core Content Foci Across the SWPBS Continuum

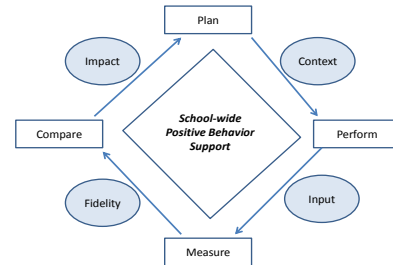
Phase of Implementation	Tier	Content Knowledge	Supporting Materials / Tools	Team Outcomes
Exploration	Core SW-PBS Components of training: Readiness	<ul style="list-style-type: none"> <li>• Definition of SW-PBS (data, practice, systems)</li> <li>• Rationale a) general b) current issues at school/district c) anticipated outcomes</li> <li>• Implementation Blueprint features</li> <li>• School/District examples</li> <li>• Commitments / "Costs"</li> <li>• State/Region Initiative</li> <li>• Next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Planning Phase Checklist</li> <li>• Background readings</li> <li>• Implementation Blueprint</li> </ul>	<ul style="list-style-type: none"> <li>• Role and responsibilities of District a) leadership team, b) integrated resources allocation, c) PD plan with dates, d) information systems linked to assessment/evaluation plan e) 3-5 year commitment</li> <li>• Role and responsibilities of school team a) 80% buy-in among staff, b) school team composition, c) information system plan, d) integrated resource allocation, e) PD plan</li> <li>• Role and responsibilities of State/Region Initiative a) contact point, b) on-line information, c) 3-5 year commitment, d) integrated resource allocation</li> </ul>



## Evaluation Blueprint for School-wide Positive Behavior Support



## The Logic Model for Evaluation



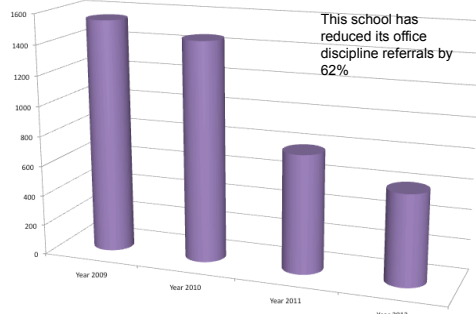
Are We There Yet?



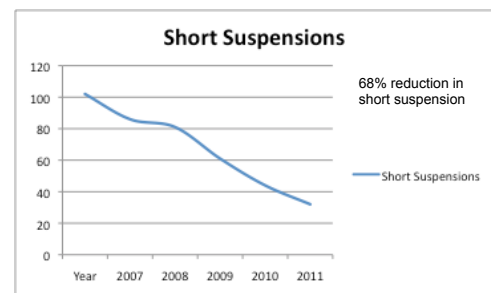
Remember, Building a Complete Continuum is a Marathon not a Sprint



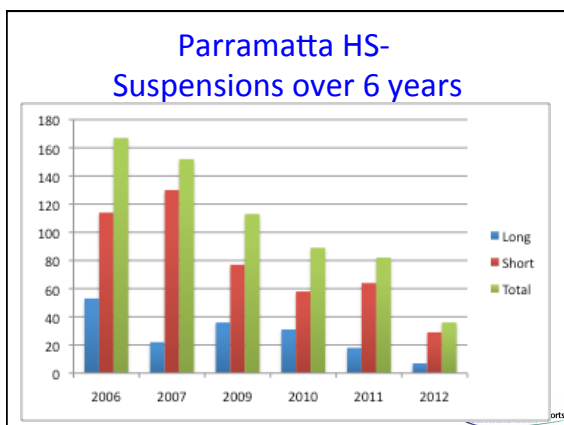
## Buninyong PS: Office Discipline Referrals



## Buninyong PS







### Remember

- We cannot “make” students learn or behave
- We can create **environments** to increase the likelihood students learn and behave
- Environments that increase the likelihood are guided by a **core curriculum** and implemented with **consistency and fidelity**