Getting a Good Start With PB4L

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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

Support
Staff Behavior

Support
Decision
Making

Support
Student Behavior

Creating Environments

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

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
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

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

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
Teach & Practice

Post expectations across school settings...

4:1 Positive Ratio?

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”

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.
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

Staff Development
Change in Teacher Practice
Change in Student Outcomes
Change in Teacher Beliefs

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

Instructional Talk for all Participants
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)

• 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

• Best evidence documents what doesn’t work:
  – Information dissemination alone
  – Training by itself
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
Evaluation Blueprint for School-wide Positive Behavior Support

The Logic Model for Evaluation

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

Are We There Yet?

Buninyong PS: Office Discipline Referrals

Buninyong PS
Parramatta HS-Suspensions over 6 years

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