Theory to Research to Practice: Improving Implementation of Tiered Systems of Behavior Support.

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Purpose
Revisit core features of PB4L-SW in multi-tiered behavior framework context. How theory shapes research & practice is considered using implementation examples from school climate & positive behavior support.

Action Steps - Homework

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Factors Directly & Indirectly Contributing To Student Learning

- Direct Leadership
- Indirect Leadership
- Student/Family Background
- District Leadership, Policies and Practices
- School Conditions
- Classroom Conditions


Positive School Climate

Did you feel that?

Coercive Cycle

KID (-) School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, intimidation
- Disengagement, withdrawal
- Nonattendance, tardy, truancy
- Academic failure
- Violent/aggressive behavior
- Littering, graffiti, vandalism
- Substance use

SCHOOL (-) School Climate
- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient, ineffective instruction
- Negative adult role models

Positive Reinforcement Cycle

SCHOOL (+) School Climate
- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

KID (+) School Climate
- Positive > negative contacts
- Predictable, consistent, equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgement
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

Why is negative school climate undesirable?

Triggers & reinforces antisocial behavior

Creates environments of control

Devalues child-adult relationship

Shifts accountability away from school

VIOLENCE

PREVENTION

Positive predictable school-wide climate

High rates academic & social success

Positive Social Instruction

Compliance & cooperation
Respect & responsibility
Positive peer & adult interactions
Engagement & participation
Attendance & punctuality
Anger & conflict management
Safe & clean environment
Healthy food & substance use
Self-management behavior

Coercive Cycle
What’s It Take to Shift from Negative to Positive School Climate???

![Diagram showing Positive School Climate Behavior Cycle]

School Climate Self-Assessment - homework

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<tr>
<td>Yes ? No</td>
<td>1. Do &gt;80% of students engage in socially appropriate interactions w/ peers daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Do &gt;80% of staff have more positive than negative social interactions with their students daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Do &gt;80% of staff model positive expected social behavior daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Do &gt;80% of students experience high levels of successful academic engagement every hour?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
<td></td>
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<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
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GOAL: “Big Outcome”

“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”

Skinner, 1953, Science of Human Behavior

MTSS aka PBIS, SWPBS, MTSS-B, MTBF, RtI-B...

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Multi-Tiered Systems of Support

Arranging environment to be conducive to teaching & learning

(N. Haring, 2012)
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

MTSS Emphasis

Outcomes

Systems

Data

Practices

Continuum of Evidence-Based Interventions

Content Expertise & Fluency

Team-Based Implementation

Continuous Progress Monitoring

Universal Screening

MTSS/MTBF

Primary Prevention:
School-Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

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Continuum of School-Wide Instructional & Positive Behavior Support

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention:
School-Classroom-Wide Systems for All Students, Staff, & Settings

Continuum of Support for All

Universal

All

Some

Few

Intensive

Targeted

Universal

All

Some

Few

Continuum of Support for ALL:
“Molcom”

Continuum of Support for ALL:
“Theora”

Behavior Support

Technology

Self-care

Mood

Problem Solving

Intensive

Targeted

Universal

All

Some

Few

Intensive

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All

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Few

Continuum of Support for ALL:
“Theora”

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Some

Few

Label behavior…..not kids

Label behavior…..not people
Teaching social skills explicitly

Establishing stimulus control...like academic skills

SWPBS: Core Practice Features

SECONDARY PREVENTION
• Team-led implementation w/ behavior expertise
• Increased social skills instruction, practice
• Increased supervision & precorrection
• Increased opportunities for reinforcement
• Continuous progress monitoring

TERTIARY PREVENTION
• Multi-disciplinary team w/ behavior expertise
• Function-based behavior support
• Wraparound, culture-driven, person-centered supports & planning
• School mental health
• Continuous monitoring of progress & implementation fidelity
• Increased precorrection, supervision, reinforcement

PRIMARY PREVENTION
• Team-led implementation
• Behavior priority
• Social behavior expectations
• SW & CW teaching & encouraging of expectations
• Consistency in responding to problem behavior
• Data-based decision making

Precise Engagement Feedback Practice Teamwork

HOMWORK ESTABLISHING CONTINUUM of SWPBS

GUIDELINES
• Next month’s salary.
• What can do with fidelity.
• What you want to achieve.
• Avoid people or services.

HOMEWORK

• Next month’s salary.
• What can do with fidelity.
• What you want to achieve.
• Avoid people or services.

Social Skills Misrules

Punishment teaches
• Punishment signals error.
• Punishment does not teach SS.

Teach “1 hour every Monday”
• SS are needed all day.
• SS are prompted & practiced all day.

Not my responsibility
• SS are needed to learn.
• SS are needed to teach.

Bad behavior is trait
• SS (good/bad) learned & taught.
• Teaching SS should be formal.
Teaching/learning mis-rule!!

Teaching calculating hypotenuse of triangle

"Work w/ another partner & do these 4 examples...."

"C^2 = A^2 + B^2" where C is side opposite right angle...."

"Watch me...If A = 3 & B = 4, then C^2 = 5 & C = 5..."

"Work w/ your partner & calculate hypotenuse of triangle for these 3 examples...."

Teaching social behaviors like academic skills

"You got it. Tomorrow let's figure out how to handle cyber-teasing."

"If someone won't stop teasing your friend, you should look cool & walk away w/ your friend..."

"That was great. What would that look like if you were stuck on the bus? In the classroom?"

"Tell me how you would do it if you were in hallway. "At school dance."

"Teaching by..."I hate this f____ing school & you're a dumbf______!"

"That's disrespectful language, girl. I'm sending you to the office so you'll learn never to say those words again....starting now!"

Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Ourselves</td>
<td>Manage time well, have principles responsibly</td>
<td>In class be responsible with others</td>
<td>Resell the value of respect</td>
<td>Take care of school property</td>
<td>Respect each other's space, belongings</td>
</tr>
<tr>
<td>Respect Others</td>
<td>Communicate clearly, be a good listener</td>
<td>Help others be prepared</td>
<td>Practice good habits</td>
<td>Take care of the environment</td>
<td>Share responsibilities, take care of the environment</td>
</tr>
<tr>
<td>Respect Property</td>
<td>Care for your belongings</td>
<td>Keep your space organized</td>
<td>Take care of your belongings</td>
<td>Use equipment properly</td>
<td>Treat books carefully, keep them safe</td>
</tr>
<tr>
<td>Expectations</td>
<td>Be on task</td>
<td>Give your best effort</td>
<td>Be prepared</td>
<td>Walk</td>
<td>Have a plan</td>
</tr>
<tr>
<td></td>
<td>Eat all your food</td>
<td>Select healthy foods</td>
<td>Study, read, compute</td>
<td>Sit in one spot</td>
<td>Watch for your stop</td>
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Emphasizing & Teaching Positive Expectations
Social Skills Self-assessment

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<td>2. Do we have plan for teaching school-wide social skill expectations?</td>
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<td>3. Do we teach social skill expectations in our classrooms?</td>
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<td>4. Do we teach social skill expectations throughout the day?</td>
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Expectations & behavioral skills are taught & recognized in natural context

Acknowledge & Recognize

Concluding comments

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