

**Positive Behaviour for Learning School-wide**

**Doubling Down/Up on PB4L/PBIS:**  
Increasing Implementation Precision on Prevention & Behavioral Sciences

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[www.pbis.org](http://www.pbis.org) [www.neswpbs.org](http://www.neswpbs.org)  
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**PURPOSE**

Describe how renewed emphasis on implementation of **MTSS/PBIS** could function as **prevention** response to major change in **classroom & school climate**.

Topics: Behavioral Sciences, Prevention, School Climate, & Culture

11:45-12:45

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**PBIS Positive Behavioral Interventions & Supports**

[www.pbis.org](http://www.pbis.org)

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a model-based approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

**current topics**

- 2015 PBIS National Leadership Forum**
- PBIS Implementation Blueprint**
- Equity and PBIS**
- Special Issue of Education and Treatment of Children**
- Advancing Education Effectiveness**

**school climate transition grants**

**presentations**

**pbis blueprints**

**getting pbis on my school**

**videos**

**upcoming events**

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**PB4L New Zealand**

**Positive Behaviour for Learning**

**MINISTRY OF EDUCATION**  
Te Kaitiaki Take Kōwhiri

**SCHOOL & SCHOOL LEADERSHIP TEAM**

**PARENTS, CAREGIVERS & TEACHERS**

**LEARNER**

**Ministry of Education**  
Ministry of Health  
Ministry of Social Development  
New Zealand Police  
Ministry of Justice  
Te Pahi Kōwhiri

**Emergency approach to achieving better outcomes**

**2015 PBIS Leadership Forum**

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**POSITIVE BEHAVIOUR FOR LEARNING: THREE TIERS OF SUPPORT**

**PB4L New Zealand**

**WHOLE-SCHOOL CHANGE APPROACHES**

**TARGETED PROGRAMMES**

**SERVICES SUPPORTING INDIVIDUAL STUDENTS**

**PB4L INITIATIVES**

**Continuum**

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**PB4L New Zealand**

**Netherby PRIDI**

**Book marks**

**PC Academic Achievement**

**Whakaute responsibility respect**

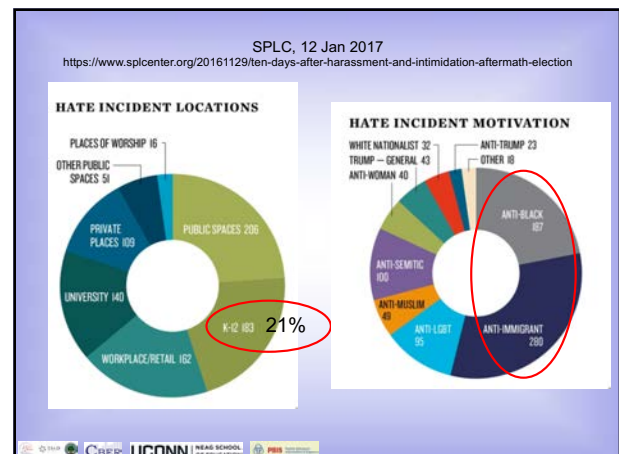
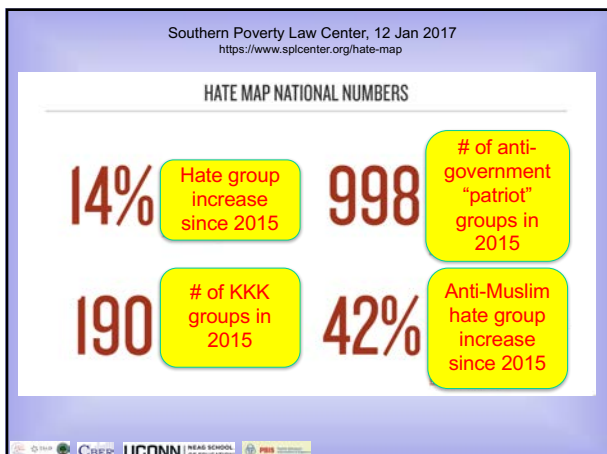
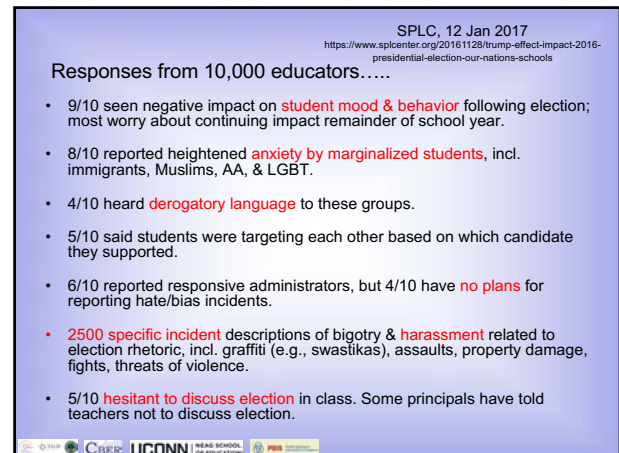
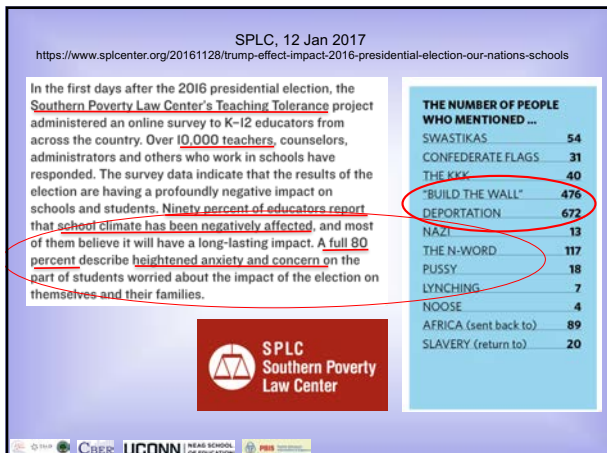
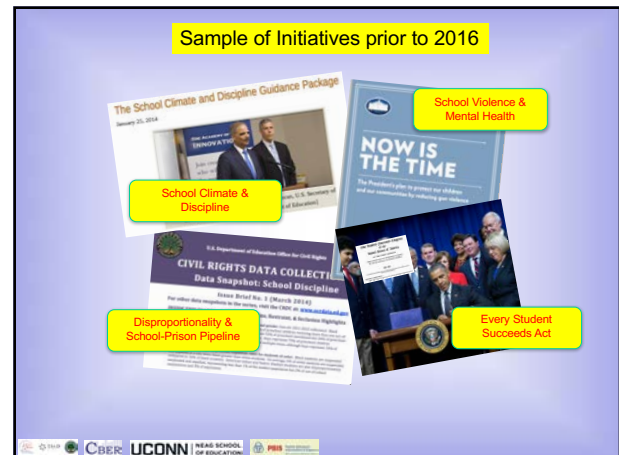
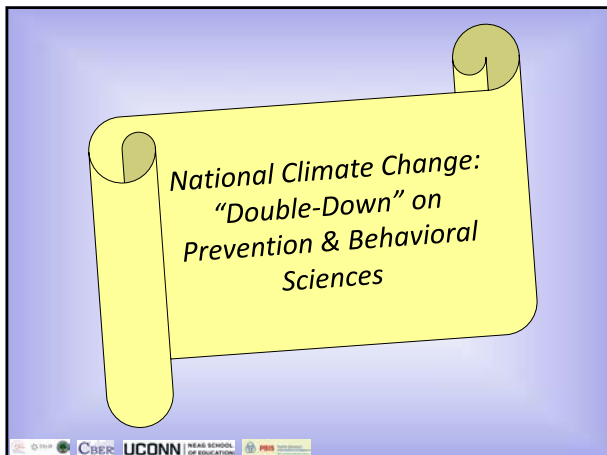
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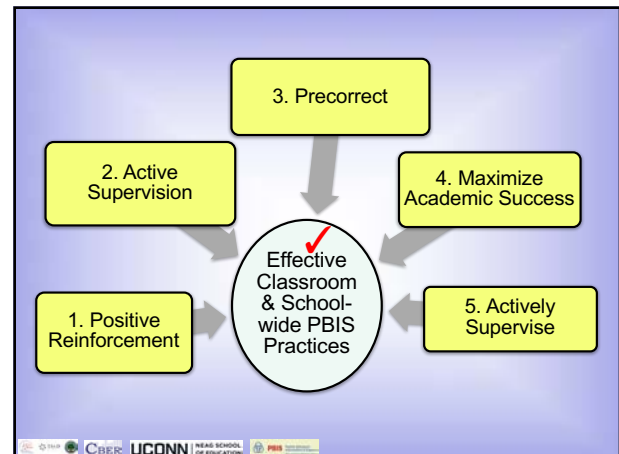
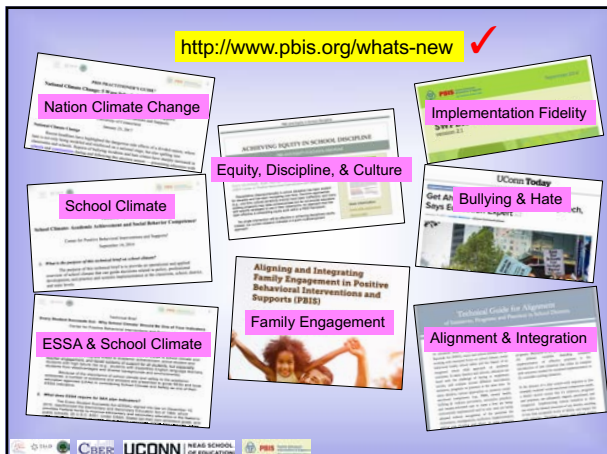
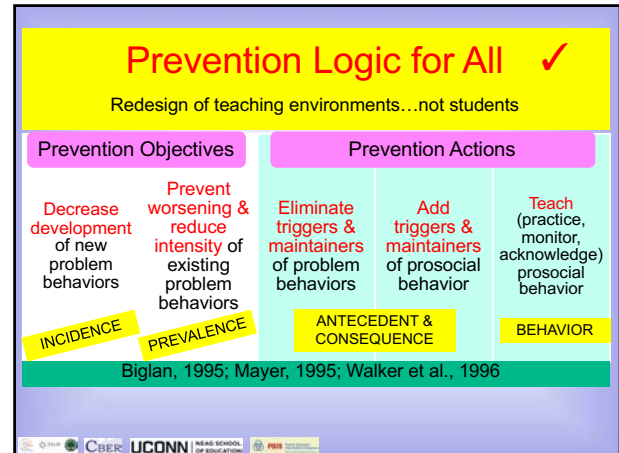
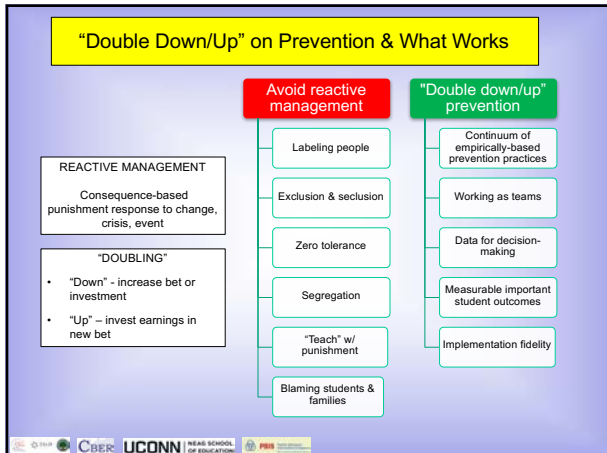
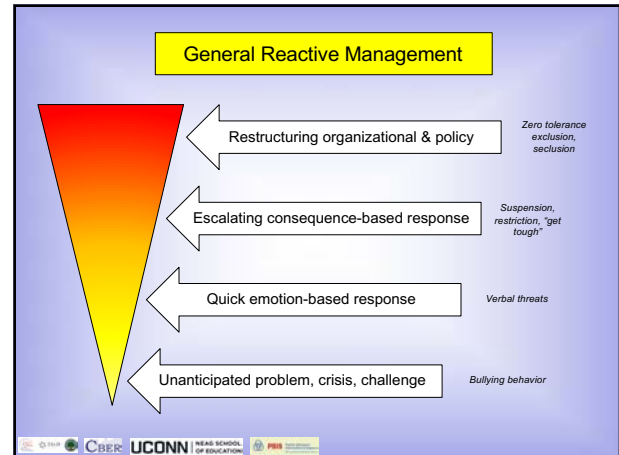
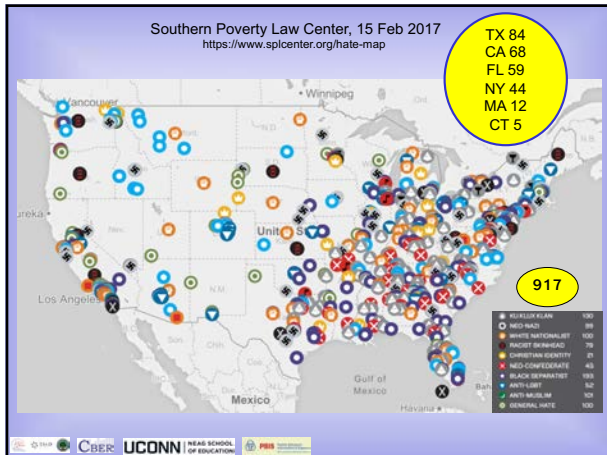
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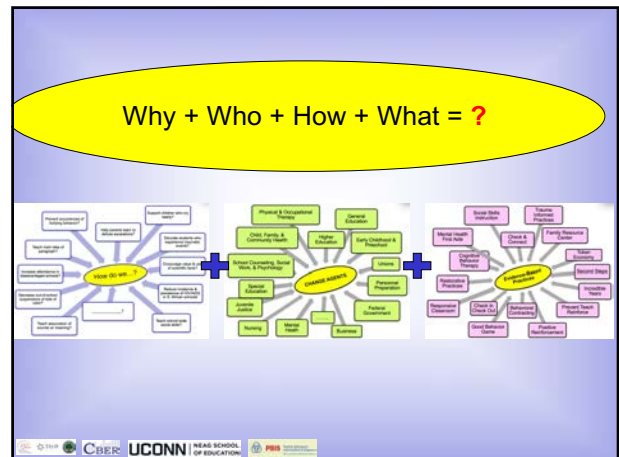
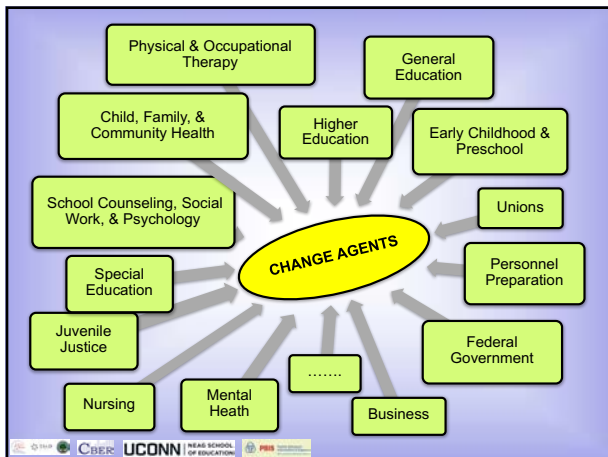
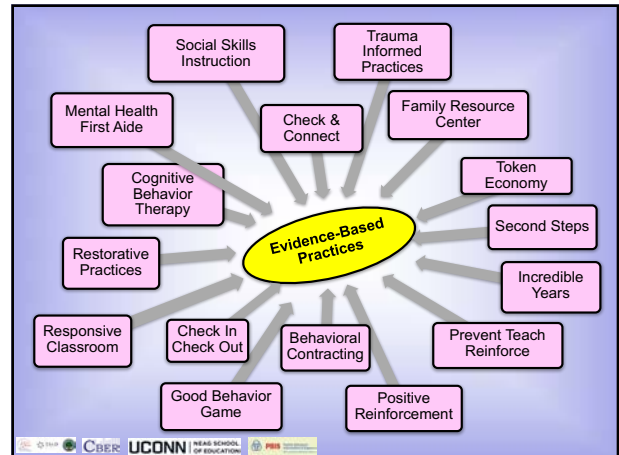
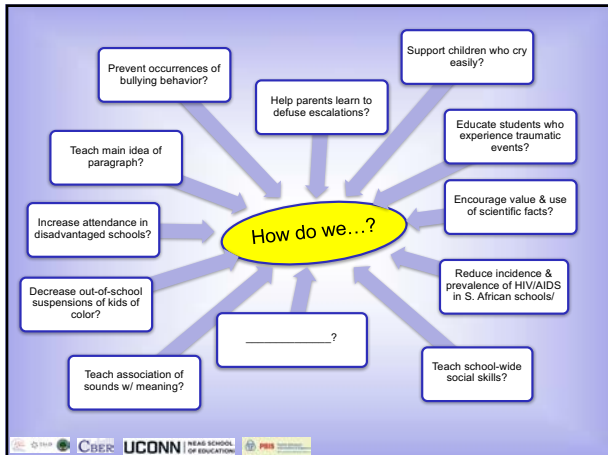
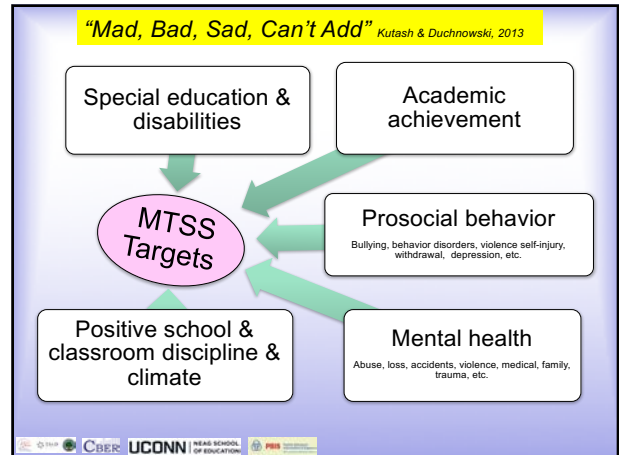
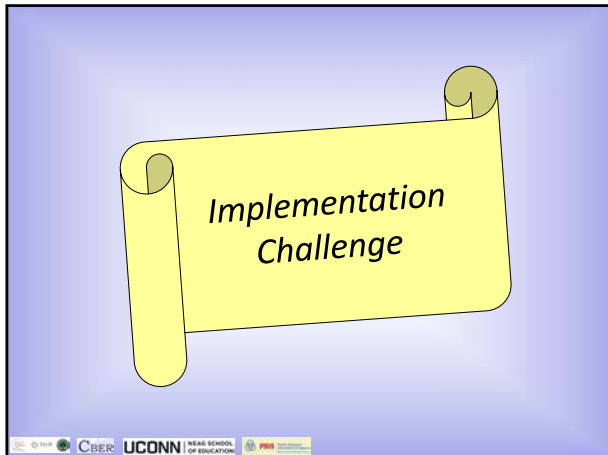
**Playground**

**Respect Achieve Participate**

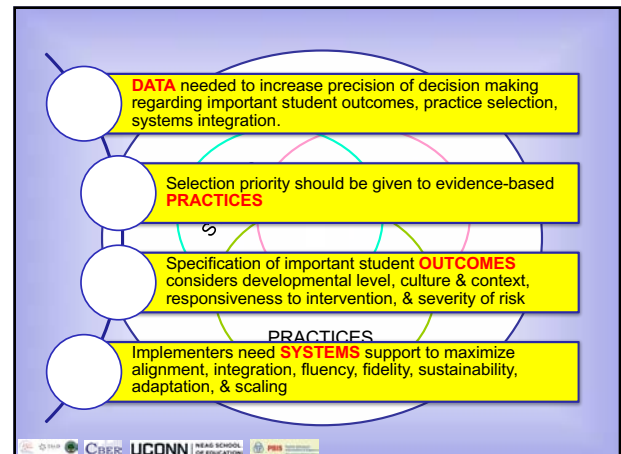
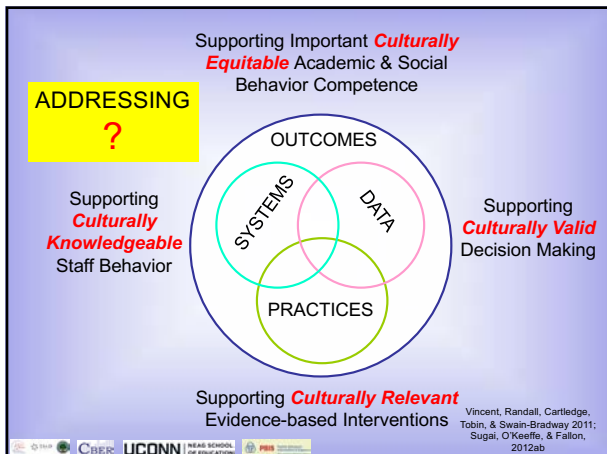
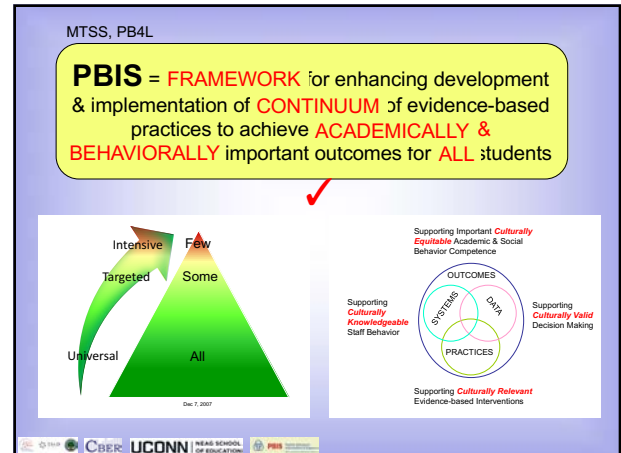
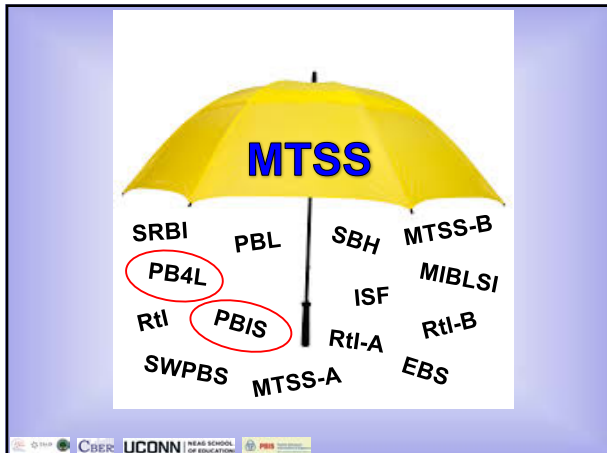
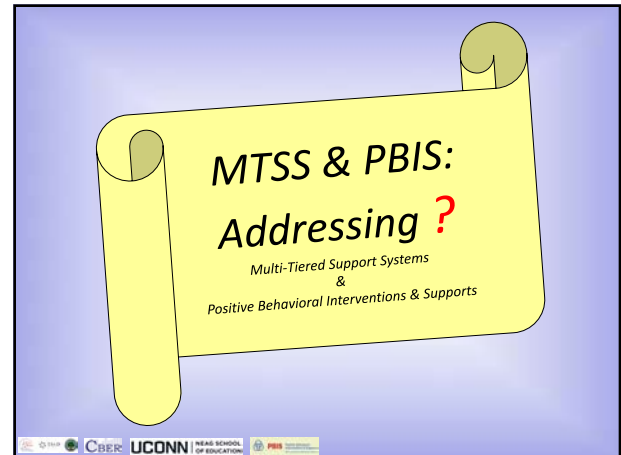
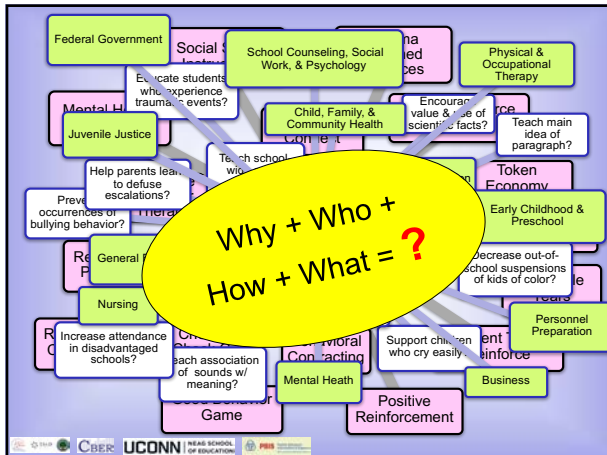
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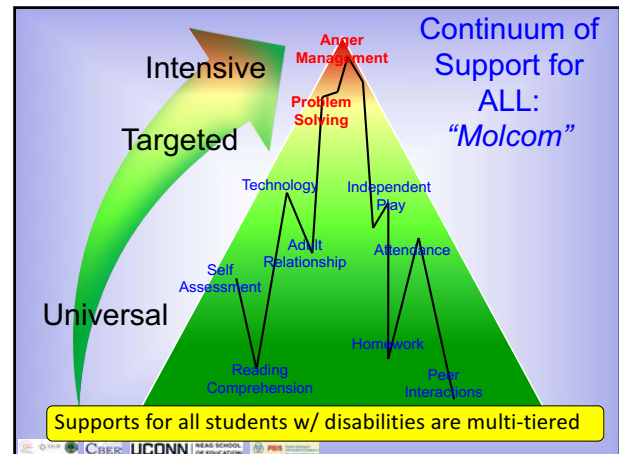
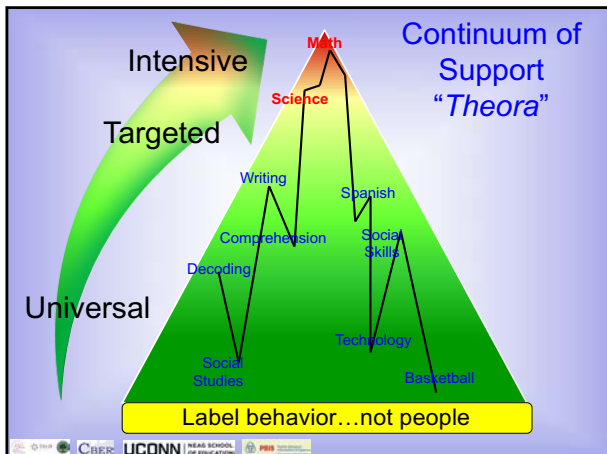
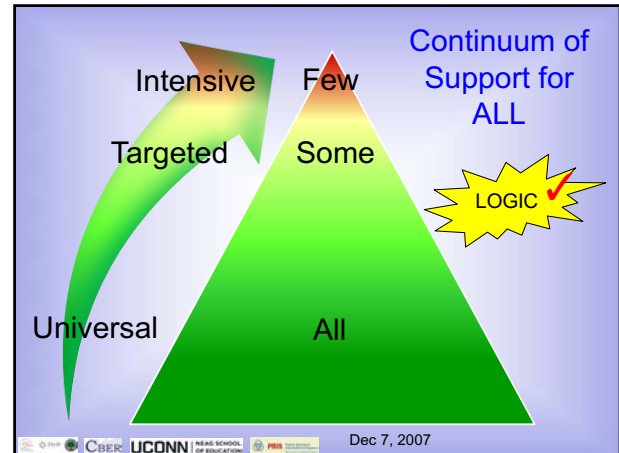
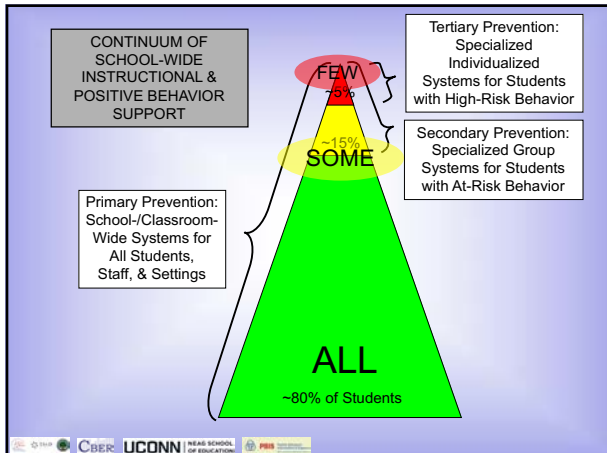
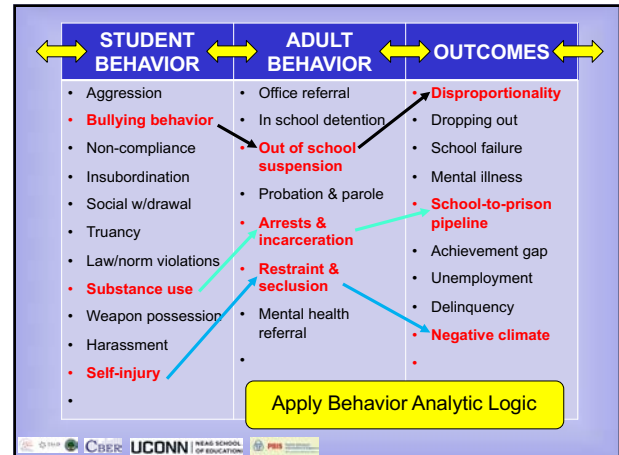
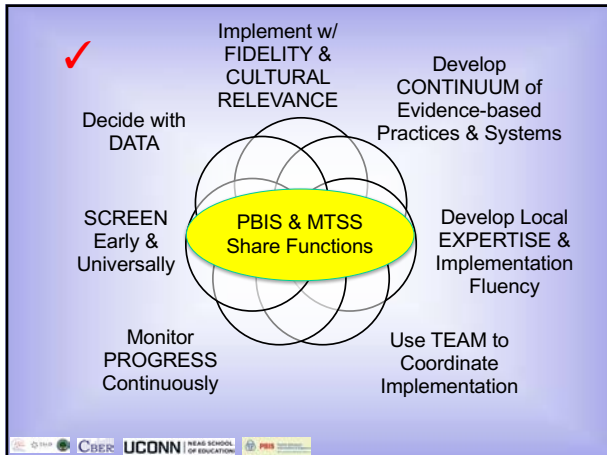


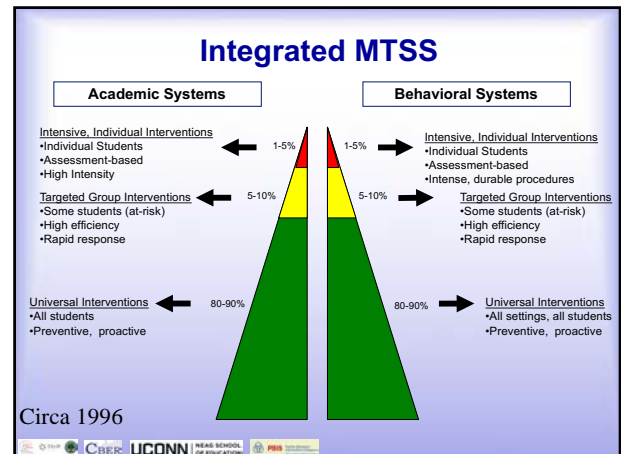
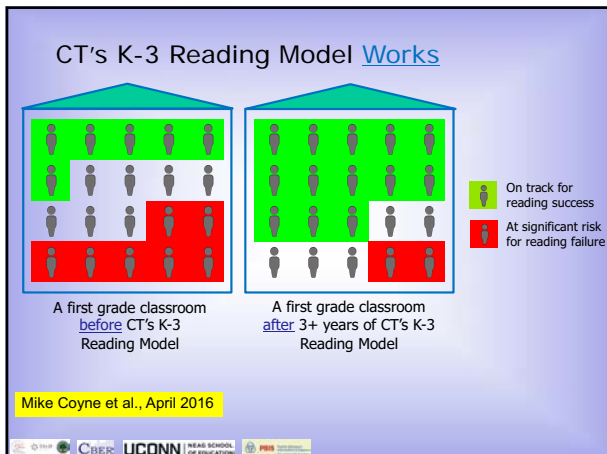
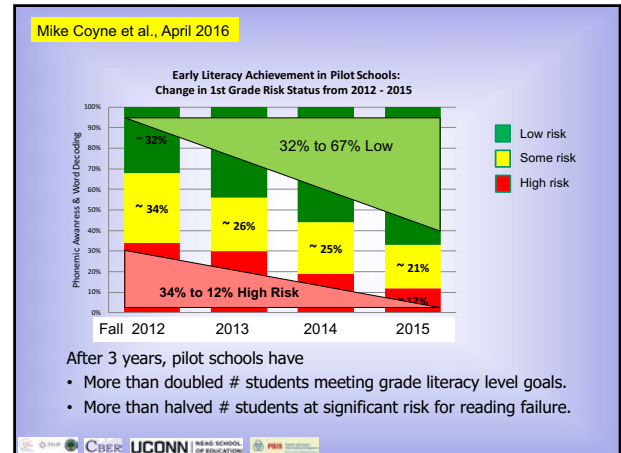
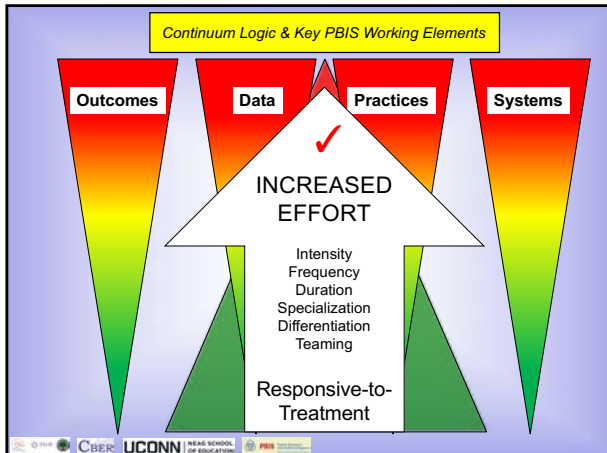
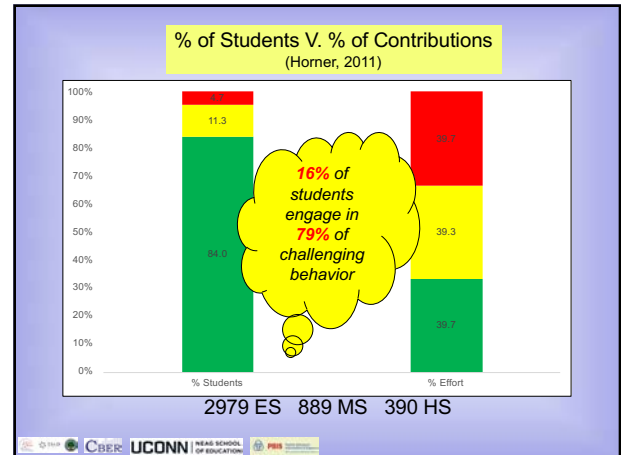
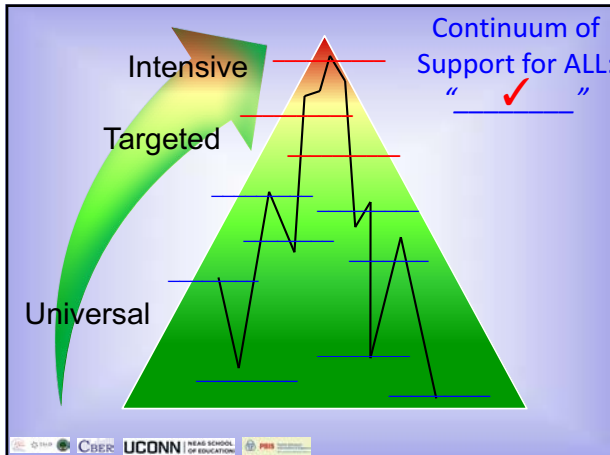


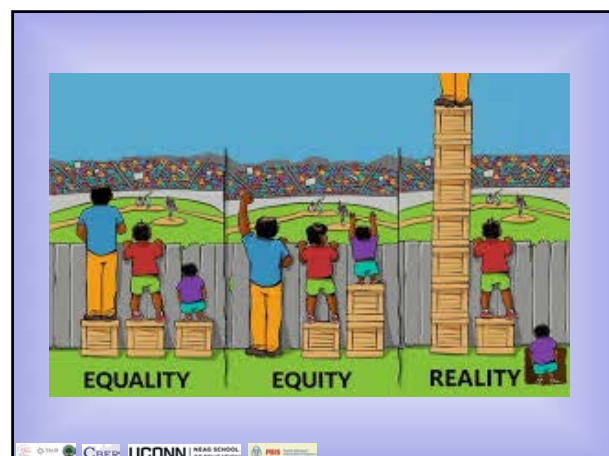
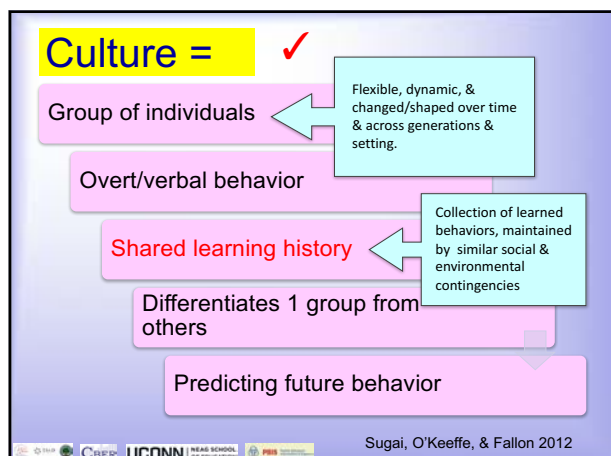
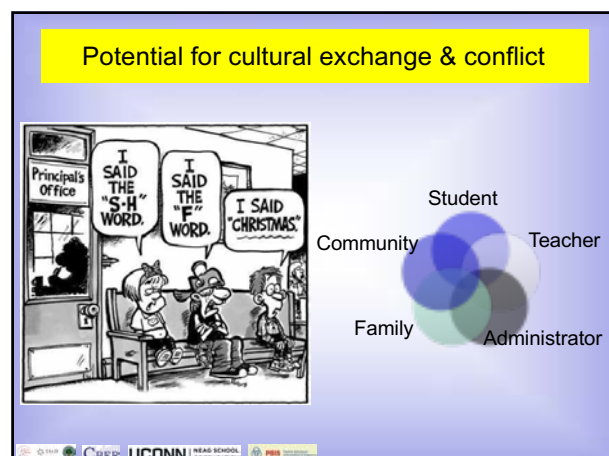
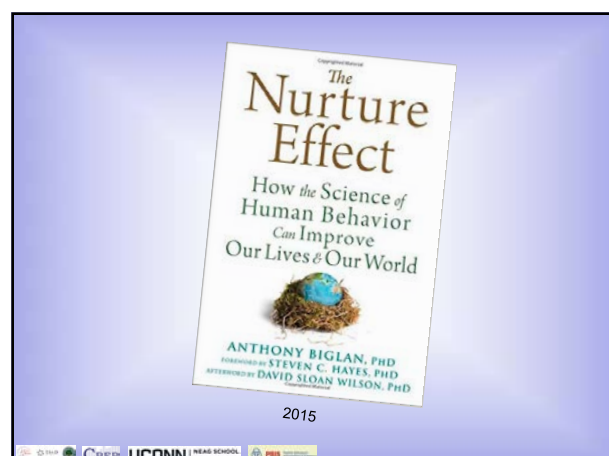
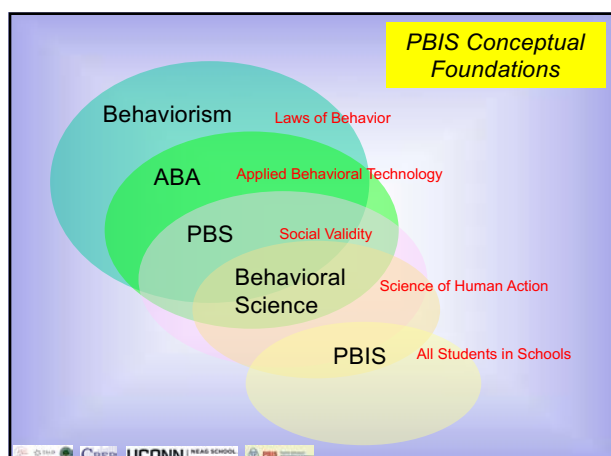














**Samples of Definitions**

**1. Empirical Support**

- Functional Relationship
- Meaningful Effect Size
- Replication
- Context

**2. Student Fit**

- Need (+/-)
- Priority

**3. Context-Environment Fit**

- Language
- Developmental
- Educational
- Cultural

**Practice Selection**

"Bet your next month's salary!!"

Logos: CBER, UCONN, NEAS SCHOOL OF EDUCATION, PBIS

**How does my learning history affect my actions?**

- Do I have **shared experience** w/ individuals who are **diverse**?
- Are my actions **equitable**?
- Do I **stop & check** before I act?
- Do I act w/ **team**?
- Do I use **data** to guide my actions?

McIntosh et al., 2016

Logos: CBER, UCONN, NEAS SCHOOL OF EDUCATION, PBIS

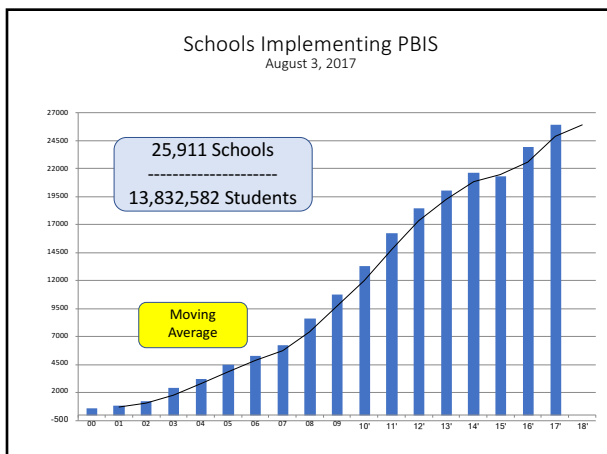
**US PBIS Adoption & Implementation**

Logos: CBER, UCONN, NEAS SCHOOL OF EDUCATION, PBIS

**DRAFT**

**PBIS Counts**

2016-17  
August, 2017  
Horner



Aug 2017

**RCT & Group Design PBIS Studies**

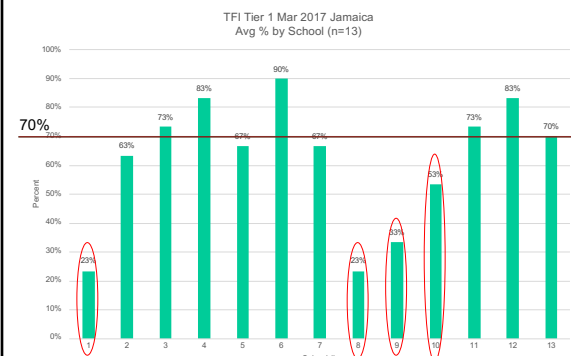
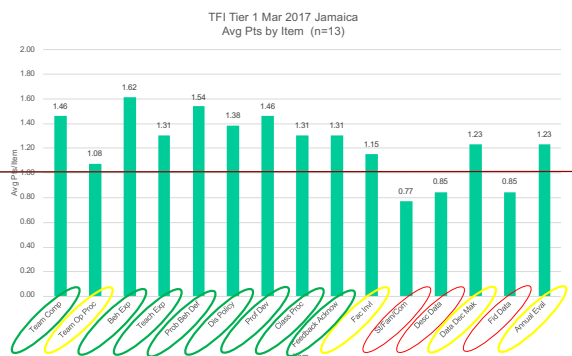
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**"Bet your next month's salary!!"**

- 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**

**Tentative Findings**

- 1 SWIS & US schools are similar
- 2 Tiered logic can be documented
- 3 T2/3 require high intensity effort
- 4 Supports for behavior for young children need attention
- 5 PBIS impact on major ODR can be documented

### Tentative Findings

- 1 Fidelity T1 needs to be encouraged
- 2 Schools are assessing fidelity T1>T2/3
- 3 T2/3 systems implementation capacity needs attention
- 4 Fidelity assessment varies across states

### BIG IDEAS ✓

- 1 Schools = excellent **PREVENTION** opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
- 2 **BEHAVIORAL SCIENCES** serve as useful theory of action/change
- 3 Positive, doable, effective **PRACTICES** exist to maximize academic/behavioral success
- 4 Implementation **SYSTEMS** needed for students to experience & benefit from effective practices
- 5 **DECISION**-based **DATA** systems to inform actions
- 6 Consideration of **CULTURE** needed to guide decisions & actions