Slide 1

What Does it Take to Sustain PBIS?

Kent McIntosh
University of Oregon

CENTER ON PBIS Positive Behavioral Interventions & Supports

Handouts: http://www.pbis.org

Slide 2

Thanks and Acknowledgments

- Land Acknowledgment
- ODE
  - Conference organization
- Center on PBIS Partners
- Collaborators across the country
- Educators and families across the world

Handouts: http://www.pbis.org

Slide 3

Learning Objectives

By the end of this session, you should be able to…

1. Describe the need for **systems** to sustain effective practices
2. Identify specific actions for leveraging the **core practices of Tier 1 PBIS** to provide high-quality continuity of learning for every student
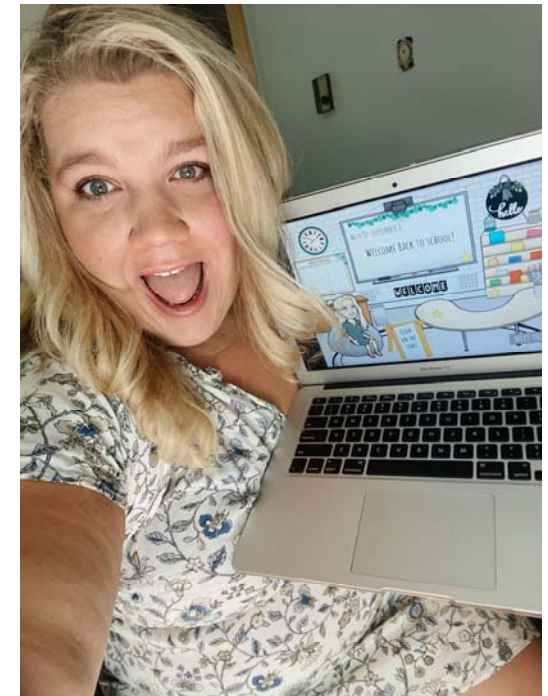
Handouts: http://www.pbis.org

Slide 4

Who signed up for THIS?

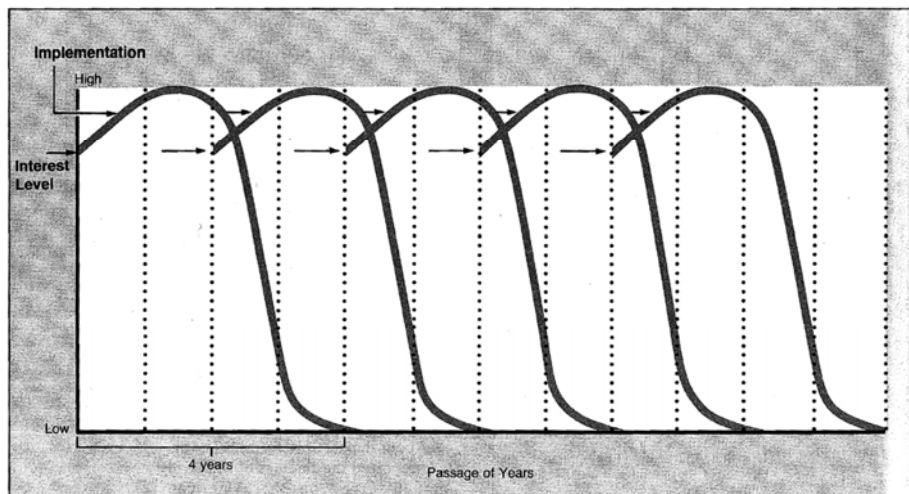
Madison Corlett, Mansfield, CT
https://www.pbisapps.org/

Welcoming students back to school?

What are common reactions to new problems in education?

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

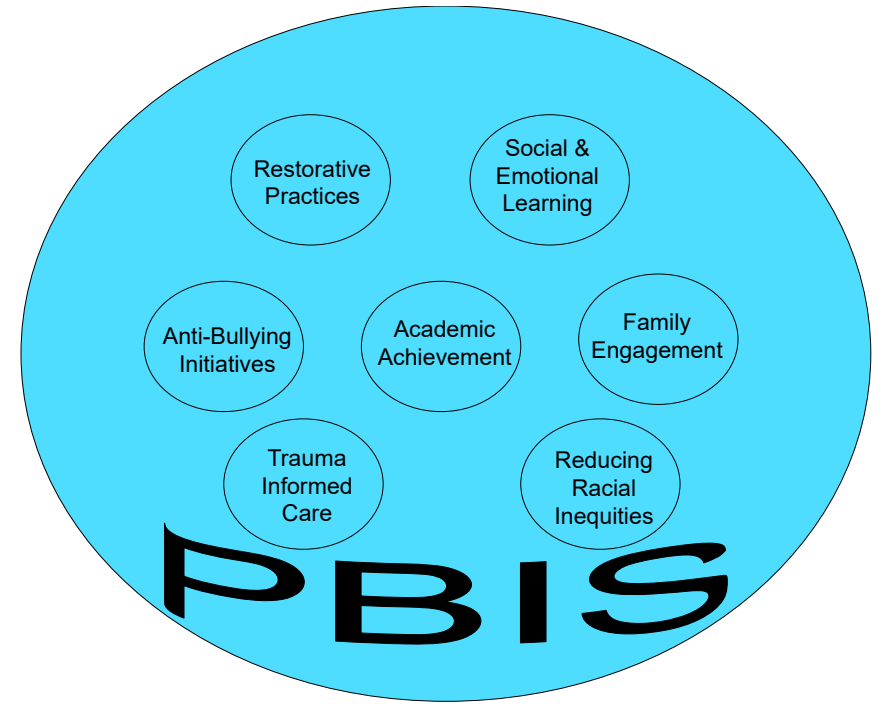Figure 1. **Birth and Death Cycles of Educational Innovations**

(Latham, 1988)

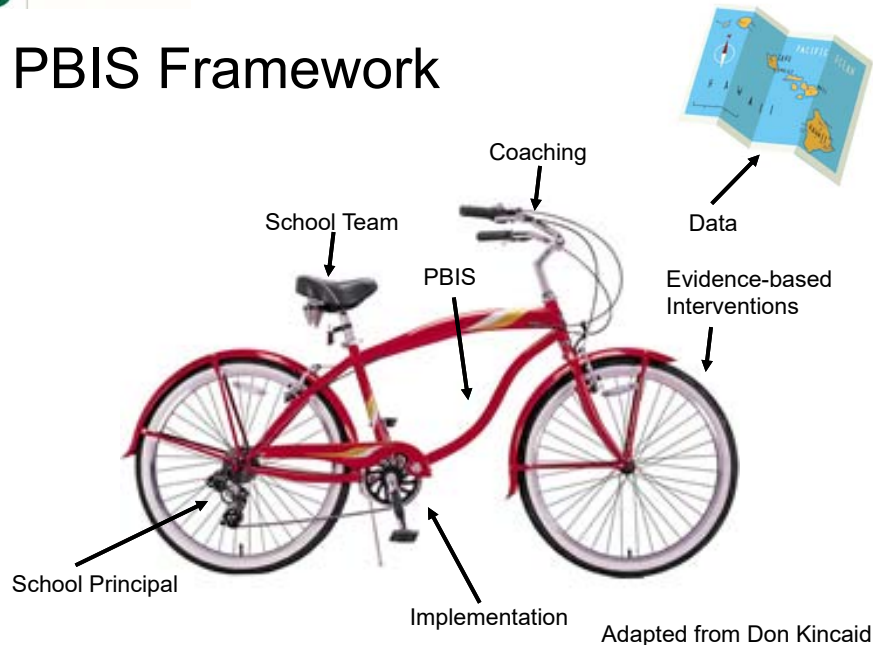# What are common reactions to new problems in education?

- Roll out a stand-alone initiative 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

PBIS

- Restorative Practices
- Social & Emotional Learning
- Anti-Bullying Initiatives
- Academic Achievement
- Family Engagement
- Trauma Informed Care
- Reducing Racial Inequities

PBIS Framework

- Coaching
- School Team
- PBIS
- Data
- Evidence-based Interventions
- School Principal
- Implementation

Adapted from Don Kincaid

PBIS in the real world

Photo Illustration of Behavior Worsening with Continued Drinking

Keeping Behavior Acceptable

Diagram 3.1: Acceptable Behavior, Levels 1-4
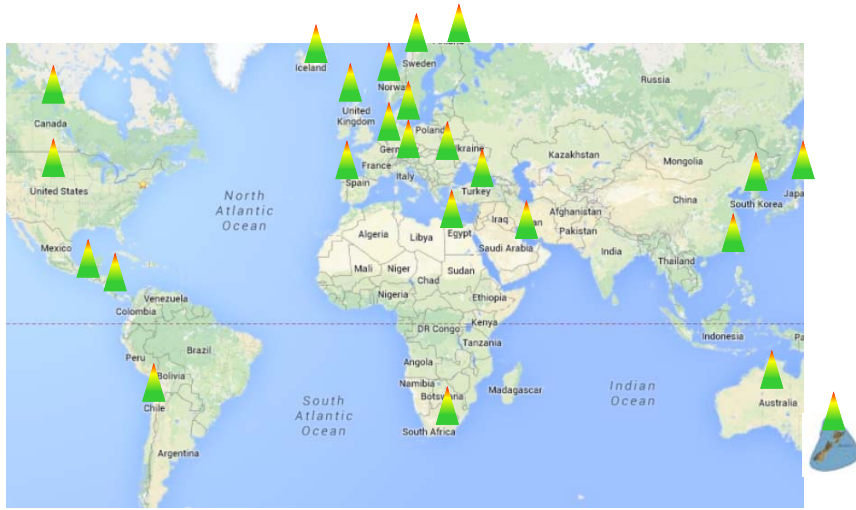
U.S. Schools Using PBIS
August 2020

29,083 Schools Using PBIS

>30% of all Schools

16,286,480 Students

Number of Schools — Year
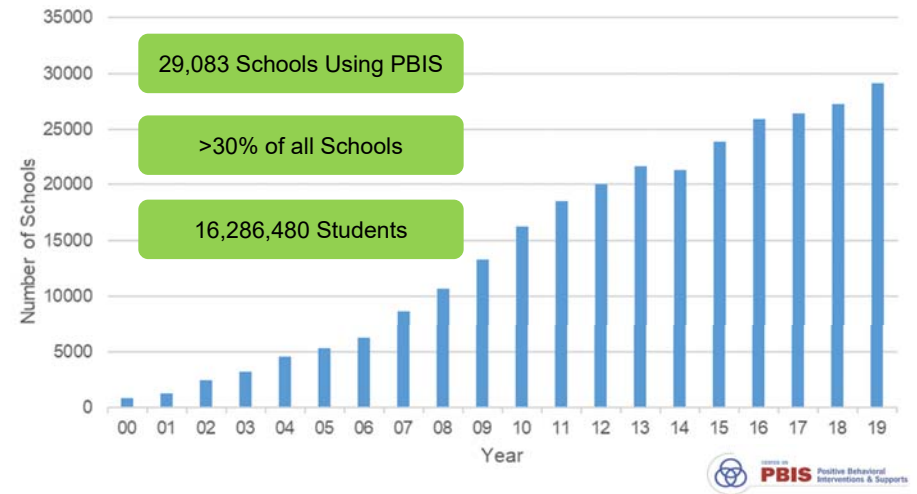
Schools Reporting PBIS Fidelity
August 2020

Number of Schools — Year
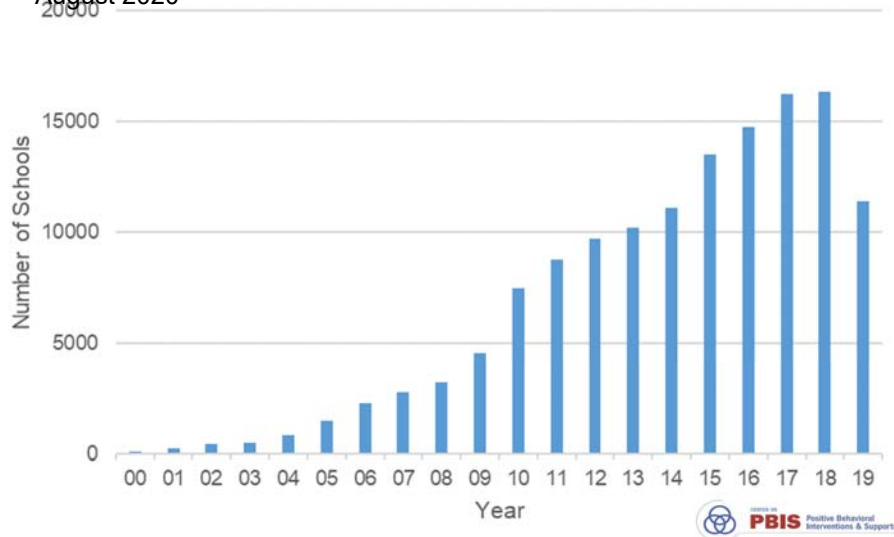
Schools Implementing Tier 1 PBIS with Fidelity
August 2020

68% of Schools

Number of Schools — Year
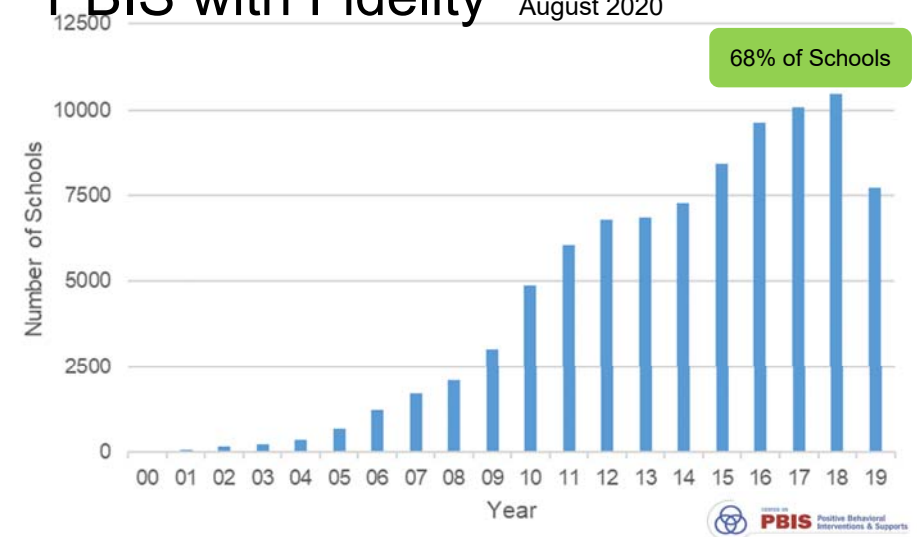
Statistically Significant Outcomes of PBIS

- **Reduced problem behavior**
  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Gage et al., 2018; Horner 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**
  (Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)
- **Improved perceptions of school safety**
  (Horner 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

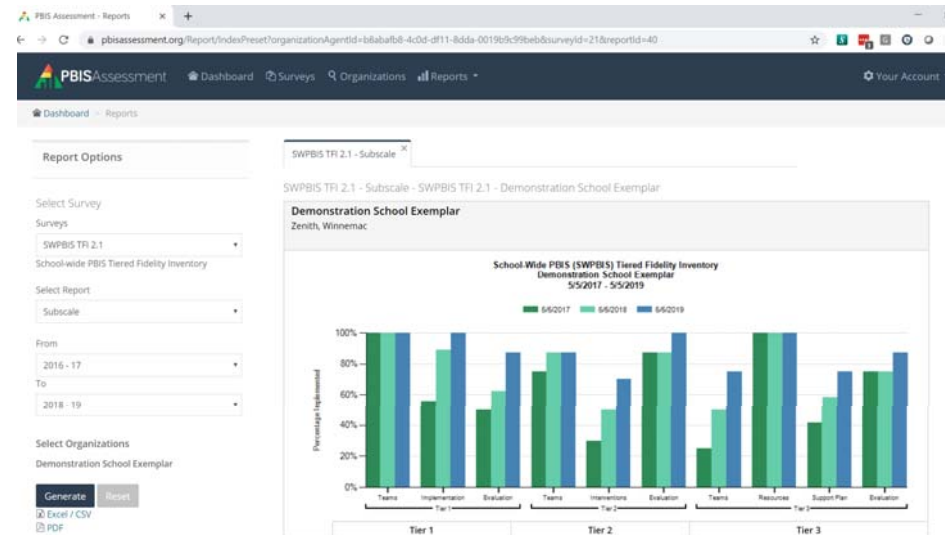% of **districts** reporting using PBIS

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."
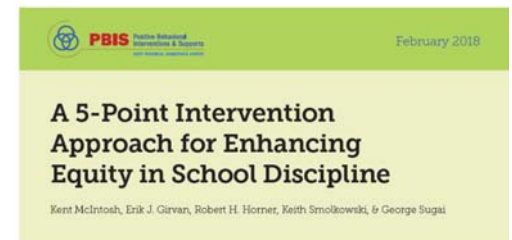
- Pedro Noguera

- When thinking about "at-risk" children and youth, sometimes our educational systems are putting them at risk
  - School safety
  - Bullying
  - Racial bias
  - Ability bias

Equity is a Tier 1 issue.

A 5-point Intervention Approach to Increase Equity in School Discipline

February 2018

A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & Mcloughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

Components of Effective Intervention to Prevent and Reduce Disproportionality

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

Any school or district committed to reducing disproportionality should adopt data systems that allow disaggregation of student data by race /ethnicity and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals

Positive Behavioral Interventions & Supports (PBIS)

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

5-point Intervention Approach

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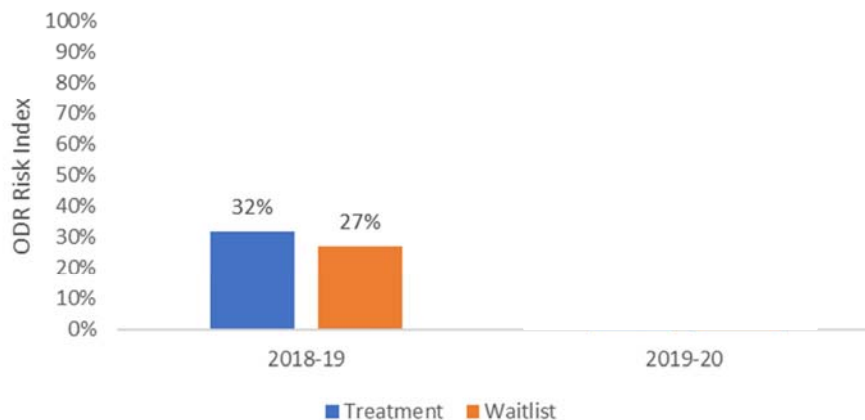
https://www.pbis.org/topics/equity

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
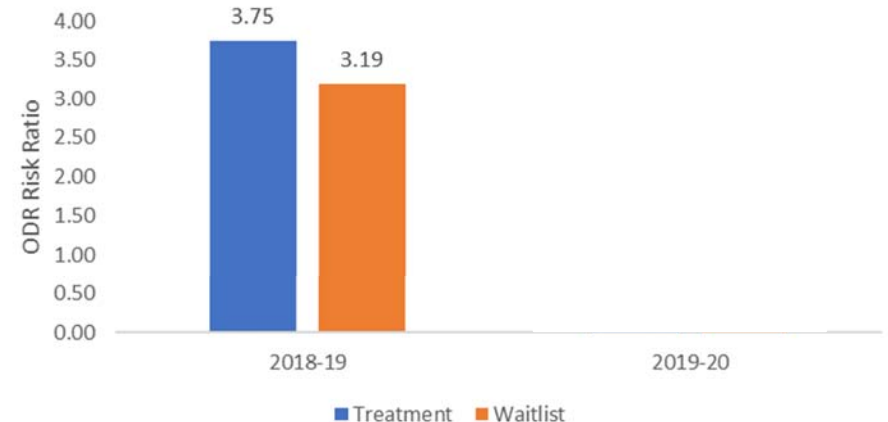- Swain-Bradway et al., 2019

Equity-focused PBIS Outcomes

ODR Risk Index: Black Students

Equity-focused PBIS Outcomes

ODR Black-Other Risk Ratio

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 behaviors
5 MAKE DECISIONS — based on data

And 5 ways we can use systems to support high-quality continuity of learning for every student

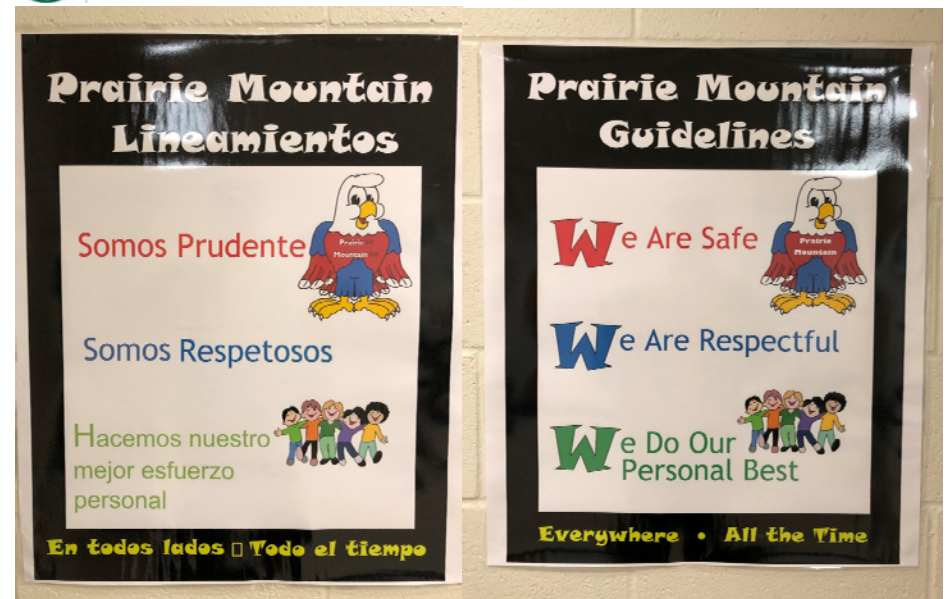UNIVERSITY OF OREGON

NO FIREWORKS

NO COMING WITHIN 6 FEET

Absolutely NO Fireworks

Absolutely NO Coming Within 6 Feet

CORE PRACTICES of school-wide PBIS

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

CRITICAL FEATURES of EFFECTIVE SCHOOL-WIDE EXPECTATIONS

- Small number *(2-5)*
- Memorable
- Broad *(Cover all expected behaviors)*
- Positively stated

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Prairie Mountain Lineamientos
Somos Prudente
Somos Respetosos
Hacemos nuestro mejor esfuerzo personal
En todos lados • Todo el tiempo

Prairie Mountain Guidelines
We Are Safe
We Are Respectful
We Do Our Personal Best
Everywhere • All the Time

CICO in Lame Deer, MT

Maxanene ho'eestenehese / Maxanene ma'to'seasese
(sign-in when you enter/sign-out when you leave)
Lame Deer Morning Stars - Check In/Check Out

Student:_____ date:_____

Rating Scale: 0 = Try Again   1 = Sorta   2 = Great

Goal	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6	Per 7	total
Ohkeoohaetano (be safe)	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Hova'ehe maheoohaetano'tome (be responsible for everything)	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Netao'o hava'ehe mahenono'tame (be respectful of everything)	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Initials								

Pts earned _____ / Pts possible _____ = _____%   (Write comments on back)
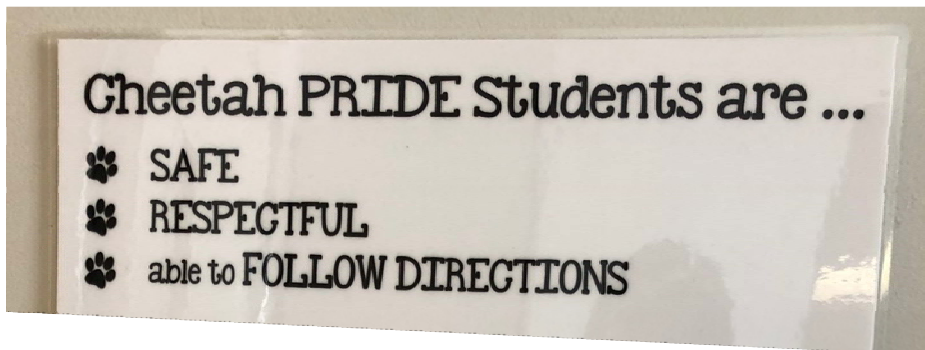

CORE PRACTICES of school-wide PBIS

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

THE WAY IT WORKS

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

Cheetah PRIDE Students are ...
🐾 SAFE
🐾 RESPECTFUL
🐾 able to FOLLOW DIRECTIONS
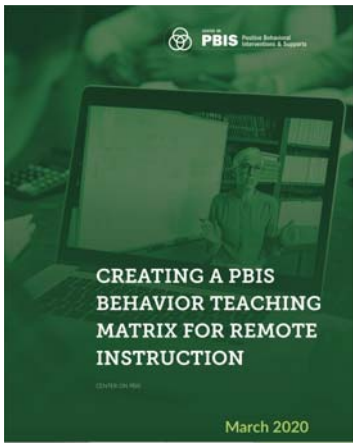
Ensure expectations are helpful beyond school!

CORE PRACTICES of school-wide PBIS

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

SUPPORTING CONTINUITY OF LEARNING

Maintain consistency of language

CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

March 2020

We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	• Choose a distraction-free space • Use kind words and faces • Use equipment as intended	• Ask in chat if you need help • Use kind words and faces	• Use kind words and faces	• Use "stop-leave-talk" when you hear disrespect • Encourage others to participate • Use kind words and faces
Respectful	• Video optional • Audio off • Use chat with classmates for first 5 minutes	• Video optional • Audio off • Answer questions in chat box on cue • Answer polls promptly	• Video on at all times • Audio on • Listen attentively • Answer questions out loud on cue	• Video optional • Audio on • One speaker at a time: wait or use chat to respond when others are talking • Respect others' cultures, opinions, and viewpoints
Responsible	• Be on time and ready to learn • Start class charged or plugged in • Have materials ready	• Ask questions (voice or chat) when you have them • Be present – avoid multitasking	• Ask questions out loud when you have them • Be present + avoid multitasking • Try your best	• Encourage each other to stay on topic • Complete the work together • Use "Ask for Help" button if you have questions • Be present – avoid multitasking

- Define and teach expectations for distance learning
  1. Keep the school-wide expectations
  2. Use online activities as settings
  3. Teach online-specific behaviors
- Tips
  - Use evidence-based practices
  - Attend to equity in access

www.pbis.org

Classroom Behavior 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 CONTINUITY OF LEARNING

Maintain consistency of language

Use PBIS systems to teach new hygiene and safety routines

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

Slide 1

Use PBIS to Define and Refine Safe Behaviors

Meadow View Bathroom Expectations

Be Kind
Take turns at the sink
Flush the toilet
Give others privacy
Use inside voices

Be Responsible
Try to go during lunch and recess
Go directly to and come straight back
Throw paper towels and tissue in the trash
Return to class quickly

Be Safe
Clean up and report any messes
Keep water and soap in the sink
KEEP HANDS, FEET & OBJECTS TO YOURSELF

Eugene, OR

We use two pumps of soap.

Bettendorf, IA

I Can't Fight This Feeling
Captain Expectation
featuring Sayd Vaught
PBIS Records

Crane, MO

Slide 2

Share **WHY** we are doing it

Wearing a mask helps keep germs from SPREADING

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

Slide 3

Is posting expectations enough?

Thank you for driving carefully

Slide 4

CORE PRACTICES of school-wide PBIS

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

2 TEACH & PRACTICE
prosocial behaviors

THE WAY IT WORKS

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

CORE PRACTICES of school-wide PBIS

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

2 — TEACH & PRACTICE — prosocial behaviors

CORE PRACTICES of school-wide PBIS

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

2 — TEACH & PRACTICE — prosocial behaviors

SUPPORTING CONTINUITY OF LEARNING

Plan for more intensive teaching and practice of expectations, skills, and routines

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A roadmap for reopening schools right!

- Devote the first **day, week, and month** to teach and practice safe and prosocial behaviors
  - Everyone teaches routines
  - Use morning meetings, classroom circles
- Monitor discipline data closely for behavior mistakes and **follow-up lessons**

https://www.pbis.org/current/returning-to-school-during-and-after-crisis

Lyme Middle School, CT

Use of Videos to Teach

- Example: Emmons Lake Elementary
  - Pre-recorded and sent ahead to families
  - https://www.smore.com/f6m4g
    - Recess – 7:08
    - Hallways – 8:36

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 BEHAVIORS

Every faculty and staff member acknowledges PROSOCIAL behavior

5:1

+ / -

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

THE WAY IT WORKS

"Whatever you feed, will grow"

- Bishop TD Jakes
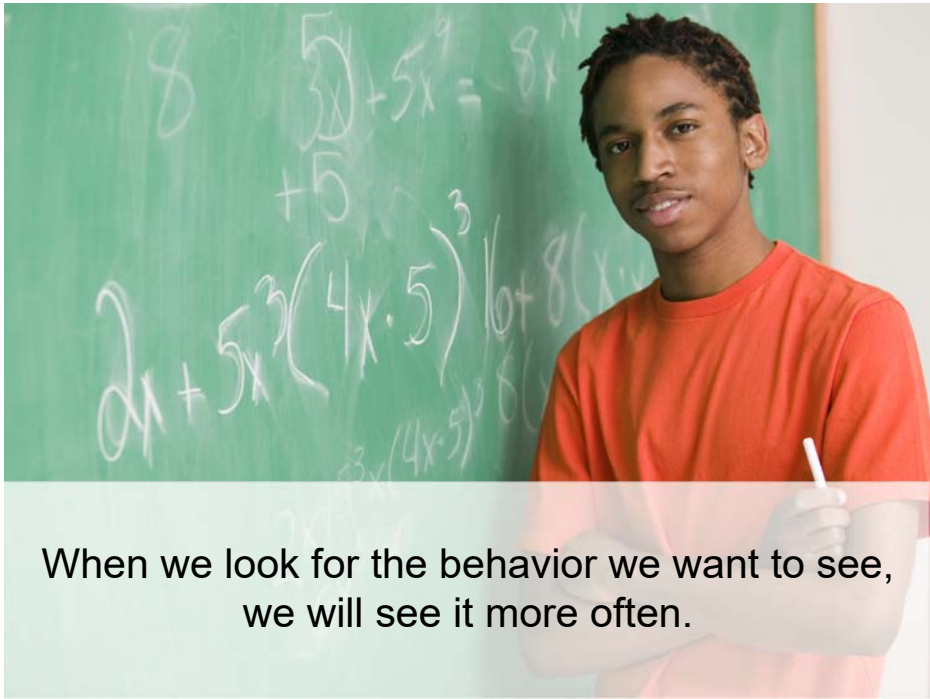
When we look for the behavior we want to see, we will see it more often.

How is my driving?

What is…
fidelity of implementation?
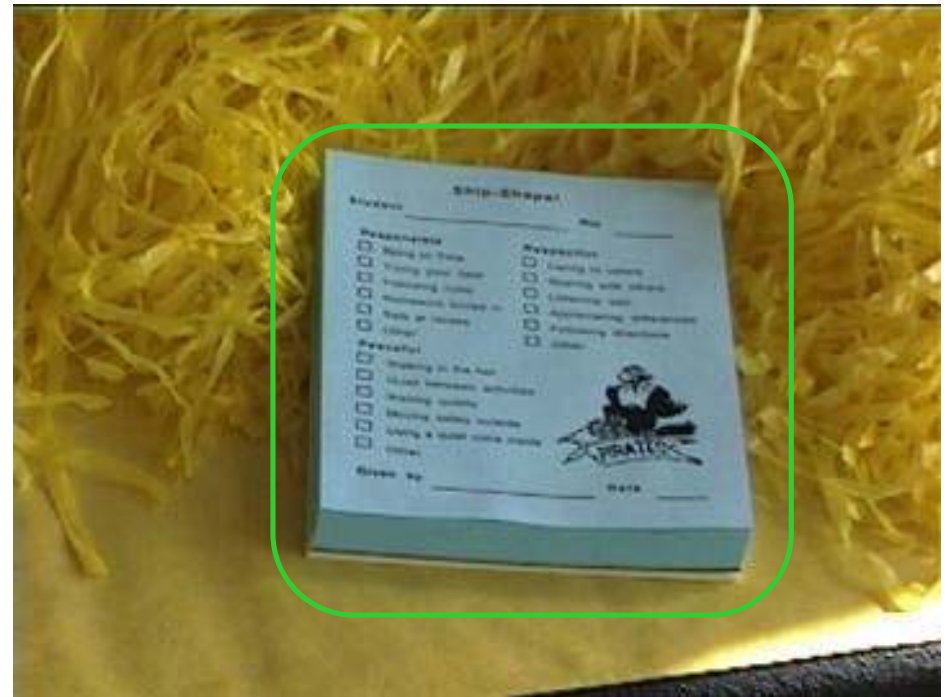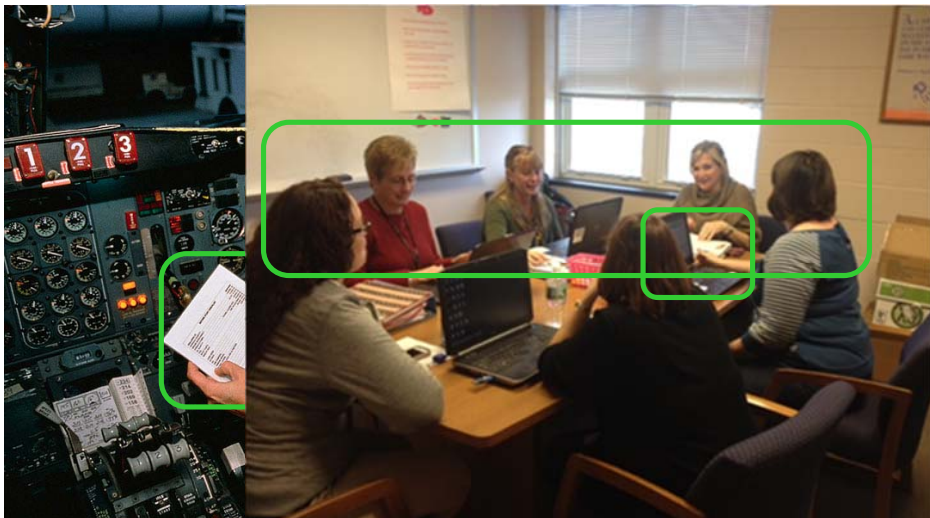
Get Positive!

- Android:
  - https://play.google.com/store/apps/details?id=edu.uoregon.emberex_bpositive
- iOS:
  - https://apps.apple.com/us/app/be-be-positive/id1500031427?ls=1

Be+ for **Distance Learning**

- Guide
  - https://mimtsstac.org/sites/default/files/Documents/Covid/Educators/Using_the_Be_Positive_App_for_Distance_Learning.pdf
- Video
  - https://twitter.com/_kentmc/status/1256947947394134017

Slide 1

CORE PRACTICES of school-wide PBIS

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

SUPPORTING CONTINUITY OF LEARNING

Increase our positive interactions with students – from a safe distance

Slide 2

Can they tell we are being welcoming?

Slide 3

> When a child walks in the room, your child or anybody else's child, do your eyes light up? That's what they're looking for.
>
> **TONI MORRISON**
> AUTHOR

Slide 4

Positive Greetings at the Door: What is it?

- Defined
  - Teacher's daily routine to welcome students each day as they enter class or school

Slide 1

Positive Greetings at the Door:
Why do it?

Allday & Pakurar (2007)

Slide 2
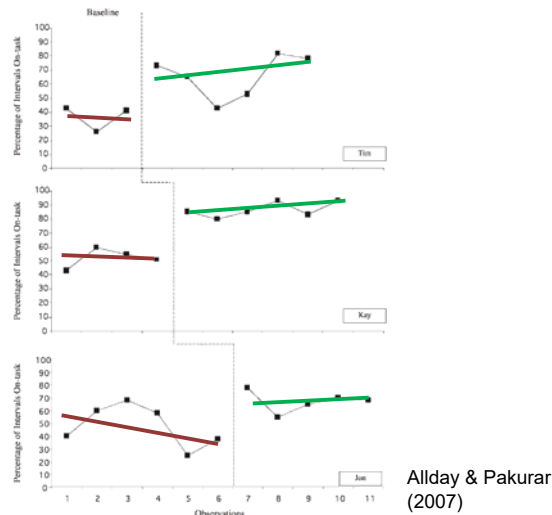
Positive Greetings at the Door:
Why do it?

Results also replicated in a larger study
(Cook et al., 2018)

Slide 3
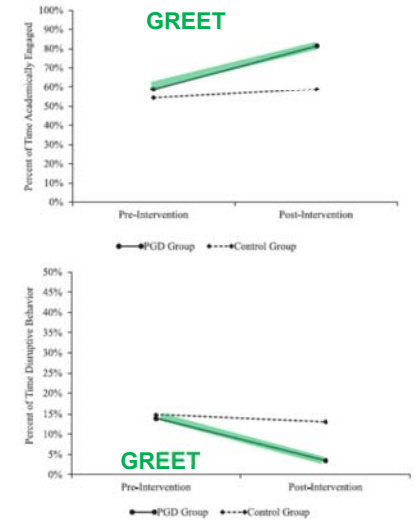
Positive Greetings at the Door:
3 critical features

- Stand at the door as students arrive and:
  1. Greet them by name
  2. Say something positive or neutral
  3. Direct to the first activity

Jamie Judy
Lastinger Primary School
Tifton, GA

Slide 4

Greet Students at the Door: Modifications for Distancing

Slide 1

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.

Slide 2

Self-guided Resources

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

http://bit.ly/PraisePreference

Slide 3

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 behaviors

DISCOURAGE UNWANTED BEHAVIORS

CAUTION

Do not ignore unwanted behaviors

Slide 4

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 behaviors

DISCOURAGE UNWANTED BEHAVIORS

QUICK REDIRECTS

You might be...

Yes, this is hard.

I hear you.

(Katrina Ayers)

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 behaviors

THE WAY IT WORKS

Don't assume that punishment teaches the right way

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 behaviors

SUPPORTING CONTINUITY OF LEARNING

Reopen school without the public shaming systems in classrooms

---

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- Praise can be public…

corrections should be private

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A thought experiment…

- Ask…

"Who are the students who are always on red?"

Slide 1

Resources for Ditching the Clip!

DITCH THE CLIP!
Why Clip Charts Are
Not a PBIS Practice
and What to Do Instead

KENT MCINTOSH, GEORGE SUGAI & BRANDI SIMONSEN

February 2020

- https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead

Slide 2

"Point Positive"

Slide 3

CORE PRACTICES of school-wide PBIS

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

TEACH & PRACTICE
2 prosocial behaviors

MONITOR & ACKNOWLEDGE
3 prosocial behaviors

RESPOND INSTRUCTIONALLY
4 to unwanted behaviors

SUPPORTING CONTINUITY OF LEARNING

Reopen school without the public shaming systems in classrooms

Try a neutralizing routine

Slide 4

Neutralizing Routine:
What is it?

- Defined
  - An instructional response to unwanted behaviors to use instead of a harsh response during times of increased stress

Neutralizing Routine:
Why do it?

- Helps us pause before responding, so we can proceed in a way that…
  - ☐ **Increases** positive behavior
  - ☐ **Decreases** unwanted behavior

(Cook et al., 2018)

Neutralizing Routine:
What is it?

- 5 critical features
  1. If-then statement
  2. Brief
  3. Clear steps
  4. Doable
  5. Interrupts the chain of events

Neutralizing Routine: Examples

- When I see unwanted behavior…
  - ☐ **Delay decision until I can think clearly**
    - "See me after class/at the next break"
    - Ask the student to reflect on their behavior/feelings
    - Am I acting in line with my values?
  - ☐ **Reframe the situation**
    - "I love you, but that behavior is not ok"
    - "How do we do that at school?"
    - Picture this student as a future doctor/lawyer
    - Assume student's best effort at getting needs met
    - Respond as if the student was physically injured
  - ☐ **Take care of yourself**
    - Take two deep breaths
    - Recognize my upset feelings and let them go
    - Model school-wide "reset" strategy

STOP

Neutralizing Routine:
Another example

- ***TRY***
  - ☐ ***T***ake a deep breath
  - ☐ ***R***eflect on your emotions
  - ☐ ***Y***outh's best interest
    - "Let's ***TRY*** that again."
    - "Let's ***TRY*** it a different way."
    - "Let's ***TRY*** it how we do it at school."

YIELD

Slide 1

Neutralizing Routine:
School-wide "Reset"

- *TRY* for <u>students</u>
  - □ *T*ake three deep breaths
  - □ *R*eflect on your feelings
  - □ *Y*ou 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*

Slide 2

Question

- How many of you already have and use a neutralizing routine?
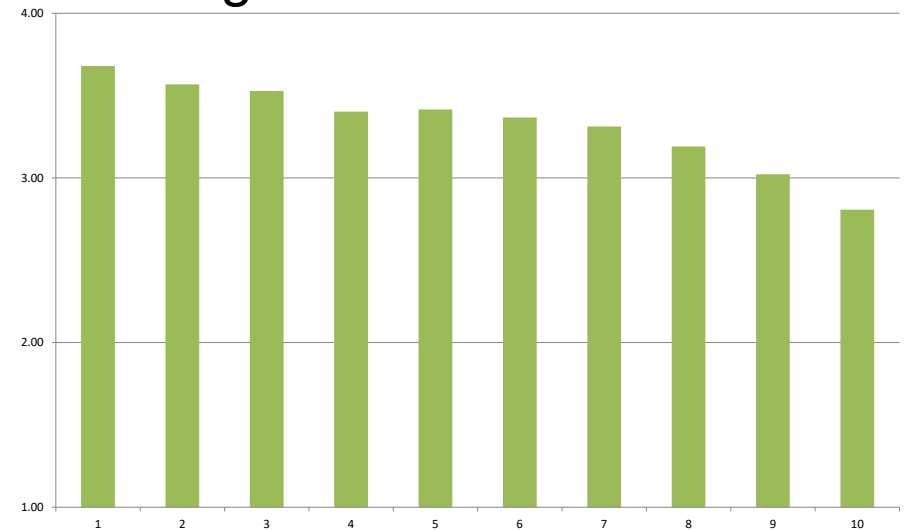

  - □ If so, what is it?

Slide 3

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 behaviors

5 MAKE DECISIONS based on data

THE WAY IT WORKS

Collect it, use it (for decision making), share it!

Slide 4

Sustainability by Frequency of Sharing Data with All Staff

Slide 1

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 behaviors

5 MAKE DECISIONS based on data

SUPPORTING CONTINUITY OF LEARNING

Expand the data you use to assess system effectiveness for every student

Slide 2

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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

Slide 3

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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

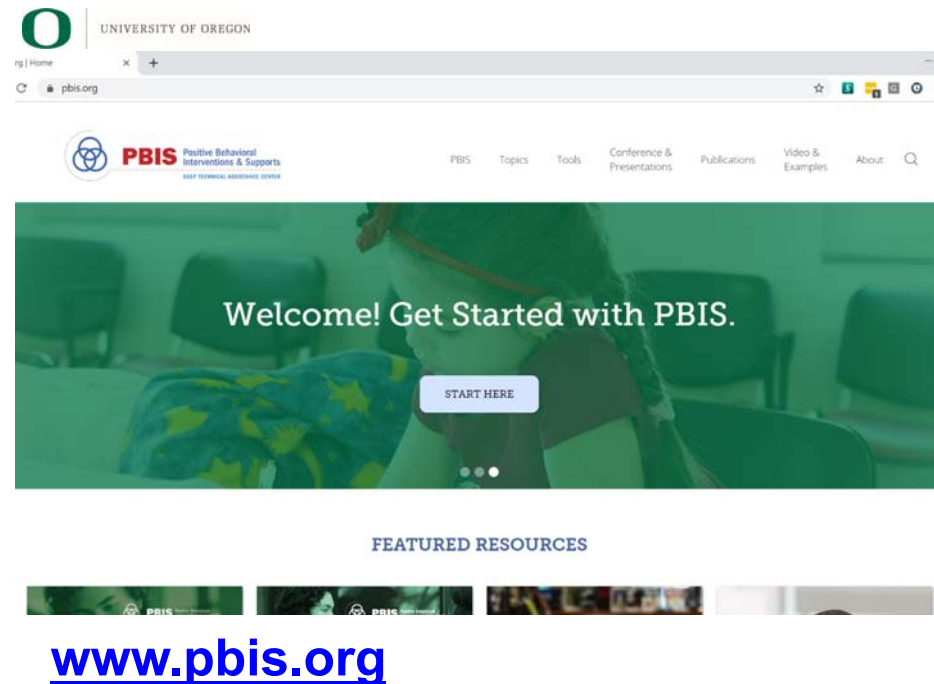## Slide 4

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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

www.pbis.org

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)

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Handouts: http://www.pbis.org