## Key PBIS Concepts, Principles, and Terminology

**Sugai** ver July 26, 2011

<table>
<thead>
<tr>
<th>“Big Ideas”</th>
<th>Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Positive Behavioral Interventions and Supports (PBIS)</td>
<td>Framework for enhancing adoption &amp; implementation of Continuum of evidence-based interventions to achieve Academically &amp; behaviorally important outcomes for All students</td>
<td>a.k.a. “School-Wide Positive Behavioral Supports” (SWPBS)</td>
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<tr>
<td>Response to Intervention</td>
<td>IMPLEMENTATION W/ FIDELITY CONTINUOUS PROGRESS MONITORING UNIVERSAL SCREENING DATA-BASED DECISION MAKING &amp; PROBLEM SOLVING TEAM-BASED IMPLEMENTATION CONTINUUM OF EVIDENCE-BASED INTERVENTIONS CONTENT EXPERTISE &amp; FLUENCY</td>
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### Evidence-based Practice

<table>
<thead>
<tr>
<th>Effective</th>
<th>• Achieve desired outcome?</th>
</tr>
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<tbody>
<tr>
<td>Efficient</td>
<td>• Doable by implementer?</td>
</tr>
<tr>
<td>Relevant</td>
<td>• Contextual &amp; cultural?</td>
</tr>
<tr>
<td>Durable</td>
<td>• Lasting?</td>
</tr>
<tr>
<td>Scalable</td>
<td>• Transportable?</td>
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<tr>
<td>Logical</td>
<td>• Conceptually Sound?</td>
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### 3-Tiered Prevention Logic

- **ALL** (~80% of Students)
  - **Primary Prevention:** School-/Classroom-Wide Systems for All Students, Staff, & Settings
  - **Secondary Prevention:** Specialized Group Systems for Students with Mid-Risk Behavior
  - **Tertiary Prevention:** Specialized Individualized Systems for Students with High-Risk Behavior
Tiered-based Prevention

- Primary Prevention Tier
  - Teach SW expectations
  - Proactive SW discipline
  - Positive reinforcement
  - Effective instruction
  - Parent engagement

- Secondary Prevention Tier
  - Check in/out
  - Targeted social skills instruction
  - Peer-based supports
  - Social skills club

- Tertiary Prevention Tier
  - Function-based support
  - Wraparound
  - Person-centered planning

Continuum of Behavior Support

- ~80% of Students
- ~15%
- ~5%
## Academic & Social Behavior “Relationship”

**Academic-Behavior Connection**


“Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America’s schools.”


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## Prevention

**Prevention Logic for All**

Biglan, 1995; Mayer, 1995; Walker et al., 1996

<table>
<thead>
<tr>
<th>Decrease development of new problem behaviors</th>
<th>Prevent worsening &amp; reduce intensity of existing problem behaviors</th>
<th>Eliminate triggers &amp; maintainers of problem behaviors</th>
<th>Teach, monitor, &amp; acknowledge prosocial behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redesign of teaching environments…not students</td>
<td></td>
<td></td>
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</table>

### Team-Facilitated Implementation

- Lead and facilitate with team
- Establish agreement before implementation
- Develop doable action plan
- Monitor implementation accuracy
- Monitor progress continuously

<table>
<thead>
<tr>
<th>Team</th>
<th>Agreements</th>
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<tbody>
<tr>
<td></td>
<td>Data-based Action Plan</td>
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</table>

### PBIS Implementation Blueprint

- Funding
- Visibility
- Political Support
- Policy

**LEADERSHIP TEAM (Coordination)**

- Training
- Coaching
- Evaluation
- Behavioral Expertise

**Local School/District Implementation Demonstrations**
Tiered Systems and Practices

- Smallest # that has the greatest and most durable student benefits
- Empirically-evidence based
- Outcome-determined
- Invest in the long term for routine implementation
- Modify based on student behavior responsiveness

Intervention Emphases
### General Tier II Features

- Increased Adult Monitoring
- Increased Opportunities for Positive Reinforcement
- Increased Practice
- Continuous Progress Monitoring
- Precorrections
- School-Wide
- Team & Data Driven
- Behavior Expertise

### Data Decision Making Systems

- Educationally relevant outcomes & questions
- Clearly defined & relevant indicators
- System for easy input & output
- Data rules for decision making
- Team-based mechanism for action planning
Research and Practice

Effective Implementation + Effective Practices = Maximum Student Outcomes


### IMPLEMENTATION

<table>
<thead>
<tr>
<th>“Making a turn”</th>
<th>EFFECTIVE</th>
<th>NOT EFFECTIVE</th>
</tr>
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<tbody>
<tr>
<td>PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
<td>Not Effective</td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
<td></td>
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</tbody>
</table>

Fixsen & Blase, 2009
<table>
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<tr>
<th>Implementation Phases</th>
<th>Where are you in implementation process?</th>
<th>Successful Organizations</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Adapted from Fixsen &amp; Blase, 2005</strong></td>
<td></td>
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<tr>
<td>EXPLORATION &amp; ADOPTION</td>
<td>• We think we know what we need, so we ordered 3 month free trial (evidence-based)</td>
<td></td>
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<tr>
<td>INSTALLATION</td>
<td>• Let’s make sure we’re ready to implement (capacity infrastructure)</td>
<td></td>
</tr>
<tr>
<td>INITIAL IMPLEMENTATION</td>
<td>• Let’s give it a try &amp; evaluate (demonstration)</td>
<td></td>
</tr>
<tr>
<td>FULL IMPLEMENTATION</td>
<td>• That worked, let’s do it for real (investment)</td>
<td></td>
</tr>
<tr>
<td>SUSTAINABILITY &amp; CONTINUOUS REGENERATION</td>
<td>• Let’s make it our way of doing business (institutionalized use)</td>
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**Effective Social & Academic School Culture**

- Common Language
- Common Experience
- Common Vision/Values

**SWPBS**
### A Behavioral Perspective of “Culture” & Context

**Culture** is the extent to which a group of individuals engage in overt & verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, & predicting how individuals within the group act in specific setting conditions.

That is, culture reflects a collection of common verbal & overt behaviors that are learned & maintained by a set of similar social & environmental contingencies (i.e., learning history).

Emphasis is on applied settings with recognition that group membership is (a) flexible & dynamic, & (b) changed & shaped over time, across generations, & from one setting to another.

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### PBIS Evidence-Base

**RCT & Group Design PBIS Studies**


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- Reduced major disciplinary infractions
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Improved school climate
- Reductions in teacher reported bullying behavior (under review)
**SCHOOL-WIDE**

1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching SW & classroom-wide expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation

**CLASSROOM**

1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Positively stated expectations posted, taught, reviewed, prompted, & supervised.
4. Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
5. Continuum of strategies to acknowledge displays of appropriate behavior.
6. Continuum of strategies for responding to inappropriate behavior.

**INDIVIDUAL STUDENT**

1. Behavioral competence at school & district levels
2. Function-based behavior support planning
3. Team- & data-based decision making
4. Comprehensive person-centered planning & wraparound processes
5. Targeted social skills & self-management instruction
6. Individualized instructional & curricular accommodations

**EVIDENCE-BASED INTERVENTION PRACTICES**

**NONCLASSROOM**

1. Positive expectations & routines taught & encouraged
2. Active supervision by all staff (Scan, move, interact)
3. Pre-corrections & reminders
4. Positive reinforcement

**FAMILY ENGAGEMENT**

1. Continuum of positive behavior support for all families
2. Frequent, regular positive contacts, communications, & acknowledgements
3. Formal & active participation & involvement as equal partner
4. Access to system of integrated school & community resources

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*Figure 1* Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 31*(6), 1-24