PBIS: The Next Generation…
Establishing Equitable Practices in a New Era

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Acknowledgements

- Land Acknowledgment

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Overview of Today’s Session

1. Discuss how our educational systems have changed as of late
2. Introduce the equity focus of a next-generation PBIS approach
3. Share some strategies within the familiar core practices of PBIS

Handouts: http://www.pbis.org
What have we learned in the past 18 months? But some students and families thrived. Why do you think that was the case?

And some schools did better than others. What do you think made the difference?

Systems and Superheroes
Use Systems to Define and Refine Expectations

Use Systems to Teach New Behaviors

What was life like in 1992?

Why 1992?
Effective Behavior Support

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

DATA

SYSTEMS

PRACTICES

Statistically Significant Outcomes of PBIS

- **Reduced exclusionary discipline**
  (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, 2008; Nelson et al., 2002)

- **Improved perceptions of school safety**
  (Horner et al., 2009)

- **Improved organizational health**
  (Bradshaw et al., 2008)

Statistically Significant Outcomes of High School PBIS

- **Reduced exclusionary discipline**
  (Bradshaw et al., in press; Flannery et al., 2014; Freeman et al., 2015a)

- **Reduced alcohol and other drug use**
  (Bastable et al., 2015)

- **Improved attendance**
  (Flannery et al., 2020; Freeman et al., 2015b)

- **Improved student engagement**
  (Flannery et al., 2020)
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%

“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

Free: http://www.pbisapps.org/products/pbis-assessment
How inviting are our schools for every student?

Effective Behavior Support

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

SYSTEMS

DATA

PRACTICES

Support Educators through Equity-focused PD

PBIS Elements in a New Era

Disaggregate All Data by Student Group

Adapt Practices to Meet Needs and Values

High Expectations for Each Student

OUTCOMES

SYSTEMS

EQUITY

DATA

PRACTICES

High Expectations for Each Student

Effects of Equity-focused PBIS on Discipline Gaps

- Fox et al., 2021
- Gion et al., 2020
- McIntosh et al., 2018
- McIntosh et al., 2021
- McIntosh et al., in press
- Muldrew & Miller, 2021
- Payno-Simmons, 2021
- Swain-Bradway et al., 2019
Effects of PBIS on Out of School Susps
(WI Schools Implementing PBIS; Swain-Bradway et al., 2019)

Equity-focused PBIS RCT Outcomes

So...what are the equitable practices for a new generation of PBIS?

And 5 ways to embed equity into our core practices
PBIS Cultural Responsiveness Field Guide (Leverson et al., 2021)

- Three sections:
  1. Identity awareness
  2. TFI Cultural Responsiveness Companion
  3. Appendices

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

CORE PRACTICES of school-wide PBIS

THE WAY IT WORKS

They become the common language of the school:
- Educators
- Students
- Families

CRITICAL FEATURES of EFFECTIVE SCHOOL-WIDE EXPECTATIONS

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

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

ENSURING EQUITABLE PRACTICES

Get and use meaningful input from:
- Families
- Students

Resources for Expectations and Matrix Review

bit.ly/ExpsandMatrixReview

Cultural Responsiveness Field Guide – Appendix D

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

**PLAN to TEACH EXPECTATIONS**

Create a schedule and lesson plans for:
- Start of the year
- Booster sessions

Teach the expectations in the actual settings

Teach the:
- Words
- Rationale
- Actions
- Discrimination

**ENSURING EQUITABLE PRACTICES**

Help students make and describe connections and differences across school, home, and community

**THE WAY IT WORKS**

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

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

**TEACH & PRACTICE**
- prosocial behaviors

The Personal Matrix

**UNIVERSITY OF OREGON**
**Personal Matrix**

- A whole-class student activity similar to the existing school-wide behavior matrix
- The tweak:
  - Take school expectations and have students…
    - Add examples at home
    - Add examples in community

<table>
<thead>
<tr>
<th>Expectation</th>
<th>At SCHOOL it looks like…</th>
<th>At HOME it looks like…</th>
<th>With my FRIENDS it looks like…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>• Keep hands and feet to self</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tell an adult if there is a problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>• Treat others how you want to be treated</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Include others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Listen to adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>• Do my own work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Personal best</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clean up messes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Discussion Question**

- What do you think you might see on students’ personal matrices?
  - What might be similar or different from school:
    - at home
    - in their community
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>HOME</th>
<th>NEIGHBORHOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No threats</td>
<td>No threats</td>
<td>No yelling</td>
</tr>
<tr>
<td>No bullying</td>
<td>No yelling</td>
<td></td>
</tr>
<tr>
<td>No name-calling</td>
<td>No yelling</td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No insults</td>
<td>No lying</td>
<td></td>
</tr>
<tr>
<td>No graffiti</td>
<td>No cussing</td>
<td></td>
</tr>
<tr>
<td>No cursing</td>
<td>No sell</td>
<td></td>
</tr>
<tr>
<td>RESPONSIBILITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing your homework</td>
<td>Cleaning your room</td>
<td></td>
</tr>
<tr>
<td>Doing your work</td>
<td>Show up for dinner</td>
<td></td>
</tr>
<tr>
<td>Returning your books</td>
<td>Go to bed on time</td>
<td></td>
</tr>
</tbody>
</table>
Interpreting the Personal Matrix

For the differences between school and other settings:

1. Are the “different” school rules necessary for positive student development?
   - **NO:** Change the rules to align more with home and neighborhood
   - **YES:** Acknowledge explicitly and provide additional teaching, practice, and acknowledgment

Resources


*PBIS Cultural Responsiveness Field Guide*
(Appendix G: Personal Matrix)

THE WAY IT WORKS

“Whatever you feed, will grow”

- Bishop TD Jakes
Thought Experiment

1. List the 5 students with whom you have the “best/easiest relationships.”
2. List the 5 students with whom you have the “most challenging relationships.”
3. Note what patterns you see in the groups.
   - Similar to each other?
   - Different from you?

Increasing Equity in Praise: Assessing equity in use of praise

- Is this effective practice used equitably with all student groups?
  - Black students receive lower rates of praise and higher rates of reprimands (Gion et al., in press; Knochel et al., in press; Scott et al., 2019).
  - Coaching can increase equity in praise and reprimands (Gion et al., in press; Knochel et al., in press).

CORE PRACTICES of school-wide PBIS

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

ENSURING EQUITABLE PRACTICES

Increase contingent praise
- Assess equitable use
- Praise preference assessments
Get Positive!

- Android:
  - https://play.google.com/store/apps/details?id=edu.uoregon.emberex_positive

- iOS:

Praise Preference Assessment: What is it?

- A way to identify what type(s) of acknowledgments students like or dislike receiving for showing desired behaviors

Praise Preference Assessment: Resources

- PRAISE PREFERENCE ASSESSMENTS

  WHAT IS IT?
  
  A systematic way to identify what types of praise are meaningful and motivating for individual students, through class-wide surveys or student interviews (either stand-alone or as part of Getting to Know You activities). They are used to find out a student’s preferred ways to be acknowledged for desired behaviors, and results can be used for individual plans and to improve class-wide acknowledgement systems.

  WHY DO IT?

  Praise preference assessments are shown to improve student behavior and reduce the need for teacher reprimands by increasing students’ motivation for prosocial behaviors and learning new skills.

### Core Practices of School-wide PBIS

<table>
<thead>
<tr>
<th>1</th>
<th>DEFINE school-wide expectations (i.e., social competencies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>TEACH &amp; PRACTICE prosocial behaviors</td>
</tr>
<tr>
<td>3</td>
<td>ACKNOWLEDGE prosocial behaviors</td>
</tr>
<tr>
<td>4</td>
<td>RESPOND INSTRUCTIONALLY to unwanted behavior</td>
</tr>
</tbody>
</table>

### The Way It Works

Don’t assume that punishment teaches the right way.

### “Point Positive”

- What is your most common don’t/stop/quit/no direction?  
  - (e.g., “Don’t run in the hallway!”)
- What could be a point positive direction instead?  
  - (e.g., “Please walk in the hallway!”)
- Respond in the chat with both:  
  - (e.g., “Don’t run” – “Please walk in the halls”)

Think and share out!
CORE PRACTICES of school-wide PBIS

ENSURING EQUITABLE PRACTICES

Take down the public shaming systems in classrooms

- Praise can be public…
- corrections should be private

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

Teach & Practice prosocial behaviors

Acknowledge prosocial behaviors

Respond Instructionally to unwanted behavior

Resources for Ditching the Clip!

THE WAY IT WORKS

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

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

TEACH & PRACTICE prosocial behaviors

ACKNOWLEDGE prosocial behaviors

RESPOND INSTRUCTIONALLY to unwanted behavior

MAKE DECISIONS based on data

ENSURING EQUITABLE PRACTICES

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

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

TEACH & PRACTICE prosocial behaviors

ACKNOWLEDGE prosocial behaviors

RESPOND INSTRUCTIONALLY to unwanted behavior

MAKE DECISIONS based on data

Q & A

(please use the Chat box)
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