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PBIS: The Next Generation...

Establishing Equitable Practices in a New Era

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University of Oregon



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Acknowledgements

■ Land Acknowledgment

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A170034 to the University of Oregon. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.



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Acknowledgements



■ Center on PBIS Equity Workgroup (2021-22)

- | | |
|------------------------|--------------------------|
| □ Tabathia Baldy | □ Kent McIntosh |
| □ Aaron Barnes | □ Mark McKechnie |
| □ Kimberly Bunch-Crump | □ Heidi von Ravensberg |
| □ Erin Chaparro | □ Ruthie Payno-Simmons |
| □ Bert Eliason | □ Alexandria Robers |
| □ Erik Girvan | □ Jennifer Rose |
| □ Clynta Grafenreed | □ Therese Sandomierski |
| □ Ambra Green | □ Maria Santiago-Rosario |
| □ Beth Hill | □ Kent Smith |
| □ Tamika La Salle | □ Keith Smolkowski |
| □ Milaney Levenson | □ Kim Yanek |



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Overview of Today's Session

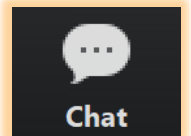
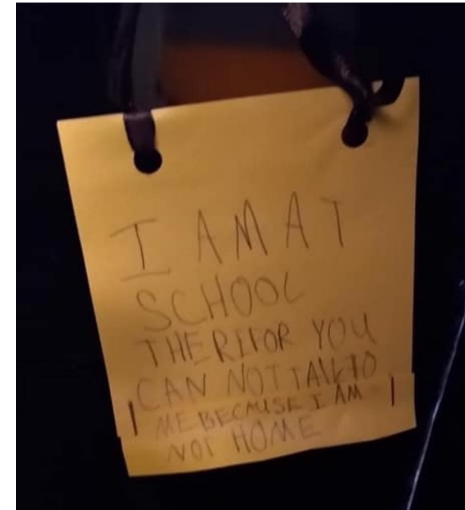
1. Discuss how our educational systems have **changed as of late**
2. Introduce the **equity focus** of a next-generation PBIS approach
3. Share some **strategies** within the familiar core practices of PBIS

Handouts: <http://www.pbis.org>

What have we learned in the past 18 months?

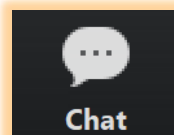
But some students and families thrived.

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



Eugene, OR



Bettendorf, IA



Crane, MO

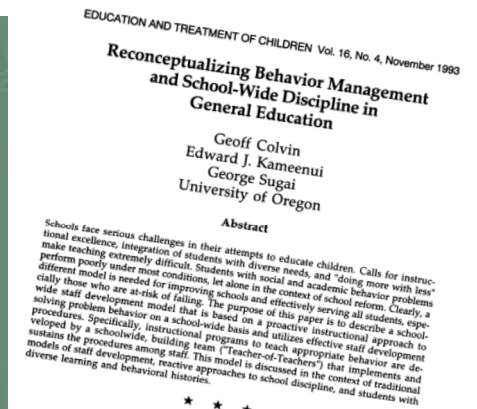
Use Systems to Teach New Behaviors



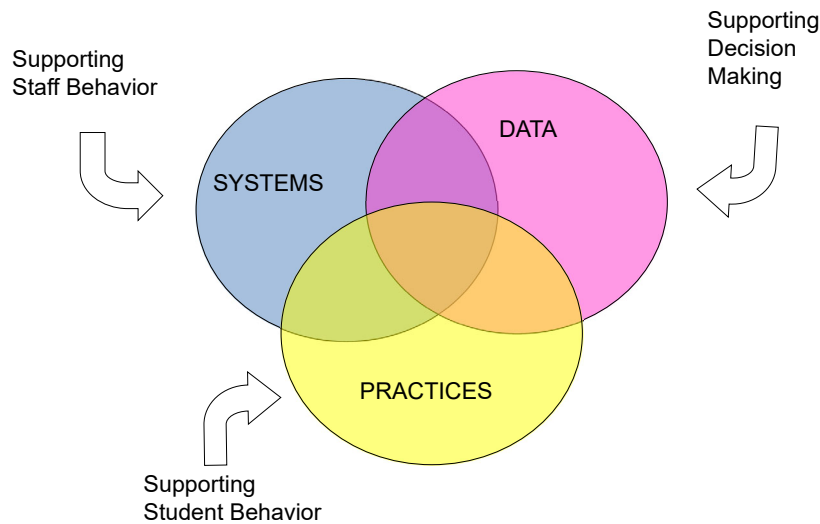
What was life like in 1992?



Why 1992?

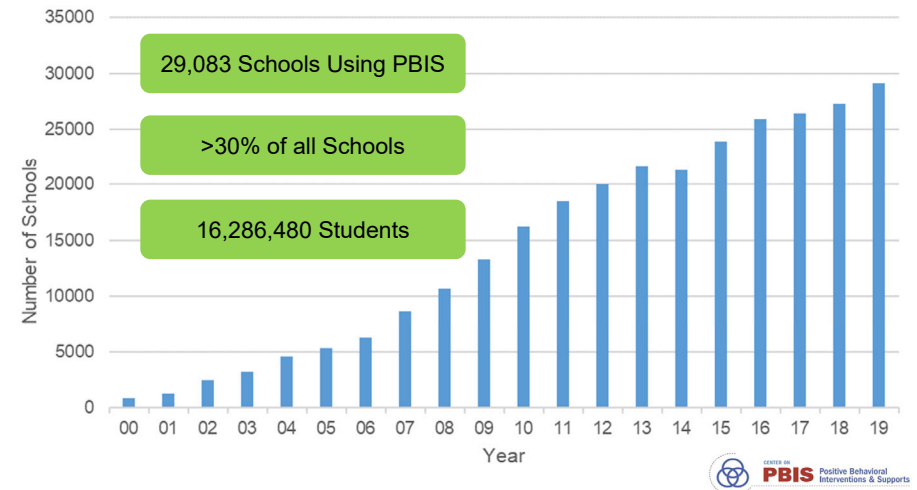


Effective Behavior Support



U.S. Schools Using PBIS

August 2020



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, 2006; 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



% of **teachers** using PBIS practices frequently or very frequently



% of **districts** implementing an SEL curriculum

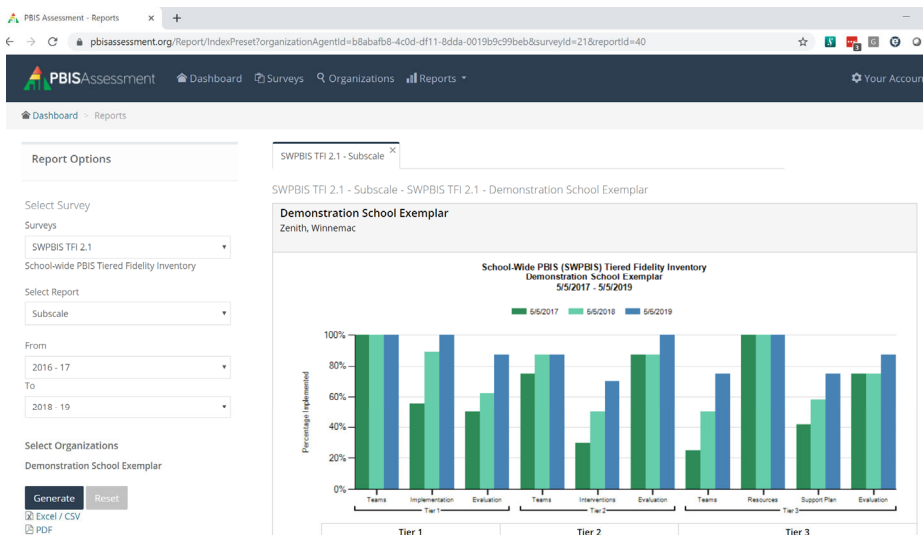


% of **teachers** using an SEL curriculum in their classes



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8



Free: <http://www.pbisapps.org/products/pbis-assessment>

“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.”

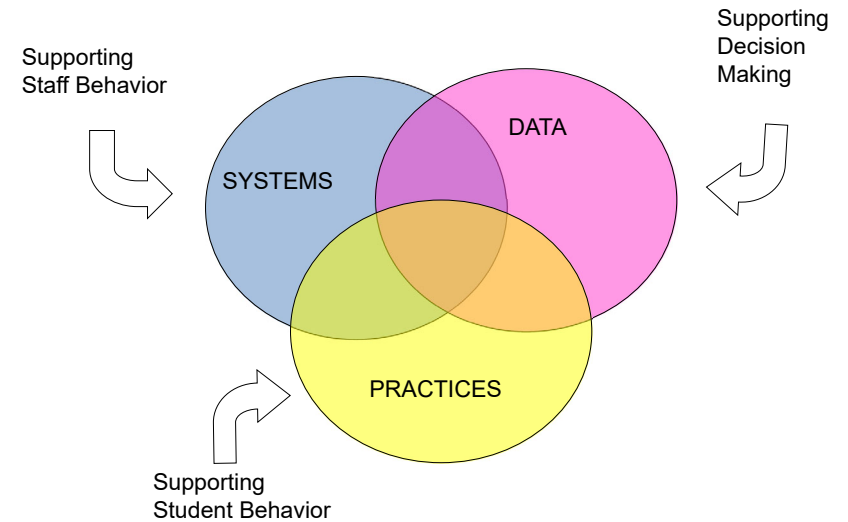
- Pedro Noguera



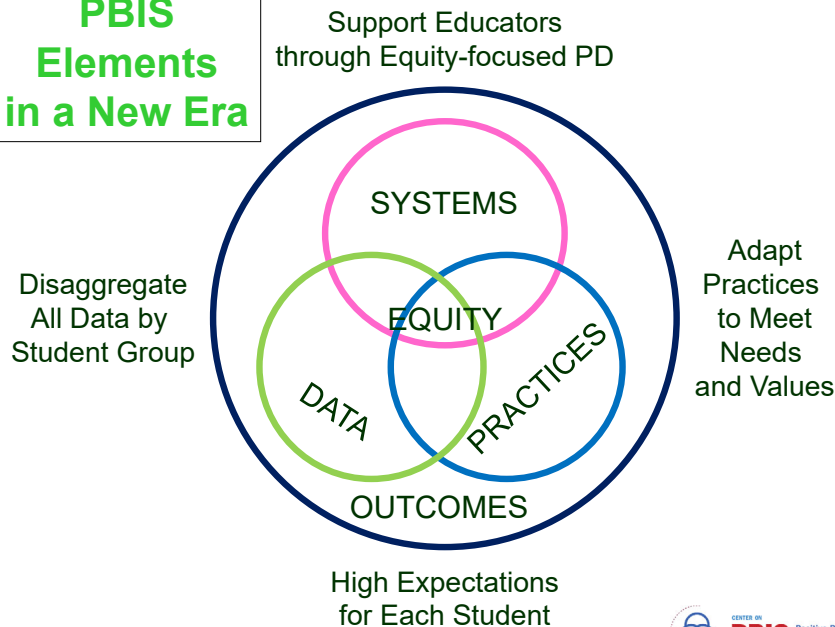
How inviting are our schools for **every** student?



Effective Behavior Support



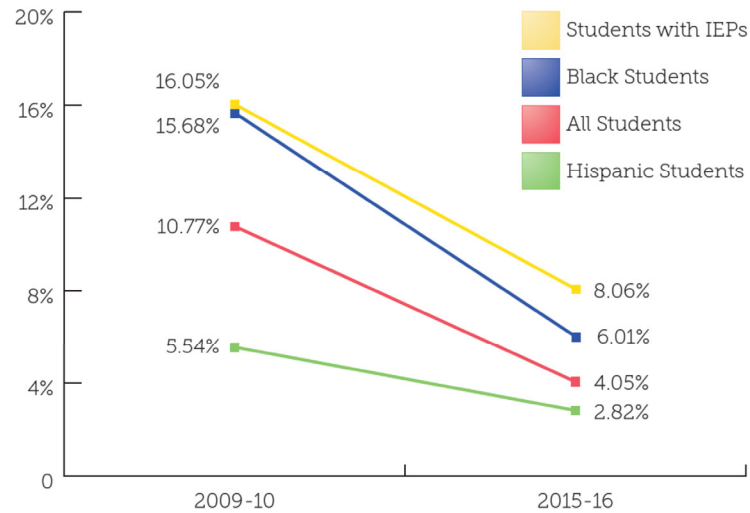
PBIS Elements in a New Era



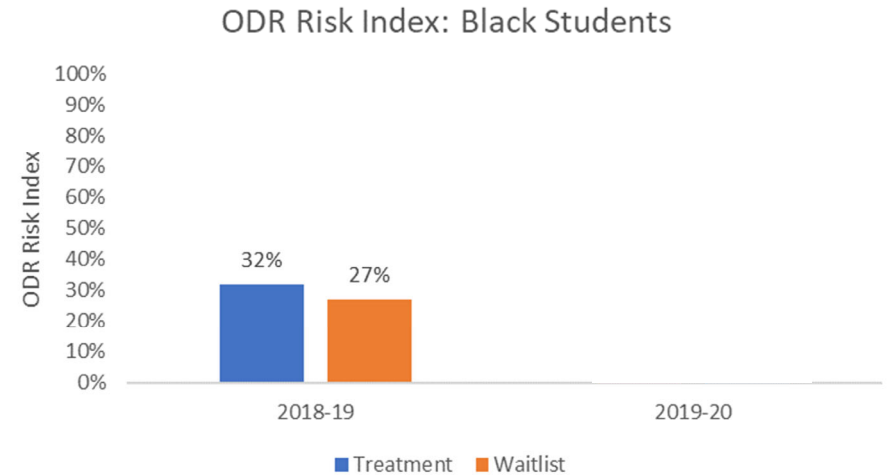
Effects of Equity-focused PBIS on Discipline Gaps

- 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?



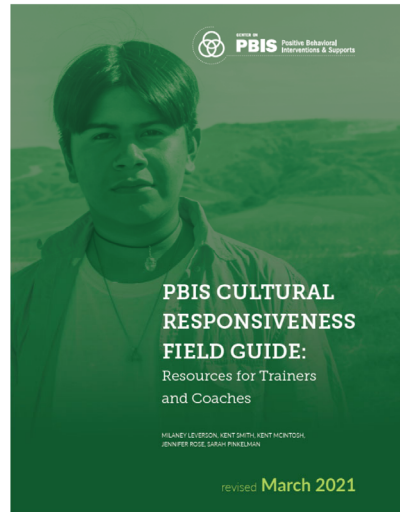
PBIS Cultural Responsiveness Field Guide

(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

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

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:

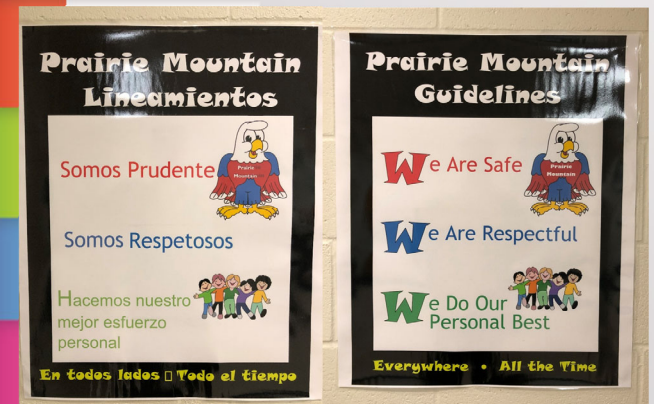
- Educators
- Students
- Families

CORE PRACTICES of school-wide PBIS

1

DEFINE

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



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

CORE PRACTICES of school-wide PBIS

1 **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



EXPECTATIONS AND MATRIX REVIEW

WHAT IS IT?

An process designed for school teams to assess their existing school-wide expectations and matrix for alignment with critical features and for the needs of students, families, the community, and staff roles.

RESOURCES FOR IMPLEMENTATION

1. Activities
 - See pp. 32-34 of the PBIS Cultural Responsiveness Field Guide
 - <https://www.pbis.org/sites/default/files/2020-09/Appendix%20D%20School-Wide%20Expectations%20and%20Matrix%20Review.pdf>
2. PowerPoint slides
 - PPT slides
 - <https://www.pbis.org/sites/default/files/2020-09/Appendix%20D%20School-Wide%20Expectations%20and%20Matrix%20Review.pdf>
 - PPT slides (audio) <https://www.pbis.org/sites/default/files/2020-09/Appendix%20D%20School-Wide%20Expectations%20and%20Matrix%20Review.pdf>
3. Worksheet for examining your school-wide matrix (to be used with critical features)
4. Examples of school-wide matrices
 - See 30-31 of the PBIS Cultural Responsiveness Field Guide
 - <https://www.pbis.org/sites/default/files/2020-09/Appendix%20D%20School-Wide%20Expectations%20and%20Matrix%20Review.pdf>

REFERENCES AND RESOURCES

Swanson, M., Smith, S., Johnson, A., Shaw, J., & Peterson, S. (2018). PBIS Cultural Responsiveness Field Guide: Resources for school and district. PBIS National Resource Center on Positive Behavioral Interventions and Supports. <https://www.pbis.org/sites/default/files/2020-09/Appendix%20D%20School-Wide%20Expectations%20and%20Matrix%20Review.pdf>

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org
(#PBISisGood) www.pbis.org/what/teaching

bit.ly/ExpsandMatrixReview



Appendix D: School-wide Expectations and Matrix Examination Activity

In SWPBS, a core feature is to define and teach a set of positively stated expectations for all students across the various settings in the school. Creating a clear set of expectations provides language to ensure consistency and make explicit the hidden curriculum (i.e., unstated assumptions about how students should behave).

This activity is intended for school teams to examine their existing school-wide expectations and matrix for their alignment with critical features and fit with students, families, the community, and staff roles. If schools have no existing expectations or matrix, they can skip to Step 4.

Step 1: Identify Any Existing Expectations or Matrices

Find expectations, matrices, or rules for the school. These may be posted around the school or in classrooms, included in the staff or student handbook, or sent home to parents. They may include the district or school-wide of conduct. Students can play a role in this step through the Rule-Giver Walk activity described in Step 2. If you can't find Step 4, skip to Step 4.

Step 2: Assess Existing Expectations Based on Fit with Values and Needs of Students, Families, and the Community (Be Nice As Needed)

Get input from students, families and community members on what they think of the existing expectations and matrix or what they think they should be. It is important not to get input only from easily reached groups (e.g., student council, parent council or organization). Students and families from underserved groups, community agency leaders and others are important groups to seek out. Examples of activities include focus groups, surveys, or activities, such as:

- **Stakeholder input and satisfaction surveys.** The Student and Family survey tools (available soon at www.pbis.org/sites/default/files/2020-09/Appendix%20D%20School-Wide%20Expectations%20and%20Matrix%20Review.pdf) can be used to get input and suggested revisions to expectations.
- **Specific survey for families/community.** The community engagement form (available soon at www.pbis.org/sites/default/files/2020-09/Appendix%20D%20School-Wide%20Expectations%20and%20Matrix%20Review.pdf) can be used to consider a survey that only addresses the topic, such as follows:

We are creating a survey to get input on the values and needs for school. We are asking members of the community about expectations or rules across the whole school to make it more safe, positive, and predictable. We believe having our current expectations and the expectations that we have for the future. To make these expectations, we are asking that you complete this survey to help us create the expectations around school.

Sample matrix to use

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

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

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

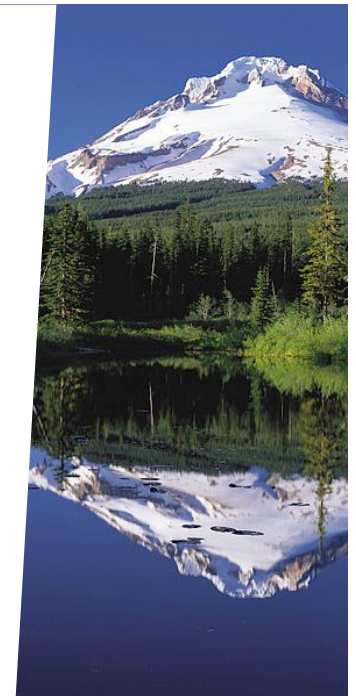
ENSURING EQUITABLE PRACTICES

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



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The Personal Matrix



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

Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
Be Safe	<ul style="list-style-type: none"> Keep hands and feet to self Tell an adult if there is a problem 		
Be Respectful	<ul style="list-style-type: none"> Treat others how you want to be treated Include others Listen to adults 		
Be Responsible	<ul style="list-style-type: none"> Do my own work Personal best Follow directions Clean up messes 		

Expectation	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
Be Safe	<ul style="list-style-type: none"> Keep hands and feet to self Tell an adult if there is a problem 	<ul style="list-style-type: none"> Protect your friends and family Don't talk back 	<ul style="list-style-type: none"> Stick up for your friends Don't back down Look the other way
Be Respectful	<ul style="list-style-type: none"> Treat others how you want to be treated Include others Listen to adults 	<ul style="list-style-type: none"> Do exactly what adults tell you to do Don't stand out Don't bring shame 	<ul style="list-style-type: none"> Text back within 30 seconds Be nice to friends' parents Share food
Be Responsible	<ul style="list-style-type: none"> Do my own work Personal best Follow directions Clean up messes 	<ul style="list-style-type: none"> Help your family out first Own your mistakes Share credit for successes 	<ul style="list-style-type: none"> Have each other's backs Own your mistakes Check in about what to do



Discussion Question

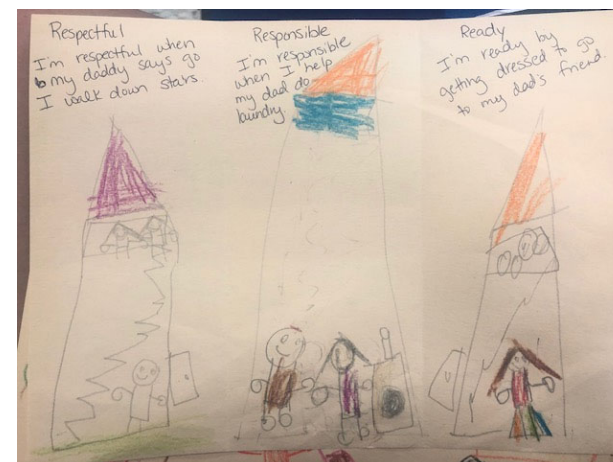
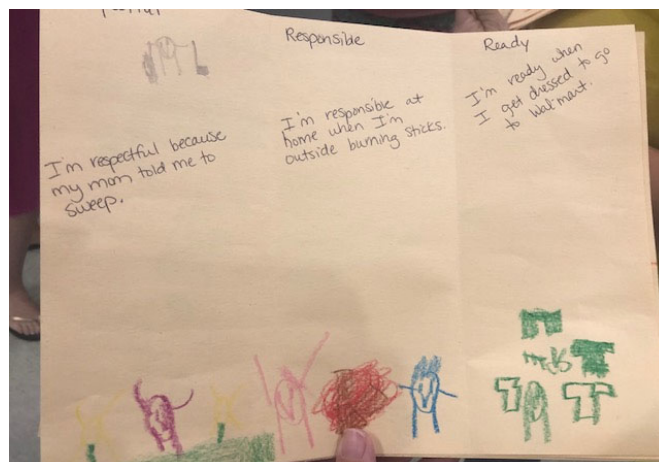
- What do you think you might see on students' personal matrices?
 - What might be similar or different from school:
 - at home
 - in their community



	SCHOOL	HOME	NEIGHBORHOOD
SAFETY	<p>What does safety look like/sound like at school?</p> <ul style="list-style-type: none"> No threats No bullying No raving in the halls 	<p>What does safety look like/sound like at home?</p> <ul style="list-style-type: none"> No threats No undeserved beatings No fears 	<p>What does safety look like/sound like in your neighborhood?</p> <ul style="list-style-type: none"> No yelling No cops (where they is take) No scary home kids people
RESPECT	<p>What does respect look like/sound like at school?</p> <ul style="list-style-type: none"> No insults No graffiti No cursing 	<p>What does respect look like/sound like at home?</p> <ul style="list-style-type: none"> No back talking No curses listen to the 	<p>What does respect look like/sound like in your neighborhood?</p> <ul style="list-style-type: none"> No graffiti Clean streets No yelling
RESPONSIBILITY	<p>What does responsibility look like/sound like at school?</p> <ul style="list-style-type: none"> Doing your homework Doing your work returning your Books 	<p>What does responsibility look like/sound like at home?</p> <ul style="list-style-type: none"> Clean your room Show up for dinner go to bed on time. 	<p>What does responsibility look like/sound like in your neighborhood?</p> <ul style="list-style-type: none"> Cleaning the street Not fighting your neighbors. No yelling



	At SCHOOL it looks like...	At HOME it looks like...	With my FRIENDS it looks like...
responsible	<p>Hands & feet to yourself Clean up Remain Quiet Use walking feet Use time wisely Be Neat Stay in your Seat</p>	<p>I take out my trash</p>	<p>I play outside with my friends</p>
respectful	<p>Share Take Turns Quiet Hands to yourself Respect privacy Walk on right Walk Silently</p>	<p>I feed my chicken</p>	<p>I am nice with my friends</p>
ready	<p>Clean-up Line-up Rush</p>	<p>I put my clothes to go to school</p>	<p>I go to school with my friends</p>
One Team.....One Goal.....For Student Success!			

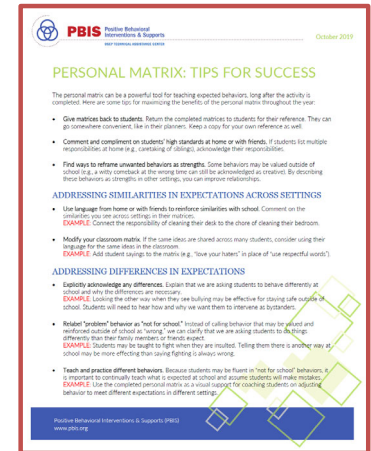


Interpreting the Personal Matrix

- 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



<http://bit.ly/PM-overview>

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

CORE PRACTICES of school-wide PBIS

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

CORE PRACTICES of school-wide PBIS

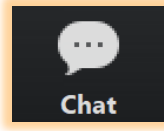
- 1 **DEFINE**
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prosocial behaviors

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

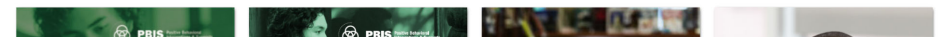


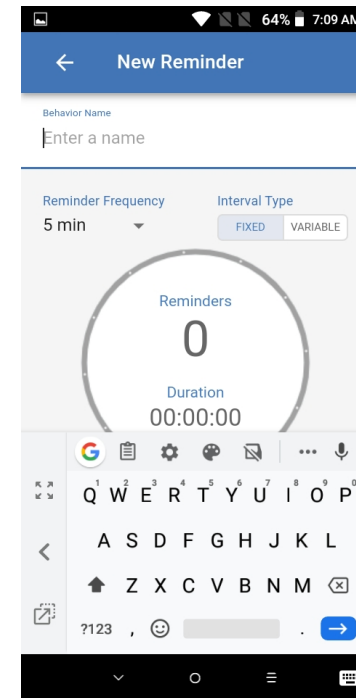
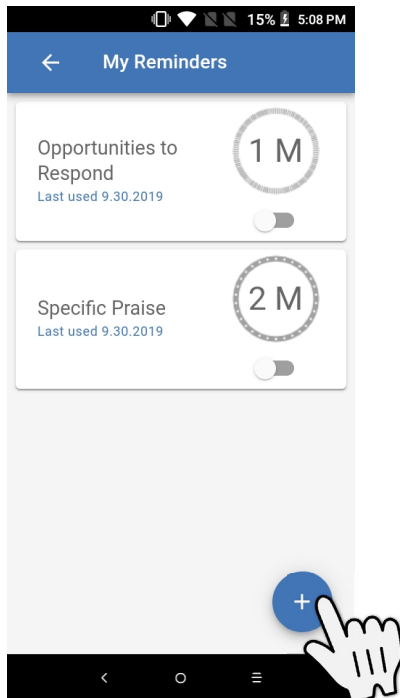
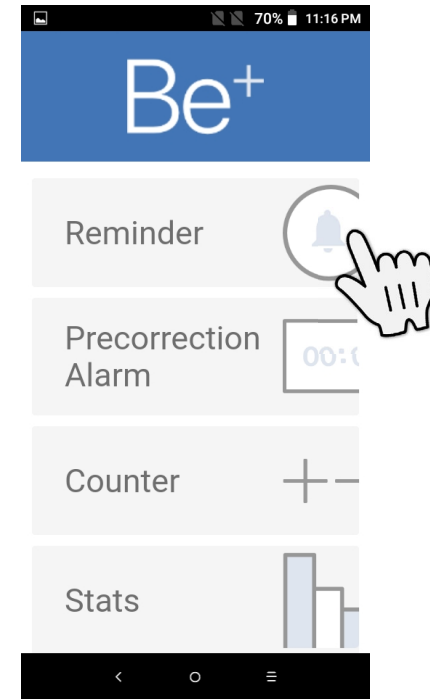
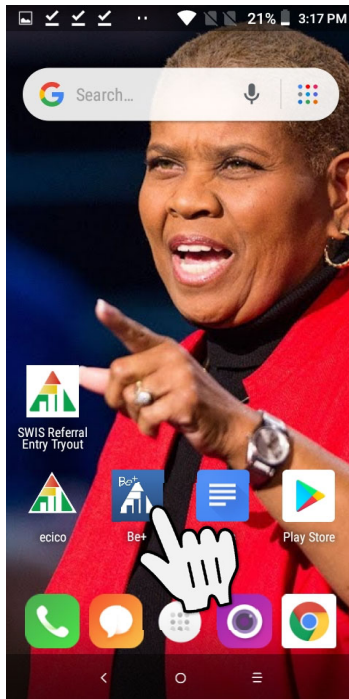
Track Positive Reinforcement with Our Be+ App

A free mobile application to remind and track all of the positive reinforcement and pre-corrections you give throughout the day.

[Learn More](#)

FEATURED RESOURCES





Specific Praise for Shaw...

Behavior Name
Specific Praise for Shawn

Reminder Frequency
5 min

Interval Type
FIXED VARIABLE

Reminders
0

Duration
00:00:00

START

Specific Praise for... COUNTER



Specific Praise for Shaw...

Behavior Name
Specific Praise for Shawn

Reminder Frequency
5 min

Interval Type
FIXED VARIABLE

Reminders
0

Duration
00:00:00

START

Specific Praise for... COUNTER

- 1 min
- 2 min
- 3 min
- 4 min
- 5 min
- 30 min
- 1 hour
- 1 day

Specific Praise for Shaw...

Behavior Name
Specific Praise for Shawn

Reminder Frequency
5 min

Interval Type
FIXED VARIABLE

Reminders
0

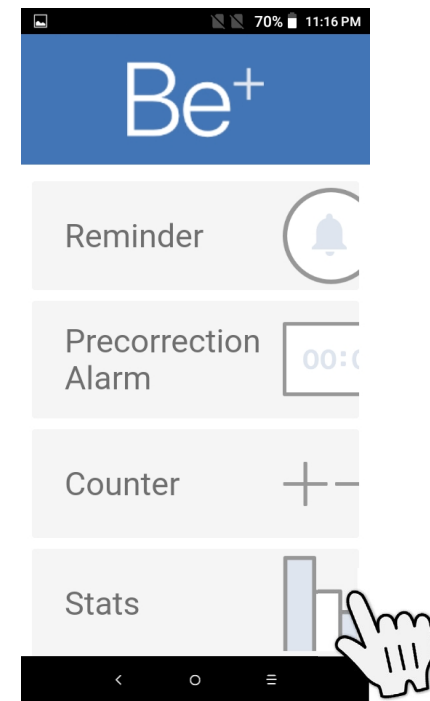
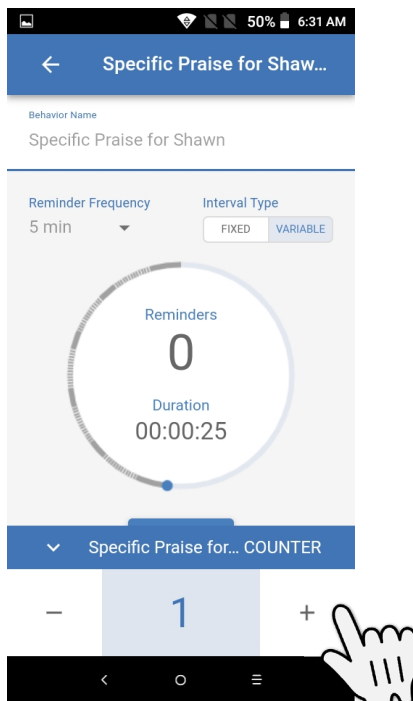
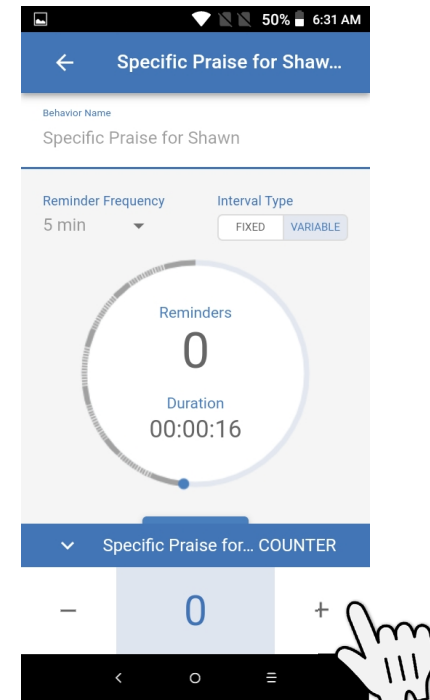
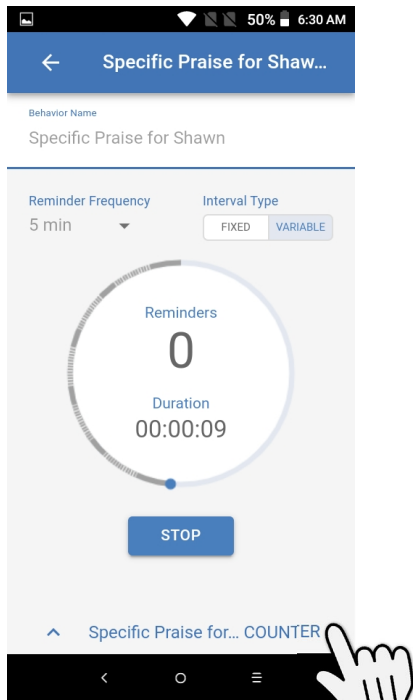
Duration
00:00:09

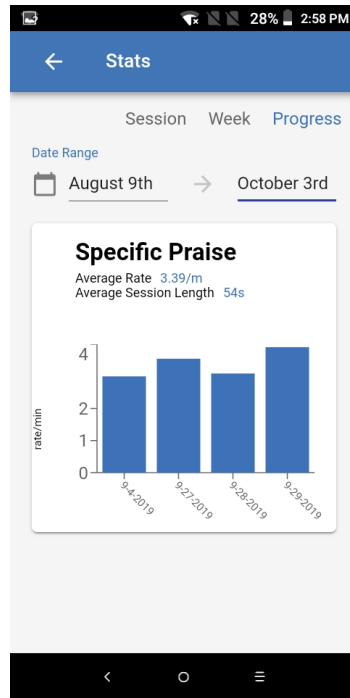
STOP

Specific Praise for... COUNTER

Reminder

Provide
Specific Praise for
Shawn





Get Positive!

- Android:
 - https://play.google.com/store/apps/details?id=edu.uor.egon.emberex_bp.ossitive
- iOS:
 - <https://apps.apple.com/us/app/be-be-positive/id1500031427?ls=1>



Praise Preference Assessment: What is it?

- A way to identify what type(s) of acknowledgements students **like** or **dislike** receiving for showing desired behaviors
- Could be in survey or interview formats

Put a star by your favorite and an X by any you don't like.

When I do something good, I want Mrs. [redacted] to...

____ Our class gets a chain.

____ I get a WOW! Ticket.

____ Mrs. [redacted] tells me I did a good job.

____ Mrs. [redacted] gives me a smile or a thumbs up.

Praise Preference Assessment: Resources



Sept 2020

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 (Gion,

<https://bit.ly/PPA-overview>

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- 1 **DEFINE**
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prosocial behaviors
- 3 **ACKNOWLEDGE**
prosocial behaviors
- 4 **RESPOND INSTRUCTIONALLY**
to unwanted behavior

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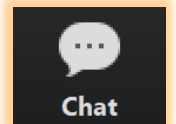
THE WAY IT WORKS

*Don't assume
that punishment
teaches the right
way*

“Point Positive”



Think and share out!



- 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”)

CORE PRACTICES of school-wide PBIS

- 1** **DEFINE**
school-wide expectations (i.e., social competencies)
- 2** **TEACH & PRACTICE**
prosocial behaviors
- 3** **ACKNOWLEDGE**
prosocial behaviors
- 4** **RESPOND INSTRUCTIONALLY**
to unwanted behavior

ENSURING EQUITABLE PRACTICES

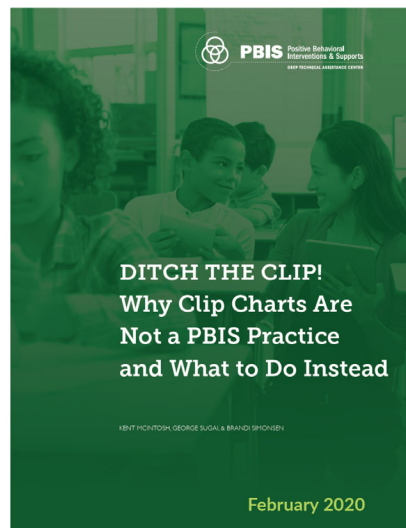
Take down the public shaming systems in classrooms



- Praise can be public...
corrections should be private



Resources for Ditching the Clip!



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

CORE PRACTICES of school-wide PBIS

- 1** **DEFINE**
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- 2** **TEACH & PRACTICE**
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- 4** **RESPOND INSTRUCTIONALLY**
to unwanted behavior
- 5** **MAKE DECISIONS**
based on data

**CORE
PRACTICES**
of school-
wide PBIS

1

DEFINE

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

2

**TEACH &
PRACTICE**

prosocial behaviors

3

ACKNOWLEDGE

prosocial behaviors

4

**RESPOND
INSTRUCTIONALLY**

to unwanted behavior

5

MAKE DECISIONS

based on data

**THE WAY IT
WORKS**

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

**CORE
PRACTICES**
of school-
wide PBIS

1

DEFINE

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

2

**TEACH &
PRACTICE**

prosocial behaviors

3

ACKNOWLEDGE

prosocial behaviors

4

**RESPOND
INSTRUCTIONALLY**

to unwanted behavior

5

MAKE DECISIONS

based on data

**ENSURING
EQUITABLE
PRACTICES**

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

**CORE
PRACTICES**
of school-
wide PBIS

1

DEFINE

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

2

**TEACH &
PRACTICE**

prosocial behaviors

3

ACKNOWLEDGE

prosocial behaviors

4

**RESPOND
INSTRUCTIONALLY**

to unwanted behavior

5

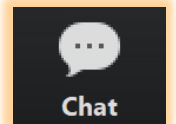
MAKE DECISIONS

based on data

**SYSTEMS FOR
ENSURING
EQUITABLE
PRACTICES**



UNIVERSITY OF OREGON



Q & A

(please use the Chat box)



UNIVERSITY OF OREGON

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EDUCATIONAL AND
COMMUNITY SUPPORTS



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

Support for this work:
NCSE (R324A170034)



Cannon Beach, Oregon
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