School-wide PBIS:
An example of applied behavior analysis implemented at a scale of social importance
Rob Horner and George Sugai 2015

Plain language abstract translation:
Positive behavioral interventions and support means using a lot of ways to help all people be successful. This can be shortened to PBIS. Schools have used PBIS for more than 20 years.

Schools use PBIS to help all students learn, make friends, and understand the school rules. Students might need a little help, some help, or a lot of help when they are learning. Schools ask four questions to decide how much help to give.
1. What does the student need to learn?
2. What makes it hard for the student to learn?
3. What will help the student learn?
4. Did that help the student learn?

Teachers check with students after they give help and see if it worked or if the plan needs to change. You know a school is using PBIS when the teachers ask the four questions for each student and give them the help they need.

Here is an example to help you understand PBIS.
Lee is in second grade. His teacher, Mr. Yang, sees Lee forget his lunch bag in the classroom each day. He asks, "What does Lee need to learn?" Lee needs to remember his lunch bag. Mr. Yang asks Lee what is hard about taking his lunch bag. Lee tells Mr. Yang that he forgets the lunch bag in his locker because he can't see it. Mr. Yang asks Lee, "What will help you remember your lunch bag?" Lee says a picture on his desk of a lunch bag will help him remember. Lee puts a small picture on his desk and sees it before lunch. He grabs his lunch bag in his locker. Mr. Yang checks with Lee after a few days to see if the plan is working. They both think the plan is good.

Mr. Yang knows that this plan works for Lee, but it might not work for other students. When a different student has a problem learning, he will ask the four questions and make a plan that works for them.

For PBIS to work in schools these things need to happen. First, teachers and school staff need to agree to use PBIS in their school. They all need to agree on the school rules. Second, all school staff need to use PBIS to help students. Sometimes, a team of teachers and staff will work together to use PBIS to help a student who needs a lot of help to learn. Third, checking on the plan to make sure it is working is very important. If the plan needs to change that is ok. Staff use data to know if a plan works or needs to change; in our example, Mr. Yang's data was asking

Lee if he remembered his lunch bag. Fourth, schools need to check if PBIS is working and if there are problems, fix them.

Sustaining and scaling positive behavioral interventions and supports: Implementation drivers, outcomes, and considerations
2020 Final Sugai Horner EC 2020

Plain language abstract translation:
<u>Positive behavioral interventions and support</u> means using a lot of ways to help all people be successful. This can be shortened to PBIS. PBIS started in 1997. Schools use PBIS. PBIS works best in a school when school staff, like teachers and principals, know what PBIS is and how to use it to help students learn and grow. It is best for students when all school staff use PBIS.

Examining the evidence base for school-wide positive behavior support
Horner Sugai Anderson 2010 evidence.pdf

Plain language abstract translation:
When schools use PBIS, it is important to know if it is working. That is the job of a researcher. A researcher is someone who carefully checks ideas and ways of doing things, like PBIS, to understand what works, what does not work, and how we can make things better. An important part of a researcher's job is to collect data on the thing they are checking. Data is information. Researchers can get data in a lot of ways. They can talk to people and ask questions (an interview), watch and take notes on what they see (observation), and have people answer questions on paper or a computer (survey and checklists). The important thing is to get a lot of information from many people. Sometimes researchers do this for a long time, for example, years. Researchers then read all the information and use a kind of math called statistics to find out what is working, not working, and what can be better.

PBIS is used by schools all over the United States. Because of this, researchers are checking if PBIS works in schools. They want to know what is working and how we know it is working. The best way to check if PBIS works is to get data using a randomized control trial. A randomized control trial means that the researcher does not know if the schools they are checking use PBIS or not. The researchers get data from a lot of schools, some who use PBIS and some who do not. Then the researchers read the data and use statistics to find out what is working and not working at all the schools. The researchers know PBIS is working if the data shows that schools who use PBIS are working better than schools who do not use PBIS. This is a hard job and researchers want to help schools choose what works best for their students.

1. The thing researchers are checking has a definition. All researchers know what to look for and can count it when it happens, not just once, but again and again. An example of this for PBIS looks like this. A researcher knows when students need a little help, some help, or a lot of help at every school they check.

2. Researchers know where this help happens. PBIS in a preschool can be different than in a high school. PBIS can be the same no matter where the help happens. When this is true, the researchers know exactly how the help looks and can count it to get data.

3. Who is being helped? The researchers know and can get data on the students who use PBIS. This can be all students or some students, for example, special PBIS might only be used to help students who are new to the school that year.

4. The researchers know the school staff who are using PBIS. This should be all the adults at the school. Some staff know how to help students who need a lot of help, these staff get extra training on ways to help students. Researchers know about these staff with extra training and get data to check if the extra help is working.

5. Researchers guess (predict) what the data will tell. They usually guess that PBIS works well in schools. They guess the data will show that students learn and grow best at schools that use PBIS. They guess that school staff like to use PBIS because it helps students learn more and have less problems at school.

6. Researchers know why PBIS works because they learned about what helps people learn. They also learned about the best ways to help students fix learning problems (hard time reading) and behavior problems (hard time following school rules).

The list is the six (6) standards or rules researchers can follow when checking to see if something works well. When researchers follow these six rules, they get the best data and know if something works. The six rules work for checking one thing or many things. Some examples are checking PBIS in one school or many schools or helping one student or many students.

1. Operational Definitions: Procedure and system at 1st, 2nd, and 3rd tier.
2. Targeted Settings-Schoolwide.
3. Targeted Population: Students.
4. Qualification of users being all adults within a school with respect to advanced trained staff.
5. Outcomes reduce the levels of interfering or challenging behavior.
6. Lastly, the conceptual foundation is applied behavior analysis, organizational behavior management, community health, positive behavior support, and implementation science.