



***A Tale of Three Tiers: Lessons learned about Integrating Positive Behavior and Academic Supports and What We Need to Know Next***  
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Educators in today's schools and classrooms are seeking support and training to adopt and sustain effective, cost-efficient school-wide, classroom and individual student positive behavior and academic support practices. In addition, educators increasingly recognize the critical role of parent/family involvement and support in the process of adopting and implementing school wide climate and discipline approaches. At the same time, schools are also struggling to integrate positive school discipline practices and social-emotional learning in a pressurized context maintaining high stakes academic outcomes for an increasingly diverse and at-risk population. This session will highlight some big ideas from research on these issues, including what is known (and not known) about PBIS (PALS) effectiveness, promising practices and outcomes in integrating social-emotional learning, and research on teacher wellbeing as a variable in understanding barriers to implementation of evidence-based practices.

Jeffrey Sprague is a Professor of Special Education and Director of the University of Oregon Institute on Violence and Destructive Behavior. He directs federal, state and local research and demonstration projects related to positive behavior interventions and supports, multi-tiered support systems (MTSS), alternative education, juvenile delinquency prevention and treatment, restorative practices, and school safety. His research activities encompass applied behavior analysis, positive behavior interventions and supports, behavioral response to intervention, functional behavioral assessment, implementation science, school safety, youth violence prevention, and juvenile delinquency prevention. He began his career as a teacher of students with low incidence cognitive disabilities, and his early career research focused primarily in this content area.

His book on School Wide Positive Behavior Interventions and Supports with Annemieke Golly (2005; 2013 [www.soprislearning.com](http://www.soprislearning.com)) was the first guide to PBIS implementation. In 2008, he published a book on Response to Intervention and Behavior Supports ([www.shoplrp.com](http://www.shoplrp.com)), now referred to as Multi-Tiered Support Systems (MTSS), and a second edition is in preparation (Sprague & Swain-Bradway, 2021). He has published over 300 journal articles and book chapters.

Sprague conducted a R01 research project from the National Institute in Drug Abuse to conduct the first randomized control trial of the effects of Positive Behavior Supports in middle schools served as principal, or co-principal investigator on multiple Institute of Education Sciences Goal. He has also done two development projects focusing on PBIS in schools, universal screening for behavior adjustment, classroom management, student self-management, the role of Native Language and Culture in academic achievement and behavior, and PBIS implementation in Juvenile Justice settings.