

School-wide PBS: Building Sustainable Systems

Rob Horner
University of Oregon

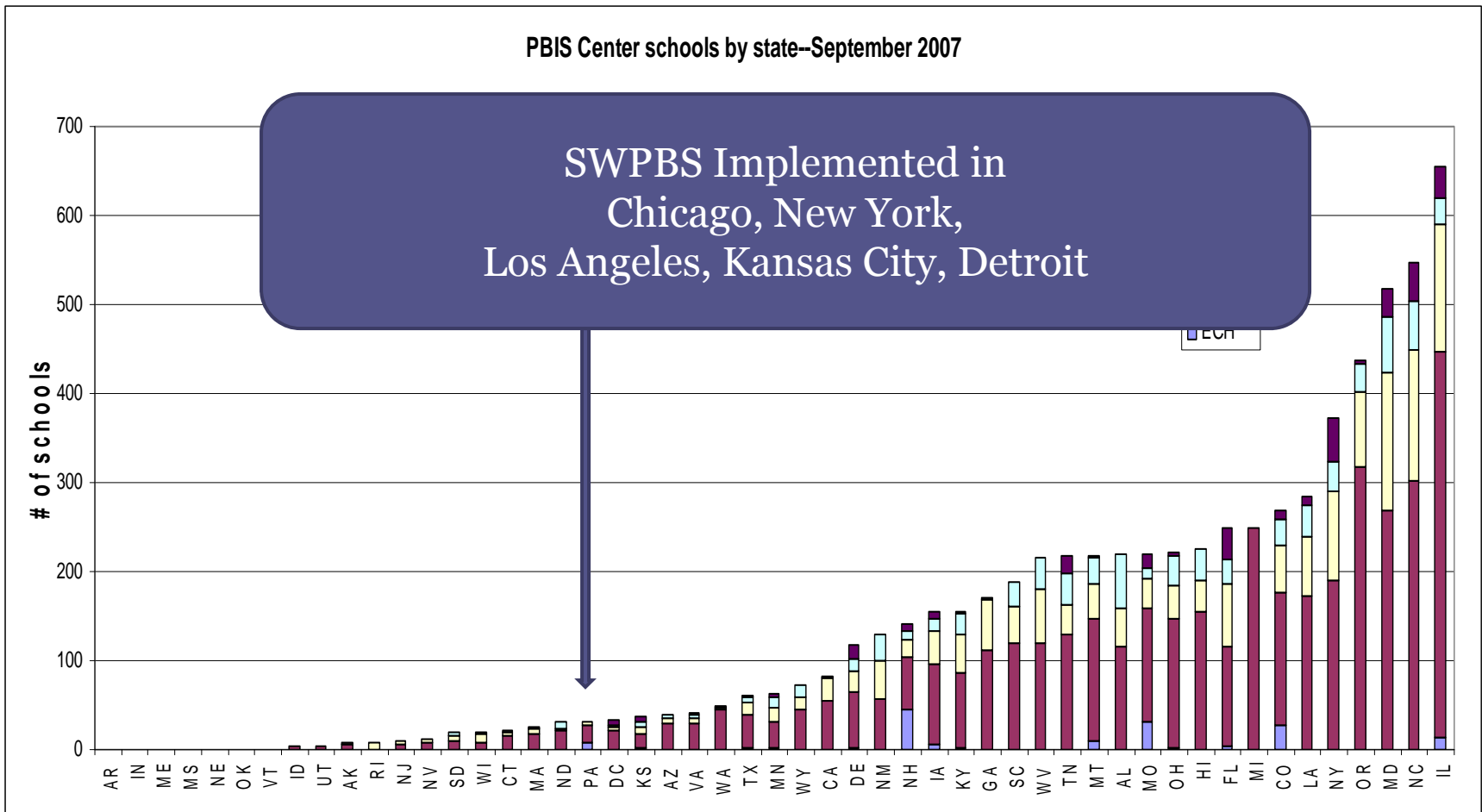
George Sugai
University of Connecticut

OSEP TA-Center on PBIS
www.pbis.org

Assumptions

- School-wide PBS has been implemented in Philadelphia since 1999.
- Several demonstrations of effective implementation with documented benefits for students:
 - Key Elementary
 - Logan Elementary
- Challenge today is how to implement at a scale and with a level of sustainability that will make a difference

Current Status of SWPBS (7300 schools)



Goals

- Brief review of core features of School-wide PBS
- Update on current research on feasibility, impact and sustainability of SWPBS
- Considerations for building sustainable systems
- Considerations for systems change in urban contexts

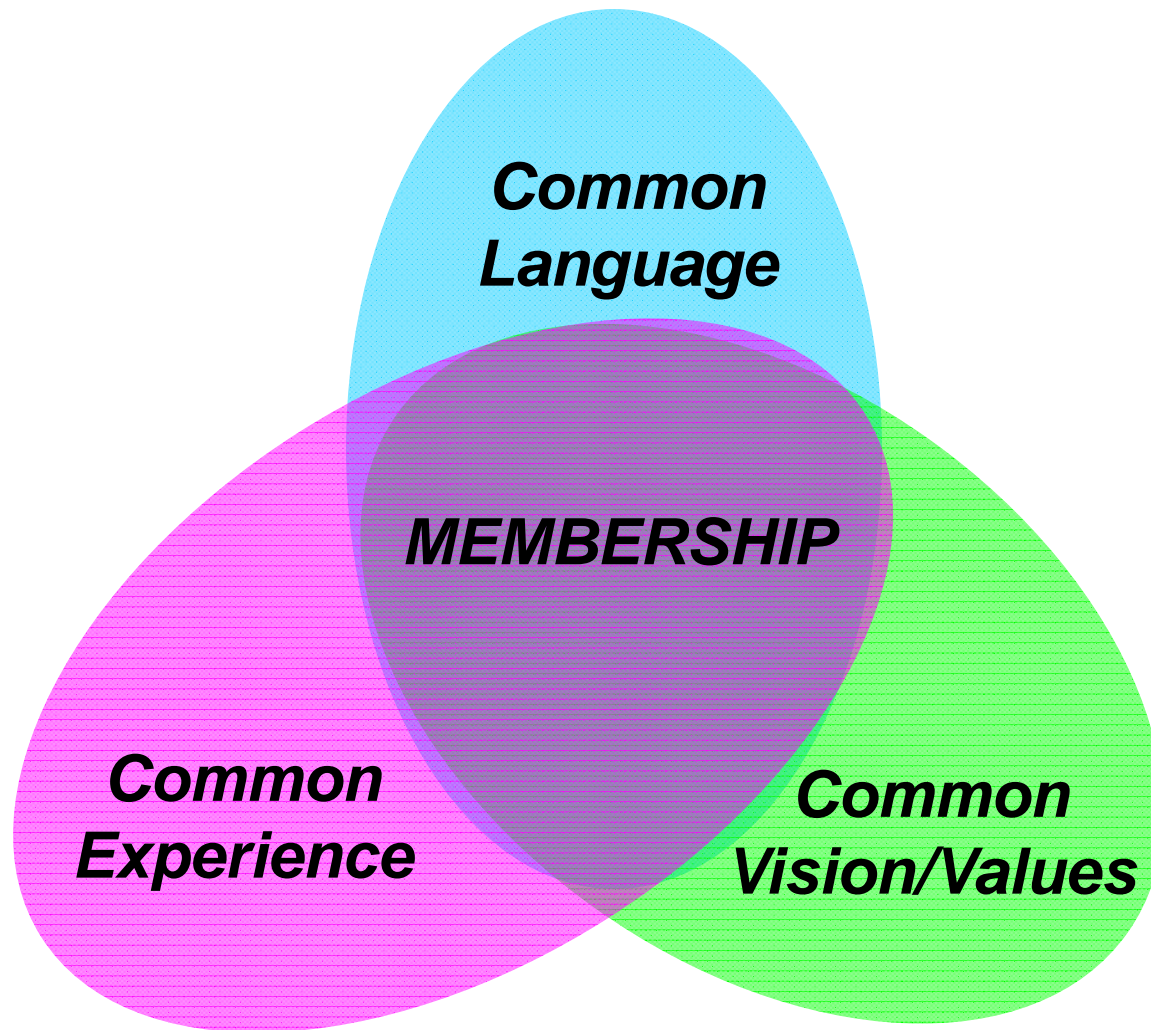
Main Messages

- The social behavior of students affects the success of a school as an effective learning environment.
- To achieve academic outcomes, invest first in building a positive social culture.

What is School-wide Positive Behavior Support?

- School-wide PBS is:
 - A systems approach for establishing the **social culture** and individualized behavioral supports needed for schools to be effective learning environments for all students.
- Evidence-based features of SWPBS
 - Prevention
 - Define and teach positive social expectations
 - Acknowledge positive behavior
 - Arrange consistent consequences for problem behavior
 - On-going collection and use of data for decision-making
 - Continuum of intensive, individual interventions.
 - Administrative leadership – Team-based implementation (Systems that support effective practices)

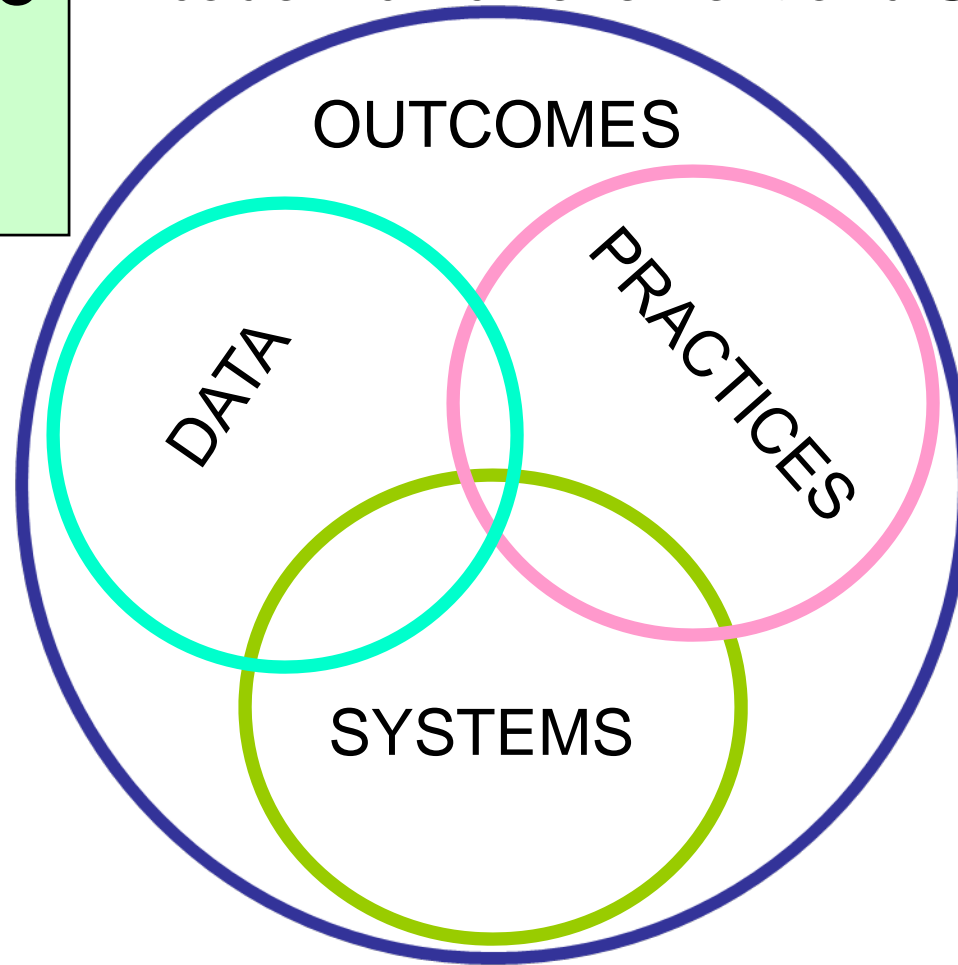
Establishing a Social Culture



Supporting Social Competence,
Academic Achievement and Safety

School-wide
PBS
Elements

Supporting
Student
Behavior

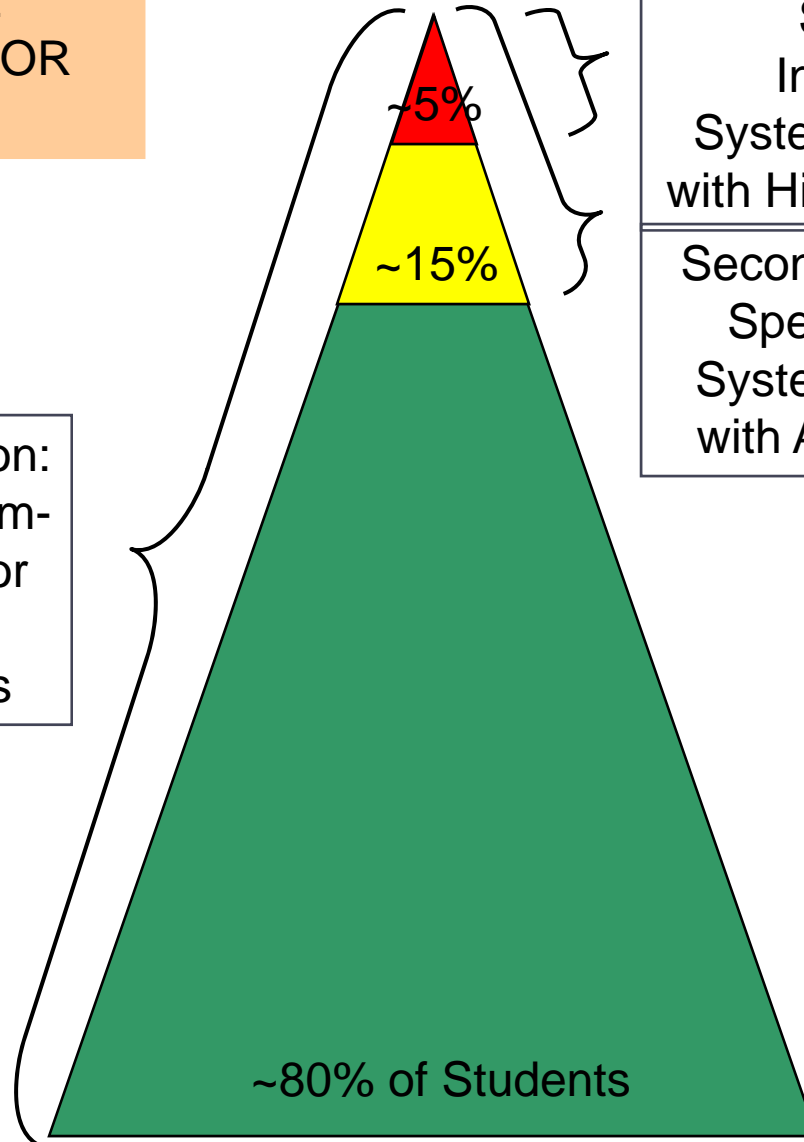


Supporting
Decision
Making

Supporting
Staff Behavior

SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior



SWIS 06-07 (Majors Only)

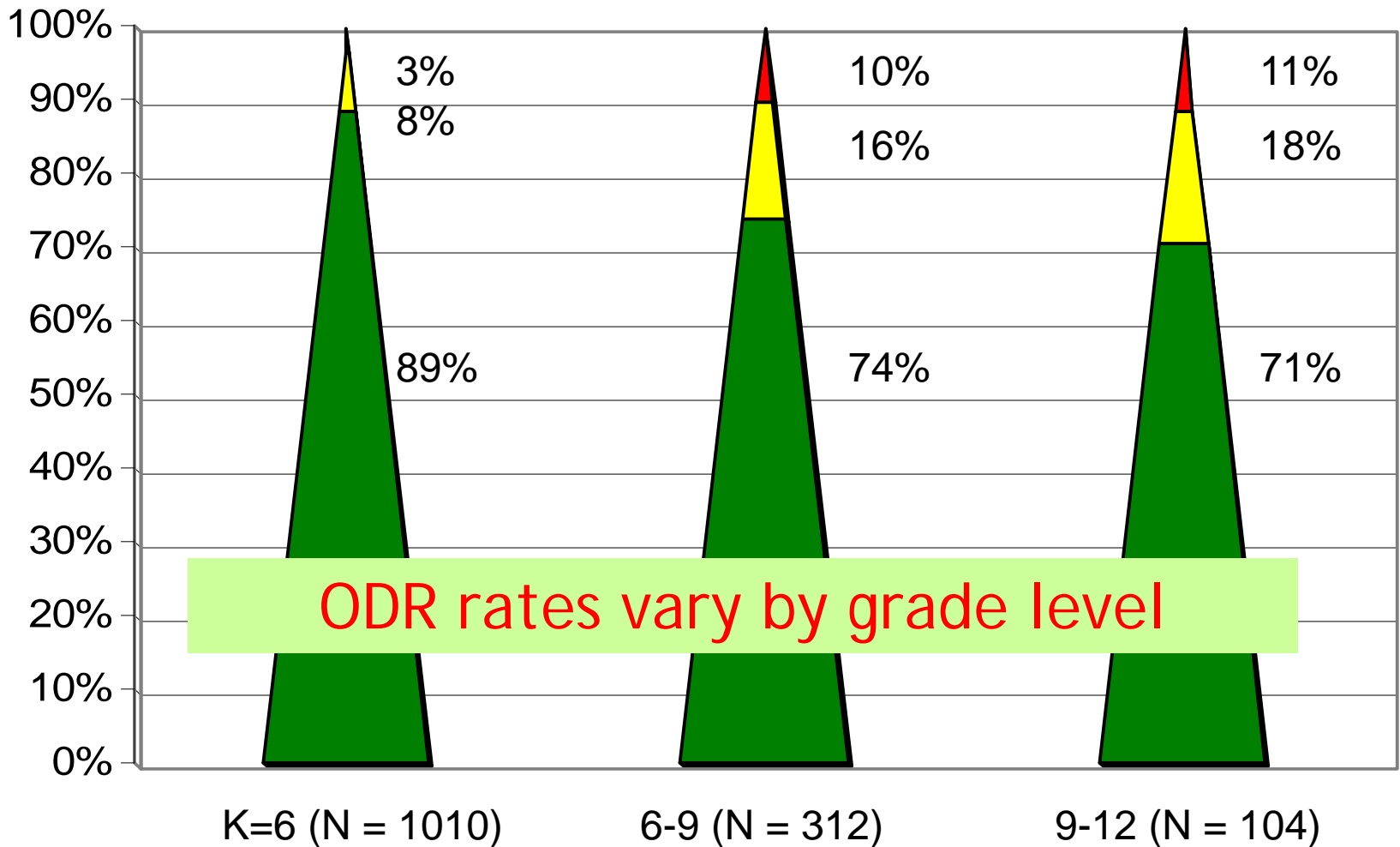
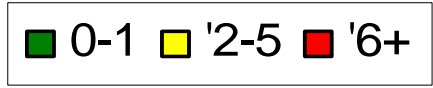
1974 schools; 1,025,422 students; 948,874 ODRs

Grades	# Sch	Mean Enroll	Mean ODRs/100/Day
K-6	1288	446	.34 (.37) <i>1/300/day</i>
6-9	377	658	.98 (1.36) <i>1/100/day</i>
9-12	124	1009	.93 (.83) <i>1/107/day</i>
K-(8-12)	183	419	.86 (1.14) <i>1/120/day</i>

Rule violations happen

Major Office Discipline Referrals (05-06)

Mean Proportion of Students

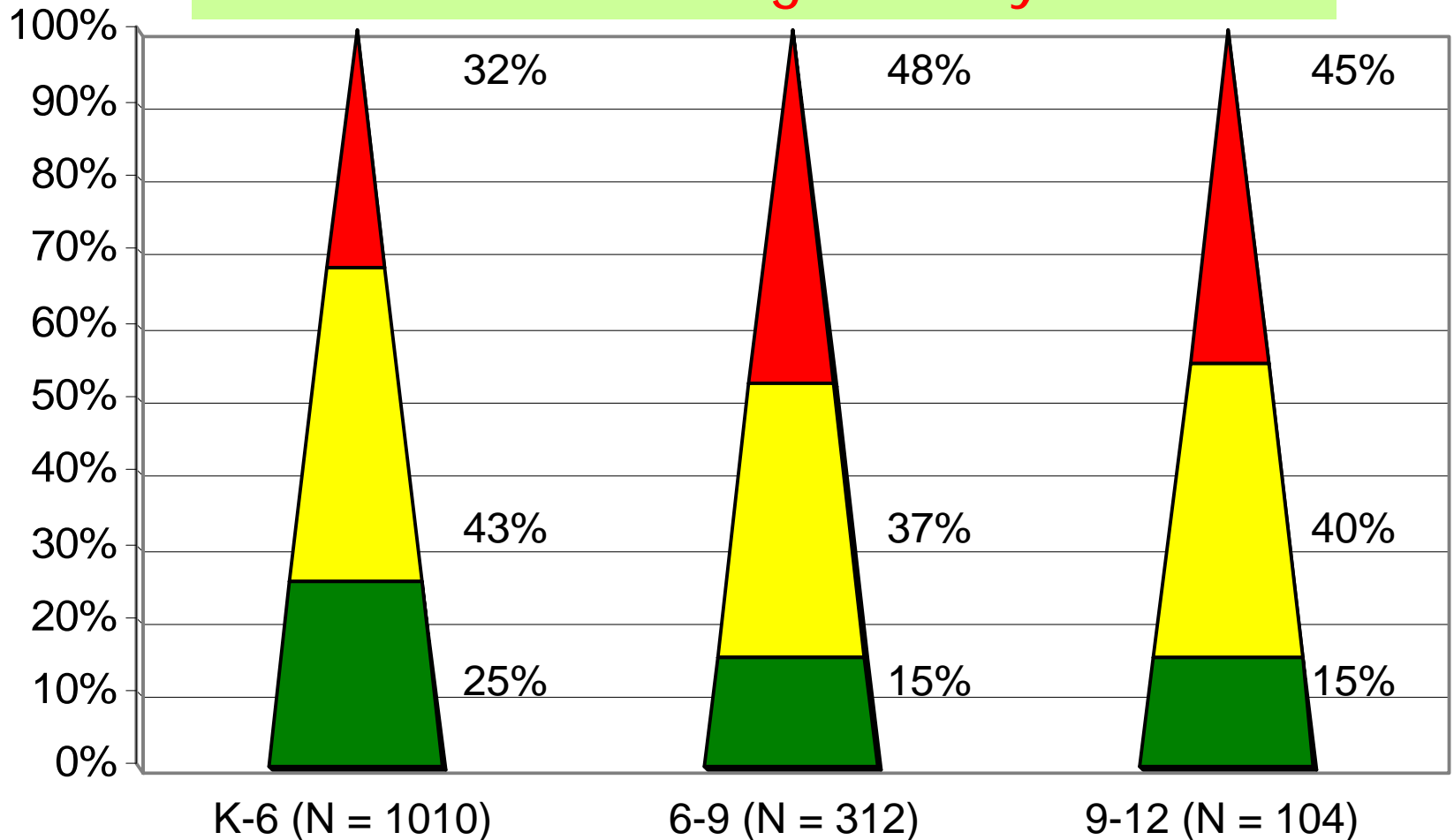


Major Office Discipline Referrals (05-06)

Percentage of ODRs by Student Group

■ '0-1 ■ '2-5 ■ '6+

A few students get many ODRs



Invest in Prevention (school-wide)

Build a **Culture of Competence**

- **Define** behavioral expectations
- **Teach** behavioral expectations
- **Monitor and reward** appropriate behavior
- Provide **corrective consequences** for behavioral errors.
- Information-based **problem solving**
- Do not expect school-wide efforts to affect students with chronic problem behavior.

Define School-wide Expectations for Social Behavior

- Identify 3-5 Expectations
- Short statements
- Positive Statements (what to do, not what to avoid doing)
- Memorable
- Examples:
 - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults

Secondary/Tertiary Supports

- Secondary Supports
 - Support for students who need a small increase in structure, feedback and prompting.
- Tertiary Supports
 - Support for students with more intense behavior support needs, mental health needs, wrap around support needs.

What do you see in schools using SW-PBS?

- Faculty and staff who are active problem solvers.
 - They have the right information
 - They have efficient organizational structures
 - They have effective outcome measures
 - They have support for high-fidelity implementation and active innovation.

Measurable Benefits for Children

- Positive, supportive social culture
- Active engagement in school/learning
- Reductions in problem behavior
- Increases in academic outcomes
- Active participation of families/community

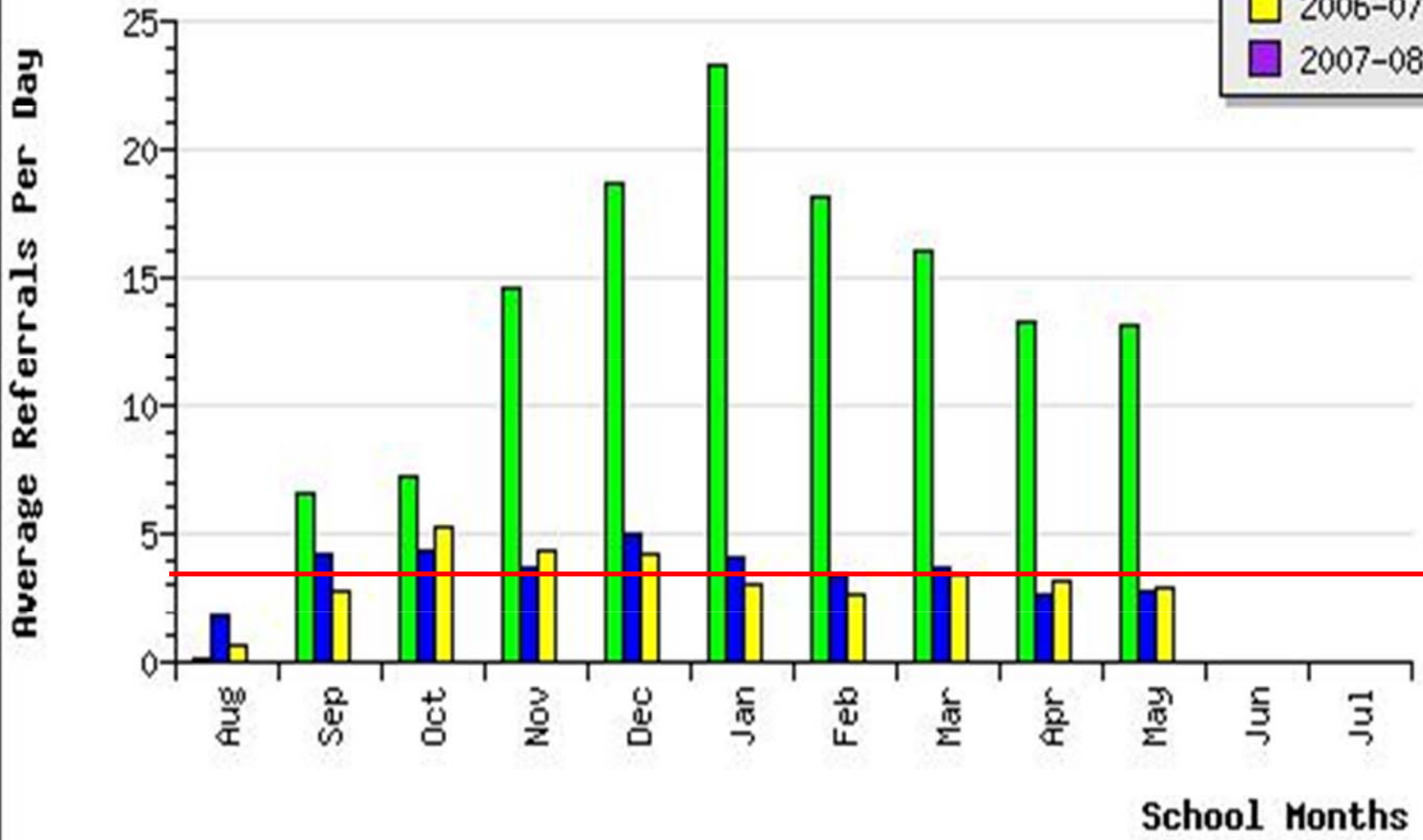


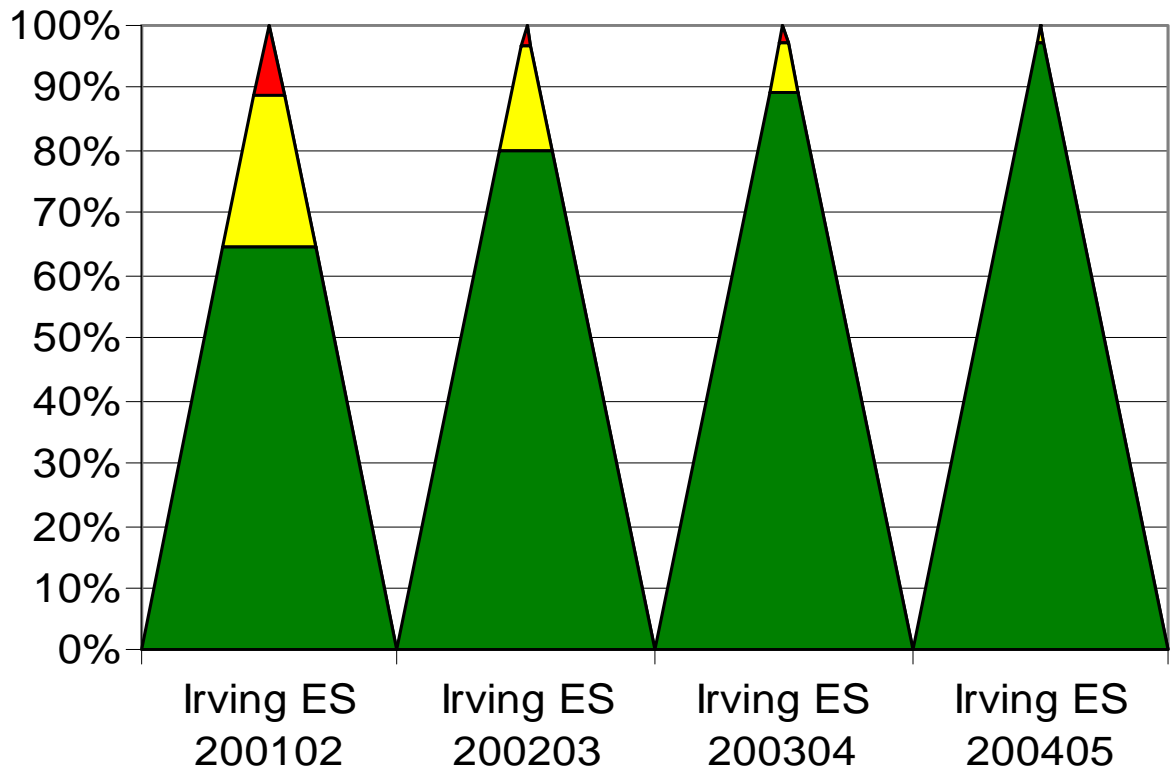
SWIS



NYC
SWIS

Iowa Elementary School



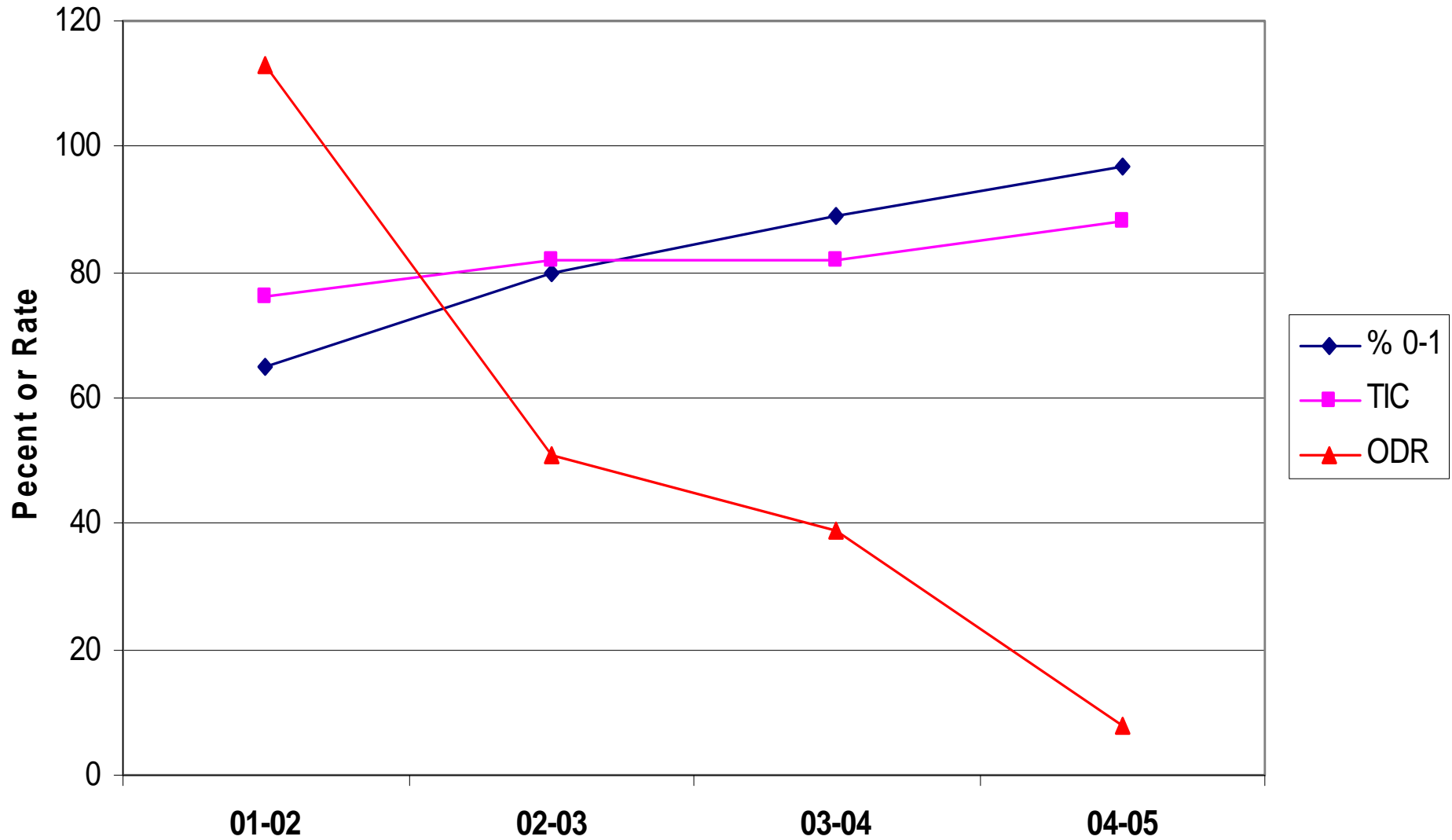


	Irving ES 200102	Irving ES 200203	Irving ES 200304	Irving ES 200405
■ Pct6up	12%	3%	3%	0%
■ Pct2to5	24%	17%	8%	3%
■ Pct0to1	65%	80%	89%	97%

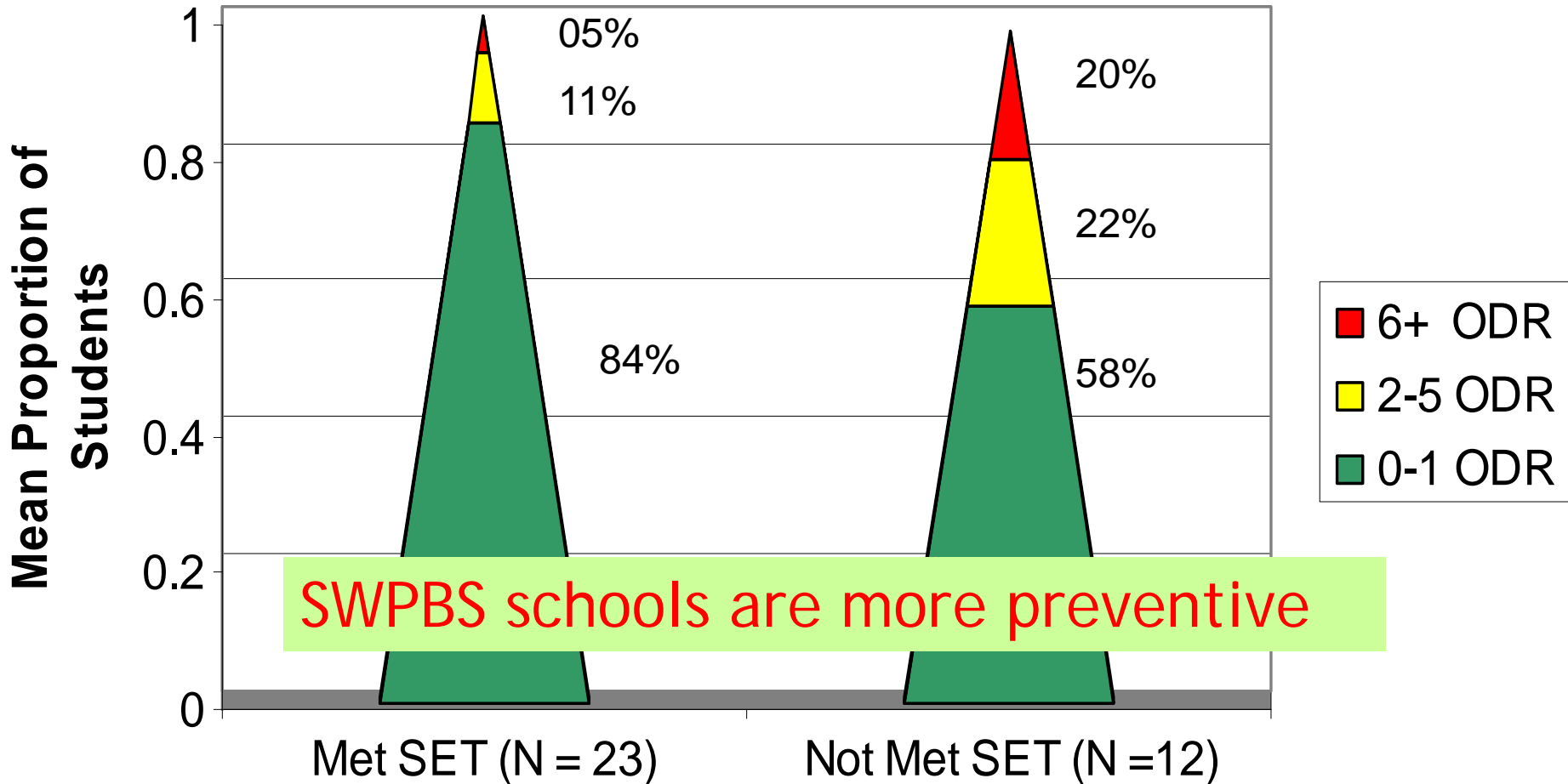
ODR/100 1.13 .51 .39 .08

TIC Total 76% 82% 82% 88%

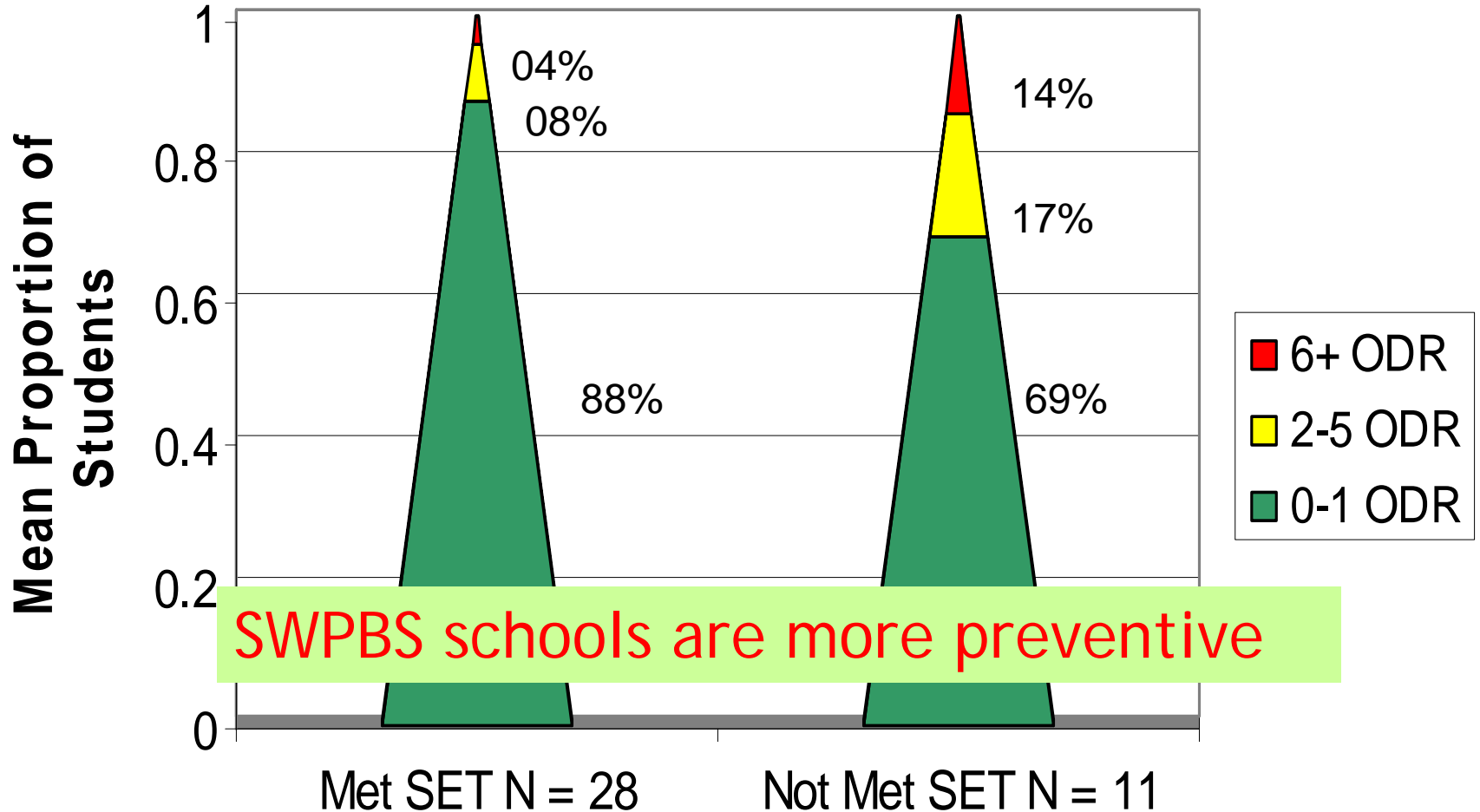
Irving Triangle (0-1); SET and ODR Summary



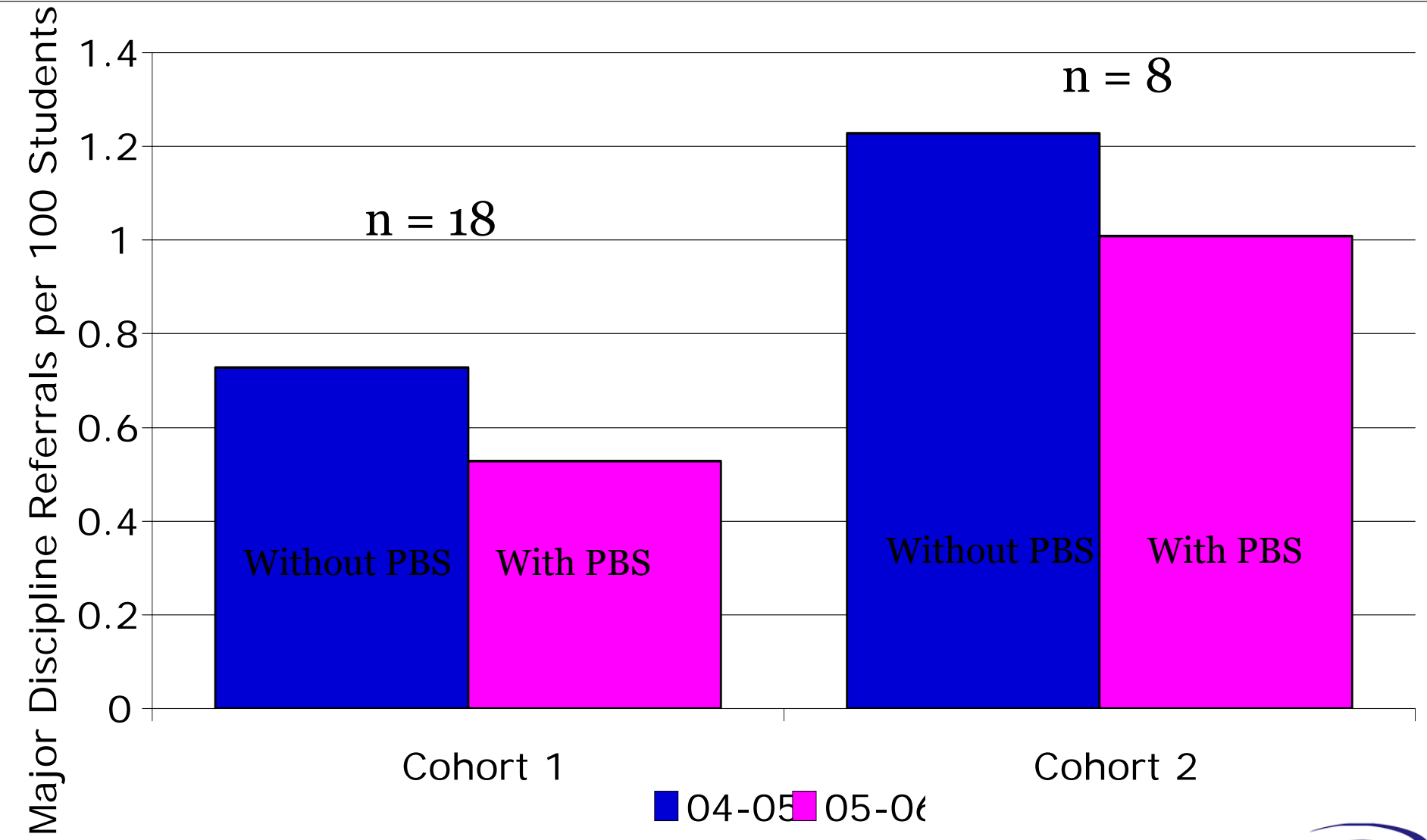
Central Illinois Elem, Middle Schools Triangle Summary 03-04



North Illinois Schools (Elem, Middle) Triangle Summary 03-04

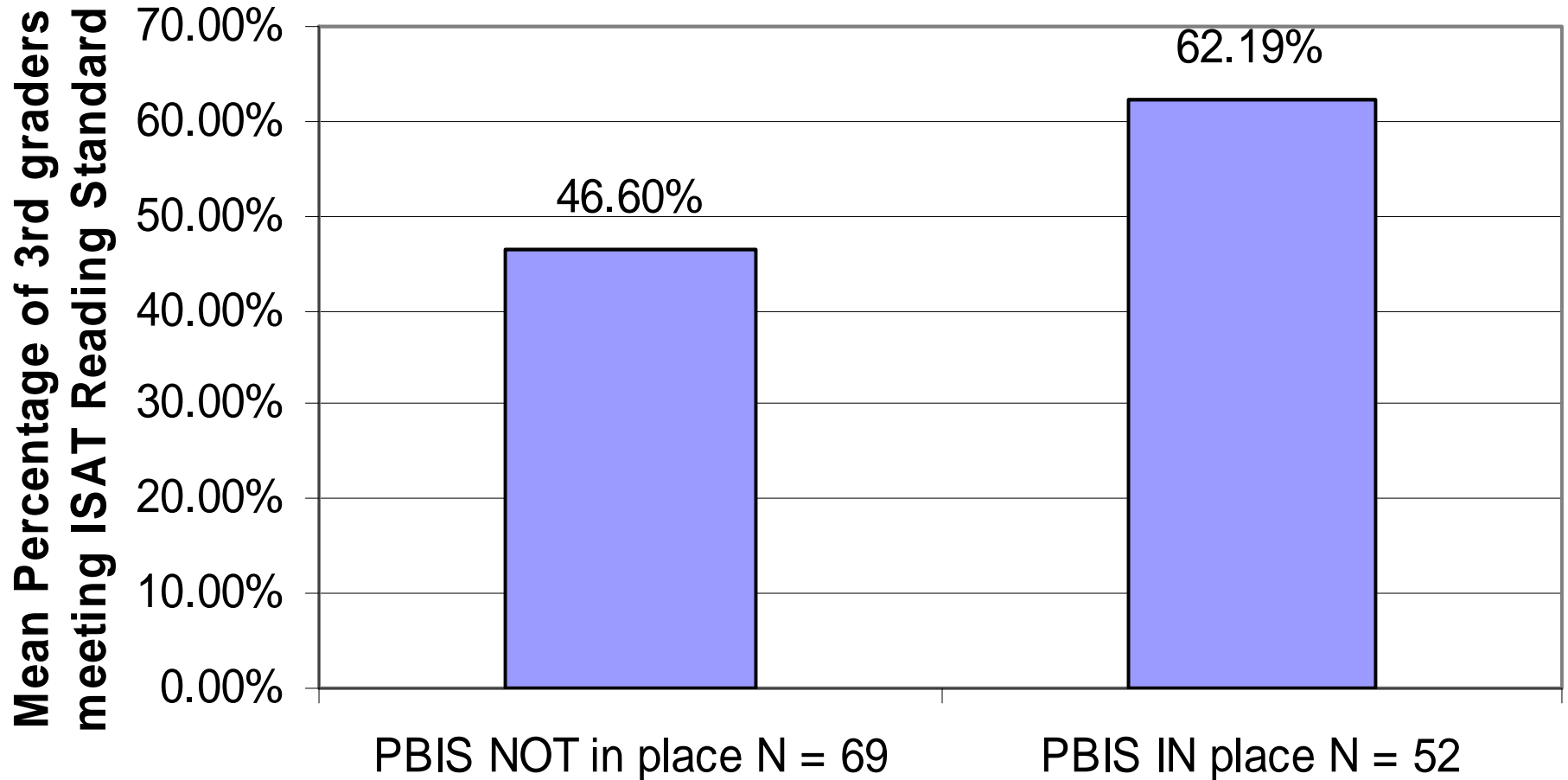


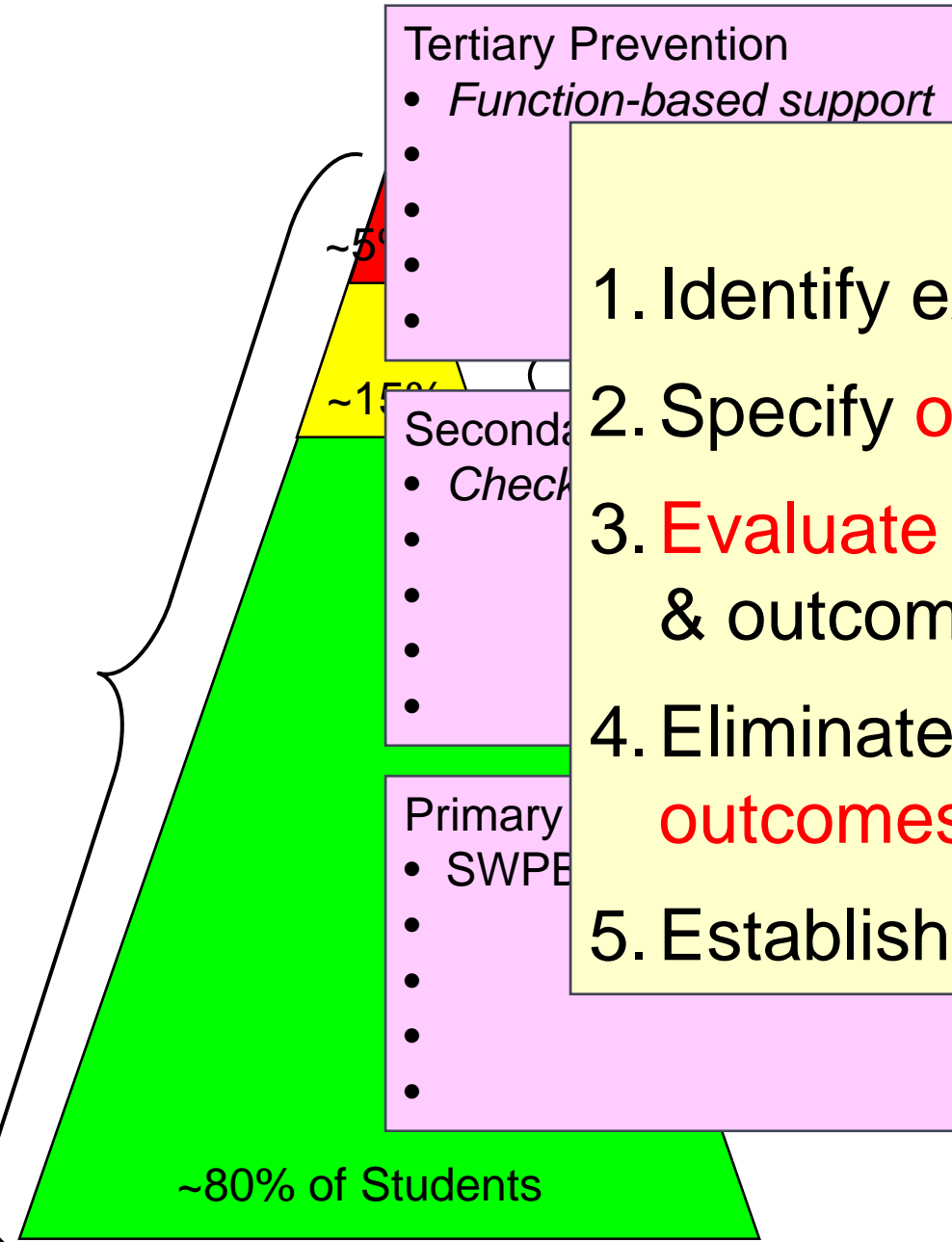
Major Discipline Referrals per 100 Students by Cohort



Illinois Mean Proportion of Students Meeting ISAT Reading Standard

t test (df 119) $p < .0001$





Audit

1. Identify existing efforts by **tier**
2. Specify **outcome** for each effort
3. **Evaluate** implementation accuracy & outcome effectiveness
4. Eliminate/integrate based on **outcomes**
5. Establish **decision** rules (RtI)

Why should we be committed to implementation of SWPBS?

- Benefits to faculty and staff:
 - Improved consistency across faculty
 - Better collaboration in support of individual students
 - Improved classroom management
 - Classroom routines
 - Strategies for preventing and pre-empting problem behavior
 - Reduced faculty absenteeism
 - Increased faculty retention
 - Improved substitute performance/perception
 - Increased ratings of faculty effectiveness ([Scott](#))
 - Staff perceive themselves as more effective due to coherent planning, improved student behavior, effective strategies for addressing problems.

Why should we be committed to implementation of SW-PBIS?

- Benefits to District/Community

- Improved cost effectiveness

- 1 ODR = 15 min staff time; 45 min student time

- Sustained effects across administrator, faculty, staff, student change.

- Cost of re-creating systems draws away from effective education.

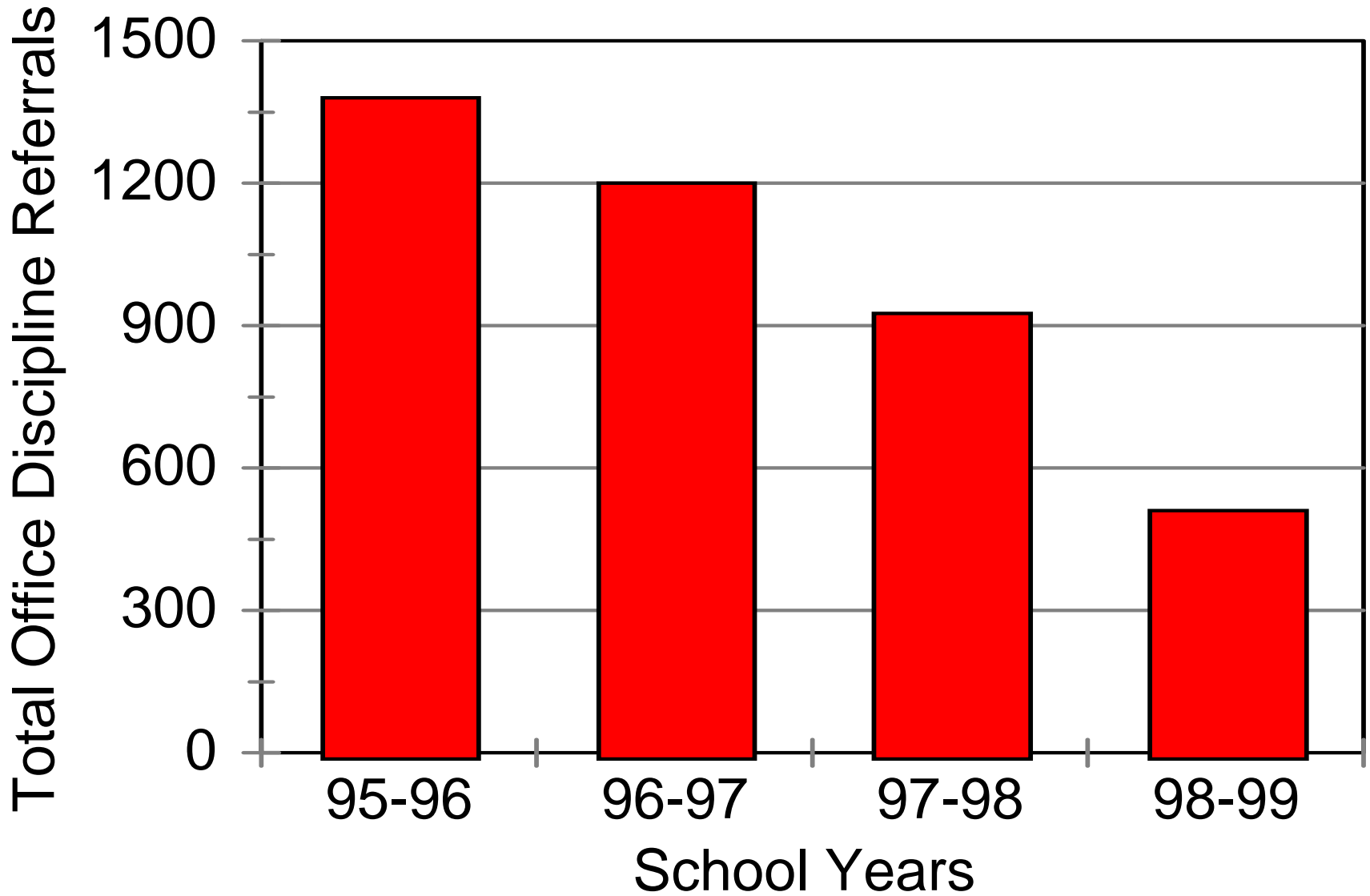
- Administrative benefits of scale

- Cost savings for data systems
- Effective transitions among faculty when they shift from one school to another.

- Effective innovation

- Data systems promote innovation.
- Focus on research-based practices

Kennedy Middle School



What does a reduction of 850 office referrals and 25 suspensions mean?

Kennedy Middle School

- Savings in Administrative time

- ODR = 15 min
- Suspension = 45 min

- 13,875 minutes
- 231 hours

- **29, 8-hour days**

- Savings in Student Instructional time

- ODR = 45 min
- Suspension = 216 min

- 43,650 minutes
- 728 hours

- **121 6-hour school days**

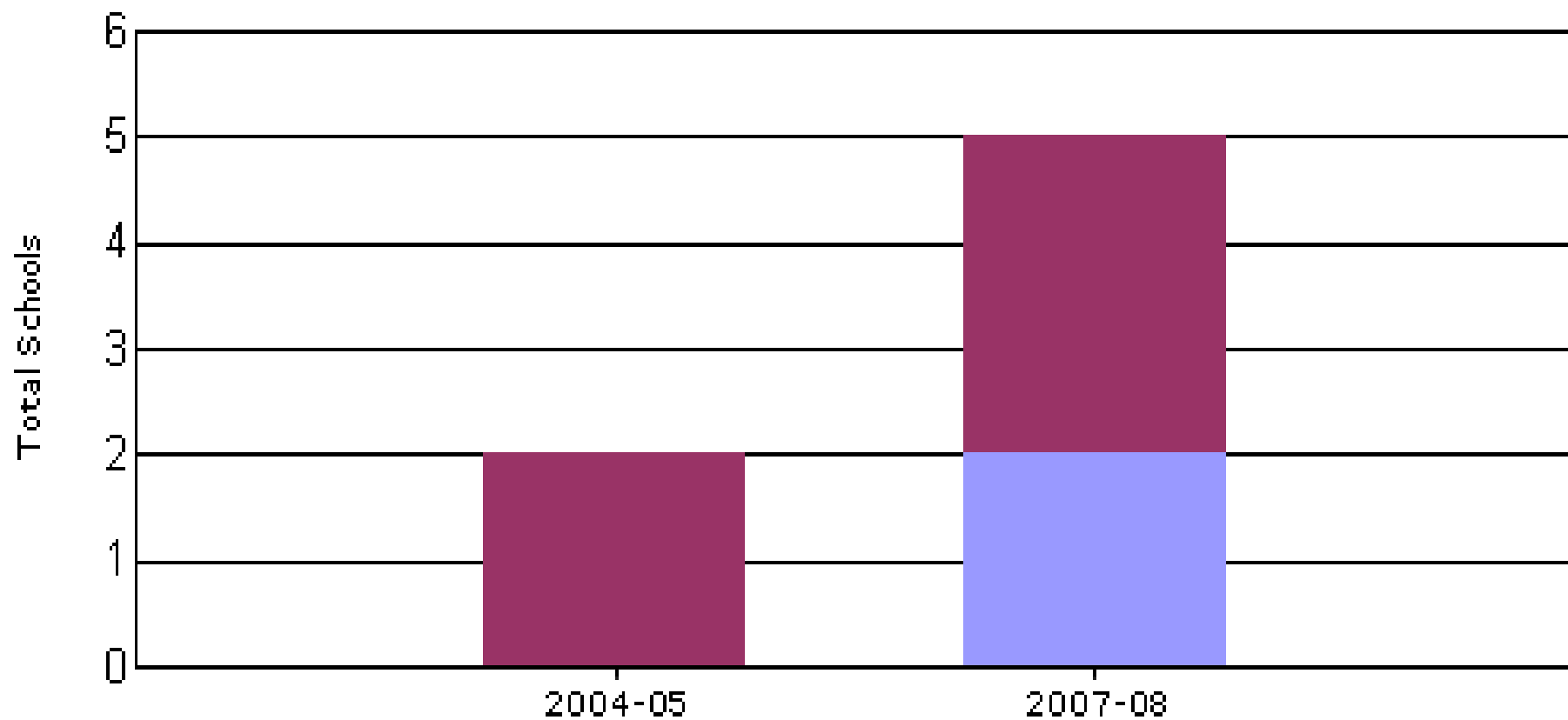
Cost Analysis of SWPBS

- Blonigen, Harbaugh, Singell, Horner, Irvin, and Smolkowski (2008). **Application of Economic Analysis to School-wide Positive Behavior Support Programs.** *Journal of Positive Behavior Interventions.*

Implementation of SWPBS in Philadelphia

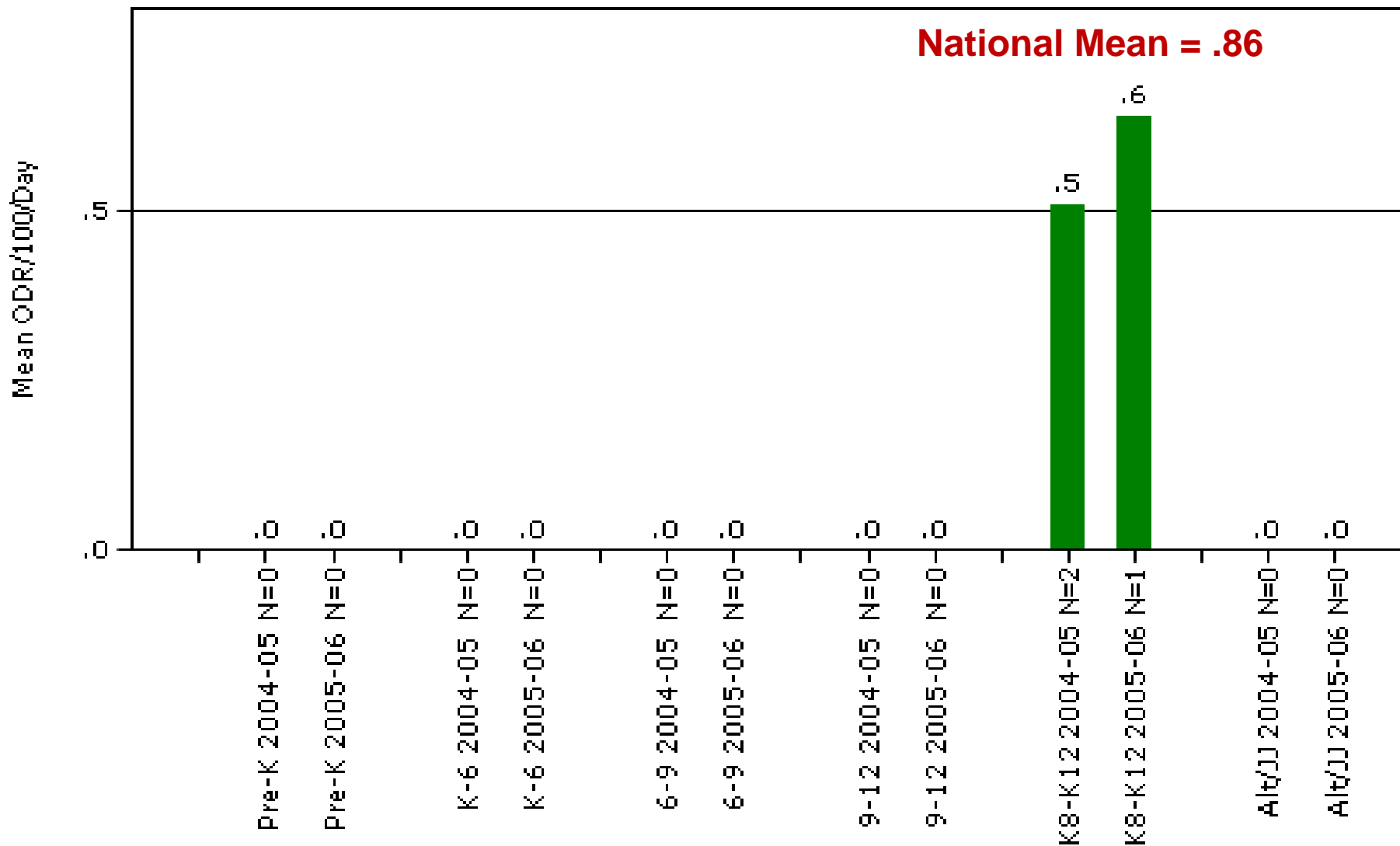
- Demonstrations of successful implementation and impact
- Demonstrations of less impressive sustainability and scaling.

Philadelphia City School District - Summary of Schools Adopting SW PBS 2004-05-2007-08

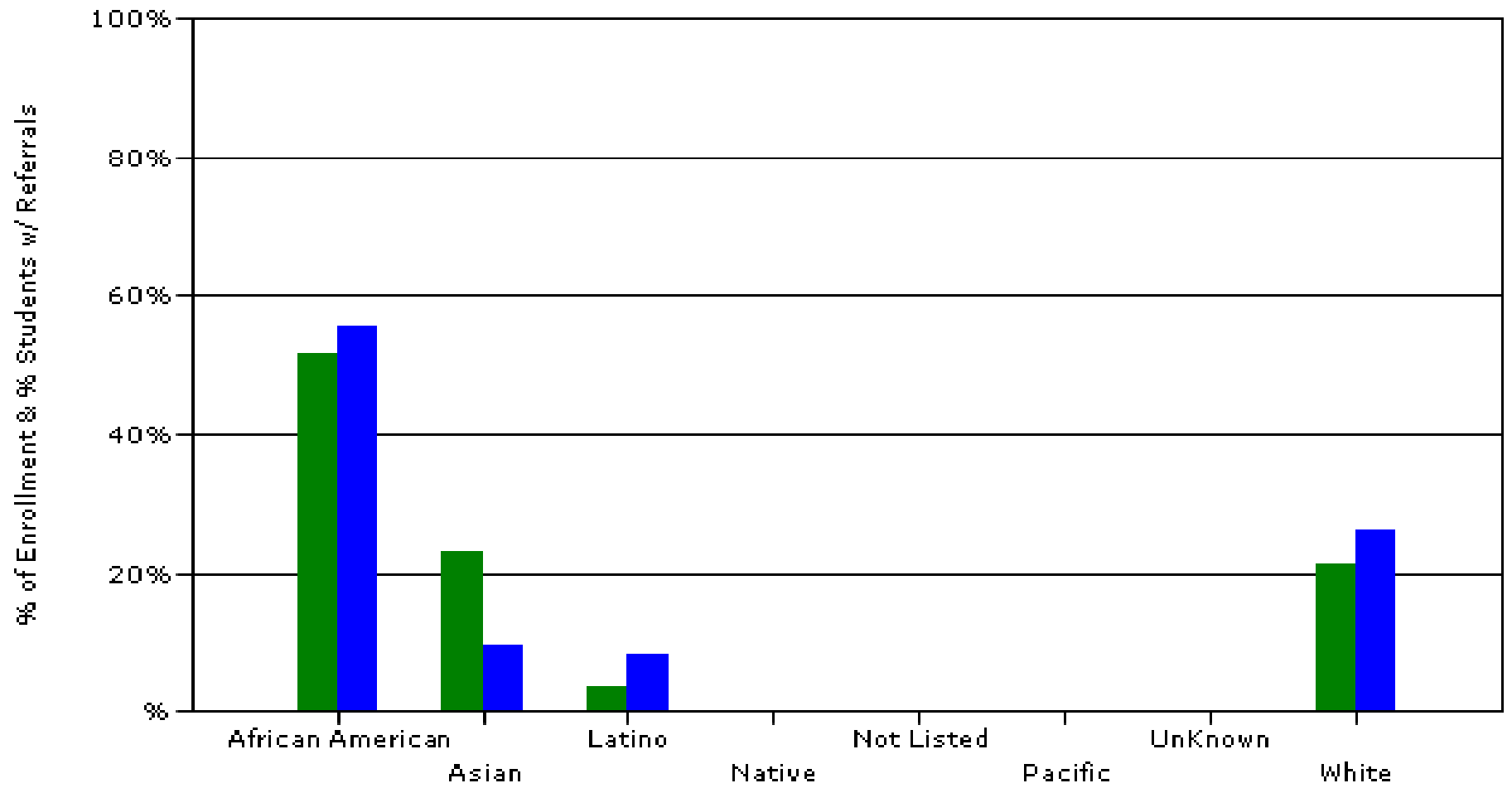


* - Total does not include schools that have no data in consecutive years

Philadelphia City School District: ODR/100/Day - Majors 2004-2007



Philadelphia City School District - K8-K12 ,N=2
All Enrolled Students by Ethnicity and Student w/Referrals by Ethnicity
200405

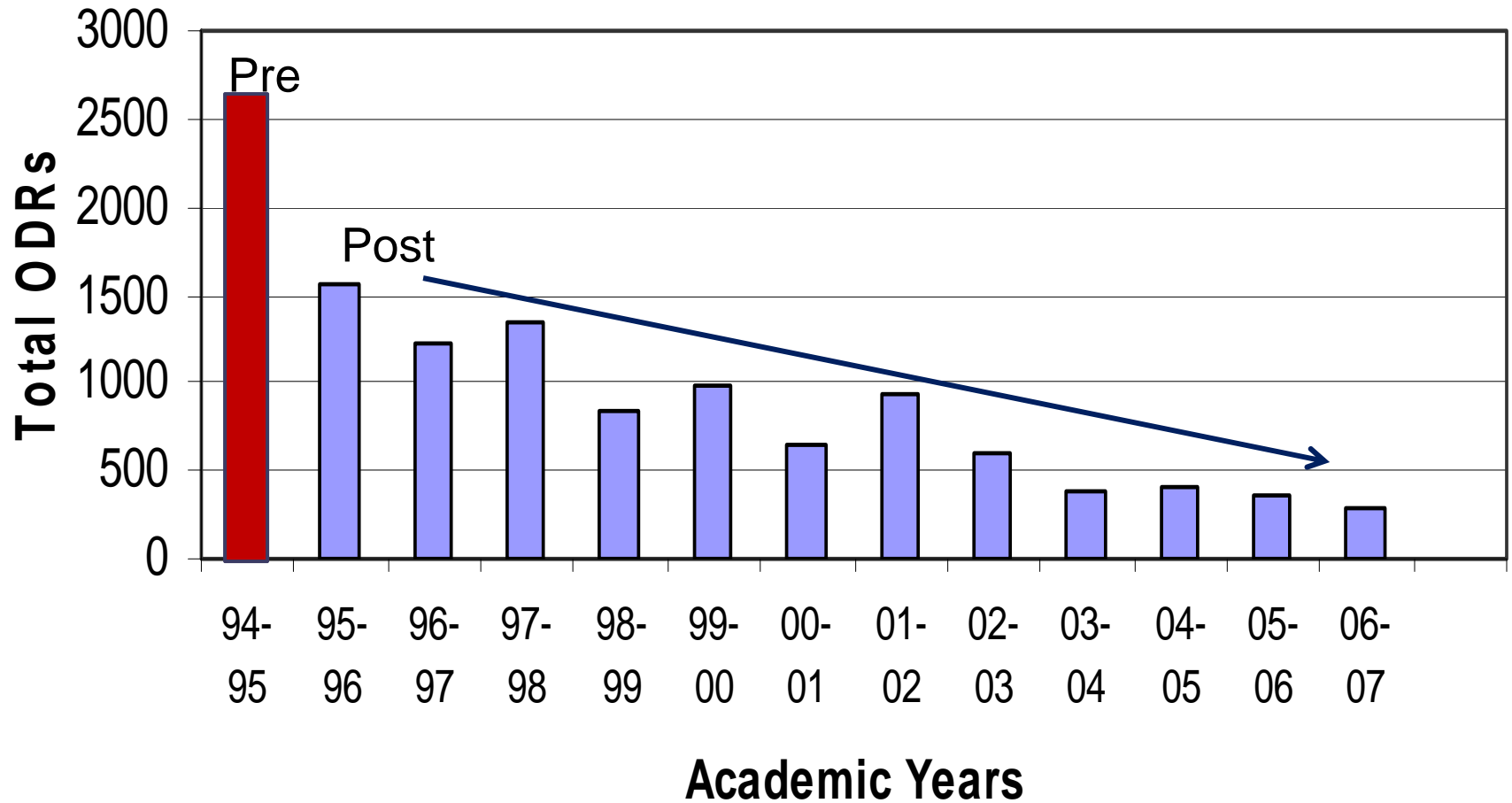


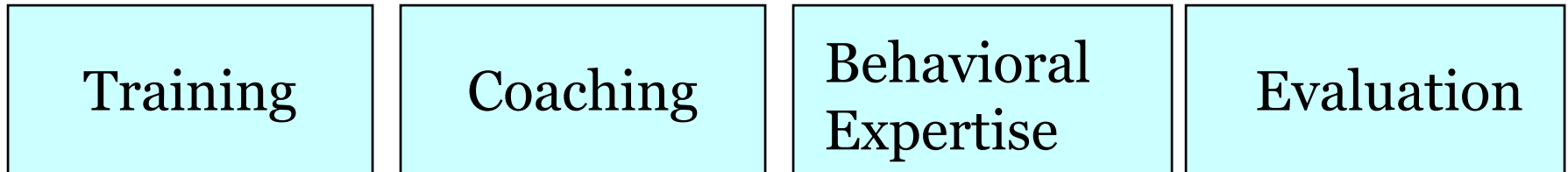
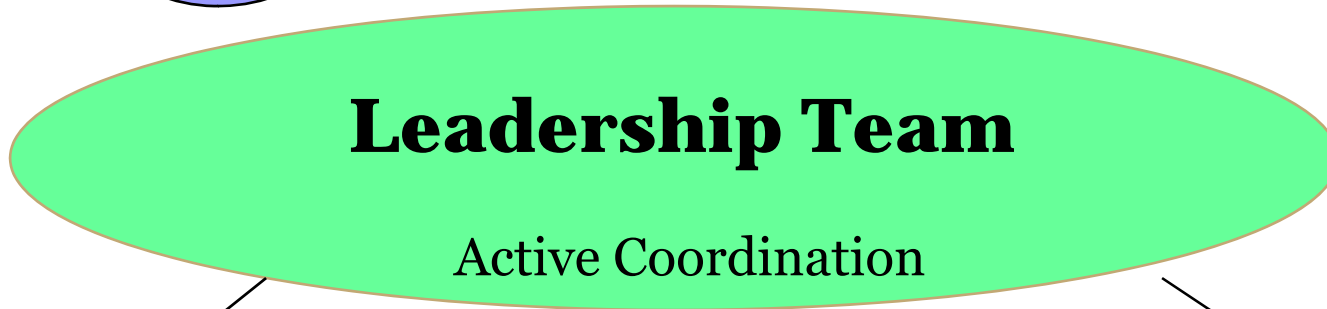
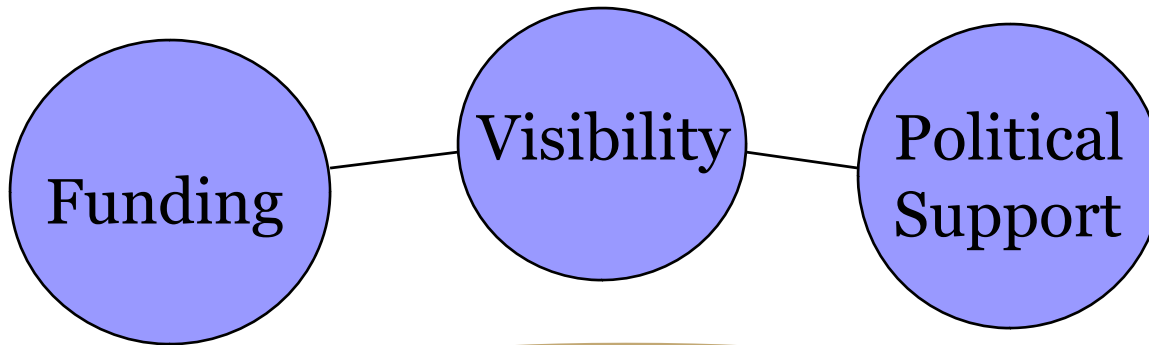
Sustaining and Scaling SWPBS

- Investing in the **Systems** needed to nurture and support effective **Practices**
 - **Policies** (LAUSD)
 - **Staffing FTE (behavioral expertise)**
 - **Evaluation Data/Systems**
 - **Administrative Priority (over time)**
 - **Logical use of initiatives/incentives**
- **Current Research** Jennifer Doolittle

FRMS Total Office Discipline Referrals (Majors)

Sustained Impact





Implementing SWPBS in Urban Settings

- **Need Collaborative Effort (build agreements first)**
 - Leadership team with policy and fiscal authority
 - Support from building administrators
 - Support from faculty representatives (union)
- **Plan on high turn over/ mobility/ family challenges**
 - More frequent training
 - Family support systems
- **Active Evaluation is essential**
 - Assess implementation fidelity
 - Assess impact on student outcomes
- **Avoid conflicting initiatives**

Summary

- School-wide PBS is an approach to building a school-wide **social culture** that results in safer, and more effective, learning environments.
- School-wide PBS can be implemented successfully in Philadelphia
- For sustained implementation investment is needed in the **SYSTEMS** variables as well as in the practices of SWPBS.