

Taking Effective Practices to Scale: School-wide Positive Behavior Support

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PBIS Home

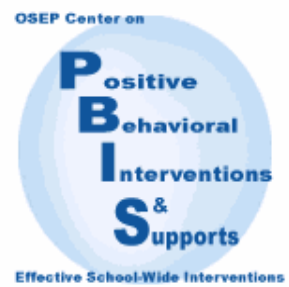
Home

PBS Topics

- School-Wide PBS
 - Primary
 - Secondary
 - Tertiary
- District-Wide PBS
- State-Wide PBS
- High school PBS
- Families & PBS
- PBS & the Law



Welcome to the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)



About the Center

The Center has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

- [PBIS Goals](#)
- [Partners](#)

What's New

Welcome to the new www.pbis.org website. For those of you who used our previous site and are looking for a particular article, you will most likely find it in the Online Library section. Please look around the new site using the navigation bars that run horizontally and vertically on the front page. All yellow arrows will return you to the top of the page and the home button will return you to the home page. If you have any problems with the website, please email [Laura Riffel](mailto:Laura.Riffel).



4th INTERNATIONAL CONFERENCE
ON POSITIVE BEHAVIOR SUPPORT

The
**Expanding
World of PBS:**
SCIENCE, VALUES, AND VISION

MARCH 8–10, 2007

**Boston Marriott Copley Place
BOSTON, MASSACHUSETTS**

IF YOU ATTEND ONLY ONE CONFERENCE
THIS YEAR, MAKE IT THE FOURTH INTERNATIONAL
CONFERENCE ON POSITIVE BEHAVIOR SUPPORT!

Challenges

How do we.....

- Increase **adoption** of effective behavioral technologies in classrooms & schools?
- Ensure high **fidelity** of implementation of these technologies?
- Increase efficient, **sustained** implementation of these technologies?
- Increase accurate, efficient, & durable **institutionalized use** of these technologies?

Addressing the Challenges

- Describe lessons learned about our attempts to take SWPBS scale
 - SWPBS, ABA, Rtl, Sustainability & Going-to-Scale, Systems Change
- Show some data
 - Demonstrations, Evaluations & Single Subject
- Get your advice, reactions, thoughts, recommendations

Organizing Questions

1. *What is School-wide Positive Behavior Support (SWPBS)?*
2. *What does SWPBS have to do w/ Response to Intervention (Rtl)?*
3. *What have we seen in SWPBS implementation?*
4. *What's it going to take to sustain & expand accurate implementation of SWPBS?*

Why Bother?

- In 1 year, 1 school (880) had 5100 ODRs, 1 student received 87 ODRs, & 1 teacher gave out 273 ODRs
- 2 high schools used law enforcement to give students \$113 fines for incidents of profanity
- In 1 urban school district: 2004-05, 400 kindergartners were expelled
- In 1 state 55% white, 73% Latino, & 88% Black 4th graders aren't proficient readers
- UConn has no behavior/classroom management course for teachers or administrators
- 1st response to school violence is “get tougher”
- In 1 K-3 school in Mar, no teacher could give reading levels of their students
- 2nd grade student receives “body sock” & “lemon drop” therapy to treat violent school behavior
- In 1 state 7% of “high experience” teachers & 17% of reading specialists can identify at least 2 indicators of early reading success (e.g., phonemic awareness, fluency)
- Across nation, students who are truant are given out-of-school suspensions

Rose, L. C., & Gallup. A. M. (2005). 37th annual Phi Delta Kappa/Gallup poll of the public's attitudes toward the public schools. Kappan, September, 41-59.

TOP FOUR 2005

- Lack of financial support (since 2000)
- Overcrowded schools
- Lack of discipline & control
- Drug use

#1 SPOT

- >2000 lack of financial support
- 1991-2000 drug use
- <1991 lack of discipline

2001 Surgeon General's Report on Youth Violence: Recommendations

- Establish “**intolerant** attitude toward deviance”
 - Break up antisocial networks...change social context
 - Improve parent effectiveness
- Increase “**commitment** to school”
 - Increase academic success
 - Create positive school climates
- Teach & encourage **individual skills & competence**

School-based Prevention & Youth Development Programming

Coordinated Social Emotional & Academic Learning

Greenberg et al. (2003) *American Psychologist*

- Teach children social skills directly in real context
- “Foster respectful, supportive relations among students, school staff, & parents”
- Support & reinforce positive academic & social behavior through comprehensive systems
- Invest in multiyear, multicomponent programs
- Combine classroom & school- & community-wide efforts
- Precorrect & continue prevention efforts

“Coordinated Social Emotional, & Academic Learning”

Greenberg, et al. (2003) American Psychologist

- “The current impact of ‘school-based prevention and youth development programs’ is limited because of insufficient coordination with other components of school operations and inattention to implementation and evaluation factors necessary for strong program impact and sustainability” (p. 466).
- “School-based prevention and youth development interventions are most beneficial when they simultaneously enhance students’ personal and social success, as well as improve the quality of the environments in which students are educated” (p. 467)

<http://rtckids.fmhi.usf.edu>

Kutash, K., Duchnowski, A. J., & Lynn, N. (2006). ***School-based mental health: An empirical guide for decision makers.*** Tampa, FL: University of South Florida. Louis De la Parte Florida Mental Health Institute, Department of Child & Family Studies, Research & Training Center for Children's Mental Health.

Lessons Learned: White House Conference on School Safety

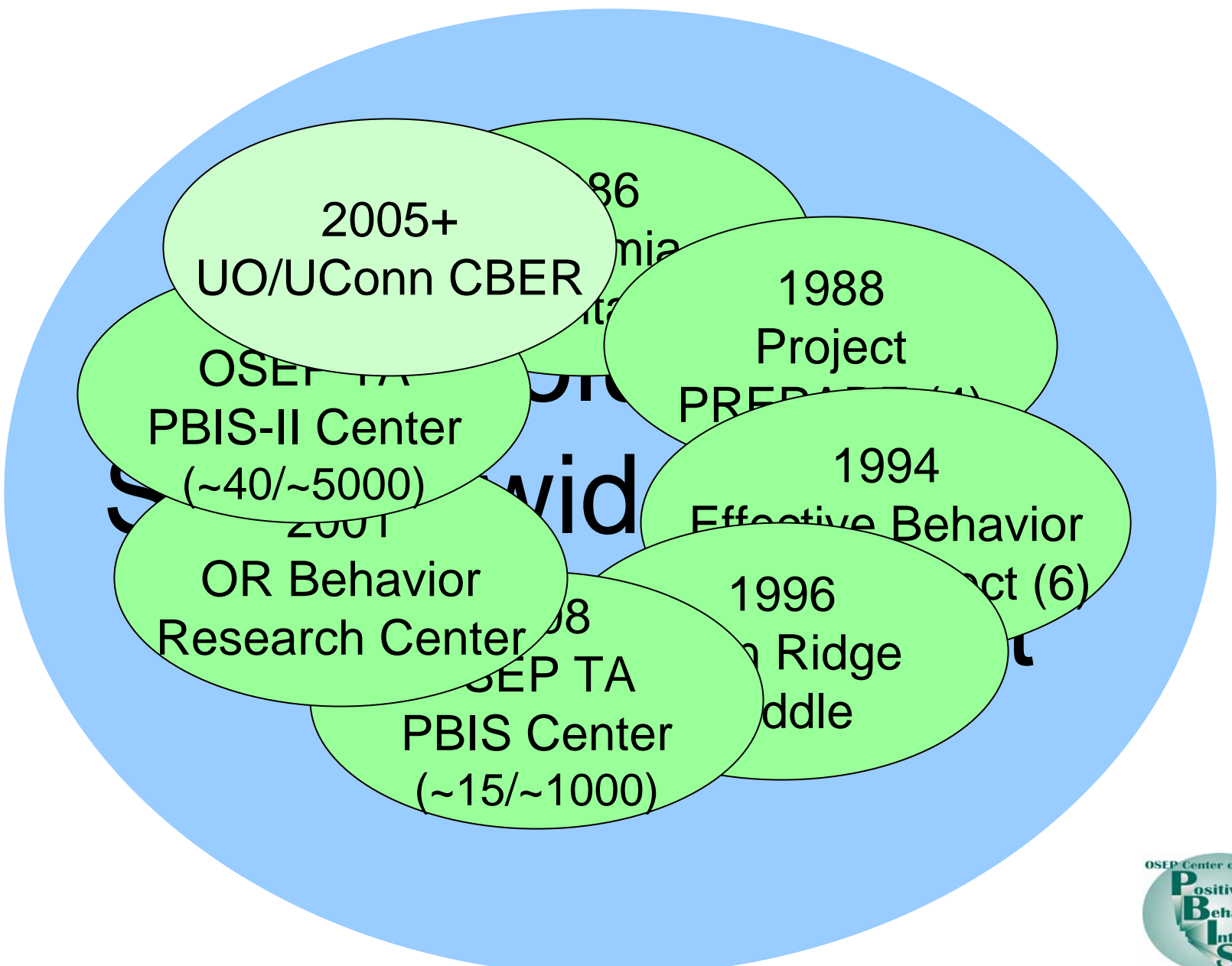
- Students, staff, & community must have means of **communicating** that is immediate, safe, & reliable
- Positive, respectful, predictable, & trusting student-teacher-family **relationships** are important for **all** students
- High rates of **academic & social success** are important for **all** students
- Positive, respectful, predictable, & trusting **school environment/climate** is important for **all** students
- Metal detectors, surveillance cameras, & security guards are **insufficient deterrents**

Lessons Learned: White House Conference on School Safety

Early Correlates/Indicators

- **Significant change** in academic &/or social behavior patterns
- Frequent, unresolved **victimization**
- Extremely low rates of **academic &/or social success**
- Negative/threatening written &/or verbal **messages**

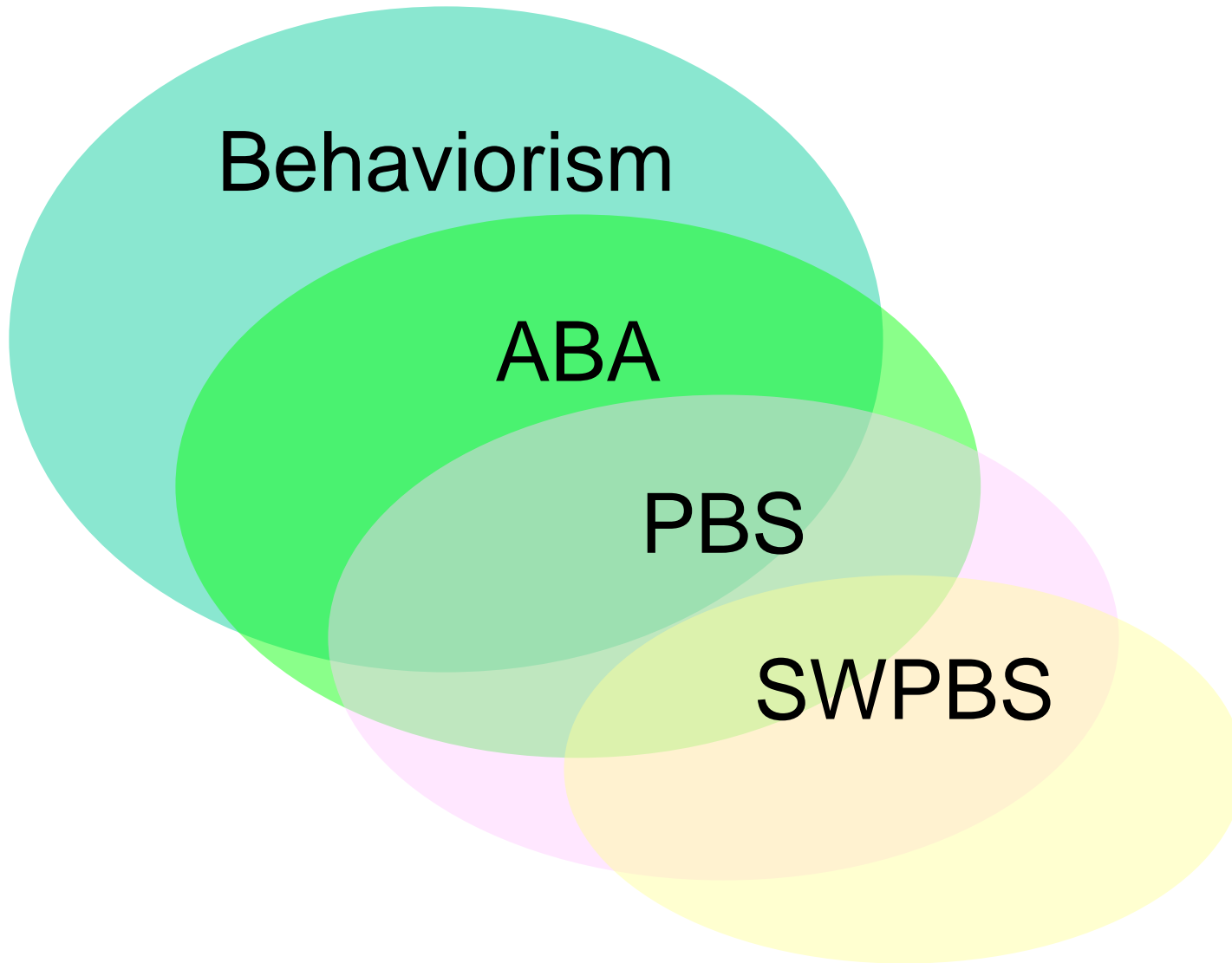
*What is SWPBS?
“Abbreviated” Personal
History*



What is SWPBS?

Principles & Features

SWPBS Conceptual Foundations



SW-PBS Logic!

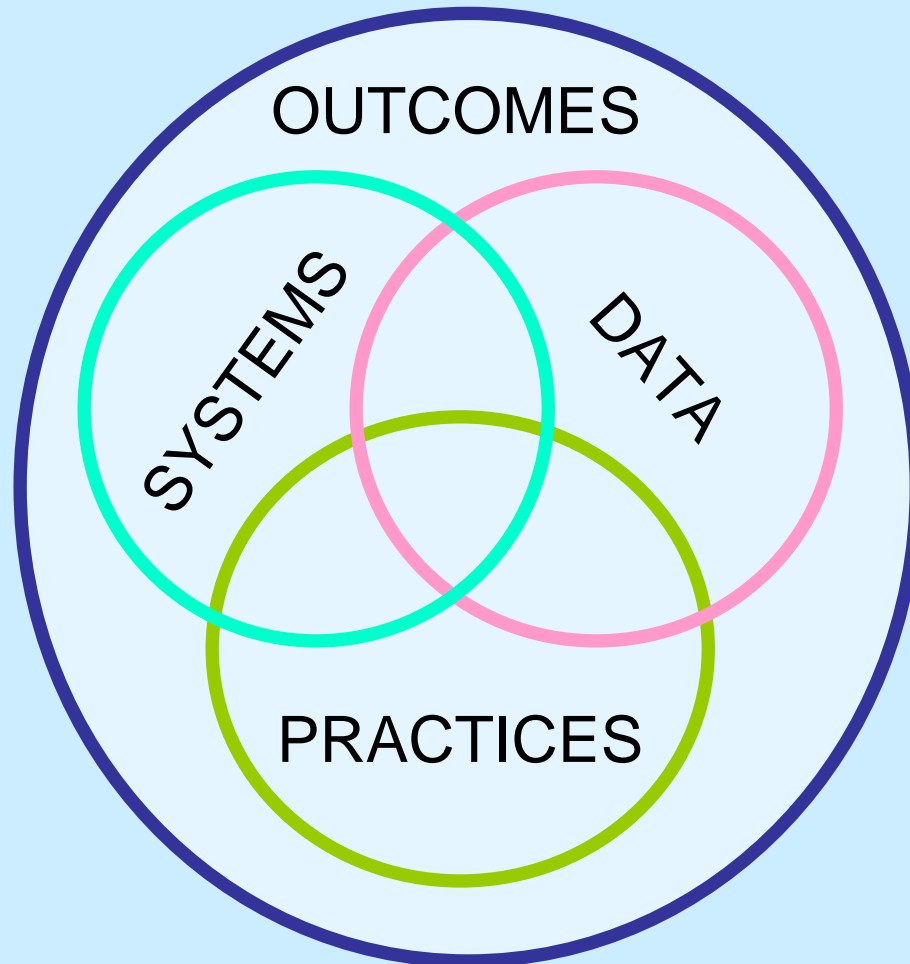
*Successful individual student behavior support is linked to **host environments** or school climates that are **effective, efficient, relevant, & durable***

(Zins & Ponti, 1990)

4 Basic Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

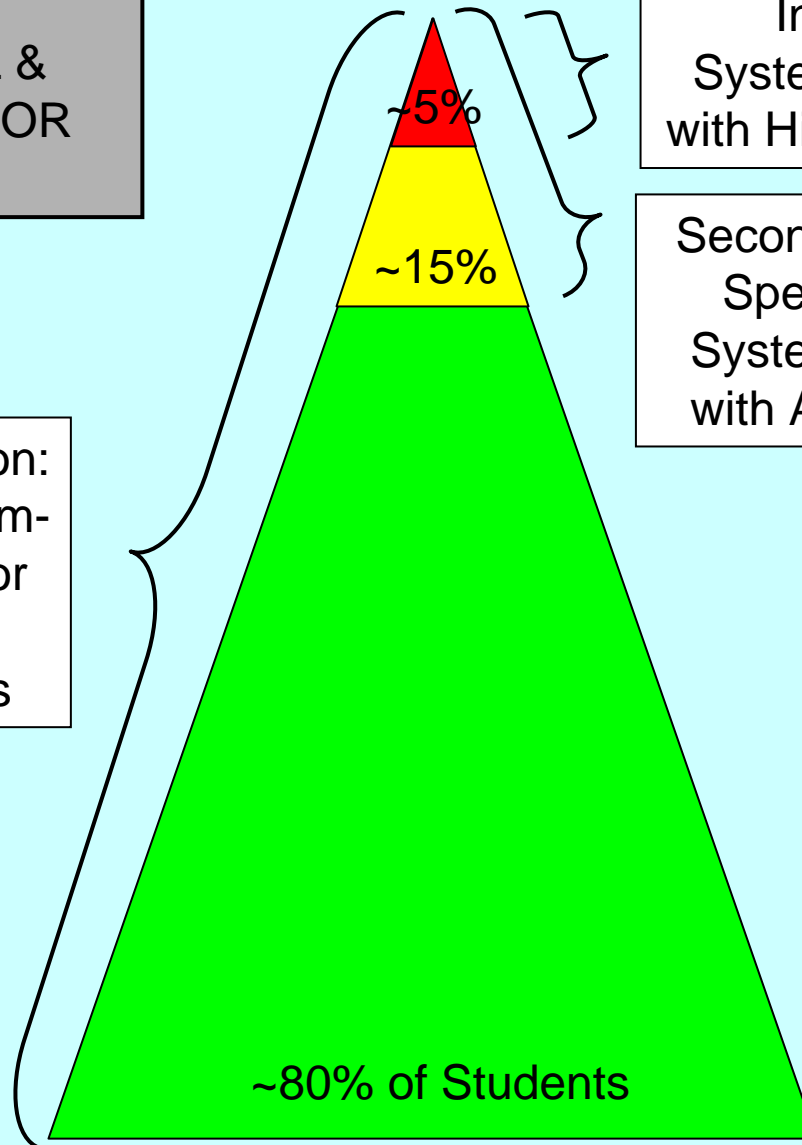


Supporting Decision Making

Supporting Student Behavior

CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
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

Brief Primer on “Triangle”

Why?

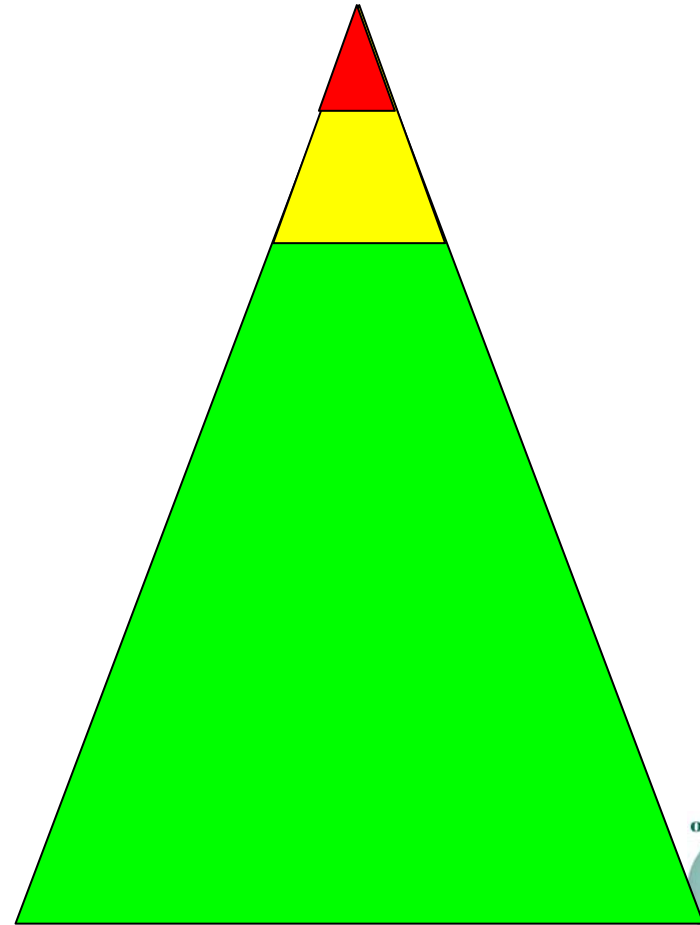
- It’s showing up beyond Center website
- “Basics” are being overlooked
- It’s a guide, not a standard

“Triangle” ?’s you should ask!

- *Where did it come from?*
- *Why not a pyramid or octagon?*
- *Why not 12 tiers? 2 tiers?*
- *What’s it got to do w/ sped?*
- *Where those % come from?*

Original logic: public health & disease prevention (Larson, 1994)

- **Tertiary (FEW)**
 - Reduce complications, intensity, severity of current cases
- **Secondary (SOME)**
 - Reduce current cases of problem behavior
- **Primary (ALL)**
 - Reduce new cases of problem behavior



Prevention Logic for All

(Walker et al., 1996)

- **Decrease development of new** problem behaviors
- **Prevent worsening of existing** problem behaviors
- Redesign learning/teaching environments to **eliminate triggers & maintainers** of problem behaviors
- **Teach, monitor, & acknowledge** prosocial behavior

Our Logic

*Redesign teaching & learning environments are **effective, efficient, relevant, & durable***

- Outcome-based
- Data-led decision making
- Evidence-based practices
- Systems support for accurate & sustained implementation

*What does SWPBS
have to do with
Response-to-
Intervention?*

What is Rtl?

EVIDENCE-BASED
INTERVENTIONS

DATA-BASED
DECISION MAKING &
PROBLEM SOLVING

STUDENT
PERFORMANCE

CONTINUOUS
PROGRESS MONITORING

Rtl Logic

Modify &
specialize for
non-responders

Teach w/ best
curriculum &
instruction

Screen
universally &
frequently

Intervene early at
all levels

Use student
behavior as
progress indicator

Rtl: Good “IDEA” Policy

- Approach to increase efficiency, accountability, & impact
- NOT program, curriculum, strategy, intervention
- NOT limited to special education
- NOT new
 - Problem solving process
 - Diagnostic-prescriptive teaching
 - Curriculum based assessment
 - Precision teaching
 - Applied behavior analysis
- Demonstrations
 - Systemic early literacy
 - School-wide positive behavior support

Sounds simple, but IMPLICATIONS

Curricular &
Instructional
Decisions

Special
Educator
Functioning

General
Educator
Functioning

Measurement
Requirements

Implementation
Fidelity

Possible Rtl Outcomes

Gresham, 2005

	Responder	Non-Responder
High Risk	False +	True +
No Risk	True -	False -

Rtl Demonstrations

	EARLY READING/LITERACY	SOCIAL BEHAVIOR
TEAM	General educator, special educator, reading specialist, Title 1, school psychologist, etc.	General educator, special educator, behavior specialist, Title 1, school psychologist, etc.
UNIVERSAL SCREENING	Curriculum based assessment	SSBD, ODR
PROGRESS MONITORING	Curriculum based assessment	ODR
EFFECTIVE INTERVENTIONS	5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension	Teaching & encouraging social behavior directly
DECISION MAKING RULES	Quantitative benchmarks: Core, strategic, intensive	Primary, secondary, tertiary tiers

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

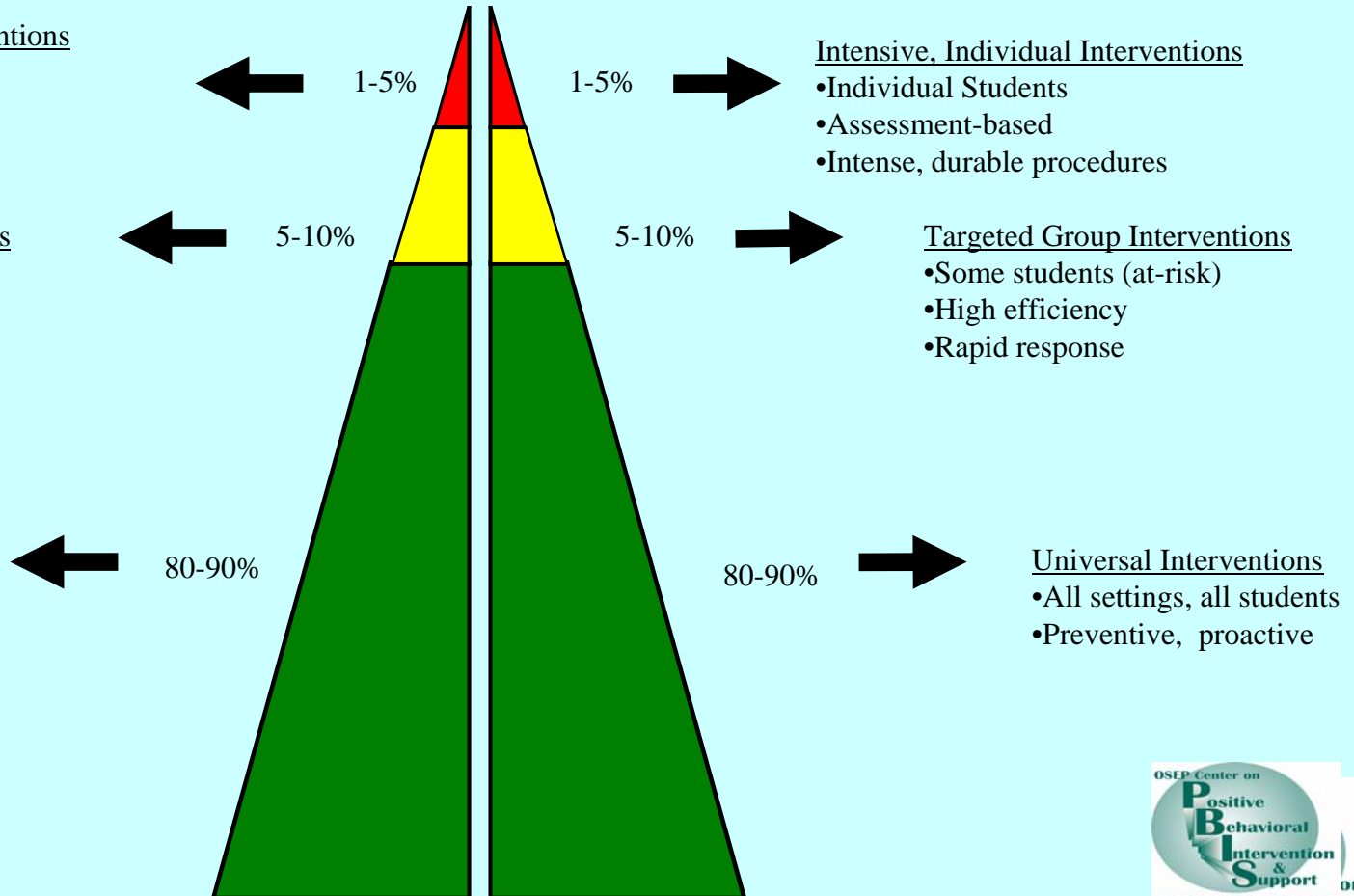
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

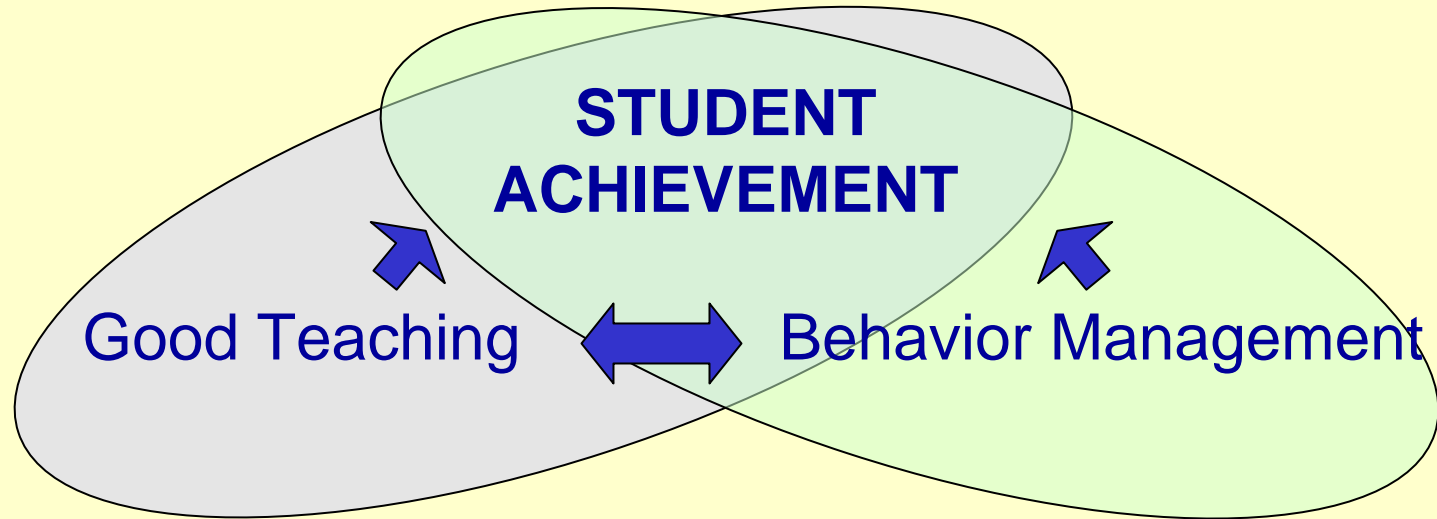
Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive

It's not just about behavior!



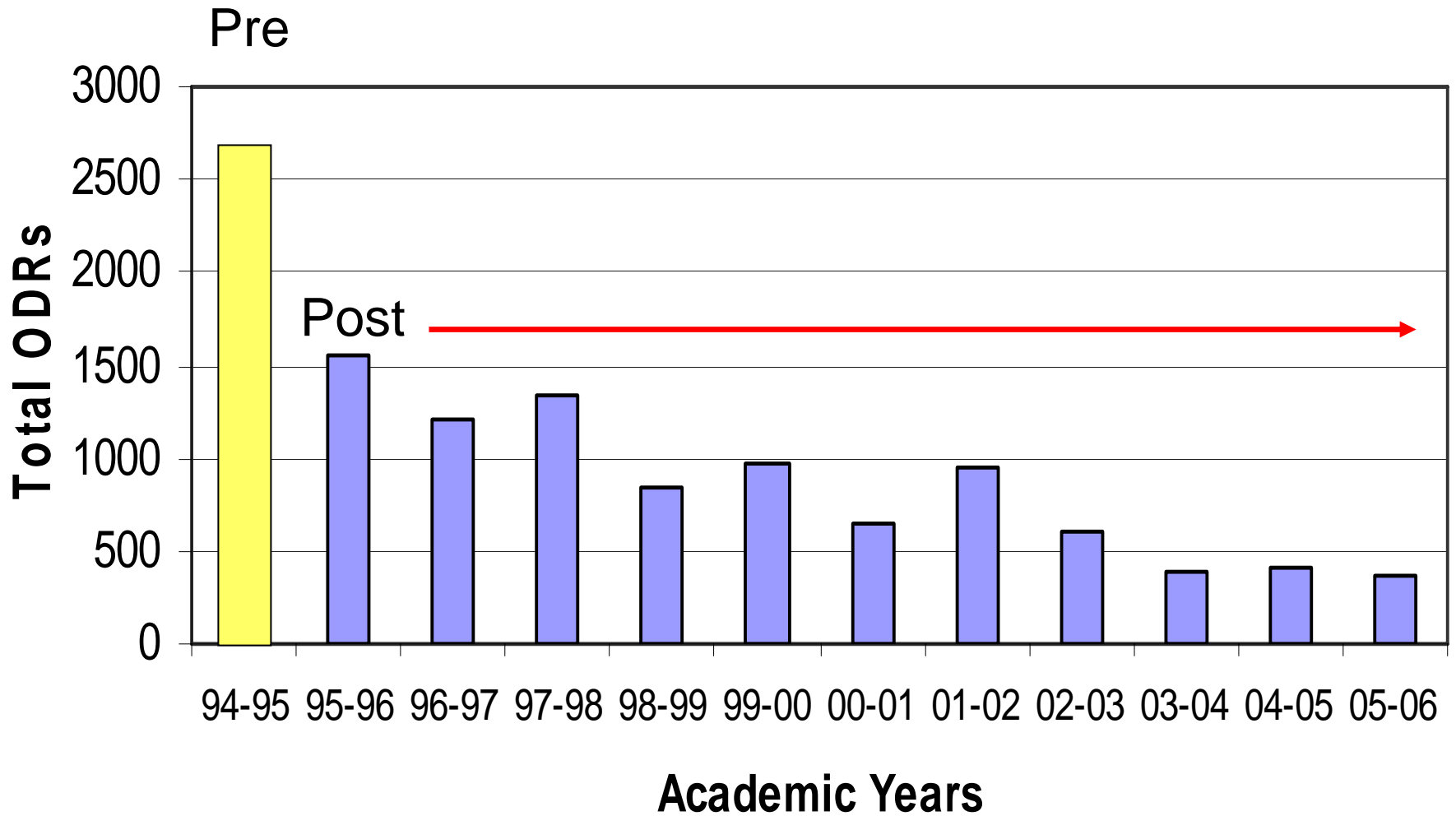
Increasing District & State Competency and Capacity

SWPBS: Investing in Outcomes, Data, Practices, and Systems

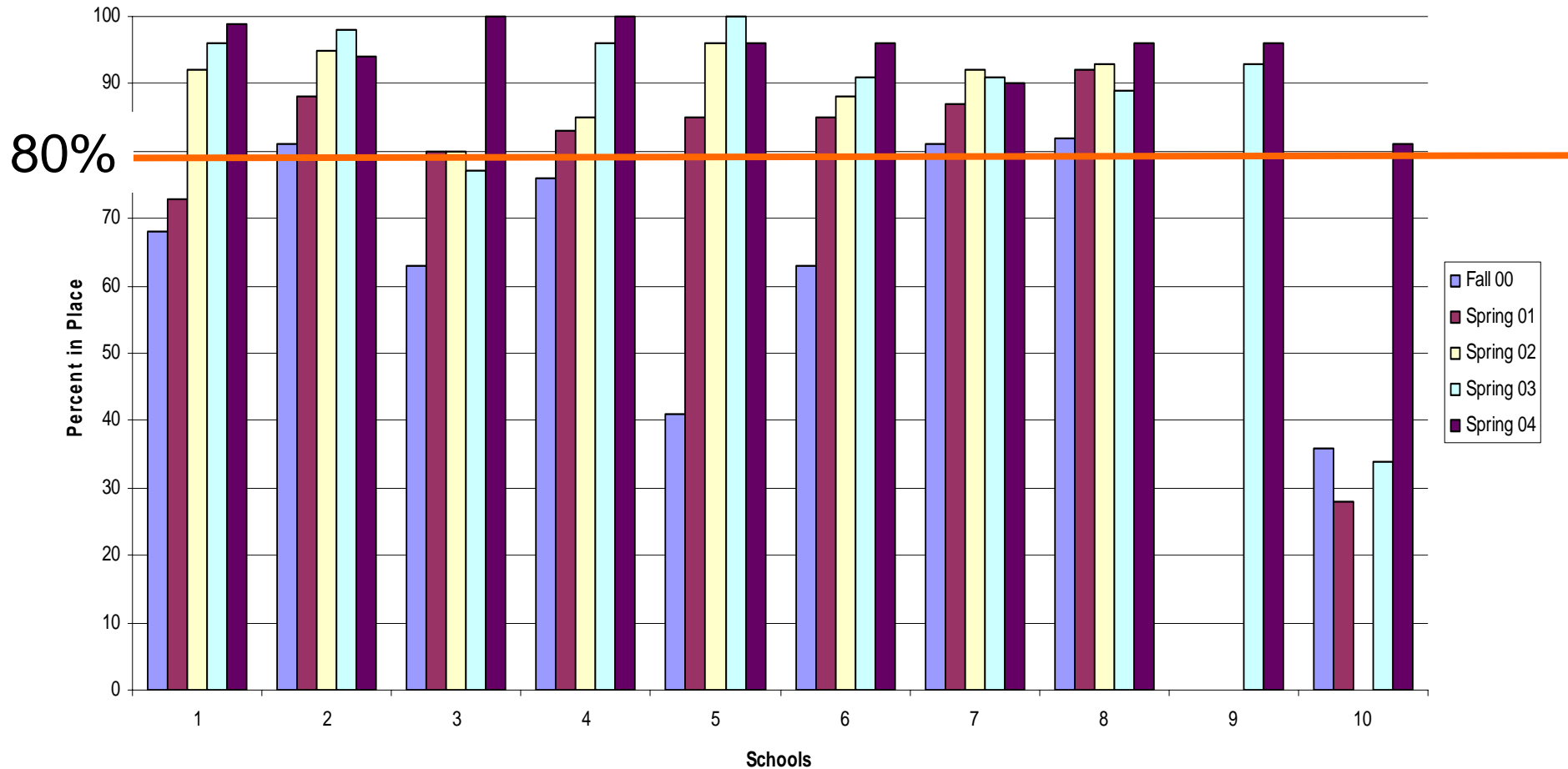
*What have we seen in
SWPBS
implementation?*

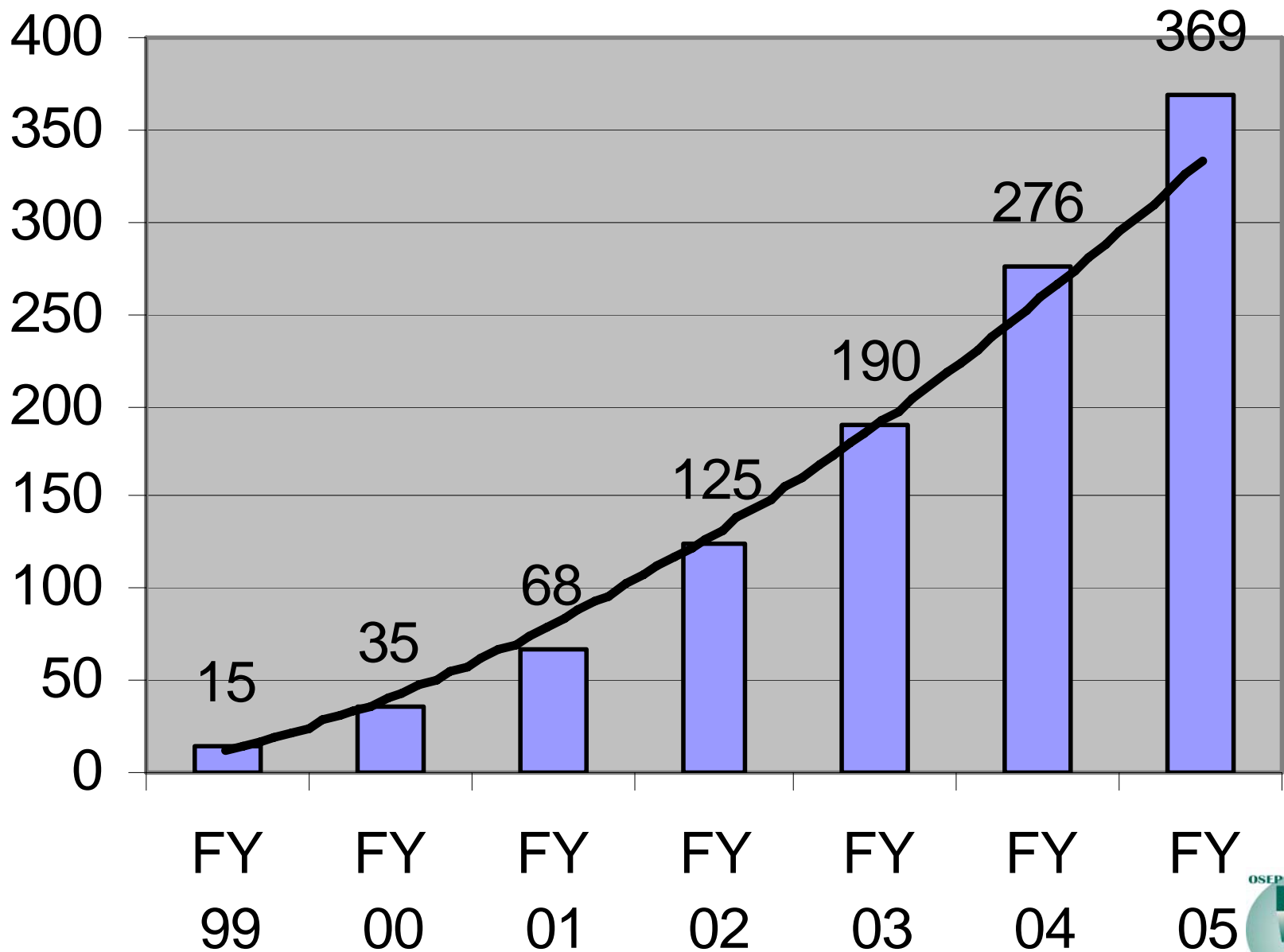
FRMS Total Office Discipline Referrals

Sustained Impact

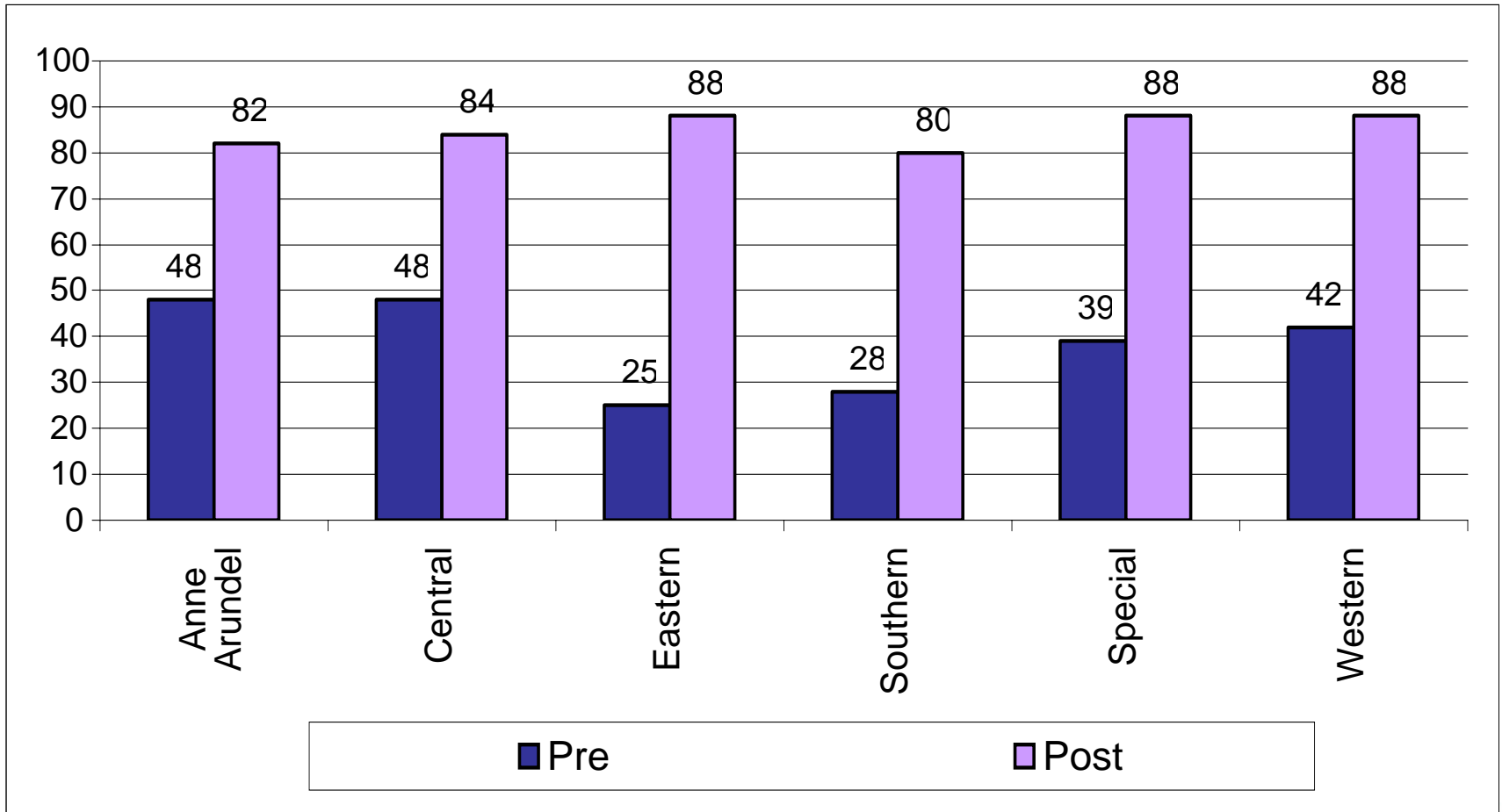


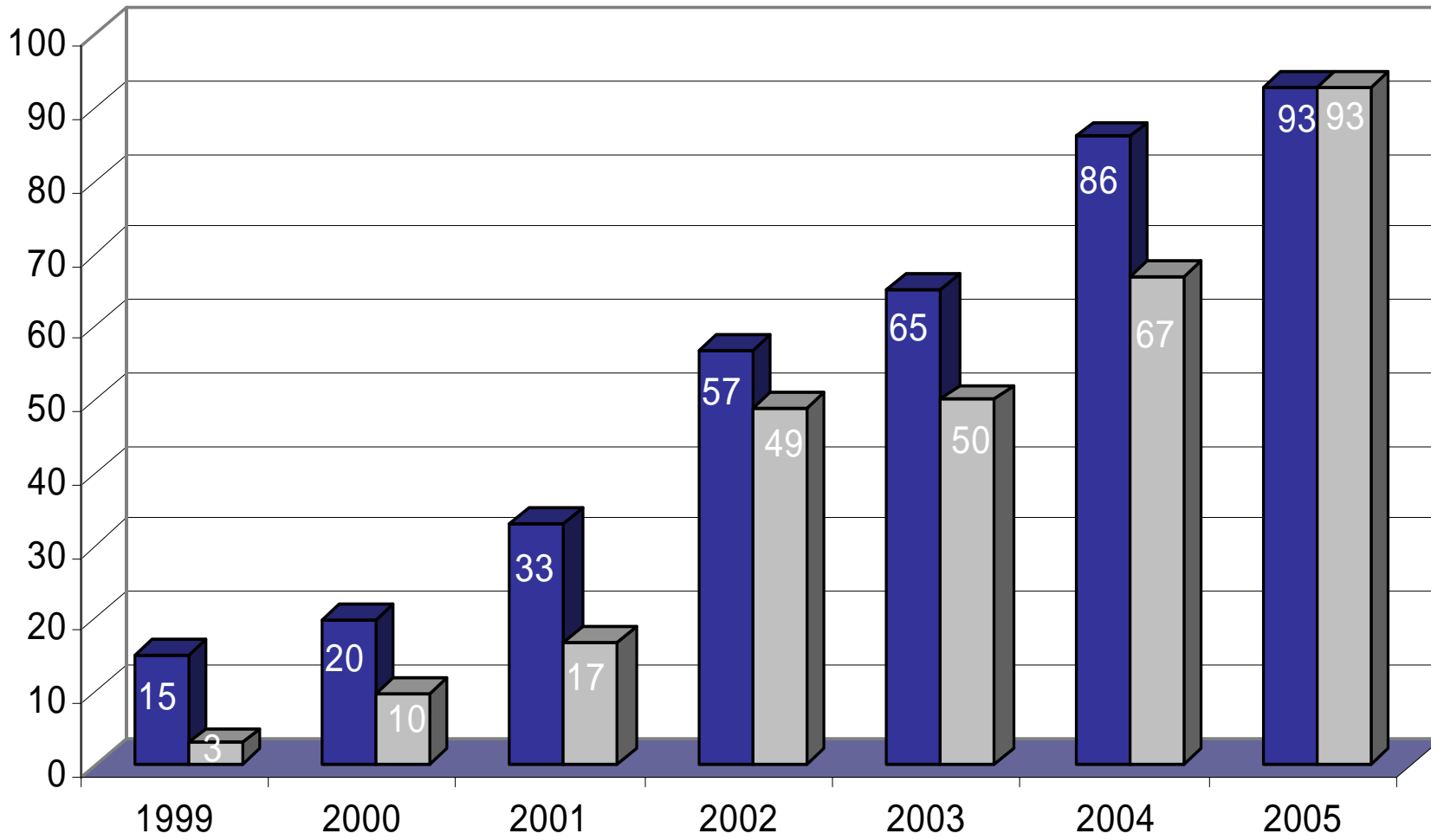
SET Total Scores Fall 2000-Spring 2004





Pre-Post SETs by Region



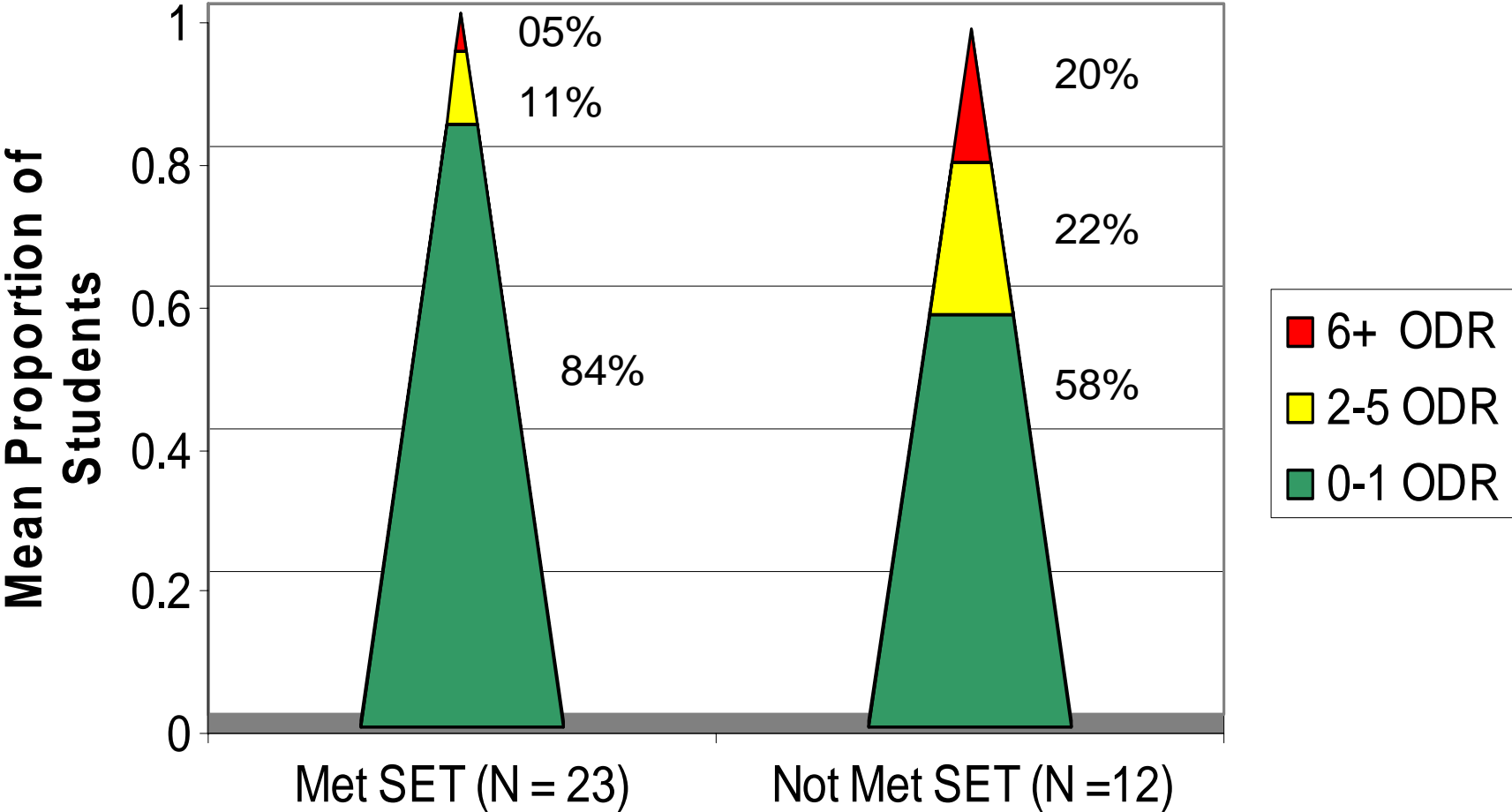


■ Schools Trained ■ Active

Sample of Major State Implementation Efforts

Maryland	494 schools	Alabama	219 schools
Illinois	611 schools	Colorado	405 schools
Florida	250 schools	New York	322 schools
Michigan	181 schools	Ohio	221 schools
New Mexico	130 schools	West Virginia	215 schools
Oregon	229 schools	Louisiana	285 schools
Missouri	183 schools	Georgia	171 schools

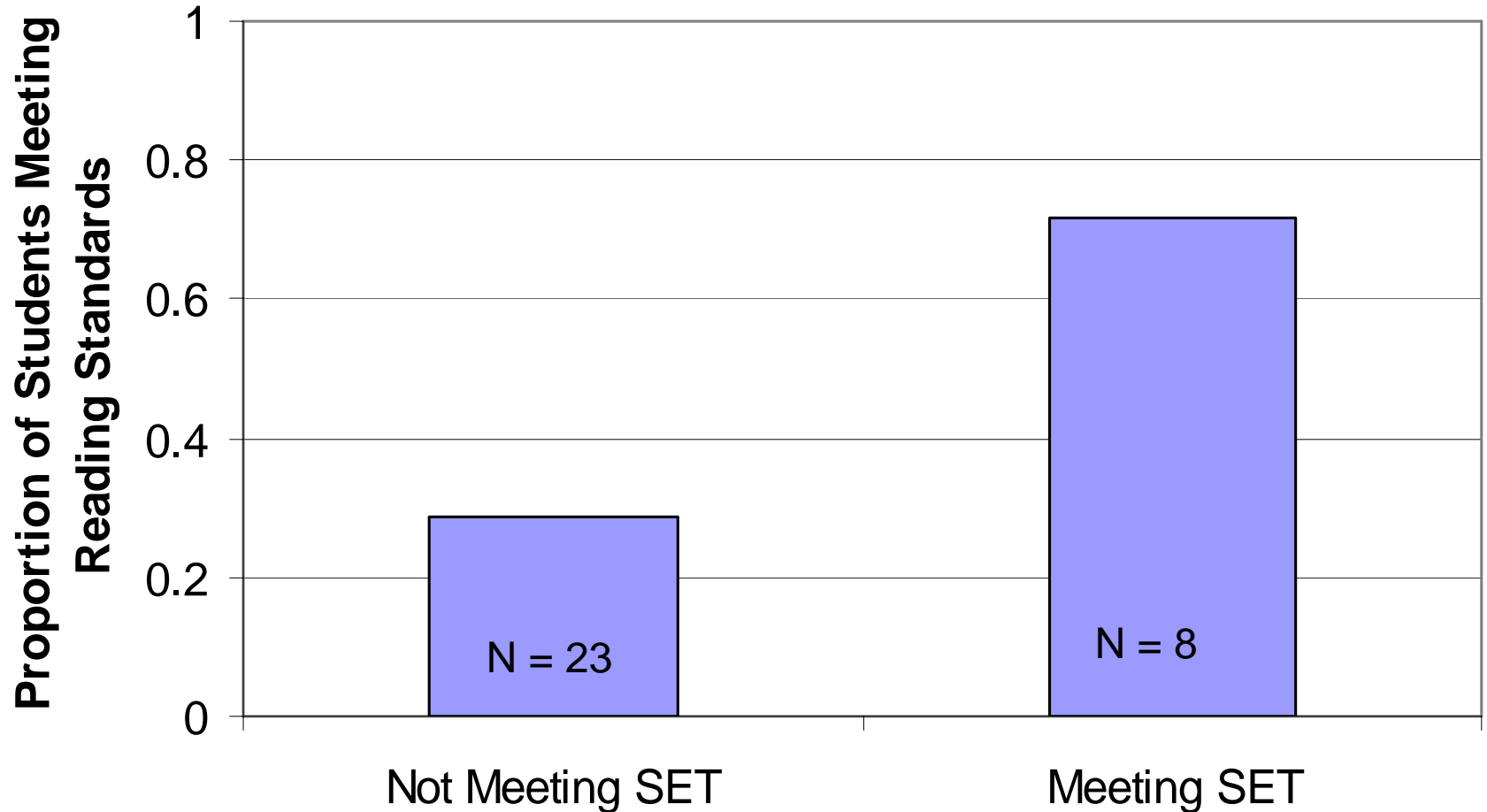
Central Illinois Elem, Middle Schools Triangle Summary 03-04



- 6+ ODR
- 2-5 ODR
- 0-1 ODR

Proportion of 3rd Graders who meet or exceed state reading standards (ISAT) in Illinois schools 02-03

$t = 9.20$; $df = 27$ $p \leq .0001$



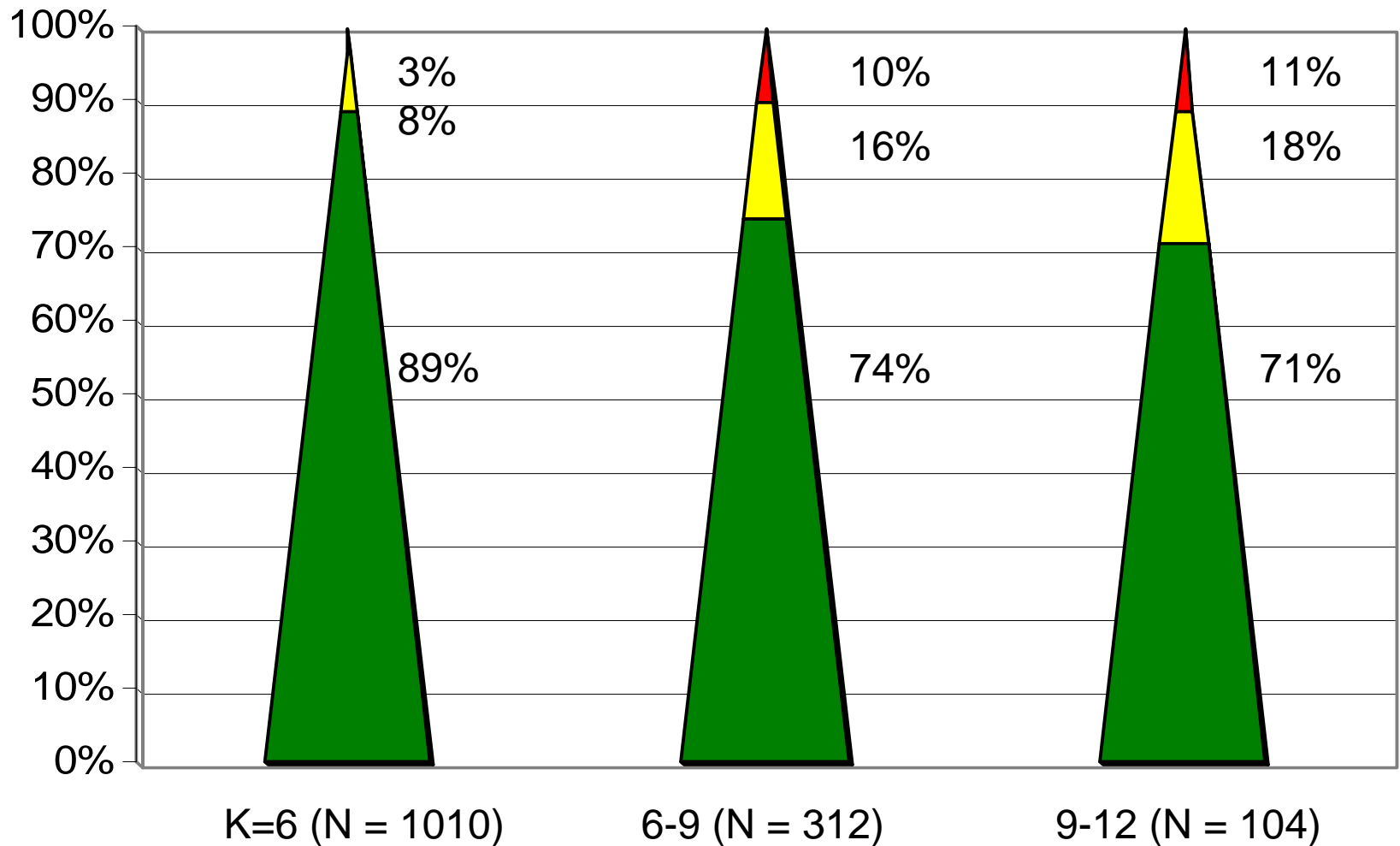
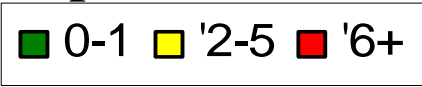
SWIS summary 05-06

(Majors Only) 1675 schools, 839,075 students

Grade Range	# Schools	# Students (mean)	Mean ODR/100/ school day (sd)
K-6	1010	439,932 (435)	0.37 (50)
6-9	313	205,159 (655)	1.02 (1.07)
9-12	104	102,325 (983)	1.16 (1.37)
K-(8-12)	248	91,659 (369)	1.53 (4.49)

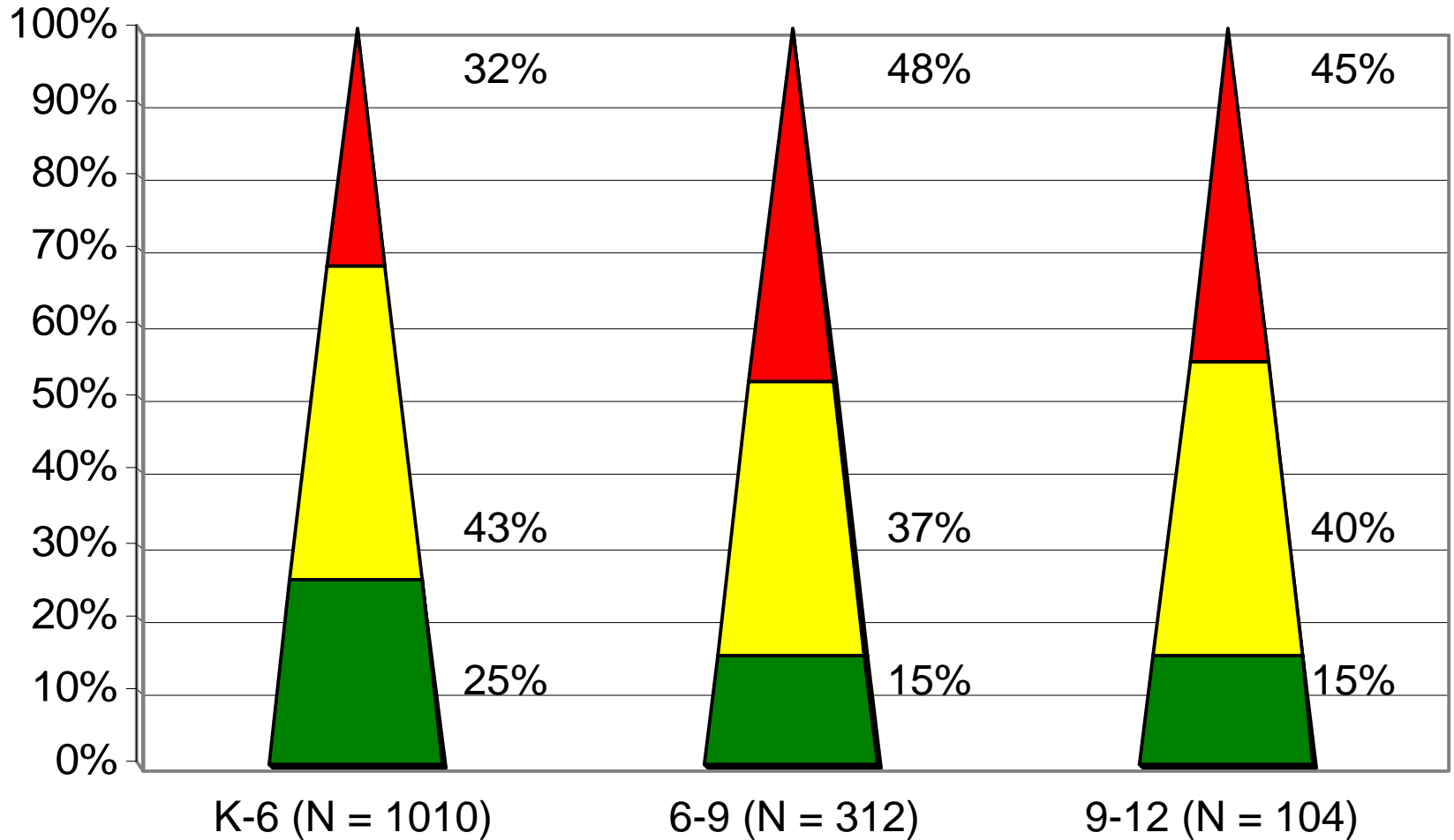
Major Office Discipline Referrals (05-06)

Mean Proportion of Students



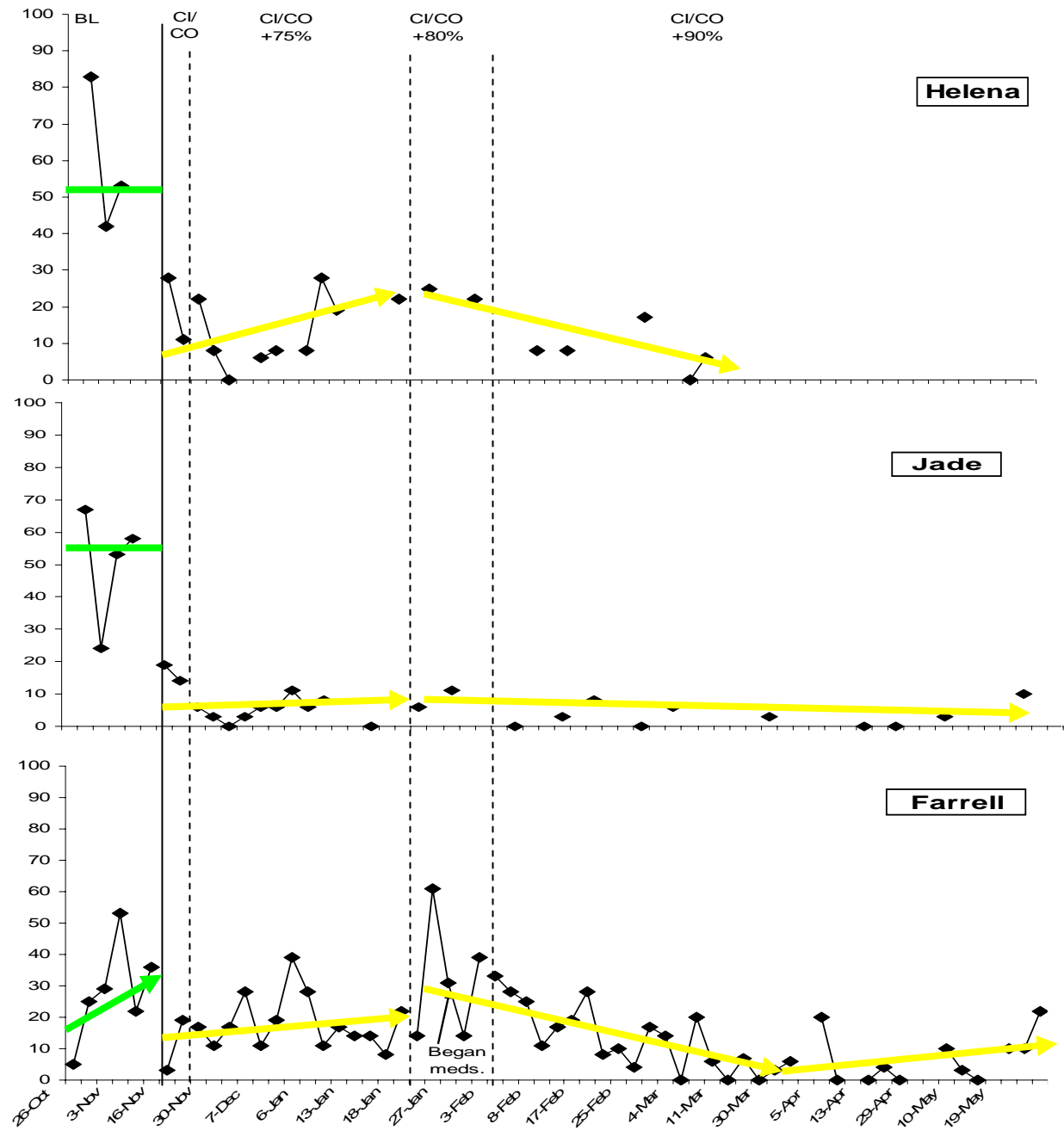
Major Office Discipline Referrals (05-06)

Percentage of ODRs by Student Group



Class B Results

Percent of Intervals Engaged in Problem Behavior



Helena

Jade

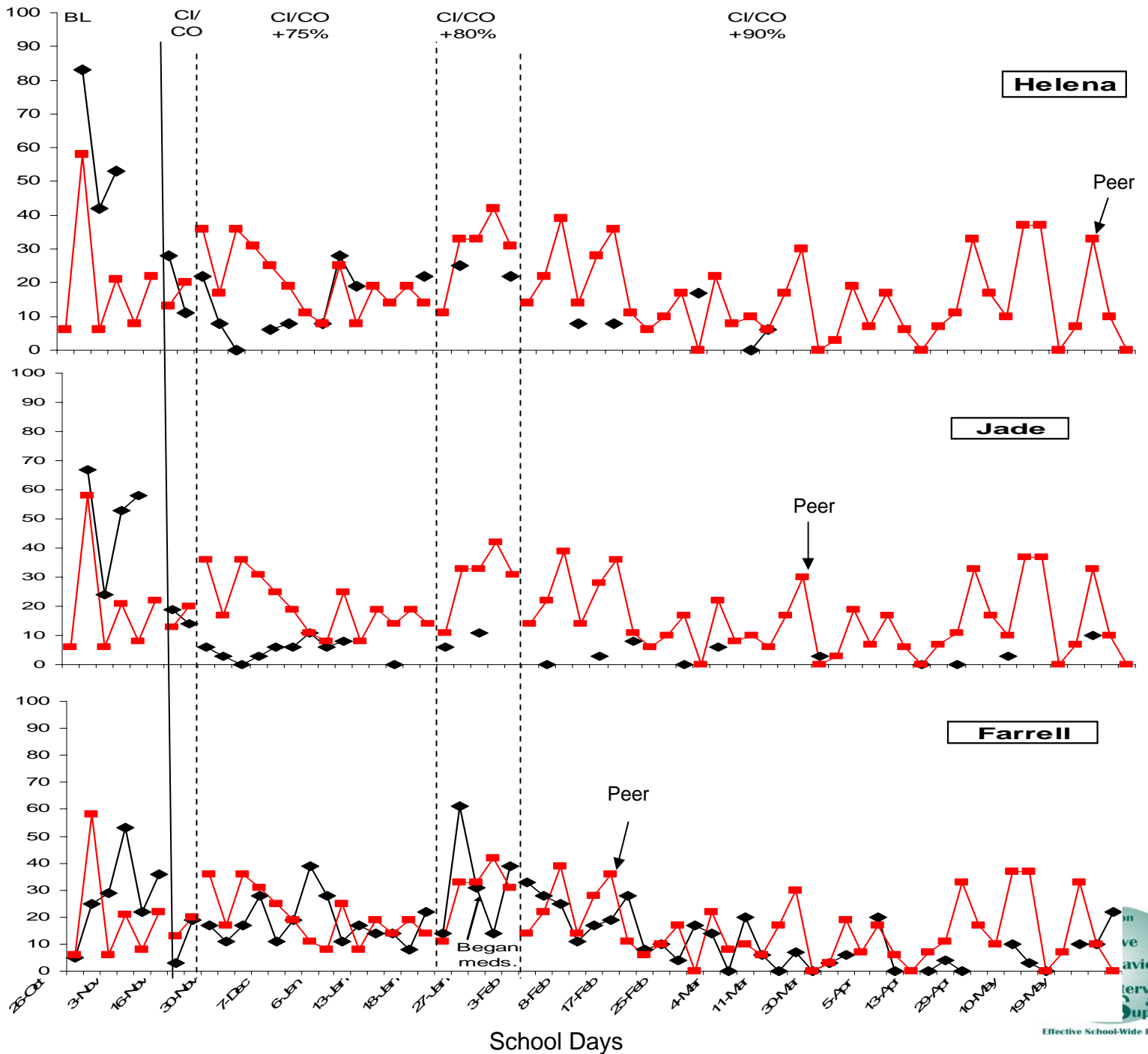
Farrell

School Days



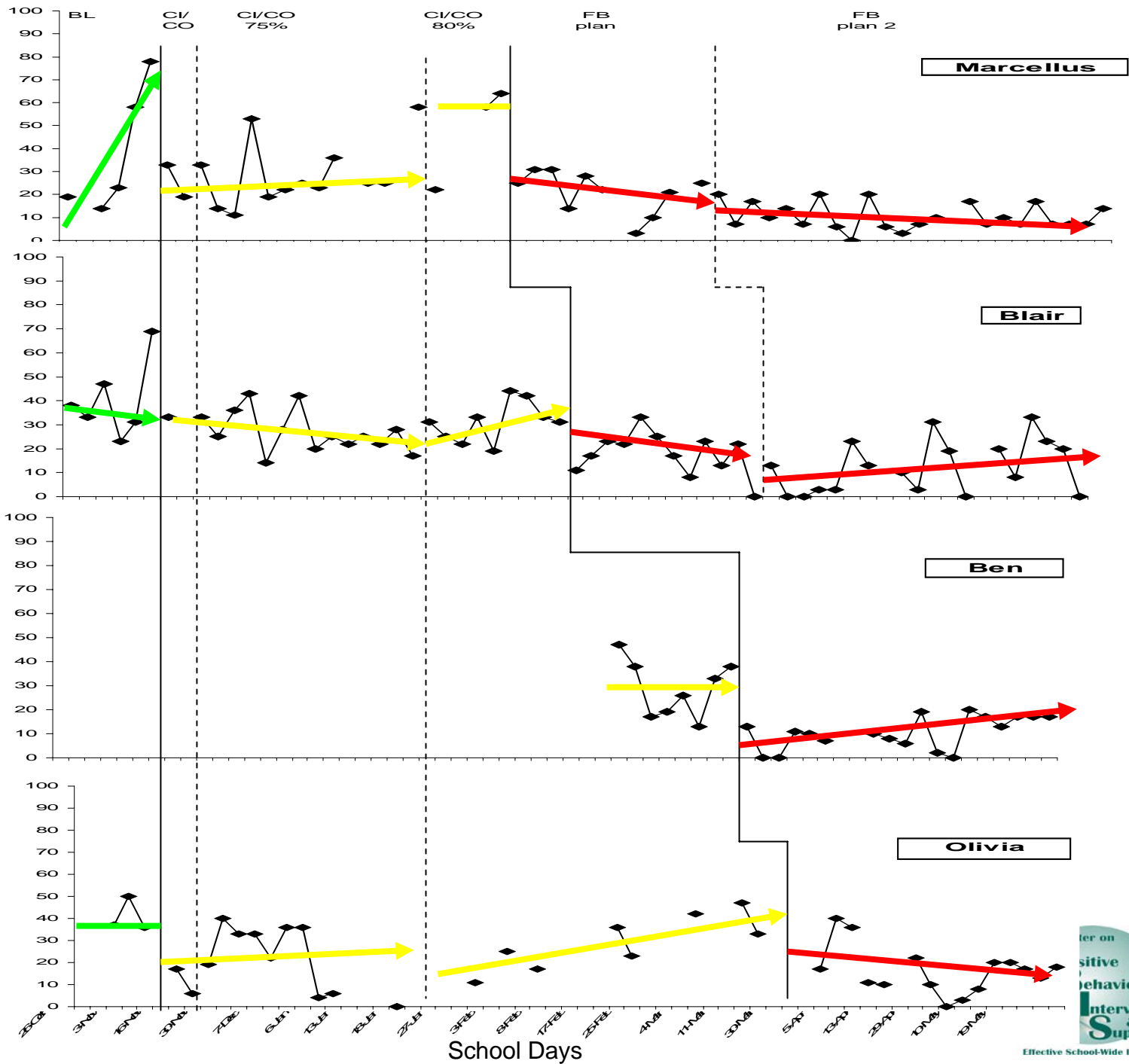
Class B Results + Composite Peers

Percent of Intervals Engaged in Problem Behavior



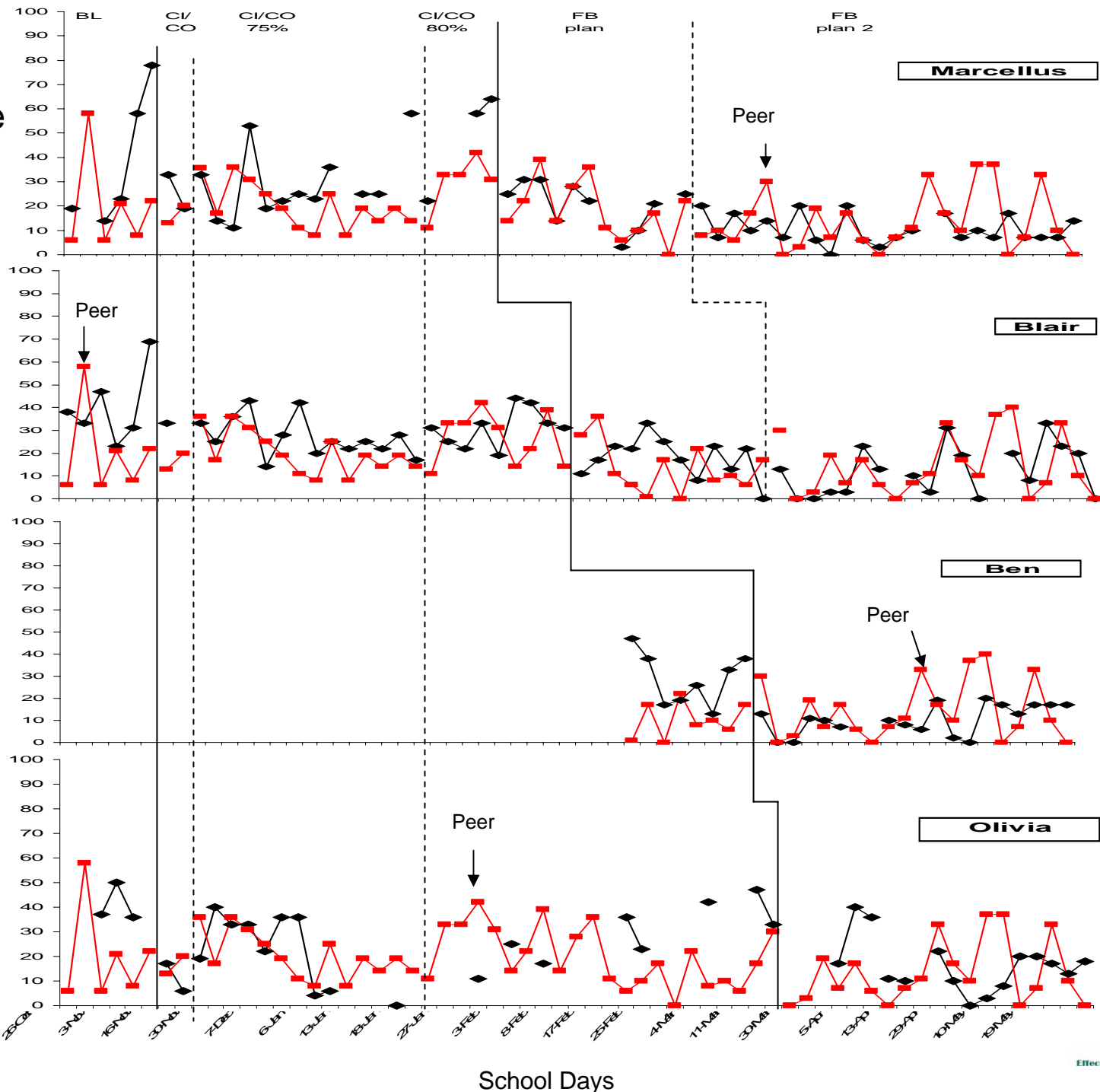
Study 2 Results

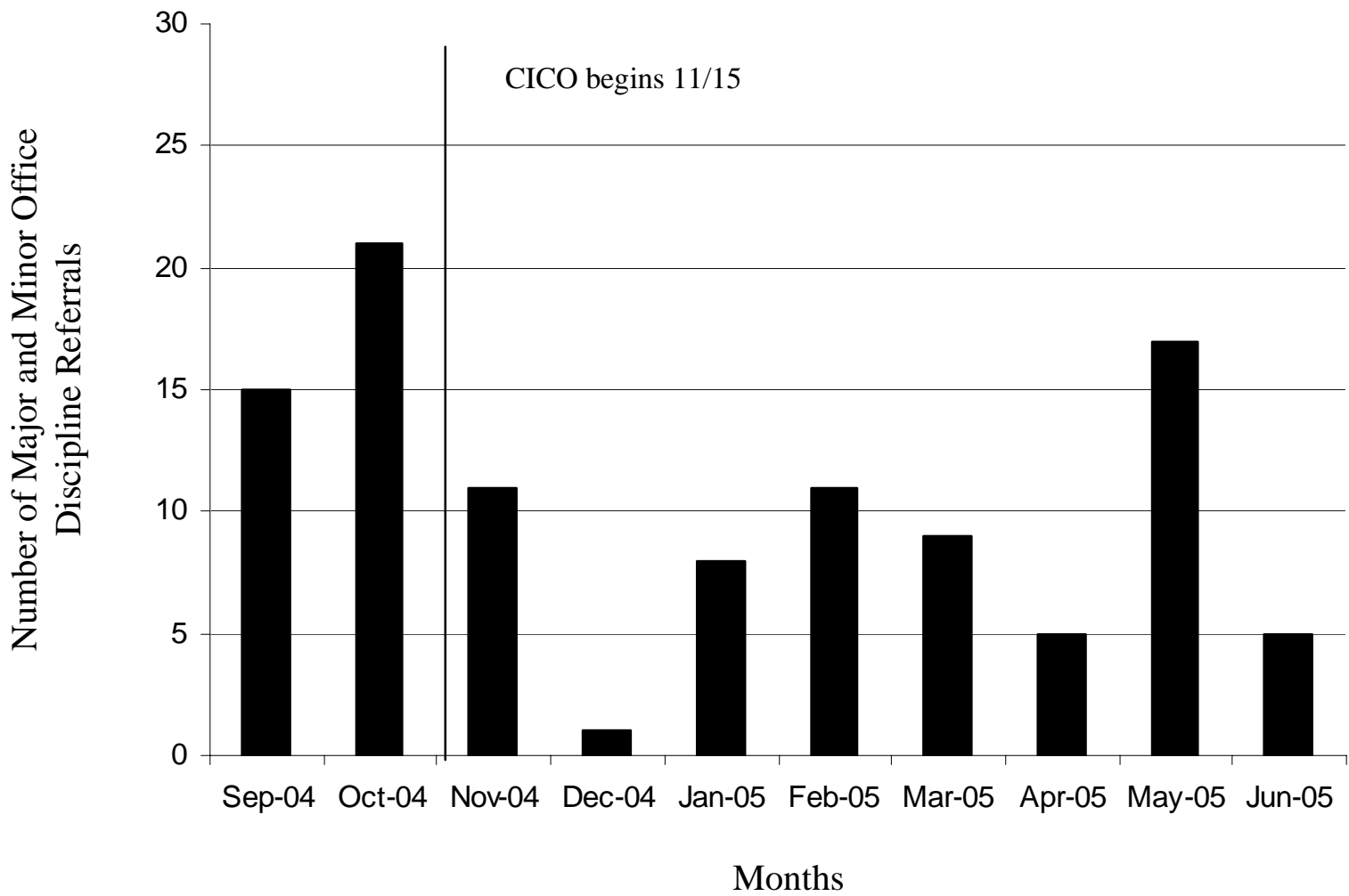
Percent of Intervals Engaged in Problem Behavior



Study 2 Results + Composite Peer

Percent of Intervals Engaged in Problem Behavior

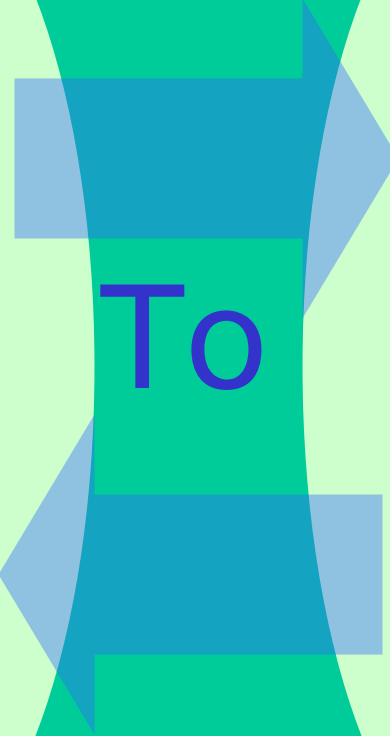




*What's it gonna take to
sustain & expand
accurate implementation
of SWPBS?*

IMPLEMENTATION

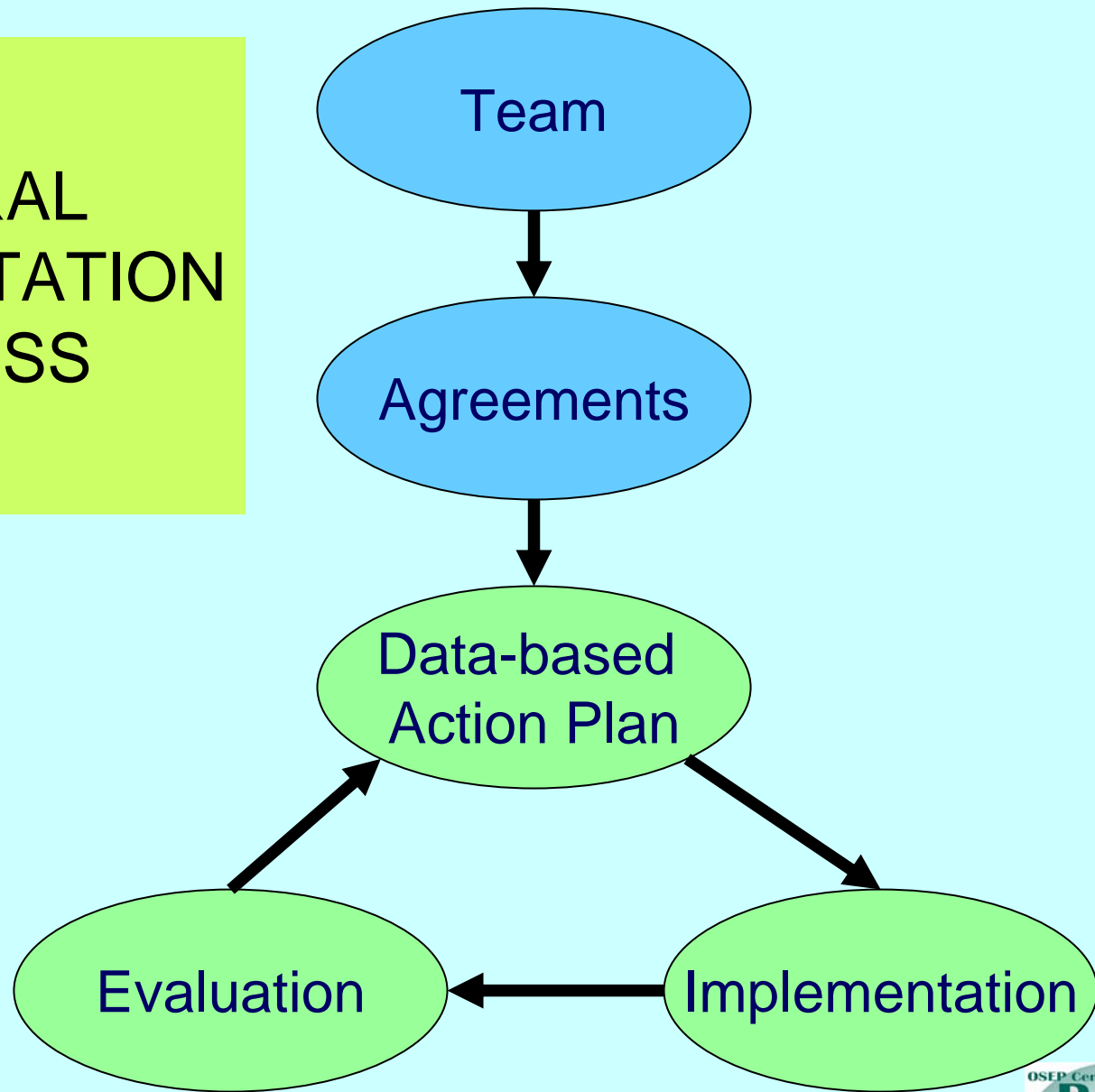
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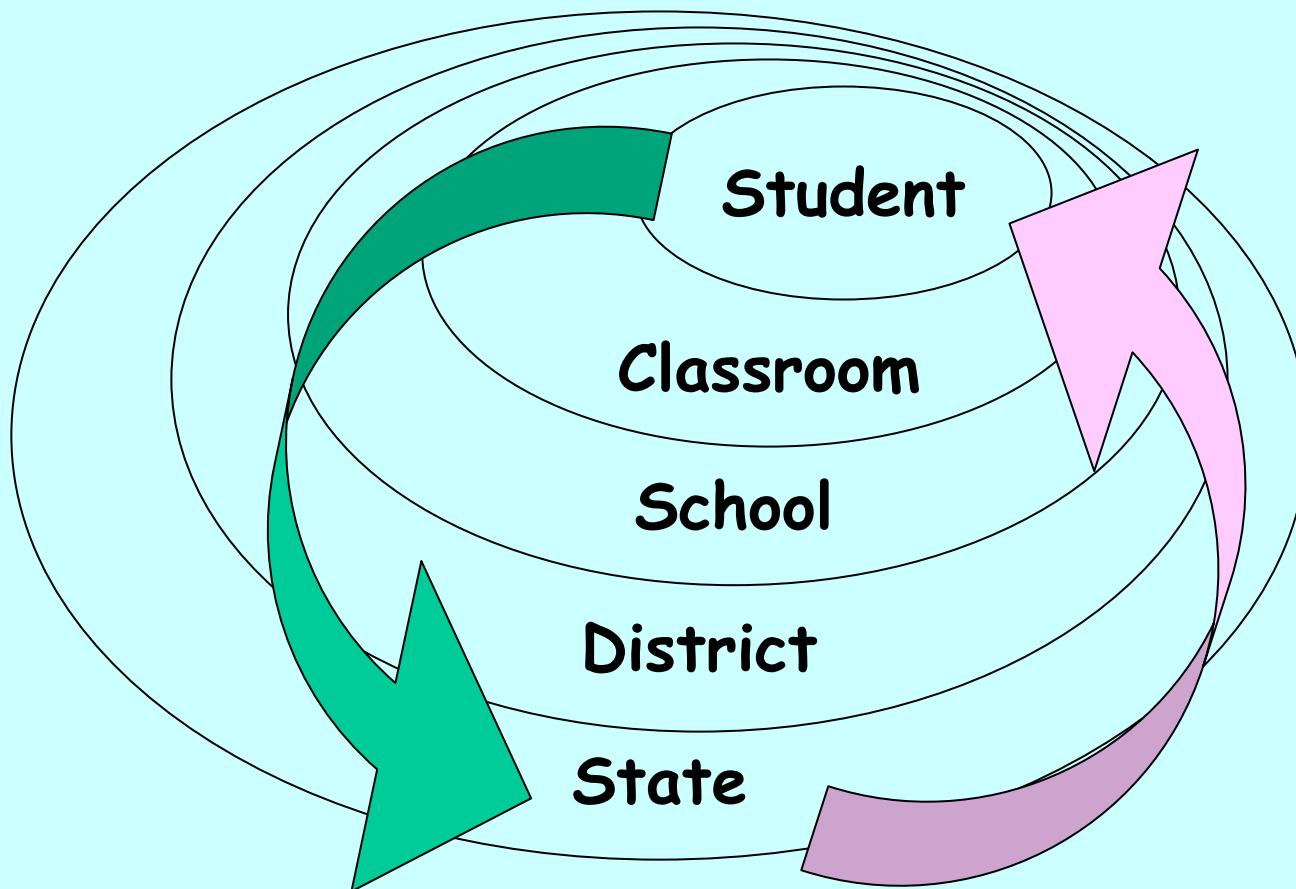
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Evaluation
Efficacy
Effectiveness

GENERAL IMPLEMENTATION PROCESS

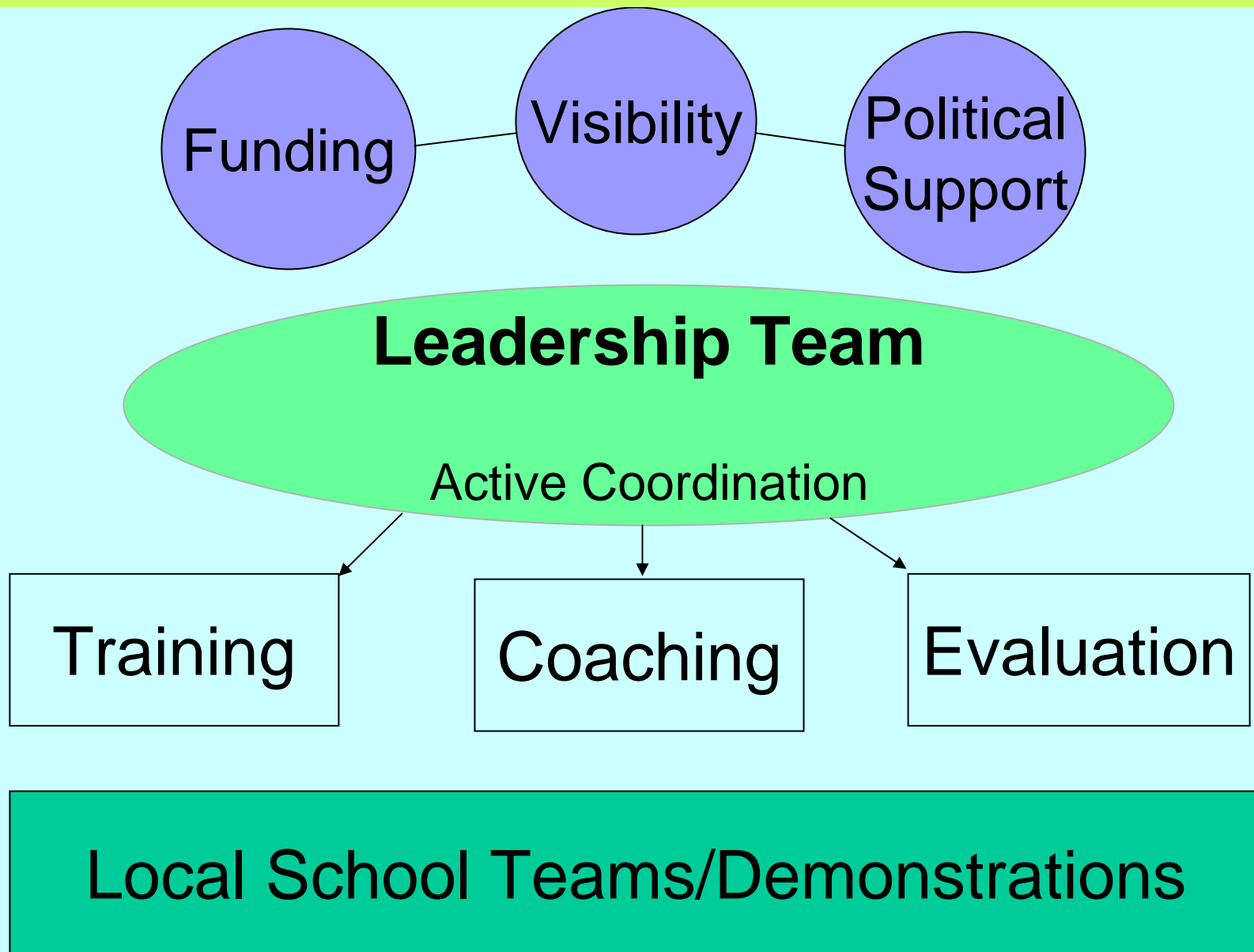


Individual linked to System



Measurable Valued Outcomes	Data Source	Implementers	Instrument
<ul style="list-style-type: none"> ○ Major rule violations ○ Referrals to special education ○ Decreased out of school suspensions ○ Increased attendance 	<ul style="list-style-type: none"> ○ Students 	<ul style="list-style-type: none"> ○ School staff 	<ul style="list-style-type: none"> ○ SWIS ○ SSS
<ul style="list-style-type: none"> ○ SW Discipline ○ Classroom management ○ Function-based support 	<ul style="list-style-type: none"> ○ School staff 	<ul style="list-style-type: none"> ○ Coaches ○ School Leadership team 	<ul style="list-style-type: none"> ○ SET ○ ISSET ○ Team Implementation Checklist
<ul style="list-style-type: none"> ○ SWPBS 	<ul style="list-style-type: none"> ○ Leadership team ○ Coaches 	<ul style="list-style-type: none"> ○ District Leadership team 	<ul style="list-style-type: none"> ○ PBS Implementation Blueprint

PBS Systems Implementation Logic



**1. Need,
Agreements, &
Outcomes**

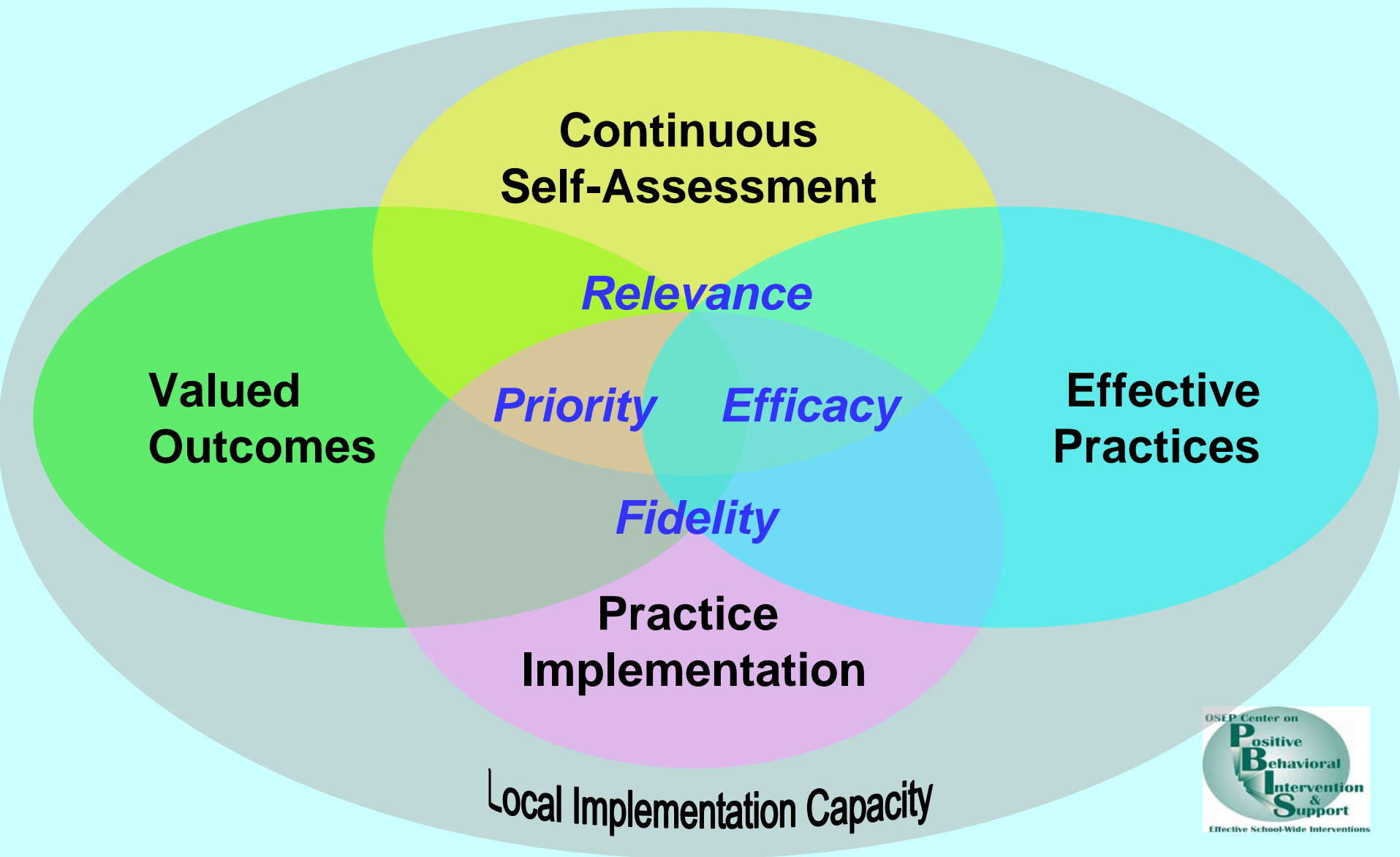
**2. Local
Demonstration
w/ Fidelity**

**IMPLEMENTATION
PHASES**

**4. Systems
Adoption &
Continuous
Regeneration**

**3. Capacity,
Elaboration &
Replication**

SUSTAINABLE IMPLEMENTATION & DURABLE RESULTS THROUGH CONTINUOUS REGENERATION



Other Considerations

- Pre-service preparation & induction process
 - Higher education
- Educator expectations, outcomes, & reinforcers
 - Unions
- Collaborative inter-agency interactions
 - Child, family, community
- Policy guidance & accountability
 - Funding formulae
- Research & Development
 - Efficacy & effectiveness

Some Lessons

- Plan for sustained implementation & expansion **early & formally**
- Invest in & adapt **evidence-based practices** to local context
- Give priority to relevant, **measurable outcomes**
- Treat **school** as basic unit for change, & **districts/states** as main organizational units
- Establish **demonstrations & data** to enhance understanding
- Invest early in **local implementation capacity**
- Emphasize **continuous regeneration** for efficacy, relevance, priority, & fidelity
- **Positively reinforce** successive approximations of implementer behavior



SETTING						
All Settings	Hallways	Playgrounds	Cafeteria	Library/Computer Lab	Assembly	
Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.		
Be kind. Hands feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners.	Whisper. Return books.	Listen/watch. Use appropriate applause.	
Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.				



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Chicken Lemur

