Action Item

How can we incorporate “School to Prison Pipeline” into public health education, research, & practice?

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www.pbis.org  www.cber.org

Poor Kid Outcomes — Negative School Climate

- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity
- Inefficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction

Components & Features: Example

<table>
<thead>
<tr>
<th>GOAL</th>
<th>COMPONENT</th>
<th>EXAMPLE OF CORE FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td>Early intervention</td>
<td>Evidence-based practices</td>
</tr>
<tr>
<td>Prevention</td>
<td>Theory of action</td>
<td>Theory of action</td>
</tr>
<tr>
<td>Prevention</td>
<td>Talent pool</td>
<td>Talent pool</td>
</tr>
<tr>
<td>Effective academic practices</td>
<td>Early literacy</td>
<td>Early literacy</td>
</tr>
<tr>
<td>Effective academic practices</td>
<td>Explicit instruction</td>
<td>Explicit instruction</td>
</tr>
<tr>
<td>Effective academic practices</td>
<td>Role of professional supervision</td>
<td>Role of professional supervision</td>
</tr>
<tr>
<td>Effective academic practices</td>
<td>Social skills instruction</td>
<td>Social skills instruction</td>
</tr>
<tr>
<td>Effective academic practices</td>
<td>Social behavior acknowledgment</td>
<td>Social behavior acknowledgment</td>
</tr>
<tr>
<td>Data-based decision making</td>
<td>Continuous progress monitoring</td>
<td>Continuous progress monitoring</td>
</tr>
<tr>
<td>Data-based decision making</td>
<td>Implementation fidelity</td>
<td>Implementation fidelity</td>
</tr>
<tr>
<td>Culture</td>
<td>Leadership</td>
<td>Leadership</td>
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<td>Culture</td>
<td>Context</td>
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<tr>
<td>Culture</td>
<td>Ethics</td>
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<tr>
<td>Culture</td>
<td>Training &amp; coaching</td>
<td>Training &amp; coaching</td>
</tr>
<tr>
<td>Implementation science</td>
<td>Policy</td>
<td>Policy</td>
</tr>
<tr>
<td>Implementation science</td>
<td>Leadership</td>
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<td>Funding</td>
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Schools as Effective Organizations

“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome.”

(Skinner, 1953, Science of Human Behavior)
HOW?

- Establish positive school climate
- Maximizing academic success
- Teaching important social skills
- Modeling good behavior
- Recognizing good behavior

PBIS (aka SWPBS) is

Framework for enhancing adoption & implementation of

- Continuum of evidence-based interventions to achieve
- Academically & behaviorally important outcomes for
  - All students

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

- Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings
  - 80% of Students

- Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
  - 15%

- Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
  - 5%

CORE FEATURES

- Team & data-driven
- Increased pre-correction
- Continuous progress monitoring
- Increased social skills instruction & practice
- Increased opportunity for positive reinforcement
- Increased adult supervision

CORE FEATURES

- Targeted PBS (Tier 2)
- Leadership team
- Behavior purpose statement
- Set of positive expectations & behaviors
- Continuum of procedures for encouraging expected behavior
- Procedures for teaching SW & classroom-wide expected behavior
- Continuum of procedures for discouraging rule violations

CORE FEATURES

- Intensive PBS (Tier 3)
- Multi-disciplinary Team & data driven
- Increased pre-correction
- Continuous progress monitoring, positive reinforcement & adult supervision
- Comprehensive School Mental Health Supports
- Functional Based Behavior Support Planning
- Wraparound Supports & Culture Driven Person Centered Planning
Prevention Logic for All
Redesign of teaching environments...not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

BASIC PBIS LOGIC

School Reform
Schools do not perform...adults & students do

Changing trajectory of chronically low performing students by aligning intensity, precision, & priority of actions w/ tiered technical assistance

- TA informed by data-based responsiveness
- High intensity, differentiated TA
- Precise outcome targets
**Stages of Implementation**

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

2 – 4 Years

**Continuum of Support for ALL “District: School Climate”**

- Intensive
  - Technical Assistance
  - Targeted
  - Universal

- Supports for districts are multi-tiered

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**Continuum of Support for ALL “State”**

- Intensive
  - Technical Assistance
  - Targeted
  - Universal

- Supports for states are multi-tiered

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**RCT & Group Design PBIS Studies**


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**Issues**

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate