Prevent w/ Multi-Tiered Logic
Prevention Logic for All

Redesign of teaching environments…not students

<table>
<thead>
<tr>
<th>Prevention Objectives</th>
<th>Prevention Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease development of new problem behaviors</td>
<td>Eliminate triggers &amp; maintainers of problem behaviors</td>
</tr>
<tr>
<td>Prevent worsening &amp; reduce intensity of existing problem behaviors</td>
<td>Add triggers &amp; maintainers of prosocial behavior</td>
</tr>
<tr>
<td><strong>INCIDENCE</strong></td>
<td><strong>PREVALENCE</strong></td>
</tr>
</tbody>
</table>

Biglan, 1995; Mayer, 1995; Walker et al., 1996
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

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

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

~80% of Students

~15%

~5%

ALL

SOME

FEW
Continuum of Support for All
Universal Targeted Intensive

Continuum of Support “Theora”

Math

Science

Writing

Comprehension

Decoding

Soc Studies

Spanish

Soc skills

Technology

Basketball

Label behavior…not people
Universal Targeted Intensive Continuum of Support for ALL: “Molcom”

- Universal
- Targeted
- Intensive

Behavior Support

- Label behavior.....not kids
- Cooper play
- Self-assess
- Adult rel.
- Technology

- Prob Sol.
- Anger/beh.

- Attend.
- Homework
- Peer interac

- Ind. play
Continuum of Support for ALL:
“_________”
Major Behavior Aug-Dec 2015

- 0.94%
- 6.42%
- 9.81%
- 82.83%
Continuum Logic & Key PBIS Working Elements

Outcomes

Data

Practices

Systems

INCREASED EFFORT

Responsive-to-Treatment
12.4 - Mean Percentage Students (2010-11 Reg Ed) (Majors Only)

Most are responsive...but some need a bit more.

N = 2979, 889, 390, 254

PreK-K  Elementary  Middle  High  PreK-8  PreK-12  Others
2%  9%  7%  5%  17%  7%  22%  4%  7%  12%  15%  83%  5%  10%  86%  9%  22%  17%
12.5 - Mean Percentage ODRs (2010-11 Reg Ed) (Majors Only)

- Students 0 or 1: 33% (75%), 41% (81%), 38% (83%)
- Students 2 to 5: 42% (81%), 39% (83%), 39% (83%)
- Students 6+: 44% (83%), 38% (83%), 39% (83%)

Relatively small # of students account for most of behavior challenges.

- Total N = 2979 (9%), 889 (17%), 390 (22%), 254

% of Students: 9%, 17%, 22%
Interconnected Systems Framework: Overview

Eber, Stephan, Weist, & Barrett Jun 2015
School Climate Transformation Grant (SCTG)
• 23 States
• SEA sites – 12
• LEA Sites – 71 (the most in CA!)

National Youth Forum
• 10 Large Cities

Project Prevent
• 22 districts

AWARE Grant
• 20 States
• SEA Sites - 20
• LEA sites – 100
• 9 also SCTG sites

US Department of Education
• OSEP, OSHS

US Department of Justice
• OJP, OJJDP

US Department of Health & Human Services
• SAMHSA

Multi-Agency Effort
Interconnected Systems Framework (ISF)

Integrated PBIS & SMH multi-tiered implementation

Improvement of educational outcomes

All students

Especially, with or risk of MH challenges
Shapers, Doers, & Mentors

**Systems of Care**
- Bob Friedman & Beth Stoul, Al Duchnowski & Krista Kutash, et al.

**Family & Youth MH**
- Kimberly Hoagwood, Jane Knitzer, Barbara Friesen, et al.

**Wraparound**
- John Burchard, Karl Dennis, Ira Lorie, John VanDenBerg, et al.

**PBIS & SMH**
- Lucille Eber, Sharon Stephan, Mark Weist, Susan Barrett, Joanne Malloy, et al.
“Mad, Bad, Sad, Can’t Add” Kutash & Duchnowski, 2013

ISF Targets

- Social skill deficits
- Cognitive disorders
- Learning difficulties
- Mental illness
- Behavior disorders
- Trauma
  - Abuse, loss, accidents, violence, medical, etc.
- Somatic/physical illnesses
- Family/social
  - Poverty, family, unemployment, etc.
Integrated PBIS & ISF Support Domains

- Special Education
- Emotional & Social
- Medical
- Academic
- Mental Health
- Behavioral
- Family & community
ISF Systems

Positive behavioral interventions & supports

School mental health

Special education

Systems of care & wraparound
ISF Core Features

**EVIDENCE-BASED PRACTICES**
- Selection
- Implementation

**EARLY COMPREHENSIVE SCREENING**

**DATA BASED DECISION MAKING**

**TEAM**
- MH providers
- School staff
- Student, family, peers, community

**PROGRESS MONITORING**
- Fidelity
- Effectiveness

**COACHING & COORDINATION**
- Systems
- Practices
Traditional MH v. ISF

Traditional

- Counselor “sees” student at appt.
- Only do “mental health”
- Case management notes
- Delivery of services
- Referral management

ISF

- MH person on teams all tiers
- Contribute to integrated plan
- Contribute to fidelity & progress
- Access to interventions
- Data-based screening
Teach Social Skills for Generalized Responding
School-Wide PBS (Tier 1)

- Leadership team
- Behavior purpose statement
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behavior
- Procedures for on-going data-based monitoring & evaluation
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging rule violations

School-Wide PBS (Tier 1)
Teaching how to determine hypotnus of triangle

“Work w/ another partner & do these 4 examples….”

“C^2 = A^2 + B^2 where C is side opposite right angle….”

“I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle….”

“Watch me,…If A = 3 & B = 4, then C^2 = 25, & C = 5….”

“Work w/ your partner & calculate hypotenuse of triangle for these 3 examples……”
Social Skills Misrules

Punishment teaches
- Punishment signals error.
- Punishment does not teach SS.

Teach “1 hour every Monday”
- SS are needed all day.
- SS are prompted & practiced all day.

Not my responsibility
- SS are needed to learn.
- SS are needed to teach.

Bad behavior is trait
- SS (good/bad) learned & taught.
- Teaching SS should be formal.
“Power of Habits”
 ....or Challenging Behavior
Charles Duhigg, 2012

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

TV remote → Walk → Entertained?!
Teased → Ignore → Teasing stops?!
Difficult work → Try → Work removed?!
Establishing/Replacing Habit
Charles Duhigg, 2014

CUE
• Remove competing cue
• Add desired cue

HABIT
• Teach acceptable alternative
• Teach desired alternative

REWARD
• Remove reward for old habit
• Add reward for new habit

All three elements are considered in SSI
...& addressing challenging behavior
Social Skill Teaching & Learning Phases
White & Haring, 1980

**Acquisition**
- New skill w/ accuracy
- Show, model, explain w/ feedback

**Fluency**
- Speed & consistency
- Practice w/ feedback

**Maintenance**
- Sustained accuracy & fluency
- Practice w/ less feedback

**Generalization**
- Use in new context
- Teach, practice in variety of conditions

**Adaptation**
- Modify & fit behavior in new context
- Teach variations w/ feedback
Basic Behavior Teaching Processes

DEFINE simply

Based on DATA, adjust instruction & reteach

MODEL/ demonstrate w/ range of examples

PRACTICE in range of natural settings

MONITOR & provide positive feedback & reinforcement

ACQUISITION DEVELOPMENT

Based on DATA, adjust instruction & reteach

RETEACH

REINFORCE & Reteach

Remind/ PRECORRECT Positively

Actively SUPERVISE

FLUENCY BUILDING & GENERALIZED RESPONDING
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td>Hallways</td>
</tr>
<tr>
<td></td>
<td>Playgrounds</td>
</tr>
<tr>
<td></td>
<td>Cafeteria</td>
</tr>
<tr>
<td></td>
<td>Library/Computer Lab</td>
</tr>
<tr>
<td></td>
<td>Assembly</td>
</tr>
<tr>
<td></td>
<td>Bus</td>
</tr>
</tbody>
</table>

1. Social Skill

- **Respect Ourselves**
  - Be on task.
  - Give your best effort.
  - Be prepared.
  - Walk.
  - Have a plan.
  - Eat all your food.
  - Select healthy foods.
  - Study, read, compute.
  - Sit in one spot.
  - Watch for your stop.

2. Natural Context

- **Respect Others**
  - 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.
  - Listen/watch.
  - Use appropriate applause.
  - Use a quiet voice.
  - Stay in your seat.

3. Behavior Example

- **Respect Property**
  - Recycle.
  - Clean up after self.
  - Pick up litter.
  - Maintain physical space.
  - Put litter in garbage can.
  - Practice equipment properly.
  - Treat books carefully.
  - Push in chairs.
  - Treat chairs appropriately.
  - Pick up.
  - Wipe your feet.
  - Sit appropriately.
Classroom Management Practices & Systems
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

www.pbis.org
Interactive Map of Core Features

Classroom Interventions and Supports

Foundations

1.1 Settings
   The physical layout of the classroom is designed to be effective.

1.2 Routines
   Establish daily routine, classroom rules are developed and taught.

1.3 Expectations
   There is a clear expectations that classroom rules are clear, explicit, and explicitly taught.

Practices

Prevention

2.1 Awareness
   Provide reminders, use visual tools, and discuss events, issues, and impact with students.

2.2 Anticipation
   Provide regular and relevant opportunities for all students to respond.

2.3 Acknowledgment
   Using specific events and other strategies, all students are aware of their classroom expectations.

2.4 Framework
   Provide strategies that students can use to independently address the expectations.

Response

3.1 Error Correction
   Use small, contingent, and specific statements when intervention occurs.

3.2 Other Strategies
   Use other interventions that prevent escalation, minimize removal, and train staff to act as a learning opportunity.

3.3 Additional Tools
   Provide instruction, feedback, and support.
Classroom Practices & Systems Self-Assessment

Classroom Interventions and Supports Self-Assessment:

1. The classroom is physically designed to meet the needs of all students.
   - If yes, continue with self-assessment. If no, begin with 2.1 on the interactive map.

2. Classroom routines are developed, taught, and practiced.
   - If yes, continue with self-assessment. If no, begin with 2.2 on the interactive map.

3. Three to five positive classroom expectations are posted, defined, and explicitly taught.
   - If yes, continue with self-assessment. If no, begin with 2.3 on the interactive map.

4. Promotes and active supervision practices are used proactively.
   - If yes, continue with self-assessment. If no, begin with 2.4 on the interactive map.

5. Opportunities to respond are varied and are provided at high rates.
   - If yes, continue with self-assessment. If no, begin with 2.5 on the interactive map.

6. Specific praise and other strategies are used to acknowledge behavior.
   - If yes, continue with self-assessment. If no, begin with 2.6 on the interactive map.

7. Reminders are consistently given before a behavior might occur.
   - If yes, continue with self-assessment. If no, begin with 2.7 on the interactive map.

8. The consequences to misbehavior in the classroom are appropriate and systematic.
   - If yes, continue with self-assessment. If no, begin with 2.8 on the interactive map.

9. Data systems are used to collect information about classroom behavior.
   - If yes, continue with self-assessment. If no, begin with Table 3 on the interactive map.

10. If yes on all, celebrate successes! Continually monitor, and make adjustments as needed.
Classroom Practices & Systems Decision Making

Diagram:

- Classroom Practices
  - Systems
  - Decision Making

- Yes: Focus efforts on implementing effective strategies and procedures.
- No: Continue to monitor and adjust as needed.

- Regularly evaluate the number of students involved.

- Money
  - Increase, adjust, or allocate resources as needed.
  - Request additional support as needed.

- Keep
  - Request additional support for students and use additional resources.
Implement w/ Cultural & Contextual Fidelity
1. Empirical Support
   - Functional Relationship
   - Meaningful Effect Size
   - Replication
   - Context

2. Student Fit
   - Need (+/-)
   - Priority

3. Context-Environment Fit
   - Language
   - Developmental
   - Educational
   - Cultural

“EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.”
American Psychological Association, 2006

“An approach in which current, high-quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions.”
ASHA, www.asha.org

“EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes.”
Cook & Cook, 2013

“Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out, to the extent possible, alternative explanations for the documented change.”
National Institute of Justice

“Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out competing explanations for effects achieved (e.g., population & contextual differences).”
HHS SAMHSA, 2009

“Process in which the practitioner combines well-research interventions with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services.”
Socialworkpolicy.org, 2015
Culture & Context
Culture =

Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

Sugai, O’Keeffe, & Fallon 2012
Concluding Comments
Implement PBIS/MTSS for all
Align, eliminate, & integrate
Avoid reactive management
Model what you expect
Acknowledge equitably
Give priority to evidence-based practices
Be explicit & deliberate & keep it simple
This two-day forum for school, state, district and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial to advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

- PBIS Foundations
- Classroom Applications
- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Aligning Systems
- Juvenile Justice
- Mental Health Integration
- Equity
- Applied Evaluation
- Special Topics

Visit the Upcoming Events page at www.pbis.org for more information
Northeast PBIS Network Leadership Forum

MAY 18-19 2017

Mystic Marriott Hotel & Spa
625 North Road (Rte 117)
Groton, CT 06340

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Northeast PBIS Network

SAVE THE DATE

May 18-19 2017
Mystic, CT

Additional registration information will be available at newpbls.org

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