SRBI/PBIS Implementation: Considerations

George Sugai & Jen Freeman
Center for Behavioral Education & Research
Center on Positive Behavioral Interventions & Supports
Neag School of Education
University of Connecticut
16 October 2015
www.pbis.org  www.neswpbs.org  www.cber.org

SRBI- a&b aka PBIS, MTSS-B, MTBF, RtI-B...
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

Features of 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

Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Relevant Evidence-based Interventions

Implement w/ Fidelity
Develop Continuum of Evidence-based Practices & Systems
Screen Universally
Develop Local Expertise & Implementation Fluency
Monitor Progress Continuously
Use Team to Coordinate Implementation

Vincent, Randall, Carriker, Tobin, & Swain-Bradway 2011; Sugai, O’Keefe, & Fallon, 2012ab
Supporting Culturally Relevant Evidence-based Interventions

Implement with Fidelity
Screen Universally
Develop Continuum of Evidence-based Practices & Systems
Use Team to Coordinate Implementation
CONSIDERATIONS

1. Multi-tiered system of support is a logic characterized by (a) student outcomes, (b) aligned evidence-based practices, (c) continuous support for implementers, & (d) data based decision rules.

2. Differentiated continuum of behavior support developed for all settings: school-wide, classroom, grade level, non-classroom settings.

3. Selection of evidence-based practices based on characteristics of setting & students.

4. Behavior & academic supports integrated.

5. School & community supports aligned & integrated.

COMMON FEATURES

1. Empirical Support
   - Functional relationship
   - Meaningful effect size
   - Replication
   - Context information

2. Student Fit
   - Need
   - Priority

3. Contextual-Environmental Fit
   - Language
   - Developmental
   - Educational
   - Cultural

Continuum Logic

TERTIARY PREVENTION (Tier 3)
- Most individualized
- Most differentiated
- Most specialized

SECONDARY PREVENTION (Tier 2)
- Group implementer
- More differentiated
- More specialized

PRIMARY PREVENTION (Tier 1)
- All students
- All staff
- All settings
CONSIDERATIONS
1. Access & opportunity are cumulative
2. Focus is on function (practise & system) rather than label, position, or style
3. Intensity increases based on responsiveness to intervention
4. Intensity increases w/r to precision, engagement, supervision, feedback, instruction, practice, teamwork, etc.
5. Continuum logic applied to any organization (classroom, grade level, department, school, etc.)
6. Continuum logic aligned across organizations

SWPBS: Core Practice Features
SECONDARY PREVENTION
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & pre-correction
- Increased opportunities for reinforcement
- Continuous progress monitoring

TERTIARY PREVENTION
- Multi-disciplinary team w/ behavior expertise
- Function-based behavior support
- Wraparound, culture-driven, person-centered supports & planning
- School mental health
- Continuous monitoring of progress & implementation fidelity

PRIMARY PREVENTION
- Team-led implementation
- Behavior priority
- Social behavior expectations
- SW & CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data-based decision making

Selection, Alignment, & Integration Process
1. Identify existing & new practices that align w/ need & expected outcome
2. PRIORITIZE defendable & implementable practices
3. INTEGRATE practices around expected outcome
4. Organize SUPPORTING SYSTEMS to implement integrated practices with fidelity

Upcoming Events
- PBIS Forum, Oct 22-23, 2015
- SMH Conference, Nov 5-7, 2015
- APBS Conference, Mar 23-26, 2016
- Northeast SWPBS Conference, May 19-20, 2016

Teamwork
Precise
Engagement
Feedback
Practice
Alignment & Integration
Student Outcomes
Evidence-based Practices
Implementation Systems
Data Decisions
TEAM
Administration
Counseling
General Education
Instruction & Curriculum
Nursing
Occupational Therapy
Physical Therapy
Psychology
Resource Officers
Social Work
Special Education
Mental Health