Improving Implementation of Effective Tier 2/3 Practices & Systems

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
15 August 2015

www.pbis.org  www.cber.org  www.swis.org
George.sugai@uconn.edu

PURPOSE
Describe implementation efforts that shift intensive behavior support systems from compliance to results. Topics include features of effective practices, implementation support systems, & data-based decision making.

FOUNDATIONS: Behavior Support

Behavior is learned
Behavior is important
Behavior is lawful, therefore understandable & influence-able

Behavior Analysis
Enhance environment to influence & teach behavior

George’s (PBIS) Theory of Action

Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Valid Decision Making
Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

SYSTEMS  PRACTICES  DATA

OUTCOMES

IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTENT EXPERTISE & FLUENCY
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION
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

Continuum of School-Wide Instructional & Positive Behavior Support

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

SWPBS: Core Practice Features

**Precision**
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & precorrection
- Increased opportunities for reinforcement
- Continuous progress monitoring

**Engagement**
- 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

**Feedback**
- Increased precorrection, supervision, reinforcement

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

**Teamwork**
- Identify measurable need & expected outcome w/ existing and new practices that align w/ need & expected outcome
- Prioritize defensible & implementable practices
- Integrate practices around expected outcome
- Organize supporting systems to implement integrated practices with fidelity

Function-based support is about re-designing & improving learning & teaching environments.

<table>
<thead>
<tr>
<th>NOT about re-design of individuals</th>
<th>Is about behavior &amp; environment</th>
<th>Is about implementer behavior</th>
</tr>
</thead>
</table>

Understanding mechanism (Function) matters!
"Power of Habits"
Charles Duhigg, 2012

CUE  |  HABIT  |  REWARD
---|---|---
Dessert  |  Carrot  |  Satisfied?!  
TV remote  |  Walk  |  Entertained?!  
Teased  |  Ignore  |  Teasing stops?!  
Difficult work  |  Try  |  Work removed?!  

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

**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 addressed in function based support

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 addressed in function based support

FBA/BIP Elements & System

1. Definition of problem behavior
   • Measurable
   • Response class
2. Hypothesis statement
   • Testable
   • Function
3. Supporting data
   • Observable
   • Confirmable
4. Behavior intervention plan
   • Competing path analysis
   • Contextual fit
   • Evidence-based interventions
   • Fidelity & student data
   • MTSS & ABA foundations

**Satisfaction**

**Implementation support**

**Impact on Behavior & Lifestyle**

**Continuous improvement**

**Sustainability plan**

**Monitor & Modify BSP**

**Implement w/ Fidelity**

**Develop BSP**

**Satisfactory Progress?**

Confidence in Hypothesis?

YES

YES

NO

NO

Conduct Full FA

Conduct Full FA

Start

Develop Hypothesis

Monitor & Modify BSP

1. Definition of problem behavior
   • Measurable
   • Response class
2. Hypothesis statement
   • Testable
   • Function
3. Supporting data
   • Observable
   • Confirmable
4. Behavior intervention plan
   • Competing path analysis
   • Contextual fit
   • Evidence-based interventions
   • Fidelity & student data
4. Setting Events

2. Triggering Events

3. Maintaining Events

Functional Assessment Checklist for Teachers “FACTS”

Step 1: Problem Behavior(s)

Clarence/5th grade

Date: January

Interviewer: ___________

Respondent(s): ___________

Step 2: Student Profile

Please identify at least three strengths or contributions the student brings to school.

C. has leadership potential. Peers listened to him, and he can be very convincing and successful through the school curriculum.

Step 3: Problem Behavior(s)

Identify problem behaviors

See escalation described above

Type of Social Skills Instruction

Cooperative

Share

Task

Discuss

Problematic

Describing

Executing

Behavior Support Planning

Step 4: Routine Analysis

Precorrection

Intensive & reinforcement

Waiting for bus

Reading

Art or Phy Ed

Earth Science

Lunch

Math

Recess

Language Arts

Advisory & Planning

Waiting to enter building

Activity

For Assistance

High

Low

Likelihood of Problem Behavior

Fundamental Rule!

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors person should perform instead of problem behavior.”

Ohtani et al., 1997, p. 71

THEORAs Social Skills Profile & Differentiated Instruction

Vary intensity of social skills instruction based on responsiveness (strength of habit)
COMPETING PATHWAYS

BEHAVIOR SUPPORT PLANNING

Setting Events
Antecedents
Triggering Antecedents
Maintaining Antecedents

Behavior
Desired Alternative
Consequence Manipulations

Compared to problem behavior, alternative behavior must be...More contextual relevant More likely to be triggered

More effective in receiving consequence Easier to do

Competing Pathway Logic

Setting Events
Triggered Antecedents
Maintaining Antecedents

Pick alternative that is...
- Relevant (socially valid)
- Effective in being reinforced
- Easy to do (efficient)
- Under antecedent control

Acceptable Alternative
Typical Consequence

Setting Event Manipulations
Antecedent Manipulations
Behavior Manipulations
Consequence Manipulations

Summary Statement

Setting Events
Triggering Antecedents
Problem Behavior
Maintaining Consequences

Acceptable Alternative
Typical Consequence


Louis De la Parte Florida Mental Health Institute, Department of Child & Family Studies, Research & Training Center for Children’s Mental Health. http://rtckids.fmhi.usf.edu


Setting Events: Lack of peer contact in 30 minutes.

Triggering Antecedents: Do difficult math assignment.

Problem Behavior: Noncompliance, profanity, physical aggression.

Maintaining Consequences: Avoid task, remove from class.

Desired Alternative: Do work w/o complaints. Points, grades, questions, more work.

Acceptable Alternative: Ask for break, ask for help.

Function: Why is function important? Because of competing stimulus control!

Caesar

Setting Events: Peer conflict

Triggering Antecedents: Teacher/peer request

Problem Behavior: Escalated profanity, physical aggression

Maintaining Consequences: Avoid task, remove from class

Desired Alternative: Request completed

Acceptable Alternative: Walk away

Lisa

Setting Events: None

Triggering Antecedents: Teacher request

Problem Behavior: Eyes/head down on arms

Maintaining Consequences: Teacher directs request to another

Desired Alternative: Praise for task completion

Acceptable Alternative: Whisper response

Function: Setting Event Manipulations

Antecedent Manipulations:
- Arrange for peer interaction before math class
- Provide positive adult contact
- Sit with preferred peer

Behavior Manipulations:
- Teach options to problem behavior: 1. Ask for break 2. Ask for help 3. Turn in assignment as is
- Teach missing math skills

Consequence Manipulations:
- Immediately reinforce entering class.
- Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes)
- Give break & help

Setting Event Manipulations:
- Get on city bus
- Teacher corrects peers

Problem Behavior:
- Profanity
- Verbal protests

Desired Alternative:
- Ignore & problem solve later

Acceptable Alternative:
- Discuss in private

Function: Setting Event Manipulations

Antecedent Manipulations:
- Introduce review type problem before difficult tasks
- Remind of alternative behaviors
- Do first problem together

Behavior Manipulations:
- Teach options to problem behavior: 1. Ask for break 2. Ask for help 3. Turn in assignment as is
- Teach missing math skills

Consequence Manipulations:
- Immediately reinforce entering class.
- Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes)
- Give break & help

Setting Event Manipulations:
- Get on city bus
- Teacher corrects peers

Problem Behavior:
- Profanity
- Verbal protests

Desired Alternative:
- Ignore & problem solve later

Acceptable Alternative:
- Discuss in private

Function
### Behavior Support Planning

**Setting Event Manipulations**
- On days city bus ridden, check in with counselor to review daily schedule & walk with counselor to classroom.

**Antecedent Manipulations**
- Give 3 positive achievement reinforcements per week to peers during transitions.
- Give praise & quiet corrections to peers.
- Repeat J.'s acceptable & desired replacement behaviors.

**Behavior Manipulations**
- Teach J. how, when, & where to express verbal protest, & how to walk away from problem situations in transitions.

**Consequence Manipulations**
- When J. engages in problem behavior immediately disengage from him, & engage peers.
- When J. engages in replacement behaviors provide adult attention (discussion).

---

**Competing Pathways**

**On Mondays and/or when up all of the night before.**
- Daily nongraded quiz on previous night’s homework.
- Verbal protests, slump in chair, walks out of room.
- Avoids doing quiz & homework discussion.

**Do quiz without complaints.**
- Discussion about answers & homework.
- Turn in with name & sit quietly w/o interrupting.

**+ Give time to review homework.**
- Give quiet time before starting.
- + Give easy “warm-up” task before doing quiz.
- Precorrect behavior options & consequences.
- With first sign of problem behaviors, remove task, or request completion of task next period.
- Remove task based on step in task analysis (STO).
- Provide effective verbal praise & other reinforcers.

**Teach options to problem behavior:**
1. Turn in blank
2. Turn in w/ name
3. Turn in w/ name & first item done.
4. Turn in w/ name & 50% of items done.

---

**Interconnected Systems Framework (ISF)**

Eber, Weist, Stephan, Barrett, Malloy, et al.

---

**Behavior Support Planning**

**COMPETING PATHWAYS**

**BEHAVIOR SUPPORT PLANNING**

**Academic**
- Medical
- Emotional & social
- Behavioral
- Family & community

**Integrated PBIS & ISF Support**

**Domains**
- Academic
- Medical
- Emotional & social
- Mental Health
- Behavioral
- Family & community
Shapers, Doers, & Mentors

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

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

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

PBIS & SMH
- Lucille Eber, Sharon Stephan
- Mark West, Susan Barrett
- JoAnne Malloy, et al.

Interconnected Systems Framework (ISF)

Integrated PBIS & SMH implementation

Improvement of educational outcomes

All students

Especially, with or at risk of MH challenges

Traditional MH v. ISF

Traditional
- Counselor “sees” student at appt.
- Only do “mental health”
- Case management
- Only referrals

ISF
- MH person on teams all tiers
- MH person on teams all tiers
- MH person on teams all tiers
- MH person on teams all tiers

EVIDENCE-BASED PRACTICES
- Selection
- Implementation

DATA BASED DECISION MAKING

TEAM
- MH providers
- School staff
- Student, family, peers, teachers

DATA BASED DECISION MAKING

ISF Core Features

Early Comprehensive Screening

Progress Monitoring
- Fidelity
- Effectiveness

Coaching & Coordination
- Systems
- Practices

Practice Examples

Behavior self-management & emotional regulation

Cognitive behavioral counseling & therapies

Explicit academic instruction

Function-based behavior intervention planning

Psycho-pharmacological
**TABLE OF CONTENTS**

www.pbis.org/school/menthal-health/interconnected-system

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>Preface</td>
</tr>
<tr>
<td>Advisory to the ISF Meeting/Monograph</td>
<td>Contributing Authors</td>
</tr>
<tr>
<td>Chapter 1</td>
<td>Overview of the ISF and Advancing the ISF in States</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>The District/Community role in Advancing the Interconnected Systems Framework</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>Student Outcomes: Interconnecting School and Mental Health Data to Improve School Mental Health</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>School Level Practices: Mental Health and School-wide Positive Behavior Support</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>The Role of School Level Systems in the Interconnecting School Mental Health and School-wide Positive Behavior Support Model</td>
</tr>
<tr>
<td>Chapter 6</td>
<td>Considerations for a School Mental Health Implementation Plan</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>An Introduction to the Interconnected Systems Framework</td>
</tr>
</tbody>
</table>

**ISF Resources**

- www.pbis.org
- www.csmh.umaryland.edu
- www.pbis.org/youth.gov
- http://www.pbis.org/school/school-mental-health/interconnected-system
- http://www.pbis.org/school/menthal-health/interconnected-system
- http://www.cdc.gov/healthyyouth/data/yrbs/
- cliniciantools - mental-health-disorders-among-youth
- https://launcher=false&fcsContent=true&pbMode=p23wjt2fphd/?normal

**ISF Survey**

- Adapting a Survey of School Mental Health into an Interconnected Positive Behavior Interventions & Supports Educational Tool for Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Supports

**FBA/BIP Elements & System**

- Hypothesis statement
- Functional Assessment
- Intervention & Support Plan
- Implementation support
- Fidelity of Implementation
- Continuous improvement & Sustainability plan
- Impact on Behavior & Lifestyle

**Upcoming Events**

www.pbis.org

- PBIS Forum Oct 22-23, 2015
- EMH Conference Nov 5-7, 2015
- Northeast SWPBS Conf. May 19-20, 2016
- Rosemont, IL
- New Orleans, LA
- Norwood, MA
- San Francisco, CA
- Mystic, CT

**Contact Information**

- Lewist@missouri.edu
- RobH@oregon.edu
- George.sugai@uconn.edu
- www.pbis.org