Doubling Down/Up on PB4L/PBIS: Increasing Implementation Precision on Prevention & Behavioral Sciences

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PURPOSE
Describe how renewed emphasis on implementation of MTSS/PBIS could function as prevention response to major change in classroom & school climate.
Topics: Behavioral Sciences, Prevention, School Climate, & Culture

PB4L
New Zealand

PB4L
New Zealand

POSITIVE BEHAVIOUR FOR LEARNING: THREE TIERS OF SUPPORT

PB4L
New Zealand

PB4L
New Zealand
In the first days after the 2016 presidential election, the Southern Poverty Law Center’s Teaching Tolerance project administered an online survey to K-12 educators from across the country. Over 15,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicate that the results of the election are having a profoundly negative impact on schools and students. Many report that negative effects will last throughout the school year.

Responses from 10,000 educators...

- 9/10 seen negative impact on student mood & behavior following election, most worry about continuing impact remainder of school year.
- 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
- 4/10 heard derogatory language to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
- 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.

Southern Poverty Law Center, 12 Jan 2017

https://www.splcenter.org/hate-map

HATE MAP NATIONAL NUMBERS

<table>
<thead>
<tr>
<th>Hate group increase since 2015</th>
<th>14%</th>
</tr>
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<tbody>
<tr>
<td># of anti-government &quot;patriot&quot; groups in 2015</td>
<td>4998</td>
</tr>
<tr>
<td># of KKK groups in 2015</td>
<td>190</td>
</tr>
<tr>
<td>Anti-Muslim hate group increase since 2015</td>
<td>42%</td>
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Anti-Muslim hate group increase since 2015

HATE INCIDENT LOCATIONS

- 21%
“Double Down/Up” on Prevention & What Works

Avoid reactive management  Double down/up prevention

REACTIVE MANAGEMENT
Consequence-based punishment response to change, crisis, event

“DOUBLING”
* “Down” - increase bet or investment
* “Up” - invest earnings in new bet

Avoid reactive management
- Labeling people
- Exclusion & seclusion
- Zero tolerance
- Segregation
- “Teach” for punishment
- Staring students & families

Double down/up prevention
- Continually of empirically-based prevention practices
- Working in teams
- Data for decision-making
- Measurable important student outcomes
- Implementation fidelity

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
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

Prevention Actions

http://www.pbis.org/whats-new

Nation Climate Change
Equity, Discipline, & Culture
School Climate
ESSA & School Climate
Family Engagement
Implementation Fidelity
Bullying & Hate
Alignment & Integration

3. Precorrect
2. Active Supervision
4. Maximize Academic Success
5. Actively Supervise
1. Positive Reinforcement

Biglan, 1995; Mayer, 1995; Walker et al., 1996
Implementation Challenge

MTSS Targets

Positive school & classroom discipline & climate

Mental health

Academic achievement

Prosocial behavior

Special education & disabilities

Bullying, behavior disorders, violence, self-harm, depression, etc.

Abuse, loss, accidents, illness, medical, family, financial, etc.

“Mad, Bad, Sad, Can’t Add” Kutash & Duchnowski, 2013

How do we...

Teach main idea of paragraph?

Teach association of sounds w/ meaning?

Support children who cry easily?

Prevent occurrence of bullying behavior?

Increase attendance in disadvantaged schools?

Decrease out-of-school suspensions of kids of color?

Teach school-wide social skills?

Decrease incidence & prevalence of HIV/AIDS in S. African schools?

Reduce incidence & prevalence of HIV/AIDS in S. African schools?

Mental Health First Aids

Mental Health First Aids

Check & Connect

Family Resource Center

Social Skills Instruction

Trauma Informed Practices

Educate students who experience traumatic events?

Teach school-wide social skills?

Check in, Check out

Behavioral Contracting

Evaluating Readiness

Second Steps

Check In

Incredible Years

Responsive Classroom

Good Behavior Game

Positive Reinforcement

Prevent occurrences of bullying behavior?

Help parents learn to de-escalate?

Encourage value & use of scientific facts?

Reduce incidence & prevalence of HIV/AIDS in S. African schools?

Support children who cry easily?

Teach main idea of paragraph?

Teach association of sounds w/ meaning?

Why + Who + How + What = ?

CHANGE AGENTS

Physical & Occupational Therapy

School Counseling, Social Work, & Psychology

Juvenile Justice

Nursing

Mental Health

General Education

Higher Education

Early Childhood & Preschool

Unions

Personnel Preparation

Federal Government

Business

Juvenile Justice

Special Education

School Counseling, Social Work, & Psychology

Nursing

Mental Health

Change Agents

Federal Government

Business

Unions

Personnel Preparation

Early Childhood & Preschool

Higher Education

General Education

Physical & Occupational Therapy

School Counseling, Social Work, & Psychology

Juvenile Justice

Nursing

Mental Health

Why + Who + How + What = ?
MTSS & PBIS: Addressing?

Multi-Tiered Support Systems & Positive Behavioral Interventions & Supports

MTSS, PBIS

PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students

DATA needed to increase precision of decision making regarding important student outcomes, practice selection, systems integration.

Selection priority should be given to evidence-based PRACTICES

Specification of important student OUTCOMES considers developmental level, culture & context, responsiveness to intervention, & severity of risk

Implementers need SYSTEMS support to maximize alignment, integration, fluency, fidelity, sustainability, adaptation, & scaling

Vincent, R., Berland, C., Carlgren, K., & Saelens, J. (2011). RAP. CRPE & Talain. PERS.

ADDRESSING?

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions
Implement with FIDELITY & CULTURAL RELEVANCE

Develop CONTINUUM of Evidence-based Practices & Systems

SCREEN Early & Universally

Monitor PROGRESS Continuously

PBIS & MTSS Share Functions

Develop Local EXPERTISE & Implementation Fluency

Use TEAM to Coordinate Implementation

- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Truancy
- Law/norm violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

- Office referral
- In-school detention
- Out of school suspension
- Probation & parole
- Arrests & incarceration
- Restriction & exclusion
- Mental health referral
- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Negative climate

Apply Behavior Analytic Logic

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%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Universal

Targeted

Intensive

Few

Some

All

Universal

Targeted

Intensive

Continuum of Support for ALL: “Theora”

Supports for all students w/ disabilities are multi-tiered

Continuum of Support for ALL: “Molcom”

Label behavior…not people

Universal

Targeted

Intensive

Dec 7, 2007

LOGIC

Supports for all students w/ disabilities are multi-tiered
Universal
Targeted
Intensive

Continuum of Support for ALL

"________"

% of Students V. % of Contributions
(Horner, 2011)

2979 ES  889 MS   390 HS

Continuum Logic & Key PBIS Working Elements

Outcomes
Data
Practices
Systems

INCREASED EFFORT
Intensity
Frequency
Duration
Specialization
Differentiation
Teaming
Responsive-to-Treatment

Mike Coyne et al., April 2016

Early Literacy Achievement in Pilot Schools: Change in 1st Grade Risk Status from 2012 - 2015

After 3 years, pilot schools have
• More than doubled # students meeting grade literacy level goals.
• More than halved # students at significant risk for reading failure.

Mike Coyne et al., April 2016

CT’s K-3 Reading Model Works

A first grade classroom before CT’s K-3 Reading Model
A first grade classroom after 3+ years of CT’s K-3 Reading Model

Mike Coyne et al., April 2016

Integrated MTSS

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

Circa 1996
PBIS Conceptual Foundations

Behaviorism
ABA
Applied Behavioral Technology
PBS
Social Validity
Behavioral Science
Science of Human Action
PBIS
All Students in Schools

Culture, Context, & Learning History

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

Potential for cultural exchange & conflict

Sugai, O'Keeffe, & Fallon 2012

Sugai, O'Keeffe, & Fallon 2012
When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.

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.

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.

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.

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).

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

How does my learning history affect my actions?

1. Empirical Support
   - Functional Relationship
   - Meaningful Effect Size
   - Replication
   - Context

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

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

Do I have shared experience w/ individuals who are diverse?
Are my actions equitable?
Do I stop & check before I act?
Do I act w/ team?
Do I use data to guide my actions?

US PBIS Adoption & Implementation

PBIS Counts
2016-17
August, 2017
Horner

Schools Implementing PBIS
August 3, 2017

25,911 Schools
13,832,582 Students

Moving Average

Spain
UK
Norway
Turkey

Iceland
Netherlands
S. Korea

Japan
Taiwan

Lesotho
South Africa

Australia
New Zealand
**Tentative Findings**

1. SWIS & US schools are similar
2. Tiered logic can be documented
3. T2/3 require high intensity effort
4. Supports for behavior for young children need attention
5. PBIS impact on major ODR can be documented

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**Aug 2017 RCT & Group Design PBIS Studies**


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**SWPBIS Tiered Faculty Inventory**

version 2.1

**www.pbisapps.org**

**www.pbis.org**

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**TFI Tier 1 May 2017 Jamaica**

Avg % by School (n=13)

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**TFI Tier 1 May 2017 Jamaica**

Avg Pts by Item (n=13)
## Tentative Findings

1. Fidelity T1 needs to be encouraged
2. Schools are assessing fidelity T1>T2/3
3. T2/3 systems implementation capacity needs attention
4. Fidelity assessment varies across states

## BIG IDEAS

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
2. BEHAVIORAL SCIENCES serve as useful theory of action/change
3. Positive, doable, effective PRACTICES exist to maximize academic/behavioral success
4. Implementation SYSTEMS needed for students to experience & benefit from effective practices
5. DECISION-based DATA systems to inform actions
6. Consideration of CULTURE needed to guide decisions & actions