Behavior Support Framework for All Students: Value Added

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www.pbis.org  www.cber.org

PURPOSE
Highlight features of tiered behavior frameworks as means of maximizing outcomes for all children & youth within school mental health integration

ORGANIZER

What is PBIS?
What is school-wide MTSS
MTSS means for linking schools, students, families, & mental health
Value added
• Comprehensive services
• Increased intervention efficiency

“Value-added”

= value (impact) of item increased w/ each stage of production, implementation, or iteration.

“As members of the judiciary tasked w/intervening to carry out the guarantee of equal protection,” Justice Sotomayor concluded in her dissent, “we ought not sit back & wish away, rather than confront, the racial inequality that exists in our society.”

Invest in smallest thing that has potential for biggest durable effect on student benefit.

“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach the fundamentals to others, & apply the fundamentals in every area of our lives. Mastering the fundamentals is one of a lot of little things done well that make a big difference in our pursuit of success.”

Coach John Wooden’s Greatest Secret Pat Williams 2014.

“Success is the natural consequence of consistently applying the basic fundamentals.”

Jim Rohn
*VALUE-ADDED?*

**STUDENT BENEFIT**

**EFFICIENT SYSTEMS**

**RELEVANT & VALID DATA**

**EVIDENCE BASED PRACTICES**

**EFFECTIVE LEADERSHIP**

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**Factors Directly & Indirectly Contributing To Student Learning**

Leithwood, Wahlstrom, & Anderson (2010).

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**Add value by refining & using THEORY OF ACTION**

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**Theory of Action**

"Roadmap" charting **causal pathway** between strategies needed to answer specific question & to achieve desired outcomes (i.e., “To address X, we must do Y.”)

Based on set of underlying & supporting testable hypotheses (i.e., “addressing X with Y will produce Z.”) (aka probability logic model).

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**W/ defendable theory of action, you can…**

**Describe & understand conditions under which behavior occurs.**

**Use that understanding to develop strategy to affect likelihood that it will occur.**

**Explain results that you achieve & make adjustments if needed.**
Behavior is learned

Behavior is lawful, therefore understandable & influence able

Adjust environment to influence & teach behavior

Biology is important

Behavior and environment are functional related

Behavior Analytic Approach

Setting Conditions | Antecedents | Behaviors | Consequences
---|---|---|---

Summary Statement & Competing Behavior Logic

Setting Events | Triggers Antecedents | Problem Behavior | Maintaining Consequences
---|---|---|---

Typical Consequence | Acceptable Alternative

Neutralize setting event  Make triggers irrelevant.  Make problem behavior inefficient.  Make consequences ineffective.

COMPETING PATHWAYS

Function-based Logic

Setting Event Manipulations  Antecedent Manipulations  Behavior Manipulations  Consequence Manipulations
---|---|---|---

Neutralize setting event

Make triggers irrelevant.

Make problem behavior inefficient.

Make consequences ineffective.

STUDENT BEHAVIOR  ADULT BEHAVIOR  OUTCOMES

• Aggression  • Bullying behavior  • Disproportionality
• Non-compliance  • Non-compliance  • Dropping out
• Insubordination  • In-school detention  • School failure
• Social withdrawal  • Out of school suspension  • School failure
• Truancy  • Probation & parole  • Mental illness
• Law/norm violations  • Arrests & incarceration  • School-to-prison pipeline
• Substance use  • Restraint & seclusion  • Achievement gap
• Weapon possession  • Mental health referral  • Unemployment
• Harassment  • Self-injury  • Delinquency
• Out of school suspension

Apply Behavior Analytic Logic
Prevention Logic for All
Redesign of teaching environments…not students

- Prevention Objectives
  - Decrease development of new problem behaviors
  - Prevent worsening and reduce intensity of existing problem behaviors
  - Add triggers & maintainers of prosocial behavior

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

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

U.S. Department of Education Office for Civil Rights
CIVIL RIGHTS DATA COLLECTION
Data Snapshot: School Discipline

Issue Brief No. 1 (March 2014)
For other data snapshots in the series, visit the CDC at: www.cdcdata.gov

Inside This Snapshot: School Discipline, Restraint, & Seclusion Highlights
- Suspension of preschool children: for race/ethnicity and gender (sex) for 2011-2012 (inclusive): Black children accounted for 29% of preschool suspensions, but only 16% of primary school children; Hispanic children accounted for 11% of preschool suspensions, but 14% of primary school children; white children accounted for 50% of preschool suspensions, but 60% of primary school children.
- Disproportionately high suspensions rapes are noted for students of color. Black students are suspended and expelled at a rate three times greater than white students. On average, 5% of white students are suspended, compared to 16% of Black students. Hispanic and Native American students are also disproportionally expelled.

ODR Data Point

Policy makers
Administrator
Educator
Student
Educator
Administrator

1. School establishes policy for norm-violating behavior
2. Kid caught engaging in norm-violating behavior
3. Educator opts to complete discipline referral
4. Administrator opts to formalize incident
**Add value by increasing precision of TIERED SUPPORT SYSTEMS**

**Effective Social & Academic School Culture**
- GOAL to create safe, respectful, effective, and relevant social culture where successful teaching and learning are possible and social, emotional, and behavioral expectations are taught and encouraged.

**Effective Organizations**
- “Organizations are groups of individuals whose collective behaviors are directed toward a common goal and maintained by a common outcome”
  - (Skinner, 1953, Science of Human Behavior)

<table>
<thead>
<tr>
<th>Common vision &amp; objectives</th>
<th>Common language</th>
<th>Common experiences &amp; routines</th>
<th>Quality leadership &amp; coaching</th>
</tr>
</thead>
</table>

**Evidence-based Practices**
- **EFFECTIVE**
  - Works
  - Repeatable
  - Dependable
  - Doable
  - Manageable
- **EFFICIENT**
  - Fit
  - Contexual
  - Adaptable

**SWPBS** (aka PBIS Rti-B, MTSS-B, EBS) IS
- Framework for enhancing adoption & implementation of
  - Continuum of evidence-based interventions to achieve
  - Academically & behaviorally important outcomes for
  - All students

**Evidence-based Education Roadmap**
A FUNDAMENTAL

Establish positive school climate
Maximizing academic success
Teaching important social skills

Communicating positively
Active supervision
Modeling good behavior
Recognizing good behavior

HOW?

Implementation Fidelity

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefit</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Reduced Probability of Student Benefit</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Low Probability for Student Benefit</td>
</tr>
</tbody>
</table>

Biglan, Calvin, Mayer, Patterson, Reid, Walker

Later, Foxen & Blase, 2009

Continuum of Support for All

Universal
Targeted
Intensive
Few
Some

Dec 7, 2007

Continuum of Support for ALL:
“Molcom”

Universal
Targeted
Intensive

Supports for all students w/ disabilities are multi-tiered

Dec 7, 2007

Continuum of Support for ALL:
“George”

Universal
Targeted
Intensive

Label behavior...not people
Universal Targeted Intensive Continuum of Support for ALL “IFB School”

Dec 7, 2007 School Climate Specials
- Social Studies
- Literacy
- Attendance
- Science
- Numeracy
- Supports for schools are multi-tiered

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement

Supports for districts are multi-tiered

Universal Targeted Intensive Continuum of Support for ALL “District: Literacy”

Dec 7, 2007 Districts:
- Bianchi M.S.
- Ridley H.S.
- Serrota E.S.
- Trek E.S.
- Davidson M.S.
- LeMond E.S.
- Masi H.S.
- Look M.S.
- Jamis E.S.
- Schwinn M.S.
- State 44
- State 44
- State 8
- State 12
- State 37
- State 26
- State 15
- State 29
- State 21
- State 12

Supports for states are multi-tiered

Implementation Drivers
- Leadership team
- Behavior purpose statement
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behavior
- Continuum of procedures for discouraging rule violations
- Continuum of procedures for encouraging expected behavior
- Procedures for on-going data-based monitoring & evaluation
- Leadership Team (Coordination)
- Funding
- Visibility
- Political Support
- Policy
- Training
- Coaching
- Evaluation
- Behavioral Expertise
- Local School/District Implementation Demonstrations

CORE FEATURES:
- School-Wide PBS (Tier 1)
Continuous progress monitoring
Increased opportunity for positive reinforcement
Increased adult supervision

RCT & Group Design PBIS Studies
- Reduced major disciplinary infractions
- Improvement in aggressive behavior concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement & safety
- Reductions in teacher reported bullying behaviors & peer rejection
- Improved school climate

“Every organization should adopt one little thing, one seemingly small but pivotal behavior that symbolizes the organization's values & purpose. It should be an action that takes less than a minute to perform, something that anyone & everyone in the organization can easily do, something that everyone can hold others accountable for, & something for which there are no excuses for not doing it.”

“The way to achieve dauntingly high goals is through a relentless focus on achieving optimal performance in a lot of seemingly little things. Those little things accumulate over time & make a big difference.”
Start with effective, efficient, relevant, doable. Prepare & support implementation.

**BASIC PBIS LOGIC**

- **Systems**
- **Data**
- **Practices**

Train + Coaching + Evaluation

Implement Fidelity

Improve "Fit"

Maximum Student Outcomes

Efficient, effective, relevant, implementation.

Start with doable.

Prepare & support.


“Success is the natural consequence of consistently applying the basic fundamentals.”

Jim Rohn

“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, apply the fundamentals in every area of our lives, and constantly apply the fundamentals to enhance educational reform.”


Northeast PBIS Network Leadership Forum

**SAVE THE DATE**

MAY 22-23, 2014

Mythic Marriott Hotel & Spa

655 West 7th Street

Des Moines, IA 50309

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PBIS: Building Capacity & Partnerships to Enhance Educational Reform

This two-day forum for school, state, district and regional Leadership Teams and other professionals has been designed to help increase the effectiveness of PBIS implementation. Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice and mental health facilities:

- PBIS Foundations
- Enhanced Implementation
- Tier 1/Tier 2
- Advanced Implementation
- Special Education / PBIS
- School Mental Health
- Culturally Responsive Systems
- Urban Implementation and other special topics

For more information, visit www.pbis.org

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