What’s Next in PBIS: Tiered Behavior Frameworks

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PURPOSE
Highlight “what’s next” in PBIS:
fundamentals, tiered behavior frameworks, theory of change,
organizational logic, implementation science, culture

- SCTG
- Big Ideas for All
- Fundamentals

School Climate Transformation Grants

- CFDA 84.184G
- LEA (district)
- Office of Elementary & Secondary Education
- 118 @ avg. $200,000/yr for 5 yrs ($100-750K)
- Due June 23, 2014
- Keywords: LEA, capacity, MTBF, technical assistance, data, evidence-based,

School Climate Transformation Grants

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- SEA (district)
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- 18 @ avg. $400,000/yr for 5 yrs ($250-750K)
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CONSIDERATIONS TO CONSIDER

- Establish defensible theory of action (logic model) (prevention & teaching)
- Firmly establish multi-tiered behavior framework (MTBF) logic
- Weave data decisions systems throughout
- Integrate by important outcomes
- Maximize selection of empirically-sound practices
- Use implementation phases to guide decisions
- Shape implementation in cultural context
DEFENDABLE THEORY OF ACTION

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).

W/ defendable theory of action, we 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.

Hypothesis Statement

“Basic Unit”

1. Problem Behavior

2. Triggering Antecedents

3. Maintaining Consequences

- Statement about hypothesized relationship between behavior & conditions
- Basic working unit of FBA
- Directly development of BIP

Conceputal Foundations

Behaviorism

- Laws of Behavior

ABA

- Applied Behavioral Technology

- Social Validity

PBS

All Students

SWPBS
Behavior Analytic Approach

Adjust environment to influence & teach behavior

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

Antecedents | Behaviors | Consequences
--- | --- | ---

STUDENT BEHAVIOR
- Aggression
- Bullying behavior
- Non-compliance
- Insobriety
- Insubordination
- Social withdrawal
- Trajectory
- Law/wise violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

ADULT BEHAVIOR
- Office referral
- In school detention
- Out of school suspension
- Probation & parole
- Arrests & incarceration
- Restraint & seclusion
- Mental health referral

PROBLEM CONTEXT
- School violence
- Under-achievement
- Suspension & expulsions
- Disability
- Disproportionality
- Equity
- Delinquency
- School completion & dropping out
- Bullying
- Restraint & seclusion

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

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

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

Summary Statement & Competing Behavior Logic

Function-based Logic

COMPETING PATHWAYS
- Decision Making
- Problem Solving
- Inhibit Behaviors

Incident & Competing Pathways
- Neutralizing setting event
- Make triggers irrelevant
- Make problem behavior inefficient
- Make consequences ineffective

Typical Consequence

Acceptable Alternative: repetition of self-coercive & possibly dangerous
Multi-Tiered Behavior Support

PBIS (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

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)

Common vision & objectives
Common language
Common experiences & routines
Quality leadership & coaching
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

Some

Few

Universal

All

Intensive

Targeted

Expressing Emotions

Ditch

Statistics

Technology

Tennis

Lawn Mowing

Cooking

Billiards

Technology

Expressing Emotions

Intensive

Targeted

Crisis Prevention

Professional Development

School Climate

Numeracy

Inference

Grammar

Comprehension

Spelling

Cross-Subject Skills

Supports for schools are multi-tiered

Supports for all students w/ disabilities are multi-tiered

Label behavior...not people

Universal

All

“Molcom”

“George”

“________”

“IFB School”
Universal Targeted Intensive Continuum of Support for ALL “School Climate”

District  Space:

Bianchi M.S.  Ridley H.S.  Serrota E.S.  Trek E.S.  Davidson M.S.  LeMond E.S.  Masi H.S.

Supports for districts are multi-tiered

Dec 7, 2007

Universal Targeted Intensive Continuum of Support for ALL “State”

State 44  State 44  State 8  State 12  State 37  State 26  State 15

Supports for states are multi-tiered

Dec 7, 2007

MTBF.....don’t forget

Logic
Evidence-based practices
Behavior
Integrated & data-linked
Guidance for TA
Data-based decisions

MTBF.....don’t forget

Leadership team
Behavior purpose statement
Continuum of procedures for encouraging expected behavior
Set of positive expectations & behaviors
Procedures for teaching SW & classroom-wide expected behavior

Core features: School-Wide PBS (Tier 1)

MTBF.....don’t forget

Team & data driven
Behavior expertise

Core features: Targeted PBS (Tier 2)

Increased pre-correction
Increased social skills instruction & practice
Increased opportunity for positive reinforcement

Increased adult supervision

MTBF.....don’t forget

Multi-disciplinary Team & data driven
Behavior expertise

Core features: Intensive PBS (Tier 3)

Increased pre-correction
Continuous progress monitoring, positive reinforcement & adult supervision

Functional Based Behavior Support Planning

Comprehensive School Mental Health Supports
Wraparound Supports & Culture Driven Person Centered Planning
Biglan, Colin, Mayer, Patterson, Reid, Walker

A FUNDAMENTAL

Establish positive school climate

Maximizing academic success

Teaching important social skills

Modeling good behavior

Recognizing good behavior

Empirically, Evidence-based Practices

RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvement in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

Implementation for Capacity Building
Factors Directly & Indirectly Contributing To Student Learning

Leithwood, Wahlstrom, & Anderson (2010).

Basic Capacity Development Framework

District Leadership & Coordination Capacity

- SWPBS practices, data, systems
- Policy, funding, leadership

School Staff

SWPBS Team

- 1 & 3 yr. action plan
- Data plan
- Admin. partic.

External Coaching Support

Internal Coaching Support

Sample Teaming Matrix

<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/ etc</th>
</tr>
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<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attention</td>
<td>Increase % of students attending</td>
<td>All students</td>
<td>Eric, Ellen, Mark</td>
<td>Goal #2</td>
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<td>Character Education</td>
<td>Improve behavior</td>
<td>Improve behavior</td>
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<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threats</td>
<td>Dangerous students</td>
<td>Goal #4</td>
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</tr>
<tr>
<td>School Spirit Team</td>
<td>Enhance school</td>
<td>Enhance school</td>
<td>All students</td>
<td>Goal #5</td>
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</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, emotional students, repeat offenders</td>
<td>Goal #6</td>
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<tr>
<td>DARE</td>
<td>Prevent drug use</td>
<td>Prevent drug use</td>
<td>All students</td>
<td>Goal #7</td>
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<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier</td>
<td>Decrease office referrals</td>
<td>All students</td>
<td>Goal #8</td>
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Working Smarter

Initiative, Project, Committee | Purpose | Outcome | Target Group | Staff Involved | SIP/SID/ etc
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Stages of Implementation

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

2 – 4 Years

Fixsen, Nacson, Blase, Friedman, & Wallace, 2005
**Where are you in implementation process?**
Adapted from Fixsen & Blase, 2005

<table>
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<tr>
<th>Stage</th>
<th>Description</th>
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<tr>
<td>EXPLORATION &amp; ADOPTION</td>
<td>We think we know what we need, so we ordered 3 month free trial (evidence-based)</td>
</tr>
<tr>
<td>INSTALLATION</td>
<td>Let’s make sure we’re ready to implement (capacity infrastructure)</td>
</tr>
<tr>
<td>INITIAL IMPLEMENTATION</td>
<td>Let’s give it a try &amp; evaluate (demonstration)</td>
</tr>
<tr>
<td>FULL IMPLEMENTATION</td>
<td>That worked, let’s do it for real (investment)</td>
</tr>
<tr>
<td>SUSTAINABILITY &amp; CONTINUOUS REGENERATION</td>
<td>Let’s make it our way of doing business (institutionalized use)</td>
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**Stages of Implementation**

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<th>Stage</th>
<th>Description</th>
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<tr>
<td>Exploration</td>
<td>Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Installation</td>
<td>Initial implementation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td>Initial implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
<td></td>
</tr>
<tr>
<td>Making it better</td>
<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
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**Implementation Lessons**

- Goal = capacity building & efficiency
- Dynamic continuum…not static
- Phase-based data decision making
- Matching TA to phase
- Outcome criteria: student benefit & implementation fidelity
- Maneuvering of implementation “drivers”

**Consideration of Data**

**Data-based Decision Making**

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

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**CIVIL RIGHTS DATA COLLECTION**

**Data Snapshot: School Discipline**

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

**ODR Data Point**

**Policy makers**
- Administrator
- Educator
- Student
- Educator
- Administrator

**Setting Conditions**
- Antecedents
- Behaviors
- Consequences

**Measures**
- Social Skills
- School Climate
- Mental Health
- Discipline
- Juvenile Justice

**Implementation Fidelity**

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<td><strong>Effective</strong></td>
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<td><strong>Not Effective</strong></td>
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**Maximum Student Benefit**

**Reduced Probability of Student Benefit**

**Low Probability for Student Benefit**

**Low Probability for Student Benefit**

Fixsen & Blase, 2009
Culture is central in discussions related to
- Diversity, Disproportionality, Inequity/disparity, School discipline,
  Academic achievement, Disability.

However, education community struggles w/
conceptualization of culture that enhances our
- Understanding of culture,
  Effective communications & expressions of our unique experiences, &
  Actions that realize meaningful benefits for all students.

Our Challenge
- Is MTSS/PBIS "culturally relevant"?
- Can MTSS/PBIS become more culturally relevant?
- What does culturally relevant MTSS/PBIS implementation look like?
- How do we measure impact of a culturally relevant implementation of MTSS/PBIS?
Early Conclusion

Nothing is inherently biased or culturally irrelevant about practices & systems PBIS implementation. However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.

Culture =

Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

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

Individual Learning History & Context

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

Your learning history & culture shapes

How you are likely to act.
How you are likely to react.
How you are likely to be perceived.
How others are likely to act.

In a given context, setting, environment
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

Kid Benefit

SWPBS can be adapted easily to diverse schools & cultural norms

More experimental research needed

SWPBS promotes the most frequently recommended strategies from descriptive literature

Table 3. SWPBS Examples & Suggestions for Enhancing Cultural & Contextual Relevance

Concluding Comments

References

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- Firmly establish multi-tiered behavior framework (MTBF) (logic)
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CONSIDERATIONS TO CONSIDER

SYSTEMS
- DATA
- PRACTICES

Implementation Fidelity

Training + Coaching + Evaluation

Improve "Fit"

Start w/ effective, efficient, & relevant, doable

Prepare & support implementation

Maximum Student Outcomes

BASIC PBIS LOGIC

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