Sustained Implementation of Tiered System of Behavior Support

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www.pbis.org  www.neswpbs.org  www.cber.org
PURPOSE

Describe important role of leadership & coordination in effective & sustainable implementation of school-wide PBIS/MTSS
The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.
Why?
School Discipline Challenge: Academic & behavior success (failure) are linked!

“This is the worst class I’ve ever had.”
GOAL: “Big Outcome”

“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*
Factors **Directly** & Indirectly Contributing To Student Learning: Classroom & School Climate

Multi-Tiered Systems of Support (MTSS/PBIS)

Arranging environment to be conducive to teaching & learning
(N. Haring, 2012)

What are we implementing & wanting to sustain?
MTSS aka PBIS, SWPBS, 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
Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

Supporting **Culturally Relevant** Evidence-based Interventions

**MTSS Emphasis**

Supporting **Culturally Knowledgeable** Staff Behavior

Supporting **Culturally Valid** Decision Making

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012ab
IMPLEMENTATION
W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING

CONTENT EXPERTISE & FLUENCY

TEAM-BASED IMPLEMENTATION

CORE FEATURES MTSS/MTBF

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

~15%
SOME

FEW ~5%

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~5%

ALL

~80% of Students
Universal

Targeted

Intensive

Few

Some

All

Continuum of Support for All

Dec 7, 2007
SWPBS: Core Practice Features

SECONDARY PREVENTION
• Team-led implementation with behavior expertise
• Increased social skills instruction and practice
• Increased supervision and precorrection
• Increased opportunities for reinforcement
• Continuous progress monitoring

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

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

Precision
Engagement
Feedback
Practice
Teamwork

Precision*
Engagement*
Feedback*
Practice*
Teamwork*
School-Wide & Classroom PBIS
Tier 1 (2/3)

- Leadership TEAM
- Behavior PURPOSE statement
- Set of POSITIVE EXPECTATIONS & BEHAVIORS
- Procedures for ongoing DATA-based monitoring & evaluation
- Continuum of procedures for DISCOURAGING RULE VIOLATIONS
- Continuum of procedures for ENCOURAGING EXPECTED BEHAVIOR
- Procedures for TEACHING SW & CW expected behavior

Procedures for on-going DATA-based monitoring & evaluation
Continuum of procedures for DISCOURAGING RULE VIOLATIONS
Continuum of procedures for ENCOURAGING EXPECTED BEHAVIOR
Procedures for TEACHING SW & CW expected behavior
ESTABLISHING CONTINUUM of SWPBS

HOMEWORK

TERTIARY PREVENTION
- 
- 
- 
- 

SECONDARY PREVENTION
- 
- 
- 
- 

PRIMARY PREVENTION
- 
- 
- 
- 

Next Month’s Salary?
- What evidence.
- What can you do w/ fidelity.
- What do you want to achieve.
Role of Leadership & Implementation Sustainability

Now what?
Implementation Drivers
PBIS Implementation Blueprint (2015 rev, pbis.org)

LEADERSHIP TEAM
Coordination, Readiness, Priority

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Alignment
- Personnel Selection

Professional Development
Coaching & Technical Assistance
Evaluation & Performance Feedback
Content Expertise

Local Implementation Demonstrations
Basic MTBF Implementation Framework

- **Regional/State Leadership**
  - SWPBS practices, data, systems
  - Policy, funding, leadership, priority, agreement

- **District Behavior Team**
  - 2 yr. action plan
  - Data plan
  - Leadership
  - Team meeting schedule

**Internal Coaching Support**
- **School Behavior Team**
  - SWPBS
  - CWPBS
  - Small group
  - Individual student

**External Coaching Support**

**School Staff**

**Student Benefit**
- Academic
- Expectations & routines
- Social skills
- Self-management

**Team Support**
Leadership Team

1. Collect data, analyze, & decide
2. Establish measurable outcome
3. Develop implementation plan/system
4. Monitor implementation & progress
5. Implement deliberately & continuously
6. Arrange to implement with fidelity

School/District/State

Technical Assistance

Political Support

Policy

Visibility

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Positive Behavioral Interventions & Supports
LEADERSHIP DIMENSIONS

1. Establishing goals & expectations (ES .35)
2. Strategic Resourcing (ES .34)
3. Planning, Coordinating, & evaluating teaching & curriculum (ES .42)
4. Promoting & participating in teaching learning & development (ES .84)
5. Ensuring orderly & supportive environment (ES .27)

Robinson (2007)
What general practices/actions in PBIS leadership?

- Defendable theory of action & logic model
  - *Scientific method*
  - *Prevention science*
  - *Behavioral sciences*

- Instructional leadership
- Application of RtI logic
- Professional development

- Team-driven
- Continuum of evidence-based practices
- Data driven decision making
- Content fluency

- Universal screening
- Continuous progress monitoring
- Treatment & procedural fidelity
- Selection & alignment of practice
- Measurable definition of need
General Implementation Process

Team

Agreements

Data-based Action Plan “Plan”

Evaluation “Check”

Implementation “Do”

State/Country

District

School

Students

Staff

Principal, Superintendent

All Staff, Students, Administrators

Coaching

= Coaching
1. Identify measurable need & expected outcome

2. w. Identify existing & new practices that align w/ need & expected outcome

3. 3. Prioritize defendable & implementable practices

4. 4. Integrate practices around expected outcome

5. 5. Organize supporting systems to implement integrated practices with fidelity
“Leadership Logic Model”

**INPUTS**
- Implementation w/ Fidelity
- Continuum of Evidence-Based Interventions
- Universal Screening
- Data-Based Decision Making & Problem Solving
- Team-Based Implementation

**OUTPUTS**
- Team
- Local Capacity
- Data
- Fidelity
- Culture & Context

**OUTCOMES**
- Common Language
- Relationships
- Common Vision/Values
- Quality Leadership
- Common Experience

**IMPACT**
- Academic & Behavior Success
### Self-Assessment

<table>
<thead>
<tr>
<th>SWPBS Feature</th>
<th>Action</th>
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<tbody>
<tr>
<td>1. What structures are in place w/in my organization to <strong>sustain/scale</strong> PBIS implementation?</td>
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<tr>
<td>2. What <strong>other behavior related practices</strong>, initiatives, programs, etc. compete for resources?</td>
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<td>3. What is <strong>one action</strong> you will consider doing tomorrow?</td>
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<tr>
<td>4. What is <strong>1 action</strong> you will consider <strong>not doing</strong> tomorrow?</td>
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<td>5. What is <strong>1 enhancement</strong> you can make in your environment to increase likelihood of doing above?</td>
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Upcoming Events

PBIS Forum
Oct 22-23, 2015
Rosemont, IL

SMH Conference
Nov 5-7, 2015
New Orleans, LA

New England PBIS
Nov 19-20, 2015
Norwood, MA

APBS Conf.
Mar 23-26, 2016
San Francisco, CA

Northeast SWPBS Conf.
May 19-20, 2016
Mystic, CT
Review of Classroom & Behavior Management
Factors **Directly** & Indirectly Contributing To Student Learning: Classroom & School Climate

Big 7 CBMs

- Maximize OPPORTUNITIES to respond
- Handle MINOR behavior errors quickly & discreetly
- Implement BEHAVIOR SUPPORT PLAN for UNRESPONSIVE behavior errors
- Handle MAJOR behavior errors pre-emptively & by PROCEDURE
- Teach & reinforce EXPECTED BEHAVIORS & ROUTINES to fluency
- Establish & acknowledge safe & predictable environment
- Provide high levels of academic success

Simonsen, Myers, Freeman, Lane, Scott, et al.
Classroom Continuum of Evidence-based Behavior Support
- All • Targeted • Intensive

Coordinated by School-wide Team
- Administrator
- Specialists
- Grade/dept.

Based on SW-PBIS
- Expectations
- Discipline
- Acknowledgements

Behavior Teaching Focused
- Define • Model
- Prompt • Supervise
- Reinforce

Data-Driven
- Minors v. majors
- Academic progress
- Attendance/tardy
- Social skills

MTSS/CBM Foundations

Systems • Data • Practices

Outcomes

Implementation Fidelity
- Core Features
- Expertise & Fluency

Continuum of Evidence-Based Interventions
- Decision Making & Problem Solving
- Team-Based Implementation

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