Is There an Evidence-Base for School-wide Positive Behavior Support

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Big Ideas

• Understand interaction between behavior and the teaching environment
• Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
• Create environments to support the use of pro-social behaviors
  1. School-wide
  2. Classroom
  3. Individual student

The Challenge

• Approximately 1 in every 4 to 5 youth in the U.S. meets criteria for a mental disorder with severe impairment across their lifetime (Merikangas et al., 2010).

• Among those affected only 30% actually receive services (U.S. Public Health Service, 2000)

The Challenge

• The most common conditions include
  – Anxiety (31.9%)
  – Behavior disorders (19.1%)
  – Mood disorders (14.3%)
  – Substance use disorders (11.4%)

• Approximately 40% of individuals meet criteria for multiple disorders.
  (Merikangas et al., 2010)
The Challenge

• The median age of onset occurs during school-age years
  – 6 years for anxiety
  – 11 years for behavior
  – 13 years for mood
  – 15 years for substance use disorders.

(Merikangas et al., 2010)

So what do we do?

Quality Indicators of Research

– CEC/OSEP
  • Single Subject (Horner, Carr, Halle, McGee, Odom, Wolery, 2005)
  • Qualitative (Brantlinger, Jimenez, Klinger, Pugach, & Richardson, 2005)
  • Quantitative (Gersten, Fuchs, Compton, Coyne, Greenwood, Innocenti, 2005)
– CEC Standards (Cook et al., 2015)
– What Works Clearinghouse

Evidence-Based Practices

• Academic
  – Antecedent / setting modifications
  – Peer tutoring
  – Direct Instruction
  – Self-management targeting academic related skills
  – Opportunities to Respond
Evidence-Based Practices

- **Behavior**
  - Environmental modifications and supports
  - Contingent positive performance based feedback
  - Self Management
  - Social Skill Instruction (with maintenance and generalization strategies)

- **Related Supports**
  - Comprehensive case management / wrap around
  - Family supports/ parent training

Implementing EBPs

1. Determine student environmental and instructor characteristics
   - Student age
   - Classroom set up
2. Search for available EBP from reliable sources
3. Select an EBP
   - Match to student and classroom

Reliable Sources

- Professional Groups Identifying Evidenced-Based Practices
  - What Works Clearinghouse
  - Council for Exceptional Children
  - Association for Positive Behavior Support
Implementing EBPs

4. Identify essential components of the selected EBP
   - Task analyze
   - Fidelity checks

5. Implement within effective instruction
   - Training & Technical assistance for implementers
   - “Pilot” within a target period

6. Monitor implementation fidelity
7. Progress monitor student outcomes
   - Academic & behavioral
8. Adapt the practice if necessary when desired outcomes not observed
9. Make instructional decisions based on data
   - Progress monitor
10. Become a leader & advocate
    - Share outcomes & what it took to implement

Systems

Putting Evidence-Based Practices In Place

Prevention, Early Intervention and Individualized Student Supports through Positive Behavior Support
Serving Students with EBD

All facets of programming should include:
• Systematic, data based interventions
• Continuous assessment and monitoring of progress
• Provision for practice of new skills
• Treatment matched to problem
• Multi-component treatment
• Programming for transfer & maintenance
• Commitment to sustained intervention

(Peacock Hill Working Group, 1991)

Good News

Executive Order -- Using Behavioral Science Insights to Better Serve the American People

EXECUTIVE ORDER

USING BEHAVIORAL SCIENCE INSIGHTS TO BETTER SERVE THE AMERICAN PEOPLE


School-wide Positive Behavior Support

• Problem solving framework
• Systematic implementation of evidence-based practices
• Layers in increasingly more intensive environmental supports to increase the likelihood students are academically, emotionally, and socially successful

SW-Positive Behavior Support

Social Competence & Academic Achievement

Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior

OUTCOMES
PRACTICES
DATA
SYSTEMS

Supporting
Student Behavior

Supporting
Staff Behavior

Supporting
Decision Making

Systems

Outcomes

Practices

Data
Essential Features at the School Level

- Teams of educators within the school (administrator)
- Data-based decision making
- Instructional Focus
  - Teach & Practice
- Acknowledge student mastery of social skills
  - Positive Feedback
- Readiness across Tiers (universals always a priority)
- Access to on-going Technical Assistance
PBIS and Discipline Disproportionality

- If schools adopt school-wide PBIS do they demonstrate improved performance for children at risk for discipline disproportionality?

Intent of Review

- Focus on Experimental Group Studies
  - Provide comprehensive documentation of what has been conducted
    - how many? by whom? where? outcomes?
  - Evaluate to determine extent to which SWPBIS is considered an EBP
    - quality appraisal, CEC, WWC
- Answer questions relevant for educators

Preliminary Evidence:
When PBIS is linked to reduction in ODRs, does reduction occur for students from all ethnic groups?

From: Vincent, Carvalho, May & Tobin, 2009

RCT & Group Design PBIS Studies

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

June 2014
Research Questions

- With whom and under what conditions have the effects of SWPBIS been studied using experimental group comparison designs?
- Is there sufficient empirical evidence to recommend SWPBIS as an evidence-based practice?
- For whom and under what conditions is there sufficient evidence to recommend SWPBIS as an evidence-based practice?

METHOD

Inclusion Criteria

- Published in English
- Peer-reviewed
- Employed a group comparison design
- Focused on implementation of SWPBIS
- Included reliable/valid outcome measures

Definition

- Any model, curriculum, or framework that employs a proactive, positive, multi-tiered continuum of social-behavioral interventions that support the behavioral competence of all students


"A rose by any other name would smell as sweet"
Fundamental Characteristics

- SWPBIS:
  - Positively stated behavioral expectations
  - Teaching expectations
  - Using quantitative data to make decisions,
  - Monitoring & measuring effectiveness of implementation
  - prevention oriented,
  - applied school-wide for encouraging appropriate behavior among all students.

- Goal is to establish a positive school climate for ALL students and create systems that foster durable changes in the behavior of higher needs students

Electronic Database Search

Databases
- PsycINFO
- ERIC
- Academic Search Complete
- CINHAL

Search Strings
- "randomized" OR "wait list" (1)
- PBIS OR ( "positive AND behavior AND support" ) OR ( "positive AND behavior AND intervention" ) OR SWPBIS OR SWPBS

IS SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT AN EVIDENCE-BASED PRACTICE?
(Horner, Sugai & Lewis, 2015) available from pbis.org

Inclusion Screening

Descriptive Coding – 14 articles

- Authors
- Year Published
- Journal
- Purpose/Research Questions
- Design
- Participants/Setting
- IV
- DV
- Analysis
- Major Findings
Next Steps

- Archival Search
- Hand Search
- Additional Descriptive Coding
- Quality Appraisal
  - WWC Standards
  - CEC Standards

PRELIMINARY RESULTS

Publications – Year & Journal

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Unique Studies & Research Teams
Dependent Variables

Common Measures

- School-wide Evaluation Tool (SET)
- School Safety Survey (SSS)
- Effective Behavior Support Survey (EBS/SAS)
- The Teacher Observation of Classroom Adaptation–Checklist (TOCA–C)
- Organizational Health Inventory
- Schools and Staffing Survey (SASS)
- Maslack Burnout Inventory
- Office Discipline Referral Data (ODR)
- State DOE data: attendance, suspensions, standardized test performance

School Level Outcomes

- Improved organizational health
- Statistically significant decreases in staff perceptions of risk; schools implementing SWPBIS were perceived as safer environments
- Schools that receive formal training implement with higher levels of fidelity than non-trained schools
- State personnel operating with typical resources can provide the training and technical assistance needed to implement SWPBIS

(Horner et al., 2009; Bradshaw et al., 2012; Bradshaw et al., 2015)

Student Level Outcomes

- Increased 3rd grade reading performance
- Lower than national average rates of problem behavior as indicated by ODR
- Children in SWPBIS schools also were 33% less likely to receive ODR than those in the comparison schools
- Girls in SWPBIS schools were less likely to receive an ODR than girls in comparison schools
- At-risk and high-risk children in the SWPBIS schools were significantly less likely to receive an ODR than their peers in the comparison schools

(Horner et al., 2009; Bradshaw et al., 2012; Bradshaw et al., 2015)
“If we can’t help protect kids and staff, and make them feel safe at school, then everything else we do is secondary... If kids don’t feel safe, they can’t learn. It’s that simple.

Through these grants of more than $70 million, we are continuing our commitment to ensure that kids have access to the best learning experience possible.”

U.S Secretary of Education, Arne Duncan