Positive Behavioral Interventions & Supports: Basics, Updates, & Refinements

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PURPOSE
Celebrate 8th annual NYC PBIS event, & review fundamentals, give updates, & share refinements

Action Steps (“Homework”)

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<th>SWPBS Feature</th>
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Why?
School Climate & Discipline
School Violence & Mental Health
Disproportionality & School-Prison Pipeline

School Climate Transformation Grant (SCTG)
- 12 SEA sites
- 71 LEA sites (23 states)

National Youth Forum
- 10 large cities
- 22 dist.

Project Prevent
- 22 dist.

AWARE Grant
- 20 SEA sites
- 100 LEA sites
- 9 also SCTG sites

US Depart. of Educ.
- OSEP, OSHS

US Dept. of Just.
- OJP, OJJDP

US Dept. of Health & Human Serv.
- SAMHSA

Multi-Agency Effort

Getting Tough
Teaching to Corner

“This is the worst class I’ve ever had.”

Applied Challenge: Academic & behavior success (failure) are linked!

Fundamentals

PBIS is
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

PBIS is about...
Improving classroom & school climate
Integrating academic & behavior initiatives
Decreasing reactive management
Maximizing academic achievement
Improving support for students w/ EBD
Interconnected Systems Framework (ISF)

- Integrated PBIS & SMH implementation
- Improvement of educational outcomes
- All students
- Especially with or risk of MH challenges

PBIS + SMH → Interconnected System Framework

Shapers, Doers, & Mentors

- Systems of Care: Bob Friedman & Beth Sizemore, Al Duchnowski & Krista Kutash, et al.
- Family & Youth MH: Kimberly Hoagwood, Jane Kizziar, Barbara Freisen, et al.
- Wraparound: John Burchard, Karl Dennis, Ira Lone, John VanDenBerg, et al.
- PBIS & SMH: Lucille Eber, Sharon Stephan, Mark Weist, Susan Barrett, Joanne Malloy, et al.

Positive behavioral interventions & supports

Special education

School mental health

Systems of care & wraparound

www.pbis.org/school/school-mental-health/interconnected-systems
“Mad, Bad, Sad, Can’t Add” 
Kutash & Duchnowski, 2013

**ISF Targets**

- Social skill deficits
- Cognitive disorders
- Mental illness
- Trauma
  - Abuse, loss, accidents, violence, medical, etc.
- Behavior disorders
- Somatic/physical illnesses
- Family/social
  - Poverty, family, unemployment, etc.

**ISF Core Features**

- TEAM
  - MH providers
  - School staff
  - Student, family, peers, community

- DATA BASED DECISION MAKING

- EVIDENCE-BASED PRACTICES
  - Selection
  - Implementation

- EARLY COMPREHENSIVE SCREENING

- PROGRESS MONITORING
  - Fidelity
  - Effectiveness

- COACHING & COORDINATION
  - Systems
  - Practices

**Traditional MH v. ISF**

- **Traditional**
  - Counselor “sees” student at appt.
  - Only do “mental health”
  - Case management notes
  - Delivery of services
  - Referral management

- **ISF**
  - MH person on teams all tiers
  - Contribute to integrated plan
  - Contribute to fidelity & progress
  - Access to interventions
  - Data-based screening

**ISF Domains by Practice Areas**

<table>
<thead>
<tr>
<th>Academic</th>
<th>Mental Health</th>
<th>Behavior</th>
<th>Social, emotional, cognitive</th>
<th>Medical</th>
<th>Family &amp; community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior analysis</td>
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<tr>
<td>Cognitive behavior therapy</td>
<td></td>
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<tr>
<td>Medical &amp; pharmacological</td>
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<td></td>
<td></td>
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<tr>
<td>System of care &amp; wraparound</td>
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Practice Examples

Targeted & direct social skills instruction
Explicit academic instruction
Function-based behavior intervention planning
Psycho-pharmacological

Resource Mapping across Tiers
- People
- Agencies
- Services & practices

Assessment of Student Needs
- Local data
- Discipline
- Truancy
- Dropouts
- Counseling
- Referrals, etc.
- Requesting & sharing

Delineation of MI Interventions
- Who, what, when, how & how much
- EBP

Intervention Access
- How & consent
- When & how long
- Communications

School-Community MoA
- Interventions & providers
- Evidence-based services
- Fidelity
- Documentation
- Outcome measurement

ISF Getting Started

ISF Survey
Adapted:
Appendix A, Survey of School Readiness for Interconnecting Positive Behavior Interventions & Supports (Anello & Weist) in Advancing Education Effectiveness: Interconnecting School Mental Health & School-wide Positive Behavior Support (Barrett, Eber) & Weist)

ADVANCING EDUCATION EFFECTIVENESS: INTERCONNECTING SCHOOL MENTAL HEALTH AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT
EDITORS: SUSAN BARRETT, LUCILLE EBER & MARK WEIST

IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CORE FEATURES

CONTENTS EXPERTISE & FLUENCY

DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

TEAM-BASED IMPLEMENTATION
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING

Potential for cultural exchange & conflict

Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Valid Decision Making
Supporting Culturally Relevant Evidence-based Interventions
**Culture**

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

*Sugai, O'Keeffe, & Fallon 2012*

**References**


**Coercive Cycle**

**KID:** Negative School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, truancy, & truancy
- Violent/aggressive behavior
- Littering, graffiti, vandalism
- Substance use

**SCHOOL:** Negative School climate
- Reactive management
- Exclusionary, disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Poor leadership & preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

**Why is negative school climate undesirable?**

- Shifts accountability away from school
- Creates environments of control
- Devolves child-adult relationship
- Weakens academic & social behavior development

**Why is negative school climate undesirable?**

- Creates environments of control
- Devolves child-adult relationship
- Weakens academic & social behavior development

**Individual Learning History & Context**

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

• Positive > negative contacts
• Predictable, consistent, & equitable treatment
• Challenging academic success
• Adults modeling expected behavior
• Recognition & acknowledgement
• Opportunity to learn
• Safe learning environment
• Academic & social engagement

What’s It Take to Shift from Negative to Positive School Climate?

Easy to say...requires sustained priority to do.

School Climate Self-Assessment – 6 min.

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
<th>Action</th>
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<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Do &gt;80% of students engage in socially appropriate interactions w/ peers daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Do &gt;80% of staff have more positive than negative social interactions with their students daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Do &gt;80% of staff model positive expected social behavior daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Do &gt;80% of students experience high levels of successful academic engagement every hour?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
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Biglan, Calvin, Mayer, Patterson, Reid, Walker
Universal Targeted Intensive Continuum of Support "Theora"

Label behavior…not people

Supports for all students w/ disabilities are multi-tiered.

Universal Targeted Intensive Continuum of Support for ALL: "Molcom"

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

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

Tertiary Prevention: Multi-disciplinary team w/ behavior expertise

Function-based behavior support

Wraparound, culture-driven, person-centered supports & planning

School mental health

Continuous monitoring of progress & implementation fidelity

Increased pre-correction, supervision, reinforcement

TERTIARY PREVENTION

Multi-disciplinary team w/ behavior expertise

Function-based behavior support

Wraparound, culture-driven, person-centered supports & planning

School mental health

Continuous monitoring of progress & implementation fidelity

Increased pre-correction, supervision, reinforcement

SECONDARY PREVENTION

Team-led implementation w/ behavior expertise

Increased social skills instruction, practice

Increased supervision & pre-correction

Increased opportunities for reinforcement

Continuous progress monitoring

PRIMARY PREVENTION

Team-led implementation

Behavior priority

Social behavior expectations

SW & CW teaching & encouraging of expectations

Consistency in responding to problem behavior

Data-based decision making

ISF Practices across Tiers & Context

Social Skills Misrules

Punishment teaches
• Punishment signals error.
• Punishment does not teach SS.
Teach “1 hour every Monday”
• SS are needed all day.
• SS are prompted & practiced all day.
Not my responsibility
• SS are needed to learn.
• SS are needed to teach.
Bad behavior is trait
• SS (good/bad) learned & taught.
• Teaching SS should be formal.

Establishing/Replacing Habit
Charles Duhigg (2014)

CUE
• Remove competing cue
• Add desired cue

HABIT
• Teach acceptable alternative
• Teach desired alternative

REWARD
• Remove reward for old habit
• Add reward for new habit

All three elements are addressed in SSI

Social Skills Self-assessment

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<td>1. Do most (80%) of our staff agree that social skill expectations can be taught?</td>
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<td>2. Do we have plan for teaching school-wide social skill expectations?</td>
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<tr>
<td>Yes ? No</td>
<td>3. Do we teach school-wide social skill expectations in our classrooms?</td>
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<td>4. Do we teach school-wide social skill expectations throughout the day?</td>
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Evaluation & Data Outcomes

4 Main Data Concerns

Student outcomes
System implementation
Practice selection
Practice Implementation
### Conclusion Comments

- **Effective Practices**
  - Maximum Student Benefits

- **Not Effective Practices**

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### ISF Resources

- [www.pbis.org](http://www.pbis.org)
- [www.csmh.umaryland.edu](http://www.csmh.umaryland.edu)
- [www.cdc.gov/healthyyouth/data/yrbs/](http://www.cdc.gov/healthyyouth/data/yrbs/)
- [www.nimh.nih.gov](http://www.nimh.nih.gov)
- [datacenter.kidscount.org](http://datacenter.kidscount.org)
- [csmh.umaryland.edu](http://csmh.umaryland.edu)

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### Messages

- Measurable & justifiable OUTCOMES
- On-going DATA-based decision making
- Evidence-based PRACTICES
- SYSTEMS ensuring durable, high fidelity of implementation
Upcoming Events

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<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tr>
<td>PBIS Forum</td>
<td>Oct 22-23, 2015</td>
<td>Rosemont, IL</td>
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<tr>
<td>SMH Conference</td>
<td>Nov 5-7, 2015</td>
<td>New Orleans, LA</td>
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<tr>
<td>New England PBIS</td>
<td>Nov 19-20, 2015</td>
<td>Norwood, MA</td>
</tr>
<tr>
<td>APBS Conf.</td>
<td>Mar 23-25, 2016</td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>Northeast SWPBS Conf.</td>
<td>May 19-20, 2016</td>
<td>Mystic, CT</td>
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