Tiered Frameworks for Supporting All Students: Features & Value Added

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PURPOSE
Highlight features, lessons learned, & value-added when logic, structure, & integrity of tiered implementation frameworks are emphasized

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“Value-added”

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

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“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.”

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

ORGANIZER

Illustrate importance of THEORY OF ACTION to add value w/r to defendability & efficiency.

Re-specify CORE FEATURES of TIERED FRAMEWORKS to add value to school reform & improvement efforts.

Increase specificity, precision, features (value) of PBIS framework by reconceptualizing CULTURE.

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“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach the fundamentals to others, & apply the fundamentals in every area of our lives that makes a big difference in our pursuit of success.”


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

Jim Rohn

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Factors Directly & Indirectly Contributing To Student Learning

Leithwood, Wahlstrom, & Anderson (2010).
Add value by refining & using THEORY OF ACTION

Theory of Action

“Roadmap” charting causal pathway between strategies needed to answer specific question & to achieve desired outcomes (i.e., “addressing X with Y will produce Z.”) aka probability logic model.

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, 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.

GS Theory of Action

Behavior & environment are functional related

Behavior is learned

Biology is important

Adjust environment to influence & teach behavior

Behavior Analytic Approach

Data based confirmation of effect

Defendable Theory of Action

Data based confirmation of explanation

Implementation of explanation-based actions

Parsimonious explanation of phenomenon

Comprehensive

Confirmable

Repeatable
Seating Conditions

Substance use
Delinquency
School completion & dropping out
Bullying

NOT Equal
Problem Context

School violence
Under-achievement
Suspension & expulsions
Disproportionality & Equity

Preventive - Protectives
Risk

• Positive role neighborhoods
• Safe literacy
• Healthy diet
• Recreation
• Physical health
• Employment
• Mental illness
• Substance use
• Gangs
• Unemployment
• Exposure
• Violence & trauma
• Gender
• Race
• Disability
• Chronic illness
• Hunger

CONTEXT
comple9on
& Delinquency
dropping out
Seating

Student Antecedents
• Managing bullying skills
• Self lit feelings
• Communicating
• Asking for management
• Conflict

Self Harassment
• posession
• Weapon
• Substance use violations
• Law/norm
• Truancy
• Insubordination
• Non Aggression

Behavior Consequences
• Referral
• Mental health
• Seclusion
• Restraint & incarceration
• Arrests & suspension
• Out of school

Data
Opportunity to
Precorrection
reinforcement
Positive Function
Check in check out
Active supervision
Teach, supervise, reinforce support

Prevention Objectives
Reduce worsening of existing problem behaviors
Eliminate triggers & maintainers of prosocial behavior
Add triggers & maintainers of norm-violating behavior
Teach, monitor, & acknowledge prosocial behavior

Incidence
Prevalence

Apply Behavior Analytic Logic

Prevention Logic for All
Redesign of teaching environments...not students

Bullying behavior
Non-compliance
Insobordination
Social withdrawal
Truancy
Law/norm violations
Substance use
Weapon possession
Harassment
Self-injury

Exposure

RISK

• Physical health
• Mental health
• Healthy diet
• Prevalence
• literacy exposure
• facility

Antecedents
• Conflict
• Bullying behavior
• Non-compliance
• Insubordination
• Social withdrawal

Behavior Consequences
• Referral
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Prevention Objectives
Reduce worsening of existing problem behaviors
Eliminate triggers & maintainers of prosocial behavior
Add triggers & maintainers of norm-violating behavior
Teach, monitor, & acknowledge prosocial behavior

Four players for every ODR data point

School establishes policy for norm-violating behavior
Educator opts to complete discipline referral

Generator

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

Prevent
existing problem behaviors

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 CRD at www.acrdata.ed.gov

INSIDE THIS SNAPSHOT: School Discipline, Restraint, & Seclusion Highlights

• Suspension of preschool children, by race/ethnicity and gender (new for 2011-2012 release). Black students represent 14% of preschool students, while 9% of preschool children were involved in more than one act of school suspensions in comparison, while students represent 14% of preschool students. 15% of preschool students are involved in more than one act of school suspensions. 15% of preschool students are involved in more than one act of school suspensions. 15% of preschool students are involved in more than one act of school suspensions.

• Disproportionality: high suspension/expulsions rates for students of color: Black students are exceptional and represent all acts four times greater than white students. The average 5% of white students are suspended, compared 35% of Black students. African American and Native American students are also disproportionately suspended and expelled. Representing less than 1% of the study population but 5% of all enrolledSuspension/expulsions.

4/30/14
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**

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**Add value by increasing precision of TIERED SUPPORT SYSTEMS**

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**Effective Social & Academic School Culture**

- **Common Language**
- **Urban Collaborative**
- **Common Experience**
- **Vision/Values**

**GOAL**

To create safe, respectful, effective, & relevant social culture where successful teaching & learning are possible & social, emotional, & behavioral expectations are taught & encouraged.

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**Effective Organizations**

“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”

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

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**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

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**Evidence-based Education Roadmap**

- Efficacy
- Start with What Works
- What works?
- Start with What Works
- How do we make it work?
- Is it working?
- How do we make it work?
- Implementation
- Focus on Fidelity
- Monitoring
- What does it work?
- Efficacy
- Sustainability

HOW?

Establish positive school climate

Maximizing academic success

Teaching important social skills

Communicating positively

Active supervision

Modeling good behavior

Recognizing good behavior

HOW?

Establish positive school climate

Maximizing academic success

Teaching important social skills

Communicating positively

Active supervision

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Recognizing good behavior

Continuum of Support for ALL

Universal

Targeted

Intensive

Few

Some

Universal

Targeted

Intensive

Universal

Targeted

Intensive

Universal

Targeted

Intensive

Universal

Targeted

Intensive

Universal

Supports for all students w/ disabilities are multi-tiered

Continuum of Support for ALL: “Molcom”

Continuum of Support for ALL: “IFB School”

Supports for schools are multi-tiered

Fixsen & Blase, 2009

ESTABLISHING CONTINUUM of SWPBS

TERTIARY PREVENTION
- Targeted Social Skills Instruction
- Peer-based Supports
- Social Skills Club

SECONDARY PREVENTION
- Check in/out
- Targeted Social Skills Instruction
- Peer-based Supports
- Social Skills Club

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement

IMPLEMENTATION DRIVERS

Leadership Team
- Funding
- Visibility
- Political Support
- Policy

Training
- Coaching
- Evaluation
- Behavioral Expertise

Local School/District Implementation Demonstrations

CORE FEATURES:
School-wide PBS (Tier 1)
- Leadership Team
- Behavior purpose statement
- Set of positive expectations & behaviors

CORE FEATURES:
School-wide PBS (Tier 2)
- Increased precaution
- Continuous progress monitoring
- Increased opportunity for positive reinforcement
- Increased adult supervision

Supports for districts are multi-tiered

Supports for states are multi-tiered
SCREENING
UNIVERSAL
CONTINUOUS
PROGRESS MONITORING
DATA-BASED
DECISION MAKING & PROBLEM SOLVING
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION

IMPLEMENTATION W/ FIDELITY
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CORE FEATURES MTSS/RtI

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

6 Nov 2013
RCT & Group Design PBIS Studies

Add value by (re)conceptualizing Culture

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For other data snapshots in the series, visit the CRDC at: www.crdata.ed.gov

INSIDE THIS SNAPSHOT: School Discipline, Restraint, & Seclusion Highlights
• Suspension of pre-school children: boys are more likely to be suspended than are girls (for 2012-2013 cohort). Black males are over 10x more likely to be suspended at age 4 than White males.
• Re-segregation of school discipline: In comparison, White students represent 45% of pre-school students but 58% of pre-school children receiving more than one out of school suspension. Since 1997, 73% of pre-school children suspended once and 43% of pre-school children suspended multiple times, although they represent 14% of pre-school enrollees.

Systems Implementation Logic
Effective
• Achieve desired outcome?
Efficient
• Doable by implementer?
Relevant
• Contextual & cultural?
Durable
• Lasting?
Scalable
• Transportable?
Logical
• Conceptually Sound?
Local context defined by:

- Immigrant Status
- Gender
- Language
- SES
- Political Affiliation
- Career
- Recreation
- Neighborhood
- Work
- Religion
- Values & Beliefs
- Nationality
- Generation
- Diversity
- Proportionality
- Inequity/disparity
- School discipline
- Academic achievement
- Disability
- Political Affiliation
- Racial Identity
- Ethnicity
- SES
- Immigrant Status
- Nationality
- Generation
- Diversity
- Proportionality
- Inequity/disparity
- School discipline
- Academic achievement
- Disability

Culture is central in discussions related to:
- Diversity
- Proportionality
- 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.

### Define culture differently

- Anthropologists
- Psychologists
- Political Scientists
- Sociologists
- Historians
- Educators
- Philosophers

### 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 #1

- Many students & adults do NOT experience schools as culturally & contextually relevant, & as a result, are at high risk of lower academic achievement, more frequent & negative disciplinary consequences, & more deleterious social behavioral outcomes.

### Early Conclusion #2

- Currently, the use of SWPBS practices & systems is increasing as a viable approach to improving the social & behavioral culture of schools through the use of constructive & preventive strategies

- However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members

Fallon, O'Keeffe, & Sugai 2012

Fallon, O'Keeffe, & Sugai 2012
Our Starting Point

- Work from defendable theoretically foundation
- Adopt research-evidence based approach
- Establish operational/measurable definitions of culture & cultural relevance
- Develop guidelines for improving cultural relevance

Literature Review Research Questions

- How is culture defined in research focused on behavior management, discipline, & improving problem behavior in schools?
- What culturally & contextually relevant strategies are documented in research focused on behavior management, discipline, & improving problem behavior in schools?

Literature Review Summary

- More experimental research needed
- SWPBS promotes the most frequently recommended strategies from descriptive literature
- SWPBS can be adapted easily to diverse schools & cultural norms

Findings

1991-2010 (n=297)

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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

What do behaviorists say about culture?

“"No degree of knowledge about the characteristics of groups or cultures can substitute for the analysis of the actions of a given individual in their historical & situational context because no two members of any group are socialized in exactly the same way”

Hayes & Toarmino, 1995

“A culture evolves when practices... contribute to the success of the practing group in solving its problems”

Skinner, 1981
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.
4. 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

Culture =

- Flexible, dynamic, & changed/shaped over time & across generations & setting.
- Group of individuals
- Overt/verbal behavior
- Collection of learned behaviors, maintained by similar social & environmental contingencies
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

Your learning history & culture shapes

- Engage in action aversive to family or culture
- Say/do something hurtful
- Develop stereotype (rule-governed)
- React inappropriately
- Misinterpret communication or behavior
- What could happen if you don’t know your or other learning history?

Supporting Social Competence & Academic Achievement

- Supporting Staff Behavior
- Supporting Student Behavior
- Supporting Decision Making
- Supporting Social Competence & Academic Achievement

SWPBS & Cultural Responsive Practices

- Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

Research Questions

1. What does Cultural Relevance & Responsiveness look like? IV v. DV?
2. How would we measure status of & change in Cultural Relevance & Responsiveness? IF v. DV
3. What research designs should be used to evaluate interventions (or outcomes) for their Cultural Relevance & Responsiveness?

Potential for cultural exchange & conflict

References


“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."


"Success is the natural consequence of consistently applying the basic fundamentals."

Jim Rohn

"Well, the truth is, there are simple answers; they just are not easy ones."


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Northeast PBIS Network Leadership Forum

SAVE THE DATE
MAY 22-23, 2014
Mystic Marriott Hotel & Spa
825 Roosevelt Blvd (I-95 Exit 41)
Green, CT 06328

Content Strands:
• School-wide PBIS (Tier 1)
• Class-wide PBIS (Tier 1)
• Advanced Tier (2 & 3) • PBIS Implementation
• Special Settings • Academic Systems
• Special Topics

Featured Keynotes:
• Kent McMillan, University of Oregon • Lucille Eber, I, PBIS

Sponsored by the OSEP Center on Positive Behavioral Interventions
PBIS: Building Capacity & Partnerships to Enhance Educational Reform

October 29-30, 2014

Donald E. Stephens Convention Center
Rosemont, Illinois

Featuring sessions specifically designed for our Mental Health, Juvenile Justice, and Family/Community Partners!

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
- Classroom
- Tier 2/Tier 3
- Integrated Systems / MTSS
- Juvenile Justice
- School Mental Health
- Culturally Responsive Systems
- Urban Implementation and other special topics

For more information, visit www.pbis.org

Sponsored by the OSEP TA Center on Positive Behavioral Interventions & Supports with support from the School PBIS Network.

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