Straightening Shortening Line between Decisions & Student Outcomes: Practices & Systems Alignment & Integration

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11:30-1:00 Ballroom DEF

PURPOSE
1. Summarize big ideas, current events, & future considerations related to PBIS in northeast.
2. Review/practice themes that ground PBIS practice & systems implementation.
3. Shape "outcomes" related to student benefit, implementation fidelity, sustainability, & scaling.

NORTHEAST PBIS

Tier 1 Practices & Systems
Trauma-Informed Practices
School Climate & Culture

Tier 2 Practices & Systems
Pre-service Teacher Preparation
High School PBIS Implementation

Sustainability Scaling
Self-Management Across Continuum
Leadership

Social & Emotional Behaviors
Violence Prevention

Pyramid Equity Practices & Systems
Data-based Decision Making

Alignment & Integration
Function-based Supports

NAG
Tim's Lessons Learned
• PBIS = generalized multi-level approach (MTSS)
• Teach & treat behavior like academics
• PBIS = problem solving framework
• Outcome = shaping internal regulation
• Most PBIS about adult behavior
• Be deliberate about supporting fidelity, sustainability, alignment, integration

Cathy's Policy Work
• Things we do for individual & all to explicitly foster trust & relationship & the long term impact
• Resource & opportunity inequities in education
• Creating learning environments where students will be successfully
• Systems to keep kids in school to learn
• Ensuring PBIS being done well
• Policy occasions opportunities for implementation of evidence-based practices & systems

"Hallway"
• "We're district-wide PBIS & we're here."
• "Which session will help us with defiance?"
• "What if we can't get 80% implementation commitment?"
• "I got it... we don't PBIS kids."
• "Show me the data."
• "PBIS is the framework for organizing our stuff."
Why Invest in Schools?

Schools are one of our most structured, predictable, continuous social support systems.

- Academic success
- Social, emotional, & behavioral success
- Positive classroom & school climate
- Caring, professional adults
- Neighborhood availability
- Specialized supports

Schools as 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)

Updated Ruminations on Challenge

NPR - 8:00a Houston TX high school shooting

FBI Data on Reported Hate Crime Incidents

- 3850 to 6,121 increase (4.6%) total hate crime incidents (4.4% 2014)
- 19% rise anti-Muslim
- 4.6% increase in hate crime incidents: anti-Muslim, race/ethnicity, religion, sexual orientation
- 1/6 sexual orientation bias
- Offenders: 46% white, 25% black
Regardless of perceptions of crime, 95% students reported feeling safe at school.

Regardless of perceptions of school safety & neighborhood crime of 12-18 year olds.
USDoE NCES March 2018

More likely to report feeling safe at school if access to adult or student

2007-2015 Decreases in rates of reported bullying & hate-related words
Post 2016??

2007-2015 Decreases in rates of reported frequent bullying & increases in telling adult
Post 2016??

Changes in Bullying Victimization and Hate-Related Words at School Since 2007
USDoE NCES March 2018
After dip in 2013-14, # of hate groups have increased to 954 in 2017.

954 active hate groups in Mar 2018
Increase of 37 since Jan 2017

22% Increase total neo-Nazi groups in 2017

37 Neo-Nazis & white nationalists who accept Bitcoin from supporters

72 Active KKK groups in 2017, down from 130 in 2016

23 Hate & extremist groups using technology to maintain sites

Revisiting Violence Prevention Logic: Risk & Protective Factors
Risk Factors

- Mental illness
- Disability
- Substance Use
- Antisocial behavior

Protective Factors

- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

Implementation Challenge

Risk Enhancers

- Trauma
- Negative modeling
- Family, school, community disruption
- Discrimination

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Positive Behavioral Interventions & Supports

- Empirically validated practices
- Academic & behavior outcomes

Tiered Prevention Continuum Logic

- Empirically supported
- Outcome based
- Integrated, sequenced, aligned
- Responsiveness-to-intervention
- Sustainable implementation & durability

FRAMEWORK LOGIC

Behavioral science-based practice & systems for shaping student & adult behavior

PBIS

Framework

Aka MTSS

Tiered Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
PBIS & Problem Analysis & Solving

Recent Problem Questions

- How do we “turnaround” low performing schools?
- What can be done to address “hate-based” behavior?
- How do improve use of ineffective literacy practices?
- How do we shift from negative to positive school climate?
- How do we decrease use of discriminatory disciplinary practices?
- How do we increase parent engagement?

Problem Solving Practice

1. Describe challenge
2. Develop explanatory hypothesis
3. Develop hypothesis-based solution
4. Develop implementation plan
5. Implement & monitor outcome

Problem Solving Tools

Behavior & environment are functional related
Behavior is lawful, therefore understandable & influence-able
Adjust environment to influence & teach behavior

Behavior is learned (history)
Biology is important

Setting Events & Conditions
Antecedents
Behaviors
Consequences

Alberto & Turnbull; Cooper, Horrigan, & Witherell; Heward, Hargreaves, & Hergen; Horner, Wolery, Bailey, & Sugai

Behavior Analytic Approach

Continuum logic
Outcome focus
Aligned & integrated evidence-based practices
Integrated systems
Behavioral prevention
Function-based analysis
Observable, measurable, data-based
Triggers, maintainers, function, outcomes
Based on analysis of function
Schedule, prompts, reinforcers
Feasibility, responsiveness

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

Prevention Objectives
Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions
1. Eliminate triggers & maintainers of problem behaviors
2. Add triggers & maintainers of prosocial behavior
3. Teach (practice, monitor, acknowledge) prosocial behavior

ANTECEDENT & CONSEQUENCE

Incidence
Prevalence
Consequence

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

MTSS-PBIS:
Preventing & Responding to Violent Behavior

Sr+ Gina, Sielke, & others who participated in & contributed to session & roundtable.

https://www.dhs.gov/presidential-policy-directive-8-national-preparedness


This directive is aimed at strengthening the security & resilience of the United States through systematic preparation for the threats that pose the greatest risk to the security of the Nation, including acts of terrorism, cyber attacks, pandemics, & catastrophic natural disasters.

https://www.fema.gov/pdf/about/divisions/npd/CPG_101_V2.pdf

Developing & Maintaining Emergency Operations Plans

“Comprehensive Preparedness Guide (CPG) 101 provides Federal Emergency Management Agency (FEMA) guidance on the fundamentals of planning & developing emergency operations plans (EOP). CPG 101 shows that EOPs are connected to planning efforts in the areas of prevention, protection, response, recovery, & mitigation.”


“Lessons learned from school emergencies highlight the importance of preparing school officials & first responders to implement emergency operations plans. By having plans in place to keep students & staff safe, schools play a key role in taking preventative & protective measures to stop an emergency from occurring or reduce the impact of an incident.”

**Purpose**
- Increase effectiveness (outcomes)
- Increase efficiency (effort, time, fidelity)
- Increase relevance (culture, context, people)

**Guiding Principles**

**CONCEPTUAL FOUNDATIONS**
- Behavioral Sciences
- Prevention
- Implementation

**CONTINUUM LOGIC**
- 3-Tiered
- Integrated & Aligned Evidence-based Practices
- Responsiveness to Intervention

**All**
- Students
- Educators
- Family
- Community

**Prevention**

**SYSTEMS**
- School Team
- District Team
- Behavioral Coaching
- MOA (mental health, law enforcement, public health)
- Practiced Crisis Response Procedures
- Tier-based Policies, Programs, Initiatives, Organization, etc.
PRACTICES

Tier 1
- Social skills instruction
- Active supervision
- Precorrections
- Positive reinforcement
- Direct academic instruction

Tier 1 aligned
- Person-centered
- Medical, physical, etc.
- Student & family voice
- Mental health
- Greater intensity, duration, frequency, etc.
- More context-based

Tier 2/3
- Person-centered
- Medical, physical, etc.
- Student & family voice
- Mental health

Emphasizes
- Function-based

OUTCOMES

Positive School & Classroom Climate
Culturally Responsive & Contextually Relevant Environment
Social Skills
- Interpersonal
- Environment

- Anger management
- Seeking assistance
- Goal setting & action planning
- Problem solving

Interpersonal

Self-management

Emphases
- Function-based
- Greater intensity, duration, frequency, etc.
- More context-based

DATA

Behavioral Screening
- Monthly informal
- Quarterly formally
- Major vs. minor

Discipline Data
- Attendance
- Critical incidence
- Repeat rule violations

Team Assessment
- Mental health
- Law enforcement
- School

Procedures
- Prevention monitoring
- Treatment follow-up
- Communication

DATA

Purpose

• Assess threat/crisis status
• Provide emergency assistance
• Reduce/remove harm, injury threat
• Stabilize & secure physical environment

Purpose

• Establish "new" normal
• Reinstate & adjust previous routines & supports
• Ensure adequate continuation of trauma/crisis informed supports
• Increase capacity for future responding
**Concluding Comments:**

8 Big Ideas

**BIG IDEAS**

1. Prevention in schools.
2. Behavioral sciences
3. Effective practices
4. Implementation systems
5. Data-based decision making
6. Culture & school climate
7. Effective teaching & learning environments
8. Continuum of alignment & integration
PBIS-related Resources

http://www.pbis.org/whats-new

Nation Climate Change
Equity, Discipline, & Culture
Implementation Fidelity
Bullying & Hate
ESSA & School Climate
Family Engagement
Alignment & Integration

NEPBS Forum
Nov 15-16
Norwood, MA

PBIS Forum
October 4-5
Chicago, IL

CBER Summer Behavioral
Institute @ UConn
July 16-19, 2018

NEPBIS Forum
May 16-17, 2019
May 14-15, 2020

Call for Action to Prevent Gun Violence in the United States of America

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