School-wide Positive Behavior Support & CT-SRBI

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PURPOSE
Describe link between SRBI & behavior (SWPBS)

• What is SRBI?
• What is SWPBS?
• What is SWPBS evidence?
What is SRBI (RtI)?
Responsiveness to Intervention

- Social Sciences
- Literacy & Writing
- Numeracy & Sciences
- SWPBS
- Specials
- Etc.
Responsiveness to Intervention

**Academic Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity
- **Targeted Group Interventions**
  - Some students (at-risk)
    - High efficiency
    - Rapid response
- **Universal Interventions**
  - All students
    - Preventive, proactive

**Behavioral Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- **Targeted Group Interventions**
  - Some students (at-risk)
    - High efficiency
    - Rapid response
- **Universal Interventions**
  - All settings, all students
    - Preventive, proactive

Circa 1996
Responsiveness to Intervention

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

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior~15%

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior~5%

ALL ~80% of Students

SOME ~15%
“This is the worst class I’ve ever had.”
What is SWPBS?
5. COMPETING INITIATIVES:
- SW discipline
- Class management
- Social skills programs
- Character education
- Bully proofing
- Life skills
- Anger management
- HIV/AIDS education
- Conflict management
- Drug-free
- Parent engagement
- School spirit
- Violence prevention
- Dropout prevention
- Relaxation room
- Afterschool peer support
- School based mental health clinic

3. NEGATIVE SCHOOL CLIMATE:
- Bullying & harassment
- 447 teacher abs/yr
- Staff/parents unsafe

1. REACTIVE MANAGEMENT:
- 5100 ref/yr
- Marcus 14 days det.

2. POOR ACHIEVEMENT:
- 25% 3rd at grade
- >50% 9th 2+ “F”
Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

SWPBS?

Approach for operationalizing SRBI/RtI
### VIOLENCE PREVENTION

<table>
<thead>
<tr>
<th>Positive, predictable <strong>school-wide climate</strong></th>
<th>Surgeon General’s Report on Youth Violence (2001)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High rates of <strong>academic &amp; social success</strong></td>
<td>Coordinated Social Emotional &amp; Learning (Greenberg et al., 2003)</td>
</tr>
<tr>
<td>Formal <strong>social skills instruction</strong></td>
<td>Center for Study &amp; Prevention of Violence (2006)</td>
</tr>
<tr>
<td>Positive <strong>active supervision &amp; reinforcement</strong></td>
<td>White House Conference on School Violence (2006)</td>
</tr>
<tr>
<td>Positive <strong>adult role models</strong></td>
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<tr>
<td><strong>Multi-component, multi-year school-family-community effort</strong></td>
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</table>
**Effective Academic Instruction**

**Effective Behavioral Interventions**

**Continuous & Efficient Data-based Decision Making**

**Systems for Durable & Accurate Implementation**

= POSITIVE, PREVENTIVE SCHOOL CULTURE (SWPBS)
School-wide

Classroom

Non-classroom

Student

SWPBS Practices

• Smallest #
• Evidence-based
• Biggest, durable effect
School-wide

1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching SW & classroom-wide expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation
Non-classroom

- **Positive expectations & routines taught & encouraged**
- **Active supervision by all staff**
  - Scan, move, interact
- **Pre-corrections & reminders**
- **Positive reinforcement**
Classroom

• All school-wide
• Maximum structure & predictability in routines & environment
• Positively stated expectations posted, taught, reviewed, prompted, & supervised.
• Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
• Continuum of strategies to acknowledge displays of appropriate behavior, including contingent & specific praise, group contingencies, behavior contracts, token economies
• Continuum of strategies for responding to inappropriate behavior, including specific, contingent, brief corrections for academic & social behavior errors, differential reinforcement of other behavior, planned ignoring, response cost, & timeout.
Individual Student

- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations
Family

- **Continuum** of positive behavior support for all families
- Frequent, regular **positive contacts, communications, & acknowledgements**
- Formal & **active participation & involvement** as equal partner
- Access to system of integrated **school & community resources**
• Readiness agreements, prioritization, & investments
• 3-4 year implementation commitment
• Local capacity for training, coordination, coaching, & evaluation
• Systems for implementation integrity
Team-led Process
<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target</th>
<th>Staff Involved</th>
<th>SIP/SID/e etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td></td>
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<tr>
<td>Character Education</td>
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<tr>
<td>Safety Committee</td>
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<tr>
<td>School Spirit Committee</td>
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<tr>
<td>Discipline Committee</td>
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<tr>
<td>DARE Committee</td>
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<tr>
<td>EBS Work Group</td>
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Are outcomes measurable?
<table>
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<th>Initiative, Committee</th>
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<th>Outcome</th>
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<th>Staff Involved</th>
<th>SIP/SID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>All students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Character Education</td>
<td>Improve character</td>
<td>Improve character</td>
<td>All students</td>
<td>Ellen, Eric, J.S.</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
<td>Marlee, Otis</td>
<td></td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Enhance school spirit</td>
<td>Improve morale</td>
<td>All students</td>
<td>Has not met</td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, antisocial students, repeat offenders</td>
<td>Ellen, Eric, Marlee, Otis</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE</td>
<td>Prevent drug use</td>
<td></td>
<td>High/at-risk drug users</td>
<td>Don</td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance academic engagement, improve grades</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Goal #2, Goal #3</td>
</tr>
</tbody>
</table>

Are outcomes measurable?
Teaching Academics & Behaviors

- DEFINE Simply
- MONITOR & ACKNOWLEDGE Continuously
- MODEL
- PRACTICE In Setting
- ADJUST for Efficiency
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Property</td>
<td>Recycle. Clean up after self.</td>
<td>Pick up trash.</td>
<td>Tidy up, clean up eating area.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES
Few positive SW expectations defined, taught, & encouraged
Welcome to Westwood!

Be Safe
Be Kind
Be a Positive Learner
Be Your Best

It's The Westwood Way!
Westwood Elementary
5800 Ridgewood Road
St. Cloud, MN 56303
Phone (320) 253-1350
Fax (320) 529-4340
Office Hours 7:30-4:00
http://isd742.org/westwood.html
Respect others,
Manage self,
Solve problems responsibly
Reviewing Strive for Five

- Be respectful.
- Be safe.
- Work peacefully.
- Strive for excellence.
- Follow directions.

McCormick Elem. MD 2003
OMMS Business Partner Ticket

Date: ______________

Student Name __________________________________

For Demonstrating: Safety  Ethics  Respect

(Circle the trait you observed)

Comments: ___________________________________________

Authorized Signature: ____________________________________

Business Name: ____________________________________

Grand Junction CO 5/06
Actively Supervising Dismissal
What’s SWPBS Evidence?
www.pbis.org


www.pbis.org

click “Research” “Evidence Base”
90-School Study
Horner et al., in press

• Schools that receive technical assistance from typical support personnel implement SWPBS with fidelity

• Fidelity SWPBS is associated with
  ▫ Low levels of ODR
    ▫ .29/100/day v. national mean .34
  ▫ Improved perception of safety of the school
    ▫ reduced risk factor
  ▫ Increased proportion of 3rd graders who meet state reading standard.
Project Target: Preliminary Findings
Bradshaw & Leaf, in press

- PBIS (21 v. 16) schools reached & sustained high fidelity
- PBIS increased all aspects of organizational health
- Positive effects/trends for student outcomes
  - Fewer students with 1 or more ODRs (majors + minors)
  - Fewer ODRs (majors + minors)
  - Fewer ODRs for truancy
  - Fewer suspensions
  - Increasing trend in % of students scoring in advanced & proficient range of state achievement test
>9000 Schools involved in SWPBS

# of Schools by Level

- Pre: 117
- Elem: 5669
- Mid: 1943
- High: 931
- K-(8-12): 124
- Alt/JJ: 344
9000+ in 44 States Involved with SWPBS
www.ctserc.org

Positive Behavior Support
Data Report and Summary: A Look at Connecticut
March 2009
2008 CT Summary

- Since 2004, 125 schools from 27 districts
- Schools that implement SWPBS with integrity experience
  - Reductions in ODR, OSS, ISS, Expulsions
  - Reductions in OSS
  - Improved trends in academic outcomes
- Requests exceed opportunities for SWPBS training
- SERC, SDE, RESCs, UConn, & PBIS Center collaborating to improve capacity
Since 2004: 125 schools from 27 districts
Since 2004: 125 schools from 27 districts
Appendix 1.3: Districts with Schools Trained in School-wide PBS from 2000 - 2008

Since 2004: 125 schools from 27 districts
Appendix 3.5: School-wide PBS Implementation over 3 Years – Windham Middle School, Windham, SET Results

Ex: Some schools implement accurately w/in 1 yr
Ex: Some schools implement accurately w/in 2-3 yrs
Ex: Most elem sch achieve 80/80 within 1 yr
Appendix 3.2: School-wide PBS Implementation over 3 Years – Middle/High/Alternative School SET Scores^  

Ex: Most mid/high sch achieve 80/80 within 1 yr
Ex: Mid school meeting TIC have lower ODR (small #)

Connecticut: 6-9 ODR Outcome-Criterion: TIC (Majors Only) 2007-2008

<table>
<thead>
<tr>
<th></th>
<th>ODR/100/day</th>
</tr>
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<tbody>
<tr>
<td>Not Met TIC N=3</td>
<td>1.66</td>
</tr>
<tr>
<td>Met TIC N=3</td>
<td>1.08</td>
</tr>
</tbody>
</table>

Updated 12.08
Source: www.pbseval.org
^Schools scoring 80% on the Team Implementation Checklist (TIC) are considered to have "Met TIC."
†Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.
Ex: Mid/high sch meeting SET have lower ODR (small #)
Ex: Elementary schools that meet SET have lower ODR (small #)

Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met SET 2007-2008^†

<table>
<thead>
<tr>
<th></th>
<th>2007-2008</th>
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<tbody>
<tr>
<td>Not Met</td>
<td>.54</td>
</tr>
<tr>
<td>Met</td>
<td>.24</td>
</tr>
</tbody>
</table>

Connecticut: K-6 ODR Outcome - Criterion: SETs

2007-2008

ODR/1000Dev

Not Met SET N=7

Met SET N=3

Updated 12.08
Source: www.pbseval.org
^A score of 80/90 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).
†Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.
Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met SET 2007-2008

Not Met SET, N = 6
- 0-1: 0.80
- 2-5: 0.09
- 6+: 0.11

Met SET, N = 3
- 0-1: 0.09
- 2-5: 0.08
- 6+: 0.03

Connecticut: K-6 Triangle Data (Majors and Minors Only) - SET 2007-2008

Ex: Elem sch meeting SET have fewer needing sec/tert (small #)

Updated 12.08
Source: www.pbseval.org
^A score of 80/80 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).
†Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.
Ex: Overall ODR decrease in SWPBS sch
Ex: Acts of aggression decrease in mid sch
Ex: OSS & ISS decrease in mid sch
Ex: ODR per day/month decrease
Ex: Literacy & SWPBS can be implemented
Ex: ODRs reduced for students on IEPs
Ex: ISS (days/events) reduced for students on IEPs
Ex: OSS (days/events) reduced for students on IEPs
“Mom, Dad, Auntie, & Jason”

In a school where over 45% of 400 elem. students receive free-reduced lunch, >750 family members attended Family Fun Night.
I like workin’ at school

“I like it here.”

Over past 3 years, 0 teacher requests for transfers
“She can read!”

With minutes reclaimed from improvements in proactive SW discipline, elementary school invests in improving school-wide literacy.

Result: >85% of students in 3rd grade are reading at/above grade level.
ODR Admin. Benefit
Springfield MS, MD

2001-2002  2277
2002-2003  1322

= 955 42% improvement

= 14,325 min. @15 min.

= 238.75 hrs

= 40 days Admin. time
ODR Instruc. Benefit
Springfield MS, MD

2001-2002  2277
2002-2003  1322

= 955 42% improvement

= 42,975 min. @ 45 min.

= 716.25 hrs

= 119 days Instruc. time
NC Positive Behavior Support Initiative

Dr. Bob Algozzine

Schools w/ Low ODRs & High Academic Outcomes

Proportion of Students Meeting State Academic Standard

Office Discipline Referrals per 100 Students

$xy = -0.44$

$(n = 36)$
Central Illinois Elem, Middle Schools
Triangle Summary 03-04

Mean Proportion of Students

05%
11%
84%
58%

0%
0.2
0.4
0.6
0.8
1

Met SET (N = 23)
Not Met SET (N = 12)

6+ ODR
2-5 ODR
0-1 ODR

Interventions & Supports
The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS are:

- An efficient system for gathering information
- A web-based computer application for data entry and report generation
- A practical process for using information for decision making

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.
Homework!
ESTABLISHING CONTINUUM of SWPBS

~5%
- Function-based support
- Wraparound
- Person-centered planning

~15%
- Check-in/check-out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

~80% of Students
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction

TERTIARY PREVENTION

SECONDARY PREVENTION

PRIMARY PREVENTION
<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
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<tbody>
<tr>
<td>Effective</td>
</tr>
<tr>
<td>• Research-based?</td>
</tr>
<tr>
<td>Efficient</td>
</tr>
<tr>
<td>• Doable?</td>
</tr>
<tr>
<td>Relevant</td>
</tr>
<tr>
<td>• Contextual &amp; Cultural?</td>
</tr>
<tr>
<td>Durable</td>
</tr>
<tr>
<td>• Lasting?</td>
</tr>
<tr>
<td>Scalable</td>
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<tr>
<td>• Transportable?</td>
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</table>
7 BIG BEHAVIOR IDEAS!!

1. Prevent & precorrect
2. Trigger, teach, reinforce
3. Invest in evidence-based
4. Consider culture/context
5. Implement with fidelity
6. Decide w/ data
7. Establish efficient systems capacity
Effective Social & Academic School Culture

Common Language

Common Vision/Values

Common Experience

SRBI