RtI & SWPBS

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Purpose
Describe Responsiveness-to-Intervention (RtI)
– Personnel Preparation Context & Implications
– Critical Features & Developmental Influences
– SWPBS Example & Outcomes

What is RtI?
Basics

Need for better

RtI: Good “IDEiA” Policy
Approach or framework for redesigning & establishing teaching & learning environments that are effective, efficient, relevant, & durable for all students, families & educators

• NOT program, curriculum, strategy, intervention
• NOT limited to special education
• NOT new
Quotable Fixsen

- "Policy is"
  - Allocation of limited resources for unlimited needs"
  - Opportunity, not guarantee, for good action"
- "Training does not predict action"
  - "Manualized treatments have created overly rigid & rapid applications"

Public Health & Disease Prevention

Kulash et al., 2006; Larson, 1994

- Tertiary (FEW)
  - Reduce complications, intensity, severity of current cases
- Secondary (SOME)
  - Reduce current cases of problem behavior
- Primary (ALL)
  - Reduce new cases of problem behavior

Prevention Logic for All

Walker et al., 1996

| Decrease development of new problem behaviors | Prevent worsening of existing problem behaviors | Redesign learning & teaching environments to eliminate triggers & maintainers of problem behaviors | Teach, monitor, & acknowledge prosocial behavior | ~80% of Students |
| ~15% | ~5% | Primary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior |
| Tertiary Prevention: Specialized Group Systems for Students with At-Risk Behavior | CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT | Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior |
### Designing School-Wide Systems for Student Success

**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
  - Prevention, 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 students
  - Prevention, proactive

### RtI Application Examples

<table>
<thead>
<tr>
<th>EARLY READING/LITERACY</th>
<th>SOCIAL BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAM</td>
<td>TEAM</td>
</tr>
<tr>
<td>General educator, special educator, reading specialist, Title I school psychologist, etc.</td>
<td>General educator, special educator, behavior specialist, Title I, school psychologist, etc.</td>
</tr>
<tr>
<td>UNIVERSAL SCREENING</td>
<td>PROGRESS MONITORING</td>
</tr>
<tr>
<td>Curriculum based measurement</td>
<td>Curriculum based measurement</td>
</tr>
<tr>
<td>RECORD REVIEW, gating</td>
<td>ODR, suspensions, behavior incidents, precision teaching</td>
</tr>
<tr>
<td>EFFECTIVE INTERVENTIONS</td>
<td>Core, strategic, intensive</td>
</tr>
<tr>
<td>5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension</td>
<td>Primary, secondary, tertiary tiers</td>
</tr>
<tr>
<td>DECISION MAKING RULES</td>
<td></td>
</tr>
<tr>
<td>Core, strategic, intensive</td>
<td>Primary, secondary, tertiary tiers</td>
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### RTI Continuum of Support for ALL

- Universal
- All
- Some
- Few
- Intensive

### Questions to Ponder

- What is “scientifically/evidence-based” intervention/practice?
- How do we measure & ensure “fidelity of implementation?”
- How do we determine “non-responsiveness?”
- Can we affect “teacher practice?”
- Do we have motivation to increase efficiency of “systems” organization?
- ???
What is SWPBS?

Implementation Levels

SWPBS Conceptual Foundations

SW-PBS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable

(Zins & Ponti, 1990)

WHAT DO WE KNOW ABOUT PREVENTING VIOLENCE?

- Positive, predictable school-wide climate
- High rates of academic & social success
- Formal social skills instruction
- Positive active supervision & reinforcement
- Positive adult role models
- Multi-component, multi-year school-family-community effort
- Coordinated Social Emotional & Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)
Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

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: Specialized Individualized Systems for Students with High-Risk Behavior

~15% of Students

~80% of Students

CONTINUUM of SWPBS

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Special Ed
- ...

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- ...

PRIMARY PREVENTION
- Teach & encourage SW expectations
- Proactive SW discipline
- Effective instruction
- ...

Audit
1. Identify existing practices by tier
2. Specify outcome for each effort
3. Evaluate implementation accuracy & outcome effectiveness
4. Eliminate/integrate based on outcomes
5. Establish decision rules (RtI)

“Train & Hope”

WAIT for New Problem

REACT to Problem Behavior

Expect, But HOPE for Implementation

Select & ADD Practice

Hire EXPERT to Train Practice

GENERAL IMPLEMENTATION PROCESS: "Getting Started"

Team

Agreements

Data-based Action Plan

Evaluation

Implementation

SWPBS Subsystems

School-wide

Classroom

Non-classroom

Family

Student
1. Common purpose & approach to discipline
2. Clear set of *positive expectations & behaviors*
3. Procedures for *teaching* expected behavior
4. Continuum of procedures for discouraging expected behavior
5. Continuum of procedures for *encouraging* inappropriate behavior
6. Procedures for on-going monitoring & evaluation

**School-wide**

**Non-classroom**

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

**Classroom**

- Classroom-wide *positive expectations taught & encouraged*
- Teaching classroom *routines & cues taught & encouraged*
- Ratio of 6-8 positive to 1 negative adult-student interaction
- *Active supervision*
- *Redirections for minor, infrequent behavior errors*
- *Frequent precorrections for chronic errors*
- *Effective academic instruction & curriculum*

**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*

**SWPBS Outcomes?**
FRMS Total Office Discipline Referrals

SUSTAINED IMPACT

Central Illinois Elem, Middle Schools
Triangle Summary 03-04

SWPBS schools are more preventive

Sustained Impact

Pre
Post

South
Illinois
North
Illinois

North Illinois Schools (Elem, Middle)
Triangle Summary 03-04

Mean Proportion of Students

ODR rates vary by level

SWPBS schools are more preventive

Major Office Discipline Referrals (05-06)

Mean Proportion of Students

Major Office Discipline Referrals (05-06)

Percentage of ODRs by Student Group

A few kids get many ODRs

Bethel School District Office Discipline Referrals
**PBS Systems Implementation Logic**

- Funding
- Visibility
- Political Support

**Leadership Team**

- Active & Integrated Coordination
- Training
- Coaching
- Evaluation

**Local School Teams/Demonstrations**

**SUSTAINABLE IMPLEMENTATION & DURABLE RESULTS THROUGH CONTINUOUS REGENERATION**

- Continuous Self-Assessment
- Valued Outcomes
- Priority Efficacy
- Fidelity Practice Implementation
- Effective Practices

**Possible RtI Outcomes**

Gresham, 2005

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<tr>
<th>High Risk</th>
<th>Responder</th>
<th>Non-Responder</th>
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<tr>
<td>False + Adequate response</td>
<td>True + Inadequate response</td>
<td></td>
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<table>
<thead>
<tr>
<th>No Risk</th>
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<th>Non-Responder</th>
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**RtI Systems & Considerations?**

- Technically adequate assessments
- Integrated initiatives
- Continuum of effective practices
- Fidelity of implementation
- Timely team-based decision making
- Efficient & accurate decision rules
- Regular systems level audits
- Training to fluency

**Implications & Complexities**

(E.g., Gresham, Grimes, Kratochwill, Tilly, etc.)

- Psychometric features of measures?
- Standardized measurement procedures?
- Documented “cut” criteria for determining responsiveness?
- Interventions efficacy, effectiveness, & relevance?
- Cultural, familial, language, etc. considerations?
- Students with disabilities?
- Professional development?
- Applications across grades/schools & curriculum areas?
- Treatment integrity & accountability?
- Functioning of general v. special education?
- K-12 applications?
Messages

RtI logic is good thing for all students, families, & schools

Still some work to refine technology, practices, & systems

Implications & complexities for practice, systems, & implementation

“Homework”

1. Work as team
2. Begin with objectives that are defined by measurable outcomes
3. Build fluency with basics & “Big Ideas”
4. Invest in evidence-based practices
5. Establish effective, efficient, durable, & relevant host environment
6. Work smarter w/ existing resources
7. Conduct self-audit