Positive Behavior Interventions and Supports

What Does PBIS Have to Do With Prevention?

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1. Definition of SWPBS

2. Rationale for SWPBS

PURPOSE: What is the school-wide positive behavior supports & how does it relate to prevention?

3. Relationship of SWPBS to prevention?

4. Operating features of SWPBS
SWPBS is about....

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Improving support for students w/ EBD

Maximizing academic achievement

National Dropout Prevention Center/Network at Clemson University

Solutions to the Dropout Crisis
SWPBS is a framework for enhancing adoption & implementation of a continuum of evidence-based interventions to achieve academically & behaviorally important outcomes for all students.
Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
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

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

~15%

~5%

ALL

SOME

FEW
IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTENT EXPERTISE & FLUENCY

PREVENTION & EARLY INTERVENTION

DATA-BASED DECISION MAKING & PROBLEM SOLVING

UNIVERSAL SCREENING

RtI

Solutions to the Dropout Crisis

National Dropout Prevention Center/Network at Clemson University
Responsiveness to Intervention

Etc.
Social Sciences
Specials
Literacy & Writing
Numeracy & Sciences
SWPBS
**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
RTI Continuum of Support for ALL

Universal
Targeted
Intensive

Dec 7, 2007
Label behavior...not people
RTI Continuum of Support for ALL

Universal
Targeted
Intensive

Anger man.
Prob Sol.
Ind. play
Adult rel.
Attend.
Coop play
Peer interac

Label behavior...not people
ESTABLISHING CONTINUUM of SWPBS

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning

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
- Effective instruction
- Parent engagement
SWPBS Practices

School-wide

Classroom

Non-classroom

Family

Student

• 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

### INDIVIDUAL STUDENT
1. Behavioral competence at school & district levels
2. Function-based behavior support planning
3. Team- & data-based decision making
4. Comprehensive person-centered planning & wraparound processes
5. Targeted social skills & self-management instruction
6. Individualized instructional & curricular accommodations

### EVIDENCE-BASED INTERVENTION PRACTICES

### CLASSROOM
1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Positively stated expectations posted, taught, reviewed, prompted, & supervised.
4. Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
5. Continuum of strategies to acknowledge displays of appropriate behavior.
6. Continuum of strategies for responding to inappropriate behavior.

### NONCLASSROOM
1. Positive expectations & routines taught & encouraged
2. Active supervision by all staff (Scan, move, interact)
3. Precorrections & reminders
4. Positive reinforcement

### FAMILY ENGAGEMENT
1. Continuum of positive behavior support for all families
2. Frequent, regular positive contacts, communications, & acknowledgements
3. Formal & active participation & involvement as equal partner
4. Access to system of integrated school & community resources
Evaluation Criteria

- Effective
  - Research-based?

- Efficient
  - Doable?

- Relevant
  - Contextual & Cultural?

- Durable
  - Lasting?

- Scalable
  - Transportable?
<table>
<thead>
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<th>“Making a turn”</th>
<th>IMPLEMENTATION</th>
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<td></td>
<td>Effective</td>
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<td>PRACTICE</td>
<td>Effective</td>
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<td>Not Effective</td>
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Fixsen & Blase, 2009
GENERAL IMPLEMENTATION PROCESS: “Getting Started”
Data Decision Making

1. Educationally relevant outcomes
2. Clearly defined & relevant indicators
3. System for easy input & output
4. Data rules for decision making
5. Team-based mechanism for action planning
Where are you in implementation process?
Adapted from Fixsen & Blase, 2005

- **EXPLORATION & ADOPTION**
  - We think we know what we need, so we ordered 3 month free trial (evidence-based)

- **INSTALLATION**
  - Let’s make sure we’re ready to implement (capacity infrastructure)

- **INITIAL IMPLEMENTATION**
  - Let’s give it a try & evaluate (demonstration)

- **FULL IMPLEMENTATION**
  - That worked, let’s do it for real (investment)

- **SUSTAINABILITY & CONTINUOUS REGENERATION**
  - Let’s make it our way of doing business (institutionalized use)
1 Prevent & precorrect
2 Teach, prompt, reinforce
3 Invest in evidence-based
4 Consider culture/context
5 Implement with fidelity
6 Decide w/ data
7 Establish efficient systems capacity

7 BIG BEHAVIOR IDEAS!!
Effective Social & Academic School Culture

Common Language

Common Vision/Values

Common Experience

SWPBS
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