Positive Behavioral Interventions & Supports: Past, Present, & Future

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
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www.pbis.org  www.scalingup.org  www.cber.org

PURPOSE
Examination of current SWPBS practices, systems, & outcomes in context of early influences & future directions

• Brief History
• Foundations
• Implementation
• Example

Problem Statement
“We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren’t realized. School personnel & teams need more than exposure, practice, & enthusiasm.”

“Notes to Self”
Address implementers v. “What is PBIS?”
Increase fluency on basics
Review essential implementation basics
Link implementation fidelity & student outcomes
Show data & research
Address Q&A

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)

Brief PBIS History
**Context Matters!**

**Examples**

**Individual Student vs. School-wide**

**Fortunately, we have a science that guides us to…**

- ASSESS these situations
- Develop behavior intervention PLANS based on our assessment
- MONITOR student progress & make enhancements

All in ways that can be culturally & contextually APPROPRIATE


**“Big Ideas” from Early Years**

- Teach & recognize behavior directly, school-wide
  - Colvin & Sugai (1992)
- Focus adult behavior in team-based SW action planning
  - Colvin, Kame'enui, & Sugai (1993)
- Consider ALL as foundation for some by establishing local behavioral expertise
  - Sugai & Horner (1994)
- Integrate evidence-based practices in 3-tiered prevention logic

**SWPBS Logic!**

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

(Zins & Potti, 1990)
VIOLENCE PREVENTION

Positive predictale school-wide climate
High rates academic & social success
Positive adult role models
Positive active supervision & reinforcement

Multi-component, multi-year school-family-community effort

Formal social skills instruction

Prevention Logic for All
Biglan, 1995; Mayer, 1995; Walker et al., 1996
Decrease development of new problem behaviors
Prevent worsening & reduce intensity of existing problem behaviors
Eliminate triggers & maintainers of problem behaviors
Teach, monitor, & acknowledge prosocial behavior
Redesign of teaching environments... not students

PBIS Features

SWPBS (aka PBIS/RtI) IS
Framework for enhancing adoption & implementation of continuum of evidence-based interventions to achieve academically & behaviorally important outcomes for all students

Integrated Elements
Supporting Social Competence & Academic Achievement

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
"Early Triangle"  
Walker, Knitzer, Reid, et al., CDC

Universal Targeted Intensive
Continuum of Support for ALL

Universal
All

Target Student Type
Intervention Approach
Regular
Target
Intensive

Universal
Targeted
Intensive

“Early Triangle”  
Walker, Knitzer, Reid, et al., CDC

Dec 7, 2007

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Dec 7, 2007
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

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
  - Preventive, proactive

Circa 1996

Responsiveness to Intervention

Social Sciences
- Etc.
- Literacy & Writing
- SWPBS
- Numeracy & Sciences

Implementation Levels

Student
- Classroom
- School
- District
- State

Implementation Overview

Context or Setting
- Student Behavior
- Teacher Practice
- School Reform
- District Operations

Continua of Responsiveness & Support

Align supports

Intensive
- Targeted
- Universal

Continuum of Support for ALL “District: Literacy”
Making a turn

Implementation

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maximum Student Benefits</td>
<td></td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009

Effective

Non-classroom Student Benefits

Maximum

School-wide

SWPBS Practices

Classroom

Family

Individual Student

+ Smallest #

Evidence-based

Biggest, durable effect

SCHOOL-WIDE

1. Leadership team
2. Behavior purpose statement
3. List of positive expectations & behaviors
4. Procedures for tracking SB & classroom-wide expected behavior
5. Schedule of procedures for encouraging expected behavior
6. Procedures for discouraging rule violations
7. Procedures for ongoing data-based monitoring & evaluation

CLASSROOM

1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Positive & clear expectations posted, taught, renewed, monitored, & rewarded
4. Minimum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & procedures
5. Continuation of strategies to aggressively display of appropriate behavior
6. Continuation of strategies for responding to inappropriate behavior

INDIVIDUAL STUDENT

1. Behavioral competence at school & district level
2. Behavior-based behavior support planning
3. Data-based decision making
4. Comprehensive person-centered planning & support implementation
5. Targeted social skills & self-management development
6. Individualized instruction & curricular accommodations

EVIDENCE-BASED INTERVENTION PRACTICES

NONCLASSROOM

1. Positive expectations & rules taught & encouraged
2. Active supervision by all staff (team, team, team)
3. Positive reinforcement
4. Positive participation & involvement in adult functions

FAMILY ENGAGEMENT

1. Continuation of positive behavior support for all family
2. Active, positive interaction with, involvement in, & accountability for
3. Family & active participation & involvement in adult functions
4. Access to systems of integrated school & community services


Funding

Visibility

Political Support

Policy

LEADERSHIP TEAM

(Coordination)

Local School/District Implementation Demonstrations

Team

Agreements

Data-based Action Plan

Evaluation

Implementation

SWPBS Implementation Blueprint

www.pbis.org

Training

Coaching

Evaluation

Behavioral Expertise

Fidelity

Effectiveness

Sustainability

Practice

Focus on Fidelity

Data-based Action Plan

School-wide process

Classroom

Non-classroom
~80% of Students

**ESTABLISHING CONTINUUM of SWPBS**

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

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

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement

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

PBIS is making sure posters are on walls!

Teaching Academics & Behaviors

- **DEFINE** Simply
- **MODEL** Continuously
- **PRACTICE** In setting
- **MONITOR & ACKNOWLEDGE** Continuously
- **ADJUST for Efficiency**

Teaching Matrix Activity

<table>
<thead>
<tr>
<th>Teaching Matrix Activity</th>
<th>Classrooms</th>
<th>Lunchroom</th>
<th>Bus</th>
<th>Hallway</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect Yourself</strong></td>
<td>- Use inside voice</td>
<td>- Wash your hands</td>
<td>- Do directly to class</td>
<td>- Listen to speaker</td>
<td>- Clap with you</td>
</tr>
<tr>
<td>- Do your best</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect Others</strong></td>
<td>- Use inside voice</td>
<td>- Wash your hands</td>
<td>- Do directly to class</td>
<td>- Listen to speaker</td>
<td>- Clap with you</td>
</tr>
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<td>- Clap with you</td>
<td></td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td>- Use inside voice</td>
<td>- Wash your hands</td>
<td>- Do directly to class</td>
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</tr>
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<td>- Listen to speaker</td>
<td>- Clap with you</td>
<td></td>
</tr>
<tr>
<td><strong>Natural Context</strong></td>
<td>- Use inside voice</td>
<td>- Wash your hands</td>
<td>- Do directly to class</td>
<td>- Listen to speaker</td>
<td>- Clap with you</td>
</tr>
<tr>
<td>- Use inside voice</td>
<td>- Wash your hands</td>
<td>- Do directly to class</td>
<td>- Listen to speaker</td>
<td>- Clap with you</td>
<td></td>
</tr>
<tr>
<td><strong>Social Skill</strong></td>
<td>- Use inside voice</td>
<td>- Wash your hands</td>
<td>- Do directly to class</td>
<td>- Listen to speaker</td>
<td>- Clap with you</td>
</tr>
<tr>
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<td>- Listen to speaker</td>
<td>- Clap with you</td>
<td></td>
</tr>
<tr>
<td><strong>Behavior Examples</strong></td>
<td>- Use inside voice</td>
<td>- Wash your hands</td>
<td>- Do directly to class</td>
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<td>- Clap with you</td>
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</tr>
<tr>
<td><strong>Teaching Matrix</strong></td>
<td>- Use inside voice</td>
<td>- Wash your hands</td>
<td>- Do directly to class</td>
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<td></td>
</tr>
</tbody>
</table>

**Teaching Matrix Activity**

- **1. SOCIAL SKILL**
- **2. NATURAL CONTEXT**
- **3. BEHAVIOR EXAMPLES**
### RAH – at Adams City High School

#### RAH – Athletics

<table>
<thead>
<tr>
<th>Family</th>
<th>Teaching</th>
<th>Math</th>
<th>English</th>
<th>Science</th>
<th>History</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

**EXPECTATIONS:**
- **ريسpect**
- **Diversity**
- **Excellence**
- **Participation**

*We Are The Scots*

#### RAH – Athletics

**TEACHING**

1. **Social**
   - **Examples:**
     - Be kind to others.
     - Share your toys.

2. **Content**
   - **Examples:**
     - Learn to read.
     - Learn to write.

3. **Behavior**
   - **Examples:**
     - Stay in your seat.
     - Keep your hands to yourself.

**RESPECT – PRIDE**

1. **Responsibility**
   - Be responsible for your actions.
   - Take care of your belongings.

2. **Participation**
   - Participate in class activities.
   - Work together as a team.

3. **Achievement**
   - Achieve your goals.
   - Set high standards for yourself.

**Diversity**

- Celebrate differences.
- Learn about other cultures.

**Excellence**

- Strive for excellence in all endeavors.
- Set challenging goals.

**Practicability**

- Practice good work habits.
- Work hard and stay focused.

**Team Spirit**

- Support your team members.
- Work together for success.

**Rules**

1. **Be Respectful**
   - Treat others with respect.
   - Listen to others.

2. **Be Responsible**
   - Take care of your belongings.
   - Be accountable for your actions.

3. **Follow Directions**
   - Follow rules and instructions.
   - Do your best work.

4. **Be Safe**
   - Be aware of your surroundings.
   - Use appropriate tools and equipment.

**Consequences**

- Positive consequences for good behavior.
- Negative consequences for poor behavior.

**Family**

- Family involvement is important.
- Support your child at home.

**Teaching Staff**

- Staff members support students.
- Staff members are role models.

**Math**

- Practice math skills.
- Solve problems creatively.

**English**

- Read and write effectively.
- Use correct grammar and spelling.

**Science**

- Study science concepts.
- Conduct experiments safely.

**History**

- Learn about history.
- Understand historical events and figures.

**Other**

- Pursue interests outside school.
- Engage in extracurricular activities.

**Context**

- **Times**
  - Put trash in cans.
  - Leave the room better.

- **Personal Boundaries**
  - Share your toys.
  - Share your food.

- **Conduct**
  - Encourage teamwork.
  - Encourage participation.

- **Listening**
  - Listen to others.
  - Listen to instructions.

- **Respect**
  - Respect others.
  - Respect property.

- **Responsibility**
  - Take care of your belongings.
  - Be accountable for your actions.
**“GOLDEN PLUNGER”**
- Involve custodian
- **Procedure**
  - Custodian selects one classroom/hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall

**“G.O.O.S.E.”**
- “Get Out Of School Early”
  - Or “arrive late”
- **Procedures**
  - Kids/staff nominate
  - Kids/staff reward, then pick

**“DINGER”**
- Reminding staff to have positive interaction
- **Procedures**
  - Ring timer on regular, intermittent schedule
  - Engage in quick positive interaction

**1 FREE PERIOD**
- Contributing to a safe, caring, effective school environment
- **Procedures**
  - Given by Principal
  - Principal takes over class for one hour
  - Used at any time

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**Shishmaref School Behavior Expectations**

- **Shishmaref School**
- **Behavior Expectations**
  - We are positive
  - We are students
  - We will work together
  - We will be responsible
  - We will respect ourselves and others when playing and learning
  - We will be responsible for our actions
  - We will be safe in the gym
  - We will be respectful
  - We will be responsible
  - We will be on time
  - We will be responsible
  - We will be respectful
  - We will be on time

**Classroom Management: Self-Assessment**

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally each Positive Student Contacts</td>
<td></td>
</tr>
<tr>
<td>Tally each Negative Student Contacts</td>
<td></td>
</tr>
</tbody>
</table>

**Ratio of Positives to Negatives: _____ to 1**
Classroom Management Practice

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have arranged my classroom to minimize crowding and distraction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I have posted, taught, reviewed, and monitored 3-5 positively stated expectations (or rules).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I have provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I have provided each student with multiple opportunities to respond and participate during instruction.</td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>My instruction actively engaged students in observable ways (e.g., writing, verbalizing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I actively supervised my classroom (e.g., moving, scanning during instruction).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.</td>
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<td></td>
</tr>
<tr>
<td>9.</td>
<td>I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>In general, I have provided specific feedback in response to social and academic behavior: actions and correct responses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall classroom management score: 10-8 “yes” = “Super” 7-5 “yes” = “So-So” <5 “yes” = “Improvement Needed”

Non-classroom

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

“Good morning, class!”

Teachers report that when students are greeted by an adult in morning, it takes less time to complete morning routines & get first lesson started.

Non-Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Setting</th>
<th>Time Start</th>
<th>Time End</th>
<th>Total #</th>
<th>Ratio of Positives to Negatives</th>
</tr>
</thead>
</table>
1. Did I have at least 4 positive for 1 negative student contacts?    Yes    No
2. Did I move throughout the area I was supervising?    Yes    No
3. Did I frequently scan the area I was supervising?    Yes    No
4. Did I positively interact with most of the students in the area?    Yes    No
5. Did I handle most minor rule violations quickly and quietly?    Yes    No
6. Did I follow school procedures for handling major rule violations?    Yes    No
7. Do I know our school-wide expectations (positively stated rules)?    Yes    No
8. Did I positively acknowledge at least 5 different students for displaying our school-wide expectations?    Yes    No

Overall active supervision score:
1-3  "no"  =  "Improvement Needed"
4-6  "yes"  =  "So-So Supervision"
7-8  "yes"  =  "Super Supervision"

Academic-Behavior Connection

"Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America's schools.”

Implementation Example: Bullying Prevention

<table>
<thead>
<tr>
<th>Bullying Program Component Review Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify programming components of established methods</td>
</tr>
<tr>
<td>Identify skills of key groups</td>
</tr>
<tr>
<td>Determine adherence to RTI prevention &amp; intervention logic</td>
</tr>
</tbody>
</table>

Mar 10 2010
Preliminary Conclusions

- Develop method that outlines strategies for all key groups.
- Operationally define behaviors & “focus skills” for all key members.
- Emphasize identification & teaching skills for students engaging in bullying behavior.
- Emphasize data use to make programming decisions.

What is “bullying?”

- Remember behavior
- So, say, “bully behavior”

Verbal/physical aggression, intimidation, harassment, teasing, manipulation

Why do bully behavior?

- Escape/avoid
- E.g., same…but less likely
- Self-delivered attention
- Tangible access
- E.g., money, status, activity, etc.

Why is “why” important?

PREVENTION

- Teach effective, efficient, relevant alt. $SS
- Remove triggers of BB
- Add triggers for alt. $SS
- Remove consequences that maintain BB
- Add consequences that maintain $SS

De-emphasis on adding consequence for problem behavior

Four basic strategies...if you do nuthin’ else....
Doesn’t Work

• Label student
• Exclude student
• Blame family
• Punish student
• Assign restitution
• Ask for apology

Works

• Teach targeted social skills
• Reward social skills
• Teach all
• Individualize for non-responsive behavior
• Invest in positive school-wide culture

1. Teach common strategy to all
• “Stop-Walk-Talk”
• “Talk-Walk-Squawk”
• “Whatever & Walk”

MUST:
• Be easy & do-able by all
• Be contextually relevant
• Result in early disengagement
• Increase predictability
• Be pre-emptive
• Be teachable
• Be brief

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“Stop, Walk, Talk”

2. Precorrect Before, During, After
• Analyze problem setting
• Reteach
• Anticipate, remind, & practice
• Replace triggers & maintainers
• Reinforce desired

3. Actively Supervise
• Move
• Scan
• Interact positively
• Model expectations
• Reward appropriate behavior
• Remind & precorrect

4. Reinforce Taught Skills
• Specific
• Informative
• Frequent
• Effective
• Contextually relevant
• Sincere
Academic-Behavior Connection


Academic-Behavior Connection

"Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America’s schools.”