Implementing Multi-Tiered Systems of Support

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
March 6 2012

www.pbis.org  www.scalingup.org  www.cber.org

Blueprint for the Massachusetts Tiered System of Support

Tier 3
Intense & Core

Tier 2
Supplemental & Core

Tier 1
Core Instruction/ Universal Behavior Supports

Flexible Tiers

Data from continuous progress monitoring drives instructional decisions throughout the tiered process.

Tiers describe the intensity of instruction; not a placement or steps in a process.

The intensity of the instruction is determined by the data.

PURPOSE
Suggest considerations from 15+ years of PBIS implementation

Technology & Innovations (T&I) Challenges:

- Increase adoption of effective T&I
- Ensure high fidelity of implementation of these T&I?
- Increase efficient & sustained implementation of these T&I?
- Increase accurate, efficient, & durable institutionalized use of these T&I?
- Decrease use of ineffective, inefficient, & irrelevant T&I?
8 Considerations

- Bicycling: Keep max. air pressure
- Cooking: Keep knife sharp
- Billiards: Keep cue level & follow through
- Research: Describe mechanism of applied problems
- PBIS: Multi-tiered prevention framework

1. Work from defendable theoretical foundation

Behavior Analysis:
- Biologically influenced
- Contextual or environmental
- Learned & purposeful
- Manipulable & teachable

Sub-Consideration 1.1

**ORGANIZATION** = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.

2. Emphasize prevention for all

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

1. Define & Describe Variations
2. Model Variations in Context
3. Provide Practice in Multiple Context
4. Reinforce in Context
5. Adjust Instruction

Teach social like academic skills

Decrease development of new problem behaviors
Prevent worsening & reduce intensity of existing problem behaviors
Eliminate triggers & maintainers of problem behaviors
Add triggers & maintainers of prosocial behavior
Teach, monitor, & acknowledge prosocial behavior

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

GP #1: Invest in leadership

3. Provide for strong leadership

Effective managers must do 4 things well

- When selecting someone, they select for talent...not simply experience, intelligence, or determination.
- When setting expectations, they define right outcomes...not the right steps.
- When motivating someone, they focus on strengths...not on weaknesses.
- When developing someone, they help him find right fit...not simply the next rung on ladder. (p. 67)

Buckingham & Coffman 2002, Gallup

Effective leaders engage in actions or behaviors & establish working conditions that:

- Emphasize setting clear goals
- Develop strength qualities of teachers
- Organize operation of school for success
- Consider implementation w/ effective teaching practice
- Promote strengths, talents, & capacities of their workers to achieve specific expectations & outcomes
- Monitor & measure effects of their actions, decisions, & policies w/relevant data

Sugai, Horner, & Lewis, in press

4. Invest in multi-tiered systems logic

Target Student Type

- Regular
- At Risk
- ASK at Risk

Intervention Approach

- Primary Prevention: Early identification & intervention
- Secondary Prevention: Developmental & Proactive Strategies
- Tertiary Prevention: Developmental & Reactive Strategies

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

- Universal
- Targeted
- Intensive

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”  (p. 201) Walker, Knitzer, Reid, et al., CDC

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

~80% of Students

~15%

~5%

Dec 7, 2007

Sugai, Horner, & Lewis, in press
Universal Targeted Intensive
Continuum of Support for ALL “Theora”

Label behavior...not people

Implementation Levels

Message
Apply RtI Logic to School Improvement

- Current Practice -
  • Large # priorities
  • Large # interventions
  • Large professional development plan
  • Large data collection plan

+ RtI Logic +
  • Screening for unresponsiveness
  • Small # priorities
  • Continuous progress monitoring
  • Continuous implementation fidelity
  • Increase priority teaching & learning time

Universal Targeted Intensive
Continuum of Support for ALL “IFB School”

Label behavior...not people

Align supports
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
State/District-wide
Universal
Targeted
Intensive
Continua of Responsiveness & Support
Systemic Application of RtI by Level
<table>
<thead>
<tr>
<th>Rt Feature</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content expertise &amp; fluency</td>
<td>Teacher</td>
</tr>
<tr>
<td>2. Data-based team-driven decision making</td>
<td>√</td>
</tr>
<tr>
<td>3. Integrated continuum of evidence-based practices</td>
<td>√</td>
</tr>
<tr>
<td>4. Universal screening</td>
<td>√</td>
</tr>
<tr>
<td>5. Implementation fidelity</td>
<td>√</td>
</tr>
<tr>
<td>6. Continuous progress monitoring</td>
<td>√</td>
</tr>
</tbody>
</table>

"Making a turn"

IMPLEMENTATION

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

Fixsen & Blase, 2009
6. Work smarter by doing a few effective things very well
### Sample Teaming Matrix

<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<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>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>Character Committee</td>
<td>Improve character</td>
<td>Reduce character problems</td>
<td>Marlee, Eric</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threats</td>
<td>Dangerous students</td>
<td>Goal #3</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>Goal #3</td>
<td></td>
</tr>
<tr>
<td>DARE Committee</td>
<td>Prevent drug use</td>
<td>Risk assessment</td>
<td>John Smith</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase efforts of students, enhance engagement, improve grades</td>
<td>All students</td>
<td>Goal #2, Goal #3</td>
<td></td>
</tr>
</tbody>
</table>

**Are outcomes measurable?**

### 7. Guide decisions with data

- **Implementation Fidelity**
- **Progress Monitoring**
- **Practice Selection**
- **Efficiency & Sustainability**
- **Scaling**

### RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions
- Improvements in academic achievement
- Enhanced perception of organizational health
- Improved school climate
- Reductions in teacher reported bullying behavior & peer rejection

8. Consider context & culture

CULTURE (organization) is the extent to which a group of individuals engage in overt and verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, and predicting how individuals within the group act in specific setting conditions.

SWPBS & Cultural Responsive Practices
Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011

Organizational = group of individuals whose collective behaviors are directed toward a common goal and maintained by a common outcome.


Upcoming Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association for PBS</td>
<td>Atlanta, GA</td>
<td>15-26 Mar 2012</td>
</tr>
<tr>
<td>NE PBIS Leadership</td>
<td>Cromwell, CT</td>
<td>17-18 May 2012</td>
</tr>
<tr>
<td>PBIS Leadership</td>
<td>Chicago, IL</td>
<td>18-19 Oct 2012</td>
</tr>
</tbody>
</table>