Maximized student academic & behavior outcomes

Accurate, sustained & scaled implementation of evidence-based practices

Multi-tiered & layered systems of support

Working Smarter

"BIG IDEAS"

“Take a Number”

Intermediate/senior high school with 880 students reported over 5,100 office discipline referrals in one academic year. Nearly 2/3 of students had received at least 1 office discipline referral.
Administrative Impact
5,100 referrals (odr)
@ 15 min/odr = 76,500 min
= 1,275 hrs admin time
@ 5 hrs/day = 159 days

Instructional Impact
5,100 referrals (odr)
@ 45 min/odr = 229,500 min
= 3,825 hrs instruction
@ 7 hrs/day = 546 days

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
### “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>

### Give Priority to Effective Practices

<table>
<thead>
<tr>
<th>Less Effective</th>
<th>More Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Label Student</td>
<td>Invest in School-Wide</td>
</tr>
<tr>
<td>Exclude Student</td>
<td>Teach &amp; Rein Soc Sk</td>
</tr>
<tr>
<td>Blame Family</td>
<td>Actively Supervise &amp; Prevent</td>
</tr>
<tr>
<td>Punish Student</td>
<td>Individualization based on Competence</td>
</tr>
<tr>
<td>Assign Restitution</td>
<td>Consider Culture &amp; Context</td>
</tr>
<tr>
<td>Require Apology</td>
<td></td>
</tr>
</tbody>
</table>

### “Multi-Tiered Systems of Support”

Whole-school, data-driven, prevention-based framework for improving learning outcomes for all students through layered continuum of evidence-based practices & systems.
Prevention Logic for All

- Redesign of teaching environments...not students

| 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

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“Early Triangle”
Walker, Knitzer, Reid, et al., CDC (Walker et al., 1995, p. 201)

**Prevention Logic**
- Reduce # new
- Reduce intensity of existing

---

**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

Horner, Lewis, Sugai, Todd, Walker...1995
The image contains diagrams illustrating the Continuum of Support for students. The diagrams are labeled as follows:

**Universal**

- Intensive
- Targeted
- Few
- Some
- All

**Targeted**

- Some
- Few
- All

**Intensive**

- All

The diagrams are dated Dec 7, 2007.

The text in the image discusses how to align behavioral supports and label behavior as not people.
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)
- That worked, let's do it for real (investment)

**FULL IMPLEMENTATION**
- Let's make it our way of doing business (institutionalized use)

**SUSTAINABILITY & CONTINUOUS REGENERATION**

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**Funding**

**Visibility**

**Political Support**

**Policy**

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**SWPBS Implementation Blueprint**

www.pbis.org

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**LEADERSHIP TEAM**

(Coordination)

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**Training**

**Coaching**

**Evaluation**

**Behavioral Expertise**

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Local School/District Implementation Demonstrations
Data-based Decision Making

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

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 W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION

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
  - Preventive, proactive
  - 80-90%

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
  - 80-90%

Circa 1996


“Students w/ disabilities are almost 2x as likely to be suspended from school as nondisabled students, w/ the highest rates among black children w/ disabilities.”

NYTimes, M. Rich Aug 7 2012

Dan Losen & Jonathan Gillespie
Center for Civil Rights Remedies at UCLA
Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

SYSTEMS

DATA

PRACTICES

Supporting Decision Making

OUTCOMES

Supporting

Training + Coaching + Evaluation

CULTURALLY EQUITABLE

CULTURALLY VALID

CULTURALLY KNOWLEDGEABLE

CULTURALLY RELEVANT

Basic “Logic”

Maximum Student Outcomes

Implementation Fidelity

Improve “Fit”

Start with effective, efficient, & relevant, doable

Prepare & support implementation

Cultural/Context Considerations:
“Multi-Tiered Systems of Support”

Whole-school, data-driven, prevention-based framework for improving learning outcomes for all students through layered continuum of evidence-based practices & systems

Upcoming Events

- **PBIS Leadership**<br>  Chicago, IL  18-19 Oct 2012
- **New England PBIS**<br>  Norwood, MA  2 Nov 2012
- **Pac NW PBIS**<br>  Eugene, OR  27-29 Feb 2013
- **Association for PBS**<br>  San Diego, CA  27-29 Mar 2013
- **Northeast PBIS Forum**<br>  Cromwell, CT  tba May 2013