Implementing Positive Behavior Interventions & Supports: Review of Big Ideas

Fairfax County, VA
Apr 9 2013

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
www.pbis.org  www.cber.org  www.swis.org
George.sugai@uconn.edu

PURPOSE
Provide brief overview of main features of PBIS in context of Fairfax Positive Behavior Approach: Booster & Self-Assessment

Why?
What?
How?
SWPBS is about:

- Improving classroom & school climate
- Decreasing reactive management
- Maximizing academic achievement
- Integrating academic & behavior initiatives
- Improving support for students w/ EBD

Safe & Respectful School Climate (prevention)

Positive predictable school-wide climate

- High rates academic & social success
- Multi-component, multi-year school-family-community effort
- Positive adult role models
- Positive active supervision & reinforcement
- Formal social skills instruction

Positive Behavioral Interventions & Supports

- Coordinated Social Emotional & Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)
**PBIS (aka SWPBS) is**

Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students

---

**Prevention Logic for All**

Redesign of teaching environments...not students

<table>
<thead>
<tr>
<th>Prevention Objectives</th>
<th>Prevention Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease development of new problem behaviors</td>
<td>Eliminate triggers &amp; maintainers of problem behaviors</td>
</tr>
<tr>
<td>Prevent worsening &amp; reduce intensity of existing problem behaviors</td>
<td>Add triggers &amp; maintainers of prosocial behavior</td>
</tr>
</tbody>
</table>

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

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Universal
All

Intensive
Few
Targeted
Some

Continuum of Support for ALL

Dec 7, 2007
Universal Targeted Intensive

Continuum of Support “Theora”

Label behavior…not people

Establishing Continuum of SWPBS

Primary Prevention
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement

Secondary Prevention
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

Tertiary Prevention
- Function-based support
- Wraparound
- Person-centered planning

Homework
Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012ab
IMPLEMENTATION W/ FIDELITY
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTINUOUS PROGRESS MONITORING
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION
DATA-BASED DECISION MAKING & PROBLEM SOLVING
UNIVERSAL SCREENING

“Don’t Throw Stones!”

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

Fixsen & Blase, 2009
“Train & Hope”

WAIT for New Problem

REACT to Problem Behavior

Expect, But HOPE for Implementation

Select & ADD Practice

Hire EXPERT to Train Practice

Expect, But HOPE for Implementation

Hire EXPERT to Train Practice

LEADERSHIP TEAM (Coordination)

Funding  Visibility  Political Support  Policy

SWPBS Implementation Blueprint

www.pbis.org

Training  Coaching  Evaluation  Behavioral Expertise

Local School/District Implementation Demonstrations
Coaching or Facilitation

System capacity to organize personnel & resources to enhance…..

- Implementation approach
- Progress through implementation stages
- Implementation fidelity
- Student outcomes
**Coaching**

| Set of responsibilities, actions, activities | Bridge between training & implementation ......not administrative accountability | Positive & supportive resource & facilitation ....not nagging |

---

**SWPBS Practices**

- 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

### 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.

### 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

### 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

---

**School-Wide PBS (Tier 1)**

- Leadership team
- Behavior purpose statement
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging rule violations
- Procedures for on-going data-based monitoring & evaluation

---

**Positive Behavioral Interventions & Supports**
### Working Smarter

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DARE Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are outcomes measurable?

---

**Teach social like academic skills**

1. Define & describe variations
2. Model variations in context
3. Provide practice in multiple context
4. Reinforce in context
5. Adjust instruction
## Teaching Matrix

<table>
<thead>
<tr>
<th>SETTING</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
</table>

### Typical Contexts/ Routines

<table>
<thead>
<tr>
<th>Classroom-Wide Rules/Expectations</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All</strong></td>
<td>Use inside voice. Raise hand to answer/talk.</td>
<td>Recycle</td>
<td>Do your best. Ask.</td>
</tr>
<tr>
<td><strong>Morning Meeting</strong></td>
<td>Eyes on speaker. Give brief answers.</td>
<td>Put announcements in desk</td>
<td>Check by my announcements.</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td>Do own work. Turn in neatly in homework box.</td>
<td>Keep feet on floor</td>
<td>Do your work only.</td>
</tr>
<tr>
<td><strong>&quot;I Need Assistance&quot;</strong></td>
<td>Use hand or show &quot;Assistance Card&quot;. Wait 2 minutes &amp; try again.</td>
<td>Have materials ready.</td>
<td>Have plan. Ask if unclear.</td>
</tr>
<tr>
<td><strong>Teacher Directed</strong></td>
<td>Eyes on speaker. Keep hands to self.</td>
<td>Use materials as intended.</td>
<td>Have plan. Ask.</td>
</tr>
<tr>
<td><strong>Independent Work</strong></td>
<td>Use inside voice. Keep hands to self.</td>
<td>Use materials as intended.</td>
<td>Use time as planned. Ask.</td>
</tr>
<tr>
<td><strong>Problem to Solve</strong></td>
<td>Stop, Step Back, Think, Act</td>
<td>Stop, Step Back, Think, Act</td>
<td>Stop, Step Back, Think, Act</td>
</tr>
</tbody>
</table>
### Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Getting it right</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td>Making it better</td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td></td>
<td>Elaboration</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
</tr>
<tr>
<td></td>
<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
</table>
RCT & Group Design PBIS Studies


- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate
School Discipline Challenge: Academic & behavior success (failure) are linked!

Teaching to Corner

“This is the worst class I’ve ever had.”

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.”

Algozzine, Wang, & Violette (2011, p. 16).
FCPS = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.


Effective Social & Academic School Culture

GOAL to create safe, respectful, effective, & relevant social culture where successful teaching & learning are possible & problem behaviors are prevented.