Role of Leadership & Culture in PBIS Implementation

2012 PBIS Leadership Academy

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www.pbis.org  www.cber.org

PURPOSE
Describe important role of leadership in effective, efficient, & relevant PBIS implementation

Highlight a few topics: PBIS basics, MTSS, culture, & initiative braiding

Teaching and Learning Unit at CDE

Early Learning & School Readiness (ELSR)
Standards & Instructional Support (SIS)
Literacy
Rt/PBIS (Multi-Tiered System of Supports – MTSS)

MTSS
Universal Screening, Continuous Progress Monitoring, Continuum of Evidence-based Support, Implementation Fidelity, Team-Based Implementation, Data-based Decision Making, Outcome Oriented

Behavior
SW/PBIS/PBIS

Academics
Instruction & Curriculum

Other Learning Supports

Family, School and Community Partnerships

School-wide Discipline & Climate Management, Function-based Support,

Literacy, Numeracy, Social Studies, Physical Sciences, History, Physical Education, Art, etc.

School-based Mental Health, Health & Wellness

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

IMPLEMENTATION
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
UNIVERSAL SCREENING
CONTENT EXPERTISE & FLUENCY
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION
### School leadership & contributing factors on student learning.

- **School Leadership**: State leadership, policies, and practices, District leadership, policies, and practices, Teacher Leadership, Professional development experiences, School Conditions, Classroom Conditions, Student Learning.
- **Student Family Background**: Income, family size, family structure, race/ethnicity, language spoken.

### Predictable work environments

1. **Business**
   - Equipment & materials
   - Workforce employees
   - Supervisors & managers
   - Coop executive officer
   - Board of directors
   - Divisions & departments
   - Research & development
   - Consumers & customers

2. **Education**
   - Curriculum & supplies
   - Teachers & assistants
   - Principals & depart chairs
   - Superintendent
   - Board of education
   - Gr levels & acad depart
   - Professional development
   - Families, stidents, & comm

1 million workers, 80,000 managers, 400 companies

- **Predictable work environments are places where employees** (Buckingham & Coffman 2002, Gallup)
  - Know what is expected
  - Have materials & equipment to do job correctly
  - Receive recognition each week for good work
  - Have supervisor who cares, & pays attention
  - Receive encouragement to contribute & improve
  - Can identify person at work who is “best friend.”
  - Feel mission of organization makes them feel like their jobs are important
  - See people around them committed to doing good job
  - Feel like they are learning new things (getting better)
  - Can identify something or someone who is “best friend.”
  - Feel mission of classroom/school makes them feel like their efforts are important
  - See students/teachers/principals around them committed to doing good job
  - Feel like they are learning new things (getting better)
  - Have opportunity to do their job well.
To receive positive ratings on previous, 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)

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 phases, drivers, & processes associated w/ utilization of 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

Buckingham & Coffman 2002, Gallup

To prevent problem behaviors, 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 phases, drivers, & processes associated w/ utilization of 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

PBIS Review of Basics

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

Prevention Objectives

- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions

- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1998

Prevention Objectives

- Incidence
- Prevalence

Prevention Actions

- Reduce # new
- Reduce intensity of existing

Target Student Type

- Regular (Optimal to Med)
- Medium to High Risk
- Secondary Prevention (Early Warning, Crisis,
- Tertiary Prevention (Management, Crisis,

Prevention Logic

“Early Triangle”

Walker, Knitzer, Reid, et al., CDC

Walker et al., 1995, p. 201

Prevention Logic

Reduce # new
Reduce intensity of existing
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

Intensity
Targeted
Universal

Universal

Some

Targeted

Acc. Fdbk

Universal

Targeted

Self-assesses

Universal

Targeted

Coop play

Universal

Targeted

Attend.

Universal

Targeted

Adult rel.

Universal

Targeted

Prob Sol.

Universal

Targeted

Int. play

Universal

Targeted

Ind. play

Universal

Targeted

Peer Interac

Universal

Targeted

Align behavioral supports

“Molcom”

“Theora”

RCT & Group Design PBIS Studies


Implementation of Evidence-based Practices & Systems

Responsiveness to Intervention

<table>
<thead>
<tr>
<th>Academic Systems</th>
<th>Behavioral Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive, Individual Interventions</td>
<td>Intensive, Individual Interventions</td>
</tr>
<tr>
<td>Individual Students</td>
<td>Individual Students</td>
</tr>
<tr>
<td>Assessment-based</td>
<td>Assessment-based</td>
</tr>
<tr>
<td>High intensity</td>
<td>Intense, durable procedures</td>
</tr>
<tr>
<td>Intensive Group Interventions</td>
<td>Intensive Group Interventions</td>
</tr>
<tr>
<td>Some students (at-risk)</td>
<td>Some students (at-risk)</td>
</tr>
<tr>
<td>Rapid response</td>
<td>Rapid response</td>
</tr>
</tbody>
</table>

Universal Interventions

<table>
<thead>
<tr>
<th>All students</th>
<th>All settings, all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventive, proactive</td>
<td>Preventive, proactive</td>
</tr>
</tbody>
</table>

Circa 1996

NC Positive Behavior Support Initiative

Bob Algozzine

Office Discipline Referrals per 100 Students

PBIS in North Carolina

Implementation of Evidence-based Practices & Systems

Evidence-based Education Roadmap

Research

- Efficacy
- Effectiveness
- What works?
- When does it work?

Practice

- Monitoring
- Implementation
- Is it working?
- how do we make it work?

PEF


Quotable Fixsen

"Training does not predict action"

"Policy is allocation of limited resources for unlimited needs, & opportunity, not guarantee, for good action"

"Manualized treatments have created overly rigid & rapid applications"
"Don’t Throw Stones!"

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

Fksen & Blase, 2009

**Give Priority to Effective Practices**

Less Effective
- Label Student
- Exclude Student
- Blame Family
- Punish Student
- Assign Restitution
- Require Apology

More Effective
- Invest in School-Wide
- Teach & Reinf Soc Sk
- Actively Supervise & Prevent
- Individualization based on Competence
- Consider Culture & Context

**Stages of Implementation**

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

2 – 4 Years

**Fksen, Nazom, Blase, Friedman, & Wallace, 2005**

**Where are you in implementation process?**

Adapted from Fksen & Blase, 2005

- We think we know what we need, so we ordered 3 month free trial (evidence-based)
- Let’s make sure we’re ready to implement (capacity infrastructure)
- Let’s give it a try & evaluate (demonstration)
- That worked, let’s do it for real (investment)
- Let’s make it our way of doing business (institutionalized use)

**Fksen, Nazom, Blase, Friedman, & Wallace, 2005**

**Implementation Phases**

- Local Selection, Agreements, Adoption, Outcomes (Fidelity)
- Local Demonstration, Durable, Outcomes, Replication, Elaboration
- Systems Adoption, Scaling, Continuous, Regeneration
**Implementation Phase Big Ideas**

- Plan for sustainable local implementation capacity
- Monitor fidelity & progress continuously for decision making & continuous regeneration
- Establish implementation capacity at multiple levels
- Evaluate other related initiatives & efforts

**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>Initial Implementation</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>Making it better</td>
<td>Elaboration</td>
<td>Expand the program/practices to other locations, individuals, times, adjust from learning in initial implementation.</td>
</tr>
<tr>
<td>Continuous</td>
<td>Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
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**Reconceptualizing Culture**

- George Sugai?
- Learning History
- 1951 Sansei, Santa Cruz, CA.
- Parents born Watsonville
- Buddhism v. "Elks" league baseball
- Bi-racial: Fernandez
- Shaped into "damn behaviorist!"
- Nature director in ESC, "Gary" v. toilet
- "Damn behaviorist" Sugai-Fernandez
- Only 2 JA, 1 AA @ LGHS, Stones v. Beatles
- UCSB, hippies, Bk
- Ex Order 5066: Mom interned, Dad moved to UT
- No Japanese, fork v. hashi, soy sauce v. shoyu
- PBS, SpEd & Kids w/ BD
- Bi-racial, Fernandez
- "George Sugai?" Learning History
- CA Sansei JA
- "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

**Individual Learning History & Context**

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in descriptors.
3. Describe how learning history affects how you describe & act on what you experience.
4. 13% w/ v. 7% w/o
5. 1 in 4 black K-12 students
6. High suspension correlated w/
7. Low achievement
8. Dropout
9. Juvenile incarceration
10. Not correlated w/ race of staff

**Troubling findings**

Students w/ the highest rates among black children w/ disabilities.

Dan Losen & Jonathan Gillespie
Center for Civil Rights Remedies at UCLA
References


Literature Review Research Questions

- How is culture defined in research focused on behavior management, discipline, & improving problem behavior in schools?
- What culturally & contextually relevant strategies are documented in research focused on behavior management, discipline, & improving problem behavior in schools?

Definitions

- Definition of culture
- Focus on problem behavior(s)
- Focus on behavior &/or discipline
- Suggestion for culturally, contextually relevant behavior strategies

Literature Review Summary

- More experimental research needed
- SWPBS promotes the most frequently recommended strategies from descriptive literature
- SWPBS can be adapted easily to diverse schools & cultural norms

“What’s the mechanism?”

- Biologically influenced
- Contextual or environmental
- Learned & purposeful
- Manipulable & teachable

Behavior Analysis

What do behaviorists say about culture?

- “No degree of knowledge about the characteristics of groups or cultures can substitute for the analysis of the actions of a given individual in their historical & situational context because no two members of any group are socialized in exactly the same way”
  - Hayes & Toarmino, 1995
- “A culture evolves when practices... contribute to the success of the practicing group in solving its problems”
  - Skinner, 1981

Fallon, O'Keeffe, & Sugai 2012

Findings 1991-2010 (n=297)

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Total</th>
<th>Intervention Description</th>
<th>Reviews/Current Issues</th>
<th>Case Studies</th>
<th>Other</th>
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<tbody>
<tr>
<td></td>
<td>21</td>
<td>9</td>
<td>8</td>
<td>2</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Total</th>
<th>Records Reviews</th>
<th>Case Studies</th>
<th>Experimental</th>
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<tr>
<td></td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
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Early Conclusion...

Nothing is inherently biased or culturally irrelevant about practices & systems PBIS implementation. However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.

Culture =

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

Table 1. Cultural Definitions and Discipline

<table>
<thead>
<tr>
<th>Source</th>
<th>Discipline</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Décor</td>
<td>Parson</td>
<td>Person of human knowledge, skill, and behavior customary to social and moral groups.</td>
</tr>
<tr>
<td>Lace</td>
<td>Trajectories</td>
<td>Traces of human behavior, custom, and cultural activity.</td>
</tr>
<tr>
<td>Social</td>
<td>Substyles</td>
<td>Substyles of human behavior, custom, and cultural activity, all of which are shared within a particular group or community.</td>
</tr>
<tr>
<td>Ecologist</td>
<td>Sociologist</td>
<td>Sociologist of human behavior, custom, and cultural activity.</td>
</tr>
<tr>
<td>Anthropologist</td>
<td>Ethnologist</td>
<td>Ethnologist of human behavior, custom, and cultural activity.</td>
</tr>
</tbody>
</table>

SWPBS & Cultural Responsive Practices

- Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011

Suggestions for Classroom Context

Adapted from Fallon, O'Keeffe, & Sugai, 2012
Suggestions for General Context

Teacher Preparation

- Understand behavior in context
- Learn in cultural context
- Displayed across context
- Norms vary by context
- Response vary by context

Self-assess cultural learning history
Expectations
Likes v. dislikes
Behavior across contexts
Contextual norms
Data-decision rules

Assess families & communities learning history
Evaluate using data

Includes family in instruction
Solicit contributions & participation
Communicate high expectations
Reinforce engagement
Evaluate using data

Student Implementation

Local norms

Suggestions for General Context

Teacher Preparation

Adapted from Fallon, O’Keeffe, & Sugai, 2012

Table 3. SWPBS Examples & Suggestions for Enhancing Cultural & Contextual Relevance

Table 3:

- SWPBS Examples & Suggestions for Enhancing Cultural & Contextual Relevance

NEXT: Quantifiable Measures? Observable Indicators? Effective Interventions?

- Culturally relevant DATA
- Culturally equitable OUTCOMES
- Culturally knowledgeable SYSTEMS
- Culturally relevant PRACTICES

Basic “Logic”

Start w/ effective, efficient, & relevant, doable

Impact & support implementation

Training & Coaching + Evaluation

Maximum Student Outcomes

Improve “Fit”

Upcoming Events

- New England PBIS
  Norwood, MA  2 Nov 2012
- NW PBIS Implementation Forum
  Bellevue, WA  5-6 Nov 2012
- Association for PBS
  San Diego, GA  27-30 Mar 2013
- Northeast PBIS Leadership
  Cromwell, CT  16-17 May 2013
- PBIS Leadership
  Chicago, IL  17-18 Oct 2013