School-wide Positive Behavior Support: Prevention, Early Intervention & Inclusion

Evidence Conference
August 26 2012
Nyborg Denmark

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Purposes
• Define School-wide Positive Behavioral Supports (PBIS/PBS)
• Describe PBIS Elements: Outcomes, Practices, Data, Systems
• Emphasize implications for early intervention, prevention, & inclusion

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.

“Take a Number”

Office Discipline Referral = Recording of student behavior that violates stated school rule & requiring action

5,100 referrals (odr)
@ 15 min/odr = 76,500 min
= 1,275 hrs admin time
@ 8 hr/day 159 days

Instructional Impact

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

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 & Rein Soc Skl
- Actively Supervise & Prevent
- Individualization based on Competence
- Consider Culture & Context
SWPBS (aka PBIS/RtI-B/MTSS-B) is 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

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

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

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Continuum of Support for ALL

Universal

Dec 7, 2007
Universal
Targeted
Intensive
Continuum of Support for ALL “Theora”

Label behavior…not people

Universal
Targeted
Intensive
Continuum of Support: “Molcom”

Align behavioral supports

SCHOOL-WIDE
1. Leadership
2. Behavior plan
3. List of positive expectations & behaviors
4. Practices 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 arranging data-based monitoring & evaluation

EVIDENCE-BASED INTERVENTION PRACTICES

CLASSROOM
1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Positive planned expectations present, length, rhythm, prompt, & structure
4. Maximum engagement through high rates of opportunities & required delivery of evidence-based instructional curriculum & procedures
5. Continuum of strategies to administrate displays of appropriate behavior
6. Continuum of strategies for responding to inappropriate behavior

INDIVIDUAL STUDENT
1. Behavioral competence at school & district level
2. Function-based behavior support planning
3. Data-based decision making
4. Comprehensive person-centered planning & supported decision making
5. Targeted social skills & self-management interventions
6. Individualized instructional & curricular accommodations

NONCLASSROOM
1. Positive reinforcement
2. Effective instruction
3. Parent engagement

FAMILY ENGAGEMENT
1. Continuum of positive behavior support for all members
2. Frequent, regular parent involvement, communications, & acknowledge
3. Parent & active participation & involvement in school plan
4. Access to systems of integrated school & community resources

“Making a turn”

IMPLEMENTATION

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>Effective</th>
<th>Not Effective</th>
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<tbody>
<tr>
<td>Maximum Student Benefits</td>
<td>Effective</td>
<td>Not Effective</td>
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Fixsen & Blase, 2009

ESTABLISHING CONTINUUM of SWPBS

Fixsen & Blase, 2009

Fixsen & Blase, 2009

Fixsen & Blase, 2009
Academic-Behavior Connection


Rapid response

High efficiency

 Assessment-based

Individual Students

High Intensity

Targeted Group Interventions

Some students at-risk

High efficiency

Rapid response

Universal Interventions

Preventive, proactive

• 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

RCT & Group Design PBIS Studies


Supporting Social Competence & Academic Achievement

OUTCOMES

Supporting Staff Behavior

PRACTICES

Supporting Decision Making

Supporting Student Behavior

Supporting
Guide to Working Smarter

- If we do it, what 2 things can we stop doing?
- Does it align with our most important student outcomes?
- Does it have high probability of delivering expected outcomes?
- Do we have capacity to implement it with sustainable/durable fidelity?