Positive Behavioral Interventions & Supports: Past, Present, & Future

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

PURPOSE
Examination & overview of SWPBS data practices, systems, & outcomes

• Brief History & Rationale
• PBIS Foundations
• Examples
• Data

“Notes to Self”
What & why “PBIS” & “RtI”?
What is interaction of data, practices, outcomes, & systems?
Link evidence-base practices to implementation science.
Show data.

Brief PBIS History & Rationale
Context Matters!

Examples

Individual Student vs. School-wide

Reiko

Assessments indicate that Reiko performs in average to above average range in most academic areas. However, in last 4 weeks her teacher has noticed Reiko’s frequent talking & asking & answering questions without raising her hand has become an annoying problem to other students & to teacher.

What would you do?

Kiyoshi

Kiyoshi is a highly competent student, but has long history of antisocial behavior. He is quick to anger, & minor events quickly escalate to major conflicts. He has few friends, & most of his conflicts occur in hallways, cafeteria, & on bus. In last 2 months, he has been given 8 days of in school detention & 6 days of out of school suspension. In a recent event, he broke glasses of another student.

What would you do?

Mitch

Mitch displays a number of stereotypic (e.g., light filtering with his fingers, head rolling) & self-injurious behaviors (e.g., face slapping, arm biting). His communications are limited to a verbal vocabulary of about 25 words. When his usual routines are changed or items are not in their usual places, his rates of stereotypic & self-injurious behavior increase quickly.

What would you do?
Rachel

Rachel dresses in black every day, rarely interacts with teachers or other students, & writes & distributes poems & stories about witchcraft, alien nations, gundams, & other science fiction topics. When approached or confronted by teachers, she pulls hood of her black sweatshirt or coat over her head & walks away. Mystified by Rachel's behavior, teachers usually shake their heads & let her walk away. Recently, Rachel carefully wrapped a dead squirrel in black cloth & placed it on her desk. Other students became frightened when she began talking to it. What would you do?

Fortunately, we have a science that guides us to...

ASSESS these situations

Develop behavior intervention PLANS based on our assessment

MONITOR student progress & make enhancements

All in ways that can be culturally & contextually APPROPRIATE

Crone & Horn, 2003; Horn, Sugai, & Anderson, 2007

“159 Days”

Intermediate/senior high school with 880 students reported 5,100 office discipline referrals in one academic year. Nearly 2/3 of students have received at least one office discipline referral.

5,100 referrals =

76,500 min @ 15 min =

1,275 hrs =

159 days @ 8 hrs

Reiko is in this school!
During 4th period, in-school detention room has so many students that the overflow is sent to the counselor’s office. Most students have been assigned for being in the hallways after the late bell.

“Da place to be”

During Advisory Class, the “sportsters” sit in the back of the room, and “goths” sit at the front. Most class activities result in out of seat, yelling arguments between the two groups.

“Cliques”

Three rival gangs are competing for “four corners.” Teachers actively avoid the area. Because of daily conflicts, vice principal has moved her desk to four corners.

“4 Corners”

On 1st day of school, a teacher found “floral” arrangement on his desk. “Welcome to the neighborhood” was written on the card.

“FTD”

You are in this school!
**1980s SW Discipline Problem**

- Emphasis on punishment
- Non-constructive
- Poor implementation fidelity
- Limited effects

**Big Ideas** from Early Years

- Teach & recognize behavior directly, school-wide
  - Colvin & Sugai (1992)
- Focus adult behavior in team-based SW action planning
  - Colvin, Kame'enui, & Sugai (1993)
- Consider ALL as foundation for some by establishing local behavioral expertise
  - Sugai & Horner (1994)
- Integrate evidence-based practices in 3-tiered prevention logic

**VIOLENCE PREVENTION**

- Positive predictable school-wide climate
- High rates academic & social success
- Formal social skills instruction
- Positive active supervision & reinforcement
- Multi-component, multi-year school-family-community effort

**Target Student Type**

- Regular (physical or Not at Risk)
- Primary Prevention/Early Intervention
  - School-wide discipline plan
  - Instruction in conflict resolution
  - Monitoring & enforcement

- At-risk for Behavioral/Emotional Problems
  - Secondary Prevention/Early Interventions
  - Identification of at-risk students
  - Direct instruction in social skills
  - Early removal from risk aversive contexts
  - Gradual levels of alternative placements

**Early Triangle** (p. 201)

- Walker, Knitzer, Reid, et al., CDC

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

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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

Prevention Logic for All
Biglan, 1995; Mayer, 1995; Walker et al., 1996

<table>
<thead>
<tr>
<th>Decrease development of new problem behaviors</th>
<th>Prevent worsening &amp; reduce intensity of existing problem behaviors</th>
<th>Eliminate triggers &amp; maintainers of problem behaviors</th>
<th>Teach, monitor, &amp; acknowledge prosocial behavior</th>
</tr>
</thead>
</table>

Redesign of teaching environments…not students

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

Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES
Universal Targeted Intensive Continuum of Support for ALL

Universal Targeted Intensive Continuum of Support for "Theora"

Universal Targeted Intensive Continuum of Support for ALL: "Molcom"

IMPLEMENTATION W/FIDELITY
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTENT EXPERTISE & FLUENCY
PBIS & RtI
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

PBIS & RtI
2006-2008 K-1 (same): Phonemic Segmentation Fluency

2006-2008 K-1 (same): Letter Name Fluency

2006-2008 1-2 (same): Oral Reading Fluency

2006-2008 1-2 (same): Nonsense Word Fluency
“Change is slow, difficult, gradual process for teachers.”

“Teachers need to receive regular feedback on student learning outcomes.”

“Continued support & follow-up are necessary after initial training”

Guskey, 1986, p. 59
“Making a turn”

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

Fixsen & Blase, 2009

1. Establishing Continuum of SWPBS

<table>
<thead>
<tr>
<th>PRIMARY PREVENTION</th>
<th>SECONDARY PREVENTION</th>
<th>TERTIARY PREVENTION</th>
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<td>~80% of Students</td>
<td>~15%</td>
<td>~5%</td>
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**SwPbS Practices**
- School-wide
- Classroom
- Non-classroom
- Student
- Family

- 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

**CLASSROOM**
1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Proactively shape expectations (taught, learned, prompted, & reinforced)
4. Behavioral engagement through high rates of important, diverse, evidence-based instructional curricula & practices
5. Continuum of strategies to acknowledge displays of appropriate behavior
6. Continuum of strategies for responding to inappropriate behavior

**EVIDENCE-BASED INTERVENTION PRACTICES**

**INDIVIDUAL STUDENT**
1. Behavioral competence at school & district levels
2. Function-based behavior support planning
3. Team- & data-based decision making
4. Comprehensive progress servant planning & execution
5. Targeted social skills & self-management instruction
6. Individualized instructional & curricular accommodations

**NONCLASSROOM**
1. Continuum of positive behavior support for all families
2. Parent support (regular positive contacts, communications, & acknowledgements)
3. Formal & active participation & involvement as important family
4. Access to system of integrated school & community resources

**FAMILY ENGAGEMENT**
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

**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**
- Approx. 80% of students
- Approx. 15%
- Approx. 5%

**Establishing Continuum of SWPBS**

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
School Rules
- NO Food
- NO Weapons
- NO Backpacks
- NO Drugs/Smoking
- NO Bullying

NON EXAMPLE

For whom is message intended, & who is most likely to respond?

Saying & doing it “Positively!”

Keep off the grass!

Emphasizing & Teaching Positive Expectations

Teaching Academics & Behaviors

- DEFINE Simply
- MODEL
- PRACTICE in Setting
- MONITOR & ACKNOWLEDGE Continuously
- ADJUST for Efficiency
Teaching Matrix Activity

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Others</td>
<td>- Use inside voice</td>
<td>- Eat your own food</td>
<td>- Stay in your seat</td>
<td>- Leave when done</td>
<td>- Arrival on time &amp; prepared</td>
<td></td>
</tr>
<tr>
<td>Respect Environment &amp; Property</td>
<td>- Recycle paper</td>
<td>- Return tray</td>
<td>- Clean feet</td>
<td>- Eat bread in class</td>
<td>- Take letter with you</td>
<td></td>
</tr>
<tr>
<td>Respect Yourself</td>
<td>- Do your best</td>
<td>- Wash your hands</td>
<td>- Be on time</td>
<td>- Like your work</td>
<td>- Listen to others</td>
<td></td>
</tr>
<tr>
<td>Respect Learning</td>
<td>- Idea &amp; materials ready</td>
<td>- Eat balanced diet</td>
<td>- Arrive on time to class</td>
<td>- Use your kind words</td>
<td>- Disturb others in class or hallway</td>
<td></td>
</tr>
</tbody>
</table>

PBS – Respect & Responsibility

- Use cells & converse in breaks
- Work as team collaboratively
- Hydrate & stretch
- Self-acceptance
- Be safe
- Pre-cycle & recycle
- Maintain neat working area

RAH – at Adams City High School
(Respect – Achievement – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time; attend regularly; follow class rules</td>
<td>Keep your location neat, keep to the right, use appropriate language, monitor noise level, allow others to pass</td>
<td>Keep area clean, put trash in can, push in your chair, be courteous to all staff and students</td>
<td>Keep area clean, put trash in can, be mindful of others’ personal space, flush toilets</td>
</tr>
<tr>
<td>Achievement</td>
<td>Use your best self; organize and complete assignments, ask questions</td>
<td>Keep track of your belongings, monitor time to get to class</td>
<td>Clean space before you leave, keep track of personal belongings</td>
<td>Be a good example to other students, keep the room better than you found it</td>
</tr>
<tr>
<td>Honor</td>
<td>Show respect; fill your needs</td>
<td>Be considerate of others and their personal space</td>
<td>Keep your own place in the classroom, personal boundaries</td>
<td>Report any graffiti or vandalism</td>
</tr>
</tbody>
</table>
**RAH – Athletics**

<table>
<thead>
<tr>
<th>RAH</th>
<th>Practice</th>
<th>Competitions</th>
<th>Eligibility</th>
<th>Lending</th>
<th>Team Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Practice: contribute, learn, correct, and practice to excel. Practice is mandatory, no exceptions.</td>
<td>Competitions: take pride in your performance. Practice makes perfect, and competition sharpens skills. Practice must continue until completed.</td>
<td>Eligibility: take care of your own possessions, and there is no excuse for absent or late.</td>
<td>Lending: take care of your own belongings, and there is no excuse for absent or late.</td>
<td>Team Travel: take care of your own possessions, and there is no excuse for absent or late.</td>
</tr>
<tr>
<td>Discriminate</td>
<td>No exceptions in the classroom, and on the playing field.</td>
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<td>Honor</td>
<td>Discriminate good governance and the team.</td>
<td>Set and reach for both individual and team goals.</td>
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**Achievement**
- Set example in the classroom and on the playing field as a true achiever.
- Set and reach for both individual and team goals; encourage your teammates.
- Earn passing grades; attend school regularly; only excused absences
- Complete your assignments missed for team travel.

**Honor**
- Demonstrate good sportsmanship and team spirit.
- Suit up in clean uniforms; win with honor and integrity; represent your school with good conduct.
- Show team pride in and out of the school. Stay out of trouble – set a good example for others.
- Suit up for any competitions you are not playing. Show team honor.
- Remember you are representing all of your school, its students, and your team.

**Honor**
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**“Good morning, class!”**

*Teachers report that when students are greeted by an adult in morning, it takes less time to complete morning routines & get first lesson started.*
**BUS BUCKS**
- Springfield P.S., OR
- **Procedures**
  - Review bus citations
  - On-going driver meetings
  - Teaching expectations
  - Link bus bucks w/ schools
  - Acknowledging bus drivers

**SUPER SUBSLIPS**
- Empowering subs in Cottage Grove, OR
- **Procedures**
  - Give 5 per sub in subfolder
  - Give 2 out immediately

**POSITIVE REFERRALS**
- Balancing pos./neg. adult/student contacts in OR
- **Procedures**
  - Develop equivalent positive referral
  - Process like negative referral

**“GOLDEN PLUNGER”**
- Involve custodian
- **Procedure**
  - Custodian selects one classroom/hallway each week that is clean & orderly
  - Sticks gold-painted plunger with banner on wall

**“G.O.O.S.E.”**
- “Get Out Of School Early”
  - Or “arrive late”
- **Procedures**
  - Kids/staff nominate
  - Kids/staff reward, then pick

**“1 FREE PERIOD”**
- Contributing to a safe, caring, effective school environment
- **Procedures**
  - Given by Principal
  - Principal takes over class for one hour
  - Used at any time

**“DINGER”**
- Reminding staff to have positive interaction
- **Procedures**
  - Ring timer on regular, intermittent schedule
  - Engage in quick positive interaction

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**“Piece of Paper”**
In one month, staff recorded 15 office discipline referrals for rule violations, & 37 for contributing to safe environment
SWPBIS Data

RCT & Group Design PBIS Studies
- Reduced major disciplinary infractions
- Improvements in academic achievement & safety
- Enhanced perception of organizational health & safety
- Improved school climate
- Reductions in teacher reported bullying

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.”