Personnel Preparation & Supporting Student Behavior: RtI, MTSS, PBIS

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Purposes
Describe multi-tiered systems of support (MTSS), responsiveness to intervention (RtI), & Positive Behavioral Interventions & Supports (PBIS) in context of personnel preparation.

SWPBS (aka PBIS/RtI-B/MTSS-B) 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., 1996
“Early Triangle”
Walker, Knitzer, Reid, et al., CDC (Walker et al., 1995, p. 201)

Prevention Logic
- Reduce a new
- Reduce intensity of existing

Universal
Targeted
Intensive
Few
Some
All

Continuum of Support for ALL

Dec 7, 2007

Universal
Targeted
Intensive

Continuum of Support for ALL “Theora”

Universal
Targeted
Intensive

Continuum of Support: “Molcom”

Universal
Targeted
Intensive

Supporting Social Competence & Academic Achievement

OUTCOMES
SYSTEMS
PRACTICES

Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior

School-wide
Classroom
Non-classroom
Family
SWPBS Practices

- Smallest #
- Evidence-based
- Biggest, durable effect
Stages of Implementation

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

Fixsen, Nacan, Blase, Friedman, & Wallace, 2005

Where are you in implementation process?
Adapted from Fixsen & 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)

Fixsen, Nacan, Blase, Friedman, & Wallace, 2005


Algozzine, B., Wang, C., & Violette, A. S. (2011). Rethinking the relationship between reading and behavior: 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).
“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

- 13% w/ v. 7% w/o
- 1 in 4 black K-12 students

High suspension correlated w/
- Low achievement
- Dropout
- Juvenile incarceration

Not correlated w/ race of staff

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

SWPBS & Cultural Responsive Practices
Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011

Assessing Culture Considerations

Individual Learning History & Context

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

School Context  | Culturally Valid Data  | Culturally Equitable Outcomes  | Culturally Knowledgeable Systems  | Culturally Relevant Practices
--- | --- | --- | --- | ---
Yes or No?  | Yes or No?  | Yes or No?  | Yes or No?  | Yes or No?
Basic “Logic”

Implementation Fidelity

Start w/ effective, efficient, & relevant, durable
Preparation & support for implementation

Training + Coaching + Evaluation

Improve “Fit”

Maximum Student Outcomes

Cultural/Context Considerations

SYSTEMS

DATA

PRACTICES

Basic “Logic”

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 w/ high sustainable/durable fidelity?

ORGANIZATION = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.


Common Vision/Values

Common Language & Behaviors

Effective Organizations

Common Experience

Common Vision/Values

Quality Leadership

Upcoming Events

PBIS Leadership Forum
Chicago, IL 18-19 Oct 2012
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

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