School-wide Positive Behavior Support: Past, Present, Future
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George Sugai & Anne Todd
University of Connecticut
Center on Positive Behavior Interventions & Supports
Center for Behavioral Education & Research
www.pbis.org  www.cber.org

Purposes
Future SWPBS implementation will be considered in context of what we have learned over past 15 years. History, research, & defining features of SWPBS will be reviewed, & current guiding principles will be emphasized.

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 Sk
- Actively Supervise & Prevent
- Individualization based on Competence
- Consider Culture & Context

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

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

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
"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

CONTINUUM OF SCHOOL-WIDE, INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

ALL ~80% of Students

~15%

~5%

~80% of Students

Continuum of Support for ALL

Universal

Targeted

Intensive

Few

Some

Dec 7, 2007

Continuum of Support for ALL "Theora"

Universal

Targeted

Intensive

Writing

Spanish

Basketball

Soc skills

Soc Studies

Reading

Tech

Science

Lea.

Label behavior…not people

Continuum of Support: "Molcom"

Universal

Targeted

Intensive

Coop play

Self-assess

Accent.

Adult rel.

Prob. Sol.

Anger man.

Peer Interac.

Attend.

Int. play

Self-assess

School-wide Classroom Family

SWPBS Practices

Non-classroom

Student

Smallest #
Evidence-based
Biggest, durable effect

Align behavioral supports
Invest in leadership

Stages of Implementation

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

Where are you in implementation process?

Adapted from Fasen & Blase, 2005

- **EXPLORATION & ADOPTION**
  - We think we know what we need, so we ordered 3 month free trial (evidence-based)

- **INSTALLATION**
  - Let's make sure we're ready to implement (capacity infrastructure)

- **INITIAL IMPLEMENTATION**
  - Let's give it a try & evaluate (demonstration)

- **FULL IMPLEMENTATION**
  - That worked, let's do it for real (investment)

- **SUSTAINABILITY & CONTINUOUS REGENERATION**
  - Let's make it our way of doing business (institutionalized use)
### Stages of Implementation

<table>
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<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
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<tr>
<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>
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<tr>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
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<tr>
<td>Elaboration</td>
<td>Expand the program/practices to other locations/individuals, tweak, adjust from learning in initial implementation.</td>
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<tr>
<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
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### 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).

### Responsiveness to Intervention

**Academic Systems**
- Intensive, individual interventions
  - Assessment-based
  - High intensity
  - 1-5%

**Behavioral Systems**
- Intensive, individual interventions
  - Assessment-based
  - High intensity
  - 1-5%

**Targeted Group Interventions**
- Group setting
  - High efficiency
  - Rapid response
  - 5-10%

**Universal Interventions**
- All settings, all students
  - Prevention, proactive
  - 80-90%

**Circa 1996**
RCT & Group Design PBIS Studies


SWPBS & Cultural Responsive Practices

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

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"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

≥1 Susp. 1 Year
- 1 in 6 black
- 1 in 13 Amer Indian
- 1 in 14 Latinos
- 1 in 20 Whites

Not correlated w/ race of staff

Dan Loues & Jonathan Gillespie
Center for Civil Rights Remedies at UCLA
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/ sustainable/durable fidelity?