School-wide Positive Behavior Support: Past, Present, Future
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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.

“Take a Number”
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.

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

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

Instructional Impact
5,100 referrals (odr)
@ 45 min/odr = 229,500 min
= 3,825 hrs instruction
@ 7 hrs/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 Skls
- Actively Supervise & Prevent
- Individualization based on Competence
- Consider Culture & Context
SWPBS (aka PBIS/RtI-B/MTSS-B) is a framework for enhancing adoption & implementation of a 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

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

Universal
Some
Targeted
Few
Apollo School

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Dec 7, 2007

All
~60% of Students

Horner, Lewis, Sugai, Todd, Walker...1995
Universal Targeted Intensive

Continuum of Support for ALL "Theora"

Label behavior...not people

Intensive Targeted Universal

Basketball Soc Skills Spanish Writing Tech Science Math

Supporting Social Competence & Academic Achievement

Homework

TERTIARY PREVENTION

SECONDARY PREVENTION

PRIMARY PREVENTION

Supporting Staff Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Decision Making

Supporting Student Behavior

SCHOOL-WIDE

CLASSROOM

EVIDENCE-BASED INTERVENTION PRACTICES

INDIVIDUAL STUDENT

NONCLASSROOM

FAMILY ENGAGEMENT

1. Leadership role
2. Behavior purpose statement
3. List of positive expectations & behaviors
4. Procedures for teaching SW classroom-wide expected behaviors
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for ongoing data-based monitoring & evaluation

1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Positive student expectations posted, taught, reviewed, prompted, & supervised
4. Maximum engagement through high rates of opportunities to respond; delivery of evidence-based instructional curriculum & practices
5. Continuum of strategies for acknowledging displays of appropriate behavior
6. Continuum of strategies for responding to inappropriate behavior

1. Behavioral competence at school & district levels
2. Function-based behavior support planning
3. Teacher & student based decision making
4. Comprehensive person-centered planning & implemented procedures
5. Targeted social skills & self-management instruction
6. Individual student instructional & curricular accommodations

1. Position responsibilities & routines (height & meaningful)
2. A positive instructional climate (relevant, intense)
3. Problem reduction & remediation
4. Positive reinforcement

1. Continuum of positive behavior support for all families
2. Frequent, regular parent contacts, consultations, & interventions
3. Parent & student participation & involvement in initial planning
4. Access to systems of integrated school & community resources

ESTABLISHING CONTINUUM of SWPBS

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
**Fixsen & Blase, 2009**

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


**Stages of Implementation**

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

Fixsen, Nacem, Blase, Friedman, & Wallace, 2005

**Where are you in implementation process?**

Adapted from Fixsen & 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)
Universal Interventions


Observations from a randomized trial.


Rapid response

High efficiency

Preventive, proactive

Intensive, individual interventions

- High intensity

Targeted Group Interventions

- Some students at-risk

Rapid response

Universal Interventions

- All students

Preventive, proactive

Circa 1996

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).

Academic Continuum

Behavior Continuum

Mar 10 2010

RCT Group Design PBIS Studies

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior
- Improved school climate

Academic-Behavior Connection

“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 20 Whites
- 1 in 14 Latinos
- 1 in 13 Amer Indian
- 1 in 6 black

High suspension correlated w/:

- Low achievement
- Dropout
- Juvenile incarceration

Not correlated w/ race of staff

Dan Luzen & 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 with sustainable/durable fidelity?