SWPBS: Overview for School Counselors

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Purpose
Provide overview of Positive Behavioral Interventions & Support and important role of school counseling.

Rationale
Some "Why's"
- Overuse of reactive management
- Train & hope approach to professional development
- Poor implementation accuracy & fluency
- Adoption of non-evidence-based practices
- Non-data based decision making
- Separation of academic & behavior instruction
- Low investment in local expert capacity building

SWPBS is about....
- Improving classroom & school climate
- Integrating academic & behavior initiatives
- Increasing preventive management
- Improving support for students w/ EBD
- Maximizing academic achievement

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Applied Challenge: Academic & behavior success (failure) are linked!

"This is the worst class I've ever had."
**Worry: Reactive Management “Teaching” by Getting Tough**

Runyon: “I hate this f____ing school, & you’re a dumbf_____.”

Teacher: “That is disrespectful language. I’m sending you to the office so you’ll learn never to say those words again….starting now!”

**Immediate & seductive solution…. ”Get Tough!”**

- Clamp down & increase monitoring
- Re-re-re-review rules
- Extend continuum & consistency of consequences
- Establish “bottom line”

...Predictable individual response

**Reactive responses are predictable….**

When we experience aversive situation, we want select interventions that produce immediate relief
- Remove student
- Remove ourselves
- Modify physical environment
- Assign responsibility for change to student &/or others

**When behavior doesn’t improve, we “Get Tougher!”**

- Zero tolerance policies
- Increased surveillance
- Increased suspension & expulsion
- In-service training by expert
- Alternative programming

.....Predictable systems response!

**Erroneous assumption that student….**

- Is inherently “bad”
- Will learn more appropriate behavior through increased use of “aversives”
- Will be better tomorrow…….

**But….false sense of safety/security!**

- Fosters environments of control
- Triggers & reinforces antisocial behavior
- Shifts accountability away from school
- Devalues child-adult relationship
- Weakens relationship between academic & social behavior programming
Science of behavior has taught us that students....

• Are NOT born with "bad behaviors"
• Do NOT learn when presented contingent aversive consequences

........Do learn better ways of behaving by being taught directly & receiving positive feedback

Don’t Work Well

• Label student
• Exclude student
• Blame family
• Punish student
• Assign restitution
• Ask for apology

Work Better

• Teach targeted social skills
• Reward social skills
• Teach all
• Individualize for non-responsive behavior
• Invest in positive SW culture

SWPBS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, durable, scalable, & logical for ALL students

(Zins & Ponti, 1990)

SWPBS 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 Student Behavior

Supporting Decision Making

Supporting PRACTICES

Supporting OUTCOMES

Supporting SYSTEMS

Supporting DATA

Implementation must be culturally responsive & shaped

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Individualized Systems for Students with High-Risk Behavior

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**School-Wide**
1. Leading team
2. Behavior (behavior statements)
3. List 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 ongoing data-based monitoring & evaluation

**Evidence-Based Intervention Practices**

**Classroom**
1. All school-wide
2. Behavioral analysis & predictability in routines & environments
3. Positive & active reinforcement: praised, valued, & supervised
4. Behavioral engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
5. Continuum of strategies to acknowledge displays of appropriate behavior
6. Continuum of strategies for responding to inappropriate behavior

**Individual Student**
1. Behavioral competence at school & district levels
2. Function-based behavior support planning
3. Peer & data-based decision making
4. Compensatory personal centered planning & supports for students
5. Targeted social skills & self-management instruction
6. Individualized instructional & curricular accommodations

**Nonclassroom**
1. Positive expectations & routines taught & encouraged
2. Active supervision by all staff (ongoing, continuous)
3. Positive feedback & reinforcement
4. Positive reinforcement

**Family Engagement**
1. Continuum of positive behavior support for all families
2. Frequent, regular positive contact, communication, & acknowledgements
3. Family & student participation in treatment as equal partner
4. Access to systems of integrated school & community resources
Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High intensity
- Intense, durable procedures

Targeted Group Interventions
- Multiple students per day
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Circa 1996

Responsiveness to Intervention

Academic Continuum
- All Settings, all students
- Preventive, proactive

RTI Continuum of Support for ALL

Label behavior...not people

Primary Prevention
- Teach SW expectations
- Proactive SW & classroom discipline
- Positive reinforcement
- Effective instruction
- Parent engagement
- Active supervision

Secondary Prevention
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

Tertiary Prevention
- Function-based support
- Wraparound
- Person-centered planning

~80% of Students
~5%

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning

~15%

Mar 10 2010
Examples

Visible, Taught, & Acknowledged Positive Expectations

Welcome to Westwood!

Be Kind
Be Respectful
Be Responsible
Be Safe
Be Your Best

It's the Westwood Way

Magnets

Parkville Pride

Respect Yourself
Respect Each Other
Respect Your School and Community

Parkville Elem. Hartford 2009
Expectations & behavioral skills are taught & recognized in natural context

Newhart Middle School
2004-2005

Teaching Matrix

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES
Teaching Academics & Behaviors

- Define: Simply
- Model
- Practice in Settings
- Monitor & Acknowledge Continuously
- Adjust for Efficiency

LC: Expected behaviors are visible

Acknowledge & Recognize

Data

SET: Project REACH

FRMB Total Office Discipline Referrals
SUSTAINED IMPACT

Academic Years

Graph showing the reduction in office discipline referrals from Pre to Post across different academic years.
Key-to-Success Project

NC Positive Behavior Support Initiative

Dr. Bob Algozzine

Office Discipline Referrals per 100 Students

80% students responding!

Central Illinois Elem, Middle Schools Triangle Summary 03-04

ODR Admin. Benefit
Springfield MS, MD

2001-2002 2277
2002-2003 1322
= 955 42% improvement
= 14,325 min. @15 min.
= 238.75 hrs
= 40 days Admin. time
ODR Instruc. Benefit
Springfield MS, MD
2001-2002  2277
2002-2003  1322
= 955  42% improvement
= 42,975 min. @ 45 min.
= 716.25 hrs
= 119 days Instruc. time

Good Data Systems
- Defined in observable terms
  * Educationally relevant
  * Mutually exclusive
  * Comprehensive
  * Linked to questions

- Data easy to input
  * Routine
  * <1% of time

- Data easy to summarize & present
  * Graphic format

- Data linked to decisions & actions

4 Main Data Concerns
- Student outcomes
- Practice selection
- Practice implementation
- Systems integration

Office Discipline Referrals
- Definition
  - Kid-Teacher-Administrator interaction
  - Underestimation of actual behavior
- Improving usefulness & value
  - Clear, mutually exclusive, exhaustive definitions
  - Distinction between office vs. classroom managed
  - Continuum of behavior support
  - Positive school-wide foundations
  - Win school comparisons

Avg Ref/Day/Month

# Ref by Problem Behavior
“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.