SWPBS & RtI² in 3-D

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
Mar 31 2010
www.pbis.org www.cber.org www.swis.org

PURPOSE
Describe school-wide positive behavior supports (aka PBIS) in Response to Intervention context.
• Brief context & rationale for SWPBS
• SWPBS defining features
• Few examples & data
• Focus on “Big Ideas”
• Invest in Team & Leadership
• Build “doing” Action Plan

RtI in 3-D
Mar 2010

SWPBS Foundations & Rationale

CHALLENGE: Inefficient infrastructures for supporting sustained use of relevant evidence-based practices

- Multiple competing initiatives
- Reactive professional development
- Requirements to do more when challenged
- Escape/avoidance driven motivation
- Failure to build effective, efficient, & relevant systems
- Fractured link between practice decisions & kid outcomes
- Etc.

Getting Tough

Teaching to Corner

RtI “Example”
**Guiding Principles**
- Do less better
- Do what works
- Link to important outcomes
- Inform decisions (data)
- Attend to context
- Err on being positive
- Do what works

**SWPBS Logic!**

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

(Zins & Ponti, 1990)

**Host Environment Features**
- **Effective**
  - Achieve desired outcome?
- **Efficient**
  - Doable by real implementer?
- **Relevant**
  - Contextual & cultural?
- **Durable**
  - Lasting?
- **Scalable**
  - Transportable?
- **Logical**
  - Conceptually Sound?

**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
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

IMPLEMENTATION W/ FIDELITY

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING

PREVENTION & EARLY INTERVENTION

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTENT EXPERTISE & FLUENCY

RESPONSIVENESS TO INTERVENTION

Academic Systems
- Universal Interventions: All students
- Preventive, proactive

Behavioral Systems
- Universal Interventions: All settings, all students
- Prevention, proactive

Circa 1996

RESPONSIVENESS TO INTERVENTION

Academic Systems
- Intensive, Individual Interventions: Individual Students
- Assessment-based: High intensity

Behavioral Systems
- Intensive, Individual Interventions: Individual Students
- Assessment-based: Intense, durable procedures

Circa 1996
“Is SWPBS evidence-based practice?”


www.pbis.org

---

**SCHOOL-WIDE**
- Leadership team
- Behavior purpose statement
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behaviors
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging rule violations
- Procedures for ongoing data-based monitoring & modification

**CLASSROOM**
- All school-wide
- Positive expectations & routines taught & encouraged
- Active supervision by all staff (scan, move, interact)
- Precorrections & reminders
- Positive reinforcement

**EVIDENCE-BASED INTERVENTION PRACTICES**
- Positive expectations & routines taught & encouraged
- Active supervision by all staff (scan, move, interact)
- Precorrections & reminders
- Positive reinforcement

**INDIVIDUAL STUDENT**
- Behavioral competence at school & district levels
- Positive & data-based decision making
- Comprehensive person-centered planning & inclusion processes
- Targeted social skills & self-management instructional procedures
- Individualized procedures & curricular accommodations

**NONCLASSROOM**
- Precorrections & reminders
- Positive reinforcement

**FAMILY ENGAGEMENT**
- Positive expectations & routines taught & encouraged
- Active supervision by all staff (scan, move, interact)
- Precorrections & reminders
- Positive reinforcement
Teacher__________________________  Rater_______________________ Date___________

Instructional Activity

Tally each Positive Student Contacts Total #  Tally each Negative Student Contacts Total #

Ratio of Positives to Negatives: ______ to 1

Classroom Management: Self-Assessment

1. Did I have at least 4 positive for 1 negative student contacts?  Yes No
2. Did I move throughout the area I was supervising?  Yes No
3. Did I frequently scan the area I was supervising?  Yes No
4. Did I positively interact with most of the students in the area?  Yes No
5. Did I handle most minor rule violations quickly and quietly?  Yes No
6. Did I follow school procedures for handling major rule violations?  Yes No
7. Do I know our school-wide expectations (positively stated rules)?  Yes No
8. Did I positively acknowledge at least 5 different students for displaying our school-wide expectations?  Yes No

Overall active supervision score:
- 7-8 "yes" = “Super Supervision”
- 5-6 "yes" = “So-So Supervision”
- <5 "yes" = “Improvement Needed”

“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.

All school-wide
Maximum structure & predictability in routines & environment
Positively stated expectations posted, taught, reviewed, prompted, & supervised.
Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
Continuum of strategies to acknowledge displays of appropriate behavior, including contingent & specific praise, group contingencies, behavior contracts, token economies
Continuum of strategies for responding to inappropriate behavior, including specific, contingent, brief corrections for academic & social behavior errors, differential reinforcement of other behavior, planned ignoring, response cost, & timeout.
<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have arranged my classroom to minimize crowding and distraction</td>
<td>Yes</td>
</tr>
<tr>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom</td>
<td>No</td>
</tr>
<tr>
<td>routines, specific directions, etc.)</td>
<td></td>
</tr>
<tr>
<td>3. I have posted, taught, modeled, and monitored 3-5 positively stated expectations (e.g.</td>
<td>No</td>
</tr>
<tr>
<td>rules)</td>
<td></td>
</tr>
<tr>
<td>4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate</td>
<td>No</td>
</tr>
<tr>
<td>behaviors (See top of page)</td>
<td></td>
</tr>
<tr>
<td>5. I provided each student with multiple opportunities to respond and participate during</td>
<td>No</td>
</tr>
<tr>
<td>instruction</td>
<td></td>
</tr>
<tr>
<td>6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)</td>
<td>No</td>
</tr>
<tr>
<td>7. I actively supervised my classroom (e.g., moving, scanning) during instruction</td>
<td>No</td>
</tr>
<tr>
<td>8. I ignored or provided quick, direct, explicit reprimands/redirections in response to</td>
<td>No</td>
</tr>
<tr>
<td>inappropriate behavior</td>
<td></td>
</tr>
<tr>
<td>9. I have multiple strategies/systems in place to encourage appropriate behavior (e.g.,</td>
<td>No</td>
</tr>
<tr>
<td>class point systems, praise, etc.)</td>
<td></td>
</tr>
<tr>
<td>10. In general, I have provided specific feedback in response to social and academic behavior</td>
<td>No</td>
</tr>
<tr>
<td>actions and correct responses</td>
<td></td>
</tr>
</tbody>
</table>

Overall classroom management score: 10-8 “yes” = “Super” 7-5 “yes” = “So-So” < 5 “yes” = “Improvement Needed”

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

SWPBS Examples & Data

Welcome Rugs

LC: Expected behaviors are visible
Perseverance
Holding to a course of action despite obstacles
• Stay positive
• Set goals
• Learn from mistakes

Respect
To others, consideration, appreciation, and acceptance
• Respect yourself
• Respect others
• Demonstrate appropriate language and behavior

Integrity
Adherence to an agreed-upon code of behavior
• Be responsible
• Do your own work
• Be trustworthy and trust others

Discipline
Managing oneself to achieve goals and meet expectations
• Strive for consistency
• Attend class daily; be on time
• Meet deadlines; do your homework

Excellence
Being of finest or highest quality
• Do your personal best
• Exceed minimum expectations
• Inspire excellence in others

Visible, Taught, & Acknowledged
Positive Expectations

Respect
Ourselves
Be on task.
Give your best effort.
Be prepared.
Walk.
Have a plan.

Respect
Others
Be kind.
Hands/feet to self.
Help/share with others.
Use normal voice volume.
Walk to right.
Play safe.
Include others.
Share equipment.
Practice good table manners

Respect
Property
Recycle.
Clean up after self.
Pick up litter.
Maintain physical space.
Use equipment properly.
Put litter in garbage can.
Replace trays & utensils.
Clean up eating area.
Push in chairs.
Treat books carefully.
Pick up.
Treat chairs appropriately.
Wipe your feet.
Sit appropriately.

Expectations
1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES

<table>
<thead>
<tr>
<th>Typical Contexts/ Routines</th>
<th>Classroom-Wide Rules/Expectations</th>
<th>Setting</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Raise hand to answer</td>
<td>Put writing on desk</td>
<td>Do your best.</td>
<td>Ask.</td>
<td></td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Eyes on speaker, Give brief answers</td>
<td>Put materials in desk</td>
<td>Keep feet on floor</td>
<td>Have plan.</td>
<td>Ask.</td>
</tr>
<tr>
<td>Homework</td>
<td>Do own work</td>
<td>Keep hands to self</td>
<td>Put check by my name</td>
<td>Ask if unclear.</td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td>Stop, Step Back, Think, Act</td>
<td>Have materials ready</td>
<td>Have materials ready</td>
<td>Ask.</td>
<td></td>
</tr>
<tr>
<td>&quot;I Need Assistance&quot;</td>
<td>Raise hand or show Assistance Card</td>
<td>Have materials ready</td>
<td>Have materials ready</td>
<td>Ask.</td>
<td></td>
</tr>
<tr>
<td>Teacher Directed</td>
<td>Eyes on speaker, Keep hands to self</td>
<td>Have materials ready</td>
<td>Have materials ready</td>
<td>Ask.</td>
<td></td>
</tr>
<tr>
<td>Independent Work</td>
<td>Use inside voice</td>
<td>Keep hands to self</td>
<td>Have materials ready</td>
<td>Ask.</td>
<td></td>
</tr>
<tr>
<td>Problem to Solve</td>
<td>Stop, Step Back, Think, Act</td>
<td>Have materials in hand</td>
<td>Have materials ready</td>
<td>Ask.</td>
<td></td>
</tr>
</tbody>
</table>
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>
</table>
| Respect | Be on time, interact, follow class rules
          | Keep location neat, keep to the right, avoid stop, stand up, silence cell phone when entering, follow student/staff adults into areas |
          | Put trash in trash, push in your chair, be considerate of others, keep location neat, keep to the right |
|         | Keep area clean, put trash in trash, be considerate of others, keep area neat, keep to the right |
| Achievement | Do your best on all assignments and assessments, take notes, ask questions
              | Keep track of your belongings, monitor time to get to class |
              | Check space before you leave, keep track of personal belongings |
| Honor   | Do your own work, tell the truth
         | Do your own work, tell the truth
         | Be considerate of yours and others' personal space
         | Keep your own place in line, maintain personal boundaries

PBS – Respect & Responsibility

- **Others**
  - Use cell & converse @ breakfast
  - Work as team collaboratively
- **Self**
  - Hydrate & stretch
  - Self-assess
  - Be safe
- **Environment**
  - Pre-cycle & recycle
  - Maintain neat working area

North Windham School
Mar 2010

RAH – Athletics

<table>
<thead>
<tr>
<th>RAH</th>
<th>Practice</th>
<th>Competition</th>
<th>Eligibility</th>
<th>Coaching</th>
</tr>
</thead>
</table>
| Respect | be respectful, demonstrate good sportsmanship, encourage teammates to excel
          | show positive sportsmanship, take pride in your team, treat others with respect, adopt school spirit |
| Achievement | be a good example to other students, lead by example |
| Honor   | be a good example to other students, lead by example |

North Windham School
Mar 2010

RAH – Athletics

<table>
<thead>
<tr>
<th>RAH</th>
<th>Practice</th>
<th>Competition</th>
<th>Eligibility</th>
<th>Coaching</th>
</tr>
</thead>
</table>
| Respect | be respectful, demonstrate good sportsmanship, encourage teammates to excel
          | show positive sportsmanship, take pride in your team, treat others with respect, adopt school spirit |
| Achievement | be a good example to other students, lead by example |
| Honor   | be a good example to other students, lead by example |

North Windham School
Mar 2010
9849 less ODRs
X 30 min/ODR
= 295,470 min
= 821 days

Development & Sustainability

- Invest in 1-3 yrs of on-going professional development
- Provide annual boosters
- Establish school & district/regional coaching
- Annual self-assessment of integrity & outcomes
- Integrate initiatives with similar outcomes
- Establish local behavioral expertise

GENERAL IMPLEMENTATION PROCESS: “Getting Started”

- Team
- Agreements
- Data-based Action Plan
- Evaluation
- Implementation

Working Smarter

<table>
<thead>
<tr>
<th>Initiative, Project Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/ etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DARE Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Invest in what you have control over
Focus on doing
Attend to context
Link to important outcomes
Err on being positive
Do less better
Do what works

Data Priorities
- Practice selection
- Practice implementation
- Progress monitoring & systems integration
- Student Outcomes

Effective Social & Academic School Culture
- Kids Benefit
- Common Experience
- Common Vision/Values
- Common Language
- Effective Practice

Do less better
Do what works
Inform decisions (data)
Err on being positive
Attend to context
Focus on doing
Invest in what you have control over