What Does RtI Got to Do with Behavior?

2012 WI RtI Summit

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Center for Behavioral Education & Research
University of Connecticut
March 6 2012

1. RtI Foundations

8 CONSIDERATIONS

1 RtI Foundations
8 Culture

4 Leadership
5 Implementation Fidelity
6 Working Smarter
7 Data

1. RtI Foundations

3 Prevention
2 Multi-tiered Logic

Comprehensive screening
Support for non-responsiveness
Implementation Fidelity
Assessment-instruction alignment

Early & timely decision making
Resource & time use

Data-based decision making

Improvement Needed

INSTRUCTIONAL ACCOUNTABILITY & JUSTIFICATION

Assessment-instruction alignment

Resource & time use

Support for non-responsiveness

Implementation Fidelity

Improvement Needed

RtI EARLY INFLUENCES

CBM Early Screening & Intervention
Applied Behavior Analysis Prereferral Interventions
Behavioral & Instructional Consultation Teacher Assistance Teaming
Diagnostic Prescriptive Teaching

Precision Teaching

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTENT EXPERTISE & FLUENCY

TEAM-BASED IMPLEMENTATION

CONTINUOUS PROGRESS MONITORING

UNIVERSAL SCREENING DATA-BASED DECISION MAKING & PROBLEM SOLVING

IMPLEMENTATION W/ FIDELITY

1. RtI Foundations
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).

2. Multi-tiered systems logic
"Early Triangle" Walker, Knitzer, Reid, et al., CDC (Walker et al., 1995, p. 201)

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

Universal
Targeted
Intensive

Dec 7, 2007

Continuum of Support for ALL: ‘Molcom’

Intensive
Targeted
Universal

Continuum of Support for ALL: ‘Theora’

Intensive
Targeted
Universal

Dec 7, 2007

Label behavior...not people

Continuum of Support for ALL: ‘IFB School’

Intensive
Targeted
Universal

Label behavior...not people

Align supports
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

School-wide
Universal
Targeted
Intensive
Continuum of Support for ALL “District: Literacy”

CONTEXT or SETTING

Teacher Practice

Student Behavior

School Reform

District Operations

3. Prevention for all

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

Teach social like academic skills
1. Define & describe variations
2. Model variations in context
3. Provide practice in multiple context
4. Reinforce in context
5. Adjust instruction
4. Quality leadership capacity

Effective managers must do 4 things well

- When selecting someone, they select for talent...not simply experience, intelligence, or determination.
- When setting expectations, they define right outcomes...not the right steps.
- When motivating someone, they focus on strengths...not on weaknesses.
- When developing someone, they help him find right fit...not simply the next rung on ladder. (p. 67)

Buckingham & Coffman 2002, Gallup.

<table>
<thead>
<tr>
<th>&quot;Making a turn&quot;</th>
<th>IMPLEMENTATION</th>
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<tbody>
<tr>
<td></td>
<td>Effective</td>
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<tr>
<td>PRACTICE</td>
<td></td>
</tr>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
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Fixsen & Blase, 2009

GP #1: Invest in leadership


5. Implementation w/ Fidelity

"Making a turn" IMPLEMETATION

Effective | Not Effective
---|---
Effective | Maximum Student Benefits
Not Effective | 

Fixsen & Blase, 2009

### Integrated Elements

- Supporting Social Competence & Academic Achievement
- Supporting Staff Behavior
- Supporting Student Behavior

### Basic “Logic”

- Systems
- Data
- Practices
- OUTCOMES
- Supporting Decision Making

### Funding

- Visibility
- Political Support
- Policy

### SWPBS Implementation Blueprint

- www.pbis.org

### Local School/District Implementation Demonstrations

### 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>
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<tr>
<td>Character Education Committee</td>
<td></td>
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<tr>
<td>Safety Committee</td>
<td></td>
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<tr>
<td>School Spirit Committee</td>
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<tr>
<td>Discipline Committee</td>
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<tr>
<td>DARE Committee</td>
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<td></td>
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<tr>
<td>EBS Work Group</td>
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### Sample Teaming Matrix

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</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td></td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Character Education Committee</td>
<td></td>
<td>Improve character</td>
<td>Improve character</td>
<td>Marlee, J.S., Ellen</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Safety Committee</td>
<td></td>
<td>Improve safety</td>
<td>Predictable response to threats/crisis</td>
<td>Dangerous students</td>
<td>Goal #3</td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td></td>
<td>Improve morale</td>
<td>Improve morale</td>
<td>All students</td>
<td>Has not met</td>
</tr>
<tr>
<td>Discipline Committee</td>
<td></td>
<td>Enhance behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, antisocial students, repeat offenders</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE</td>
<td></td>
<td>Prevent drug use</td>
<td>Prevent drug use</td>
<td>Ellen, Eric, Marlee, Otis</td>
<td>Goal #3</td>
</tr>
<tr>
<td>EBS Work Group</td>
<td></td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, enhance academic engagement, improve grades</td>
<td>All students</td>
<td>Goal #2</td>
</tr>
</tbody>
</table>

Are outcomes measurable?
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 achieving outcomes?

Do we have capacity to implement IT w/ sustainable/durable fidelity?

7. Guide decisions with data
8. Consider context & culture

CULTURE is extent to which group of individuals engage in overt & verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, & predicting how individuals within the group act in specific setting conditions.

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

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

Common Vision/Values
Common Language & Behaviors
Common Experience
Quality Leadership

Effective Organizations

Upcoming Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>Date</th>
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<tbody>
<tr>
<td>Association for PBS</td>
<td>Atlanta, GA</td>
<td>15-26 Mar 2012</td>
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<tr>
<td>NE PBIS Leadership</td>
<td>Cromwell, CT</td>
<td>17-18 May 2012</td>
</tr>
<tr>
<td>PBIS Leadership</td>
<td>Chicago, IL</td>
<td>18-19 Oct 2012</td>
</tr>
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