School-Based Positive Behavioral Supports: What is It, & Why Is It Important?

McDowell Institute for Teacher Excellence in PBS
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Purposes
• Define Positive Behavioral Interventions & Supports (PBIS/PBS)
• Describe PBIS Elements: Practices, Data, Systems

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

Biglan, 1995; Mayer, 1995; Walker et al., 1996

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

Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students

“Early Triangle”
Walker, Koizum, Reid, et al., CDC (Walker et al., 1995, p. 201)

Target Student Type  Intervention Approach

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

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

~80% of Students

~15%

~5%

Continuum of School-Wide Instructional & Positive Behavior Support

Universal

Targeted

Intensive

Few

Some

ALL

Homework

CONTINUUM OF SWPBS

Tertiary Prevention

Secondary Prevention

Primary Prevention

School-wide Practices

Classroom

Non-classroom

Family

Student

Smallest #
Evidence-based
Biggest, durable effect
School-Wide

1. Leadership/Plan
2. Behavior purpose statements
3. Role of positive expectation & behavior
4. Procedures for teaching SB & classroom rules
5. Continuum of procedures for encouraging positive behavior
6. Continuum of procedures for discouraging inappropriate behavior
7. Procedures for ongoing data-based monitoring & evaluation

Individual Student

1. Behavioral competence at school & district/levels
2. Faculty & district decision making
3. Peer/behavioral peer support networks
4. Targeted social skills & self-management instruction
5. Individualized instructional & curricular accomodations

Evidence-Based Intervention Practices

1. All school wide
2. Positive reinforcement & positive strategies
3. Positive reinforcement with functional outcome
4. Positive reinforcement with functional outcome
5. Positive reinforcement with functional outcome
6. Positive reinforcement with functional outcome
7. Positive reinforcement with functional outcome

Classroom

1. SB
2. SB
3. SB
4. SB
5. SB
6. SB
7. SB

Family Engagement

1. Randomization of positive behavior support for all students
2. Randomization of positive behavior support for all students
3. Randomization of positive behavior support for all students
4. Randomization of positive behavior support for all students
5. Randomization of positive behavior support for all students
6. Randomization of positive behavior support for all students

Nonclassroom

1. Faculty expectations & outcomes
2. Faculty expectations & outcomes
3. Faculty expectations & outcomes
4. Faculty expectations & outcomes
5. Faculty expectations & outcomes
6. Faculty expectations & outcomes

Incorporating PRACTICES

1. Get it right evidence-based
2. Get it right evidence-based
3. Get it right evidence-based
4. Get it right evidence-based
5. Get it right evidence-based
6. Get it right evidence-based

Invest in leadership

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

Where are you in implementation process?

Adapted from Fasen & Blase, 2005

- We think we know what we need, so we ordered 3 month free trial (evidence-based)
- Let's make sure we're ready to implement (capacity infrastructure)
- Let's give it a try & evaluate (demonstration)
- That worked, let's do it for real (investment)
- Let's make it our way of doing business (institutional use)

Data-based Decision Making

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

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.”

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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 Losen & 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?