SWPBS (aka EBS)
10 Year Perspective

George Sugai
OSEP Center on PBIS
University of Connecticut
November 1, 2007

www.pbis.org       www.cber.org
George.sugai@uconn.edu
PURPOSE: Acknowledge what we have learned over last 10 years

- Where did SWPBS come from?
- Has triangle be useful?
- What about academic achievement?
- Is SWPBS program or system?
- What about next 10 years?
Where did SWPBS come from?
Before 1997

• No such thing as www
• No such thing as PBIS Center
• “Pre-PowerPoint”…transparencies
• Concern about school climate & problem behavior
• EBS “Effective Behavior Support”
"This is the worst class I've ever had."
Office Referrals/School Day by Month

Taylor-Greene et al., 1996
SWPBS Conceptual Foundations

- Behaviorism
- ABA
- EBS/PBS
- SWPBS
PBIS objective....

Redesign & support teaching & learning environments that are effective, efficient, relevant, & durable

– Outcome-based
– Data-guided decision making
– Evidence-based practices
– Systems support for accurate & sustained implementation
Has “triangle” been useful?
Continuum of Effective Behavior Support

- **Primary Prevention**: Universal Interventions (School-Wide System, Classroom System)
- **Secondary Prevention**: Specialized Group Interventions (At-Risk System)
- **Tertiary Prevention**: Specialized Individual Interventions (Individual Student System)

- **Students without Serious Problem Behaviors (80-90%)**
- **Students At-Risk for Problem Behavior (5-15%)**
- **Students with Chronic/Intense Problem Behavior (1-7%)**

Circa 1996
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
Original logic: public health & disease prevention (Larson, 1994)

- **Tertiary (FEW)**
  - Reduce complications, intensity, severity of current cases

- **Secondary (SOME)**
  - Reduce current cases of problem behavior

- **Primary (ALL)**
  - Reduce new cases of problem behavior
Prevention Logic for All
(Walker et al., 1996)

• Decrease development of new problem behaviors

• Prevent worsening of existing problem behaviors

• Redesign learning/teaching environments to eliminate triggers & maintainers of problem behaviors

• Teach, monitor, & acknowledge prosocial behavior
Central Illinois Elem, Middle Schools
Triangle Summary 03-04

- Met SET (N = 23)
  - 84%

- Not Met SET (N = 12)
  - 58%

SWPBS schools are more preventive
### SWIS 06-07 (Majors Only)
1974 schools; 1,025,422 students; 948,874 ODRs

<table>
<thead>
<tr>
<th>Grades</th>
<th># Sch</th>
<th>Mean Enroll</th>
<th>Mean ODRs/100/Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1288</td>
<td>446</td>
<td>.34 (.37) 1/300/day</td>
</tr>
<tr>
<td>6-9</td>
<td>377</td>
<td>658</td>
<td>.98 (1.36) 1/100/day</td>
</tr>
<tr>
<td>9-12</td>
<td>124</td>
<td>1009</td>
<td>.93 (.83) 1/107/day</td>
</tr>
<tr>
<td>K-(8-12)</td>
<td>183</td>
<td>419</td>
<td>.86 (1.14) 1/120/day</td>
</tr>
</tbody>
</table>

Rule violations happen
Major Office Discipline Referrals (05-06)
Mean Proportion of Students

ODR rates vary by level

K=6 (N = 1010) 6-9 (N = 312) 9-12 (N = 104)

- 0-1: 89%, 74%, 71%
- '2-5: 8%, 16%, 18%
- '6+: 3%, 10%, 11%
Major Office Discipline Referrals (05-06)
Percentage of ODRs by Student Group

A few kids get many ODRs

K-6 (N = 1010) 6-9 (N = 312) 9-12 (N = 104)

- K-6: 25% '0-1, 32% '2-5, 43% '6+
- 6-9: 15% '0-1, 37% '2-5, 40% '6+
- 9-12: 15% '0-1, 15% '2-5, 45% '6+
ODR rates vary by grade
What about academic achievement?
It’s not just about behavior!

Good Teaching

Behavior Management

STUDENT ACHIEVEMENT

Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems
Designing School-Wide Systems for Student Success

Academic Systems

1-5% 1-5%

80-90%

Intensive, Individual Interventions
• Individual Students
• Assessment-based
• High Intensity

Targeted Group Interventions
• Some students (at-risk)
• High efficiency
• Rapid response

Universal Interventions
• All students
• Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions
• Individual Students
• Assessment-based
• Intense, durable procedures

Targeted Group Interventions
• Some students (at-risk)
• High efficiency
• Rapid response

Universal Interventions
• All settings, all students
• Preventive, proactive

Circa 1996

1-5% 1-5%

80-90%
On Horizon:
*Response to Intervention*

**IMPLEMENTATION W/ FIDELITY**

**DATA-BASED DECISION MAKING & PROBLEM SOLVING**

**CONTINUOUS PROGRESS MONITORING**

**CONTINUUM OF EVIDENCE-BASED INTERVENTIONS**

**STUDENT PERFORMANCE**
4J School District
Eugene, Oregon

Change in the percentage of students meeting the state standard in reading at grade 3 from 97-98 to 01-02 for schools using PBIS all four years and those that did not.

Higher + changes on OSAT w/ SWPBS
SSS Mean Protective Factor Score:
Illinois Schools 03-04  \( t = 7.21; \)  \( df = 172; \)  \( p < .0001 \)

SWPBS schools perceived as safer
SSS Mean Risk Factor Score:
Illinois Schools 03-04  $t = -5.48$; $df = 134$; $p < .0001$

Mean SSS Risk Factor Score

- **Met SET**
  - $N = 59$
  - 12 schools

- **Did Not Meet SET**
  - $N = 128$
  - 25 schools

**SWPBS schools perceived less risky**
Mean ODRs per 100 students per school day
Illinois and Hawaii Elementary Schools 2003-04 (No Minors)

*Schools using SW-PBS report a 25% lower rate of ODRs*

SWPBS schools have fewer ODRs

<table>
<thead>
<tr>
<th>Mean ODR/100/Day</th>
<th>N</th>
<th>Met SET 80/80</th>
<th>Did Not Meet SET</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.64</td>
<td>87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.85</td>
<td>53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*SWPBS schools report a 25% lower rate of ODRs compared to schools that did not meet SET.*
Illinois 02-03 Mean Proportion of Students Meeting ISAT Reading Standard

$t$ test (df 119) $p < .0001$

PBIS NOT in place $N = 69$

PBIS IN place $N = 52$

Mean Percentage of 3rd graders meeting ISAT Reading Standard

**SWPBS schools have better readers**
Proportion of 3rd Graders who meet or exceed state reading standards (ISAT) in Illinois schools 02-03

\[ t = 9.20; \text{ df } = 27; \text{ p } \leq 0.0001 \]

SWPBS schools have better readers

### Proportion of Students Meeting Reading Standards

<table>
<thead>
<tr>
<th></th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Meeting SET</td>
<td>N = 23</td>
</tr>
<tr>
<td>Meeting SET</td>
<td>N = 8</td>
</tr>
</tbody>
</table>
RCT etc.
Algozzine et al., Horner et al., Leaf et al.,

- Improvements in **school climate**
  - Decreases in ODR
  - Improvements in perceived school safety

- Improvements in **achievement**
  - Standardized achievement tests

- High levels of **implementation fidelity**
Is SWPBS Program or System?
Positive Behavior Support

- Supporting Staff Behavior
- Supporting Decision Making
- Supporting Student Behavior

SYSTEMS
DATA
PRACTICES

Circa 1996
Basics: 4 PBS Elements

Supporting Staff Behavior

Supporting Social Competence & Academic Achievement

Supporting Decision Making

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES
DATA

• Clear definitions
• Efficient procedures
• Easy input/output
• Readable displays
• Regular review
OUTCOMES
• Data-based
• Relevant/valued
• Measurable
PRACTICES
- Evidence-based
- Outcome linked
- Cultural/contextual adjustments
- Integrated w/ similar initiatives
- Doable
GENERAL IMPLEMENTATION PROCESS: “Getting Started”
Sample Implementation “Map”

- 2+ years of school team training
- Annual “booster” events
- Coaching/facilitator support @ school & district levels
- Regular self-assessment & evaluation data
- On-going preparation of trainers
- Development of local/district leadership teams
- Establishment of state/regional leadership & policy team
Organization of behavioral subsystems

Circa 1996

- School-Wide
- Individual Student
- Classroom
- Non-Classroom
School-wide Positive Behavior Support Systems

What does SWPBS look like?
1. Common purpose & approach to discipline
2. Clear set of positive expectations & behaviors
3. Procedures for teaching expected behavior
4. Continuum of procedures for encouraging expected behavior
5. Continuum of procedures for discouraging inappropriate behavior
6. Procedures for on-going monitoring & evaluation

School-wide Systems

>80% STAFF agree directly teaching & encouraging social skills are important

>80% STAFF can state SW positive expectations & give behavioral example

>80% STAFF have more positive than negative interactions with students

>80% STUDENTS report they have been acknowledged by staff for display of behavioral expectation in last 24 hours

>80% STAFF can accurately describe what is administrator v. teacher managed rule violation

>80% STAFF can report # major office referrals/day in last month

~80% STUDENTS have 0 to 1 major rule violation

>80% STUDENTS can state SW positive expectations & give behavioral example
• Classroom-wide positive expectations taught & encouraged
• Teaching classroom routines & cues taught & encouraged
• Ratio of 6-8 positive to 1 negative adult-student interaction
• Active supervision
• Redirections for minor, infrequent behavior errors
• Frequent precorrections for chronic errors
• Effective academic instruction & curriculum

TEACHER has at least one positive contact with each student daily

TEACHER provides more positive than negative acknowledgements

>80% STUDENTS can describe typical classroom routine
• Positive expectations & routines taught & encouraged
• Active supervision by all staff – scan, move, interact
• Precorrections & reminders
• Positive reinforcement

STAFF has at least 4 positive for each negative contact with students

STAFF has continuous positive interactions w/ students

>80% STUDENTS can describe what SW expectation looks like in specific setting
• Behavioral competence at school & district levels
• Function-based behavior support planning
• Team- & data-based decision making
• Comprehensive person-centered planning & wraparound processes
• Targeted social skills & self-management instruction
• Individualized instructional & curricular accommodations

TEAM to monitor status of severe problem behaviors

STAFF can describe how to obtain intensive behavior supports

DISTRICT supports available to schools
SYSTEMS

• Training to fluency
• Continuous evaluation
• Team-based action planning
• Regular relevant reinforcers for staff behavior
• Integrated initiatives
CONTINUUM of SWPBS

- **Tertiary Prevention**
  - Function-based support
- **Secondary Prevention**
  - Check in/out
- **Primary Prevention**
  - SWPBS

Audit

1. Identify existing efforts by **tier**
2. Specify **outcome** for each effort
3. **Evaluate** implementation accuracy & outcome effectiveness
4. Eliminate/integrate based on outcomes
5. Establish **decision** rules (RtI)
What about next 10 years?
How do we…..

• Increase **adoption** of effective behavioral instructional technologies in classrooms & schools?
• Ensure high **fidelity of implementation** of these technologies?
• Increase efficient, **sustained & scaled implementation** of these technologies?
• Increase accurate, efficient, & durable **institutionalized use** of these technologies?
District-Wide SET Scores

FIDELITY of IMPLEMENTATION
EXPONENTIAL GROWTH

<table>
<thead>
<tr>
<th>FY 05</th>
<th>FY 04</th>
<th>FY 03</th>
<th>FY 02</th>
<th>FY 01</th>
<th>FY 00</th>
<th>FY 99</th>
</tr>
</thead>
<tbody>
<tr>
<td>369</td>
<td>276</td>
<td>190</td>
<td>125</td>
<td>68</td>
<td>35</td>
<td>15</td>
</tr>
</tbody>
</table>

FY: Fiscal Year
PBS Systems Implementation Logic

Leadership Team

Active Coordination

Funding → Visibility → Political Support

Training → Coaching → Evaluation

Local School Teams/Demonstrations
6672 Schools across 38 states

Over 140,000 public schools…..4.6%!!
IMPLEMENTATION PHASES

1. Local Demonstration w/ Fidelity
2. Sustained Capacity, Elaboration, & Replication
3. New Center on Scaling Interventions
4. Systems Adoption, Scaling, & Continuous Regeneration

Need, Agreements, Adoption, & Outcomes
SUSTAINABLE IMPLEMENTATION & DURABLE RESULTS THROUGH CONTINUOUS REGENERATION

Valued Outcomes

Continuous Self-Assessment

Relevance

Priority  Efficacy

Fidelity

Practice Implementation

Local Implementation Capacity

Effective Practices
The Expanding World of PBS:
Science, Values, and Vision

Save the Date
When: March 27 - 29, 2008
Where: Chicago, IL

APBS
For more information please go to conference.apbs.org
3rd Annual Forum on Positive Behavior Support

PBS: Catalyst for Behavioral & Academic Success

Sponsored by May Institute and the National Technical Assistance Center on PBIS

Norwell, MA

Friday, November 16, 2007
CONTACT INFO
George.sugai@uconn.edu
www.cber.org
www.pbis.org

SETTING

<table>
<thead>
<tr>
<th>Setting</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be on task</td>
<td>Walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give your best effort</td>
<td>Have a plan.</td>
<td></td>
<td>Eat all your food.</td>
<td>Select healthy foods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be kind</td>
<td></td>
<td>Use some space.</td>
<td>Play safely.</td>
<td>Practice good manners</td>
<td>Whose is whose book.</td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td>Include others.</td>
<td>Share equipment.</td>
<td></td>
<td>Listen.</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>Be kind to self.</td>
<td>Hands to self.</td>
<td></td>
<td>Use appropriate applause.</td>
<td></td>
</tr>
<tr>
<td>Be respected</td>
<td></td>
<td>Help others with others.</td>
<td>Respect others.</td>
<td></td>
<td>Listen.</td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td>Be kind to self.</td>
<td>Use appropriate volume.</td>
<td></td>
<td>Use normal voice.</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td></td>
<td>Play safe.</td>
<td>Include others.</td>
<td>Share equipment.</td>
<td>Practice good manners</td>
<td></td>
</tr>
<tr>
<td>Clean up after self</td>
<td></td>
<td>Replace trays &amp; utensils.</td>
<td>Push in chairs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td>Maintain physical space.</td>
<td>Treat books carefully.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be respected</td>
<td></td>
<td>Treat chairs appropriately.</td>
<td>Wipe your feet.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td></td>
<td>Treat chairs appropriately.</td>
<td>Sit in one spot.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be respected</td>
<td></td>
<td>Watch for your stop.</td>
<td>Use a quiet voice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>