



# *SWPBS (aka EBS)* 10 Year Perspective

George Sugai

OSEP Center on PBIS

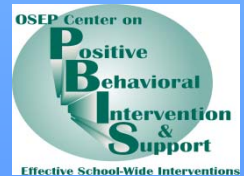
University of Connecticut

November 1, 2007

[www.pbis.org](http://www.pbis.org)

[www.cber.org](http://www.cber.org)

[George.sugai@uconn.edu](mailto:George.sugai@uconn.edu)



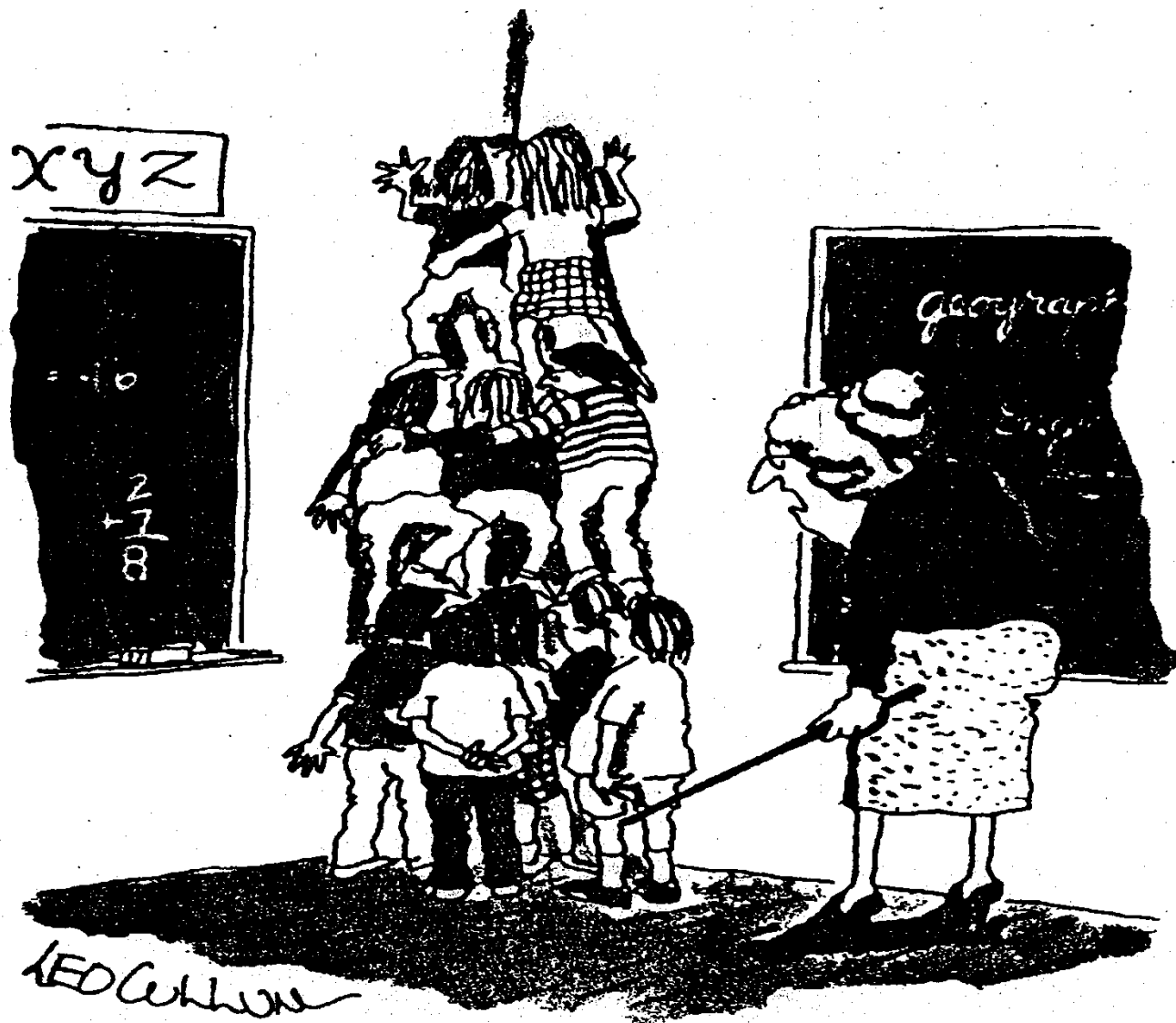
# PURPOSE: Acknowledge what we have learned over last 10 years

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

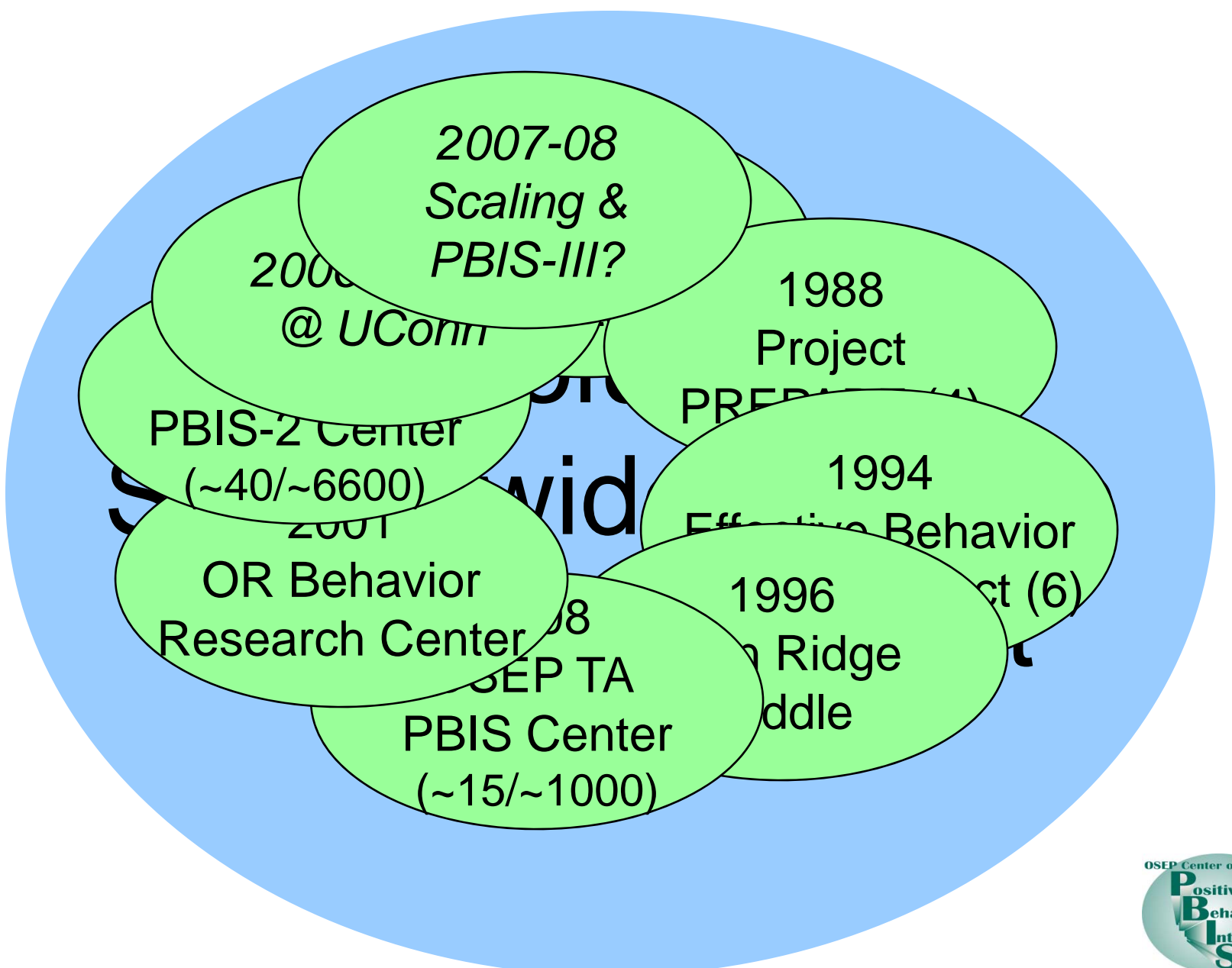
Where did  
SWPBS come  
from?

# 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."*

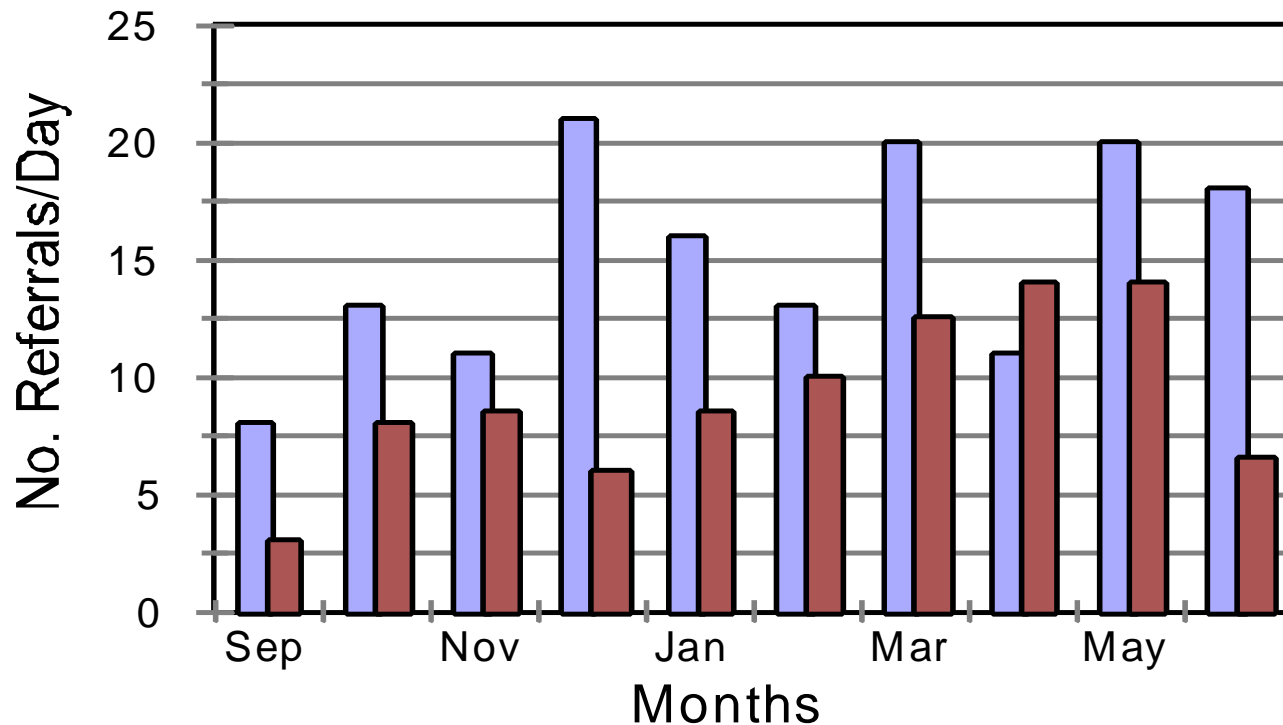


Circa 1996

# Fern Ridge Middle School

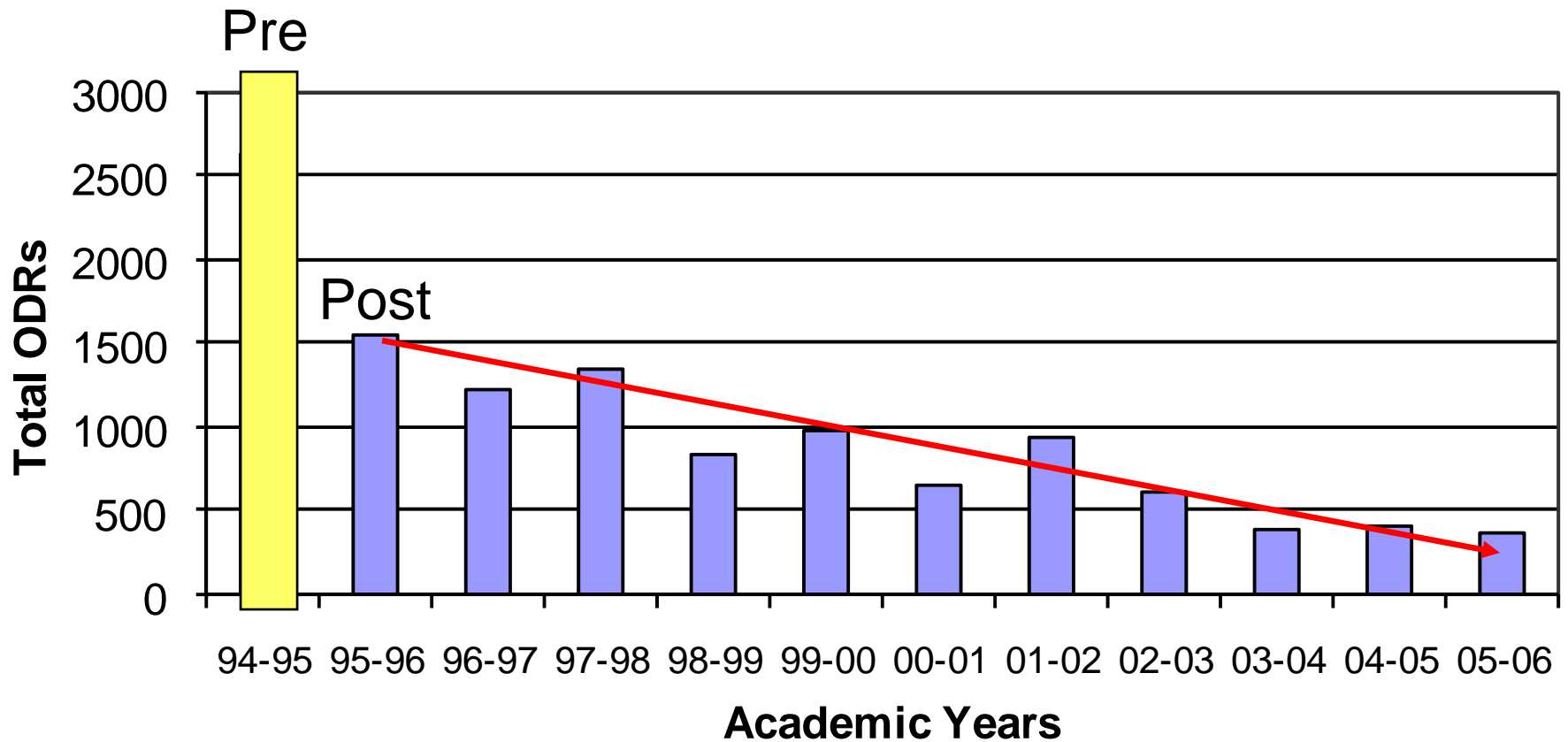
## Office Referrals/School Day by Month

1994-1995, 1995-1996



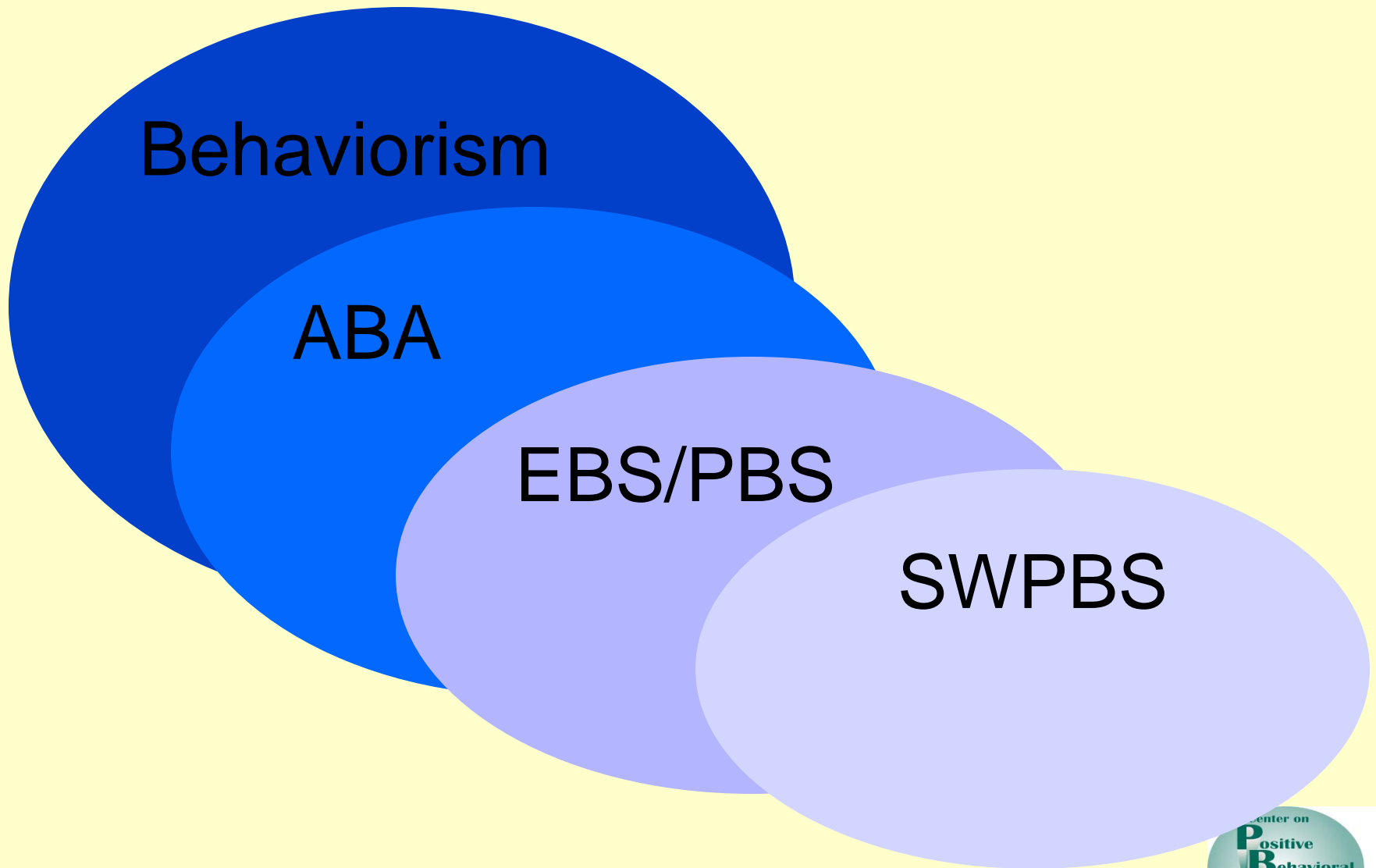
Taylor-Greene et al., 1996

## FRMS Total Office Discipline Referrals





# *SWPBS Conceptual Foundations*



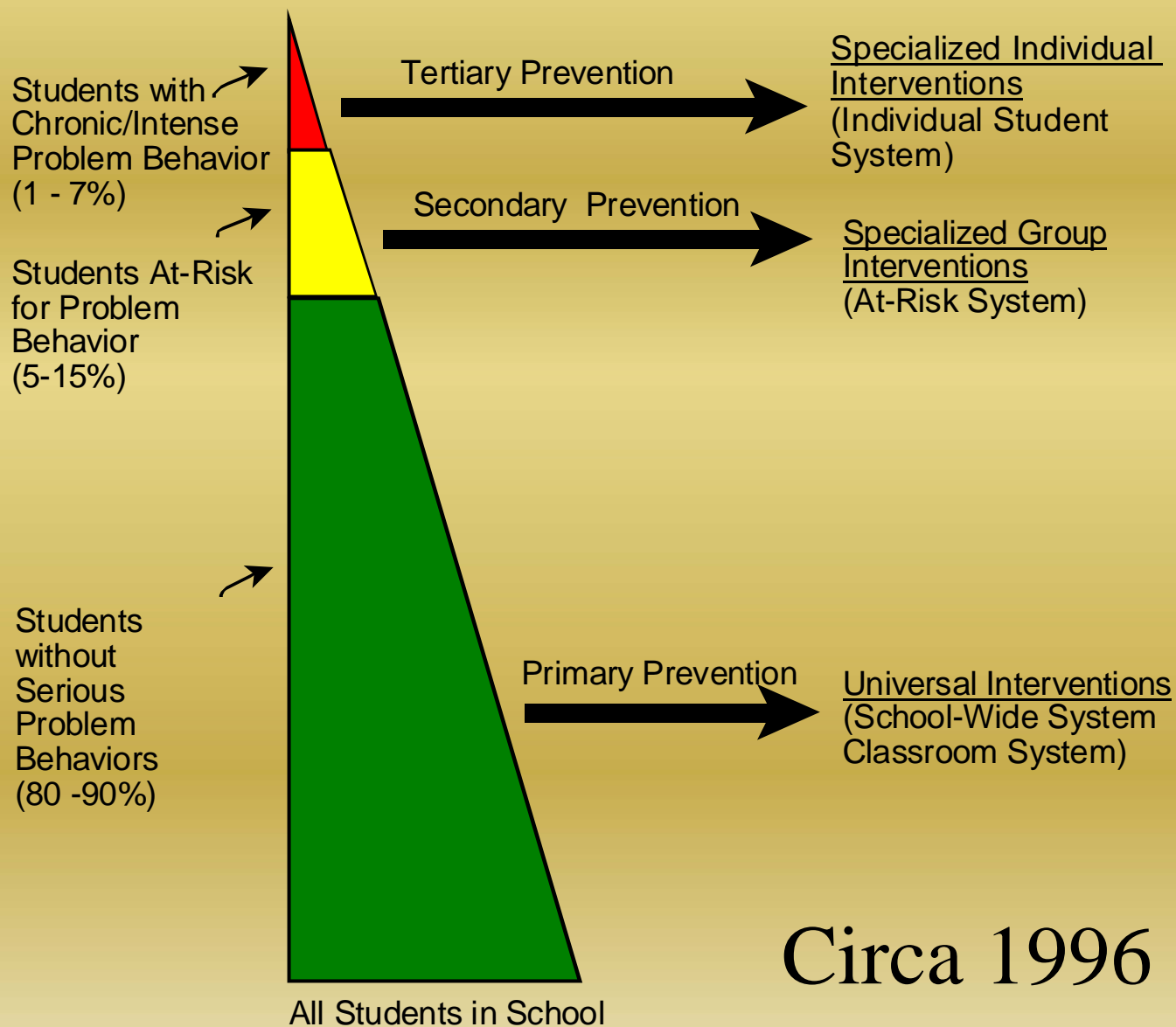
# PBIS objective....

*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?

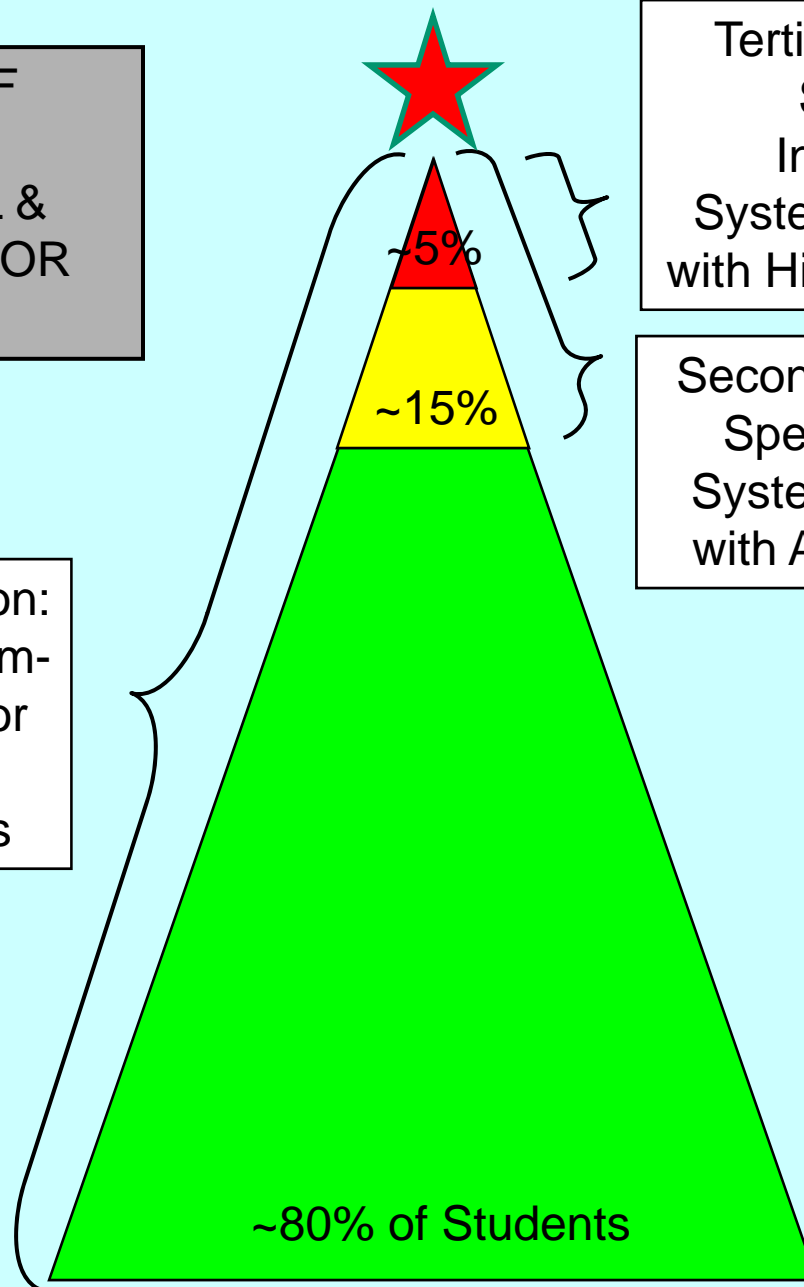
# Continuum of Effective Behavior Support



Circa 1996

CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE BEHAVIOR  
SUPPORT

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

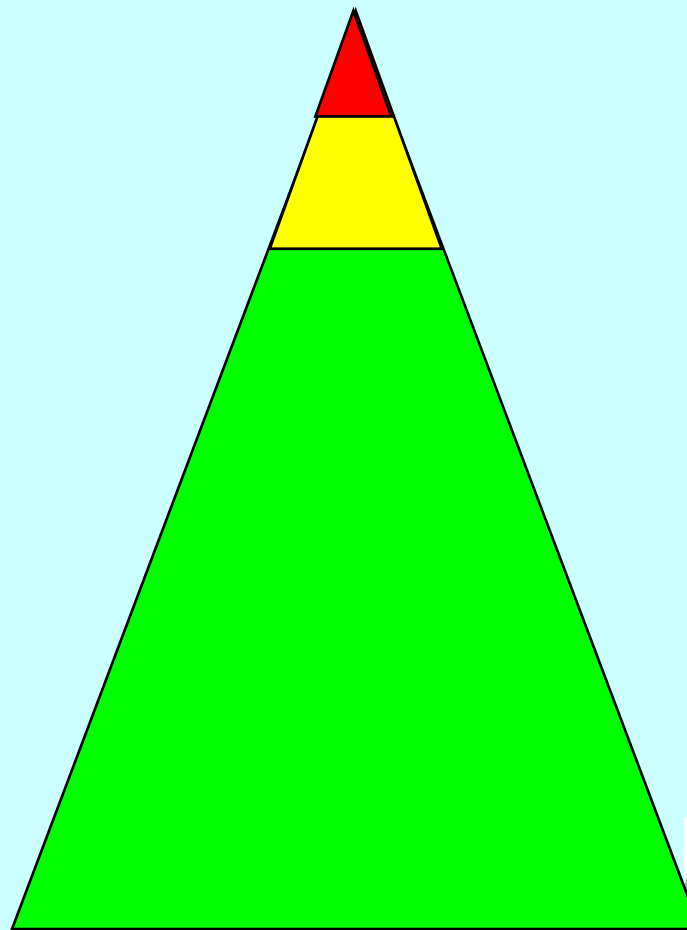


Tertiary Prevention:  
Specialized  
Individualized  
Systems for Students  
with High-Risk Behavior

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

# 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



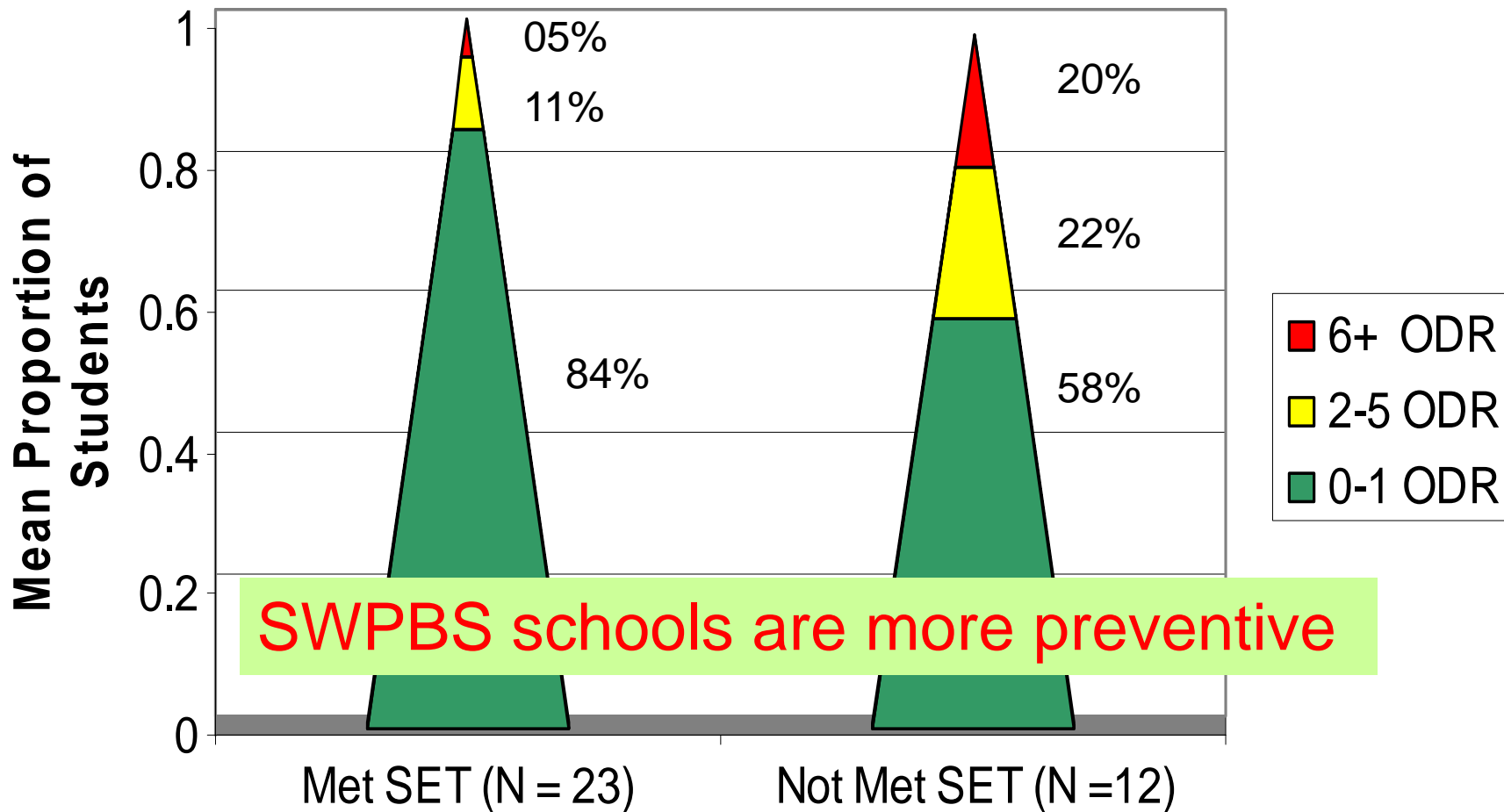


# Prevention Logic for All

(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





# SWIS 06-07 (Majors Only)

1974 schools; 1,025,422 students; 948,874 ODRs

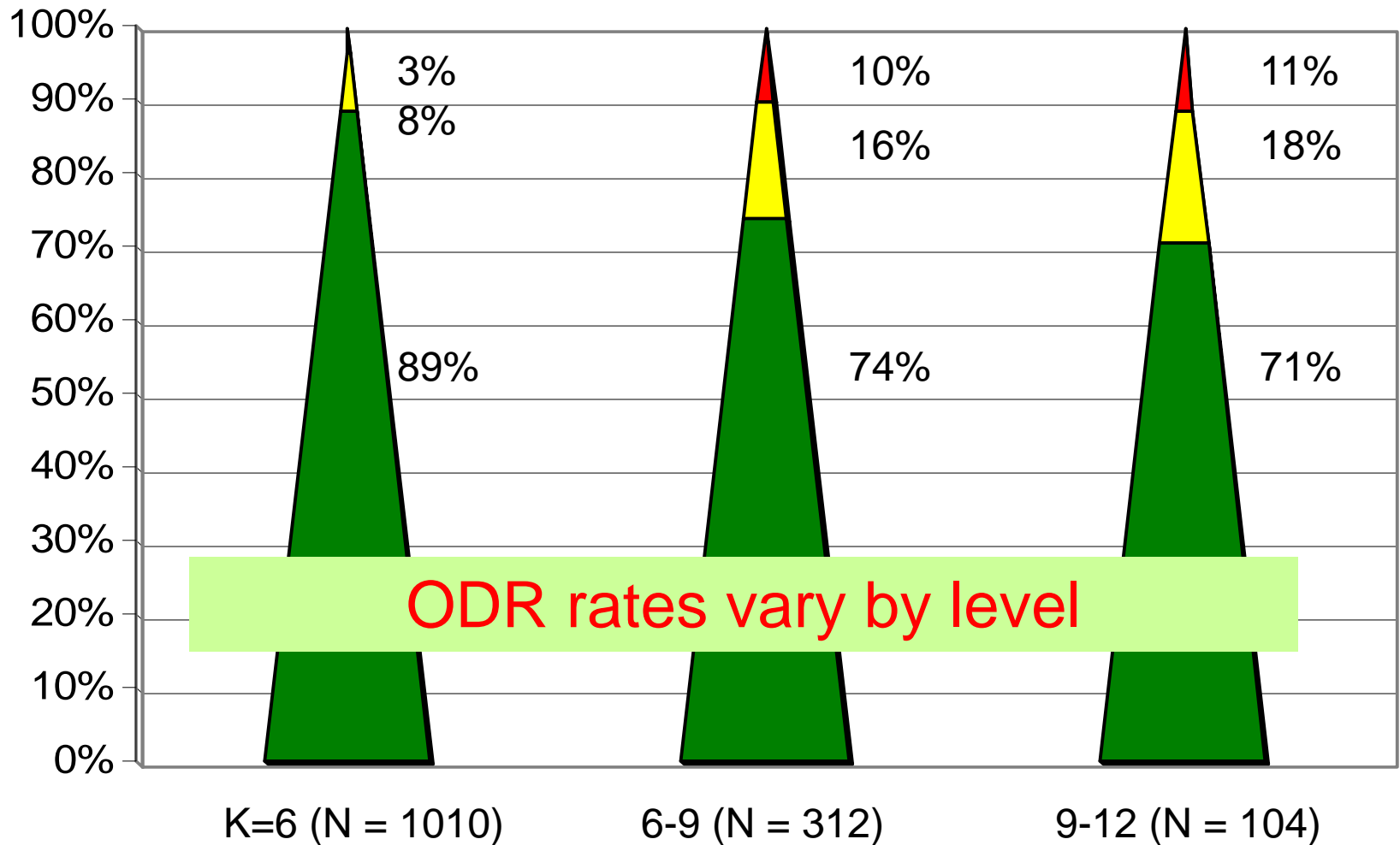
Grades	# Sch	Mean Enroll	Mean ODRs/100/Day
K-6	1288	446	<b>.34</b> (.37) <i>1/300/day</i>
6-9	377	658	<b>.98</b> (1.36) <i>1/100/day</i>
9-12	124	1009	<b>.93</b> (.83) <i>1/107/day</i>
K-(8-12)	183	419	<b>.86</b> (1.14) <i>1/120/day</i>

Rule violations happen

# Major Office Discipline Referrals (05-06)

## Mean Proportion of Students

■ 0-1 ■ '2-5 ■ '6+



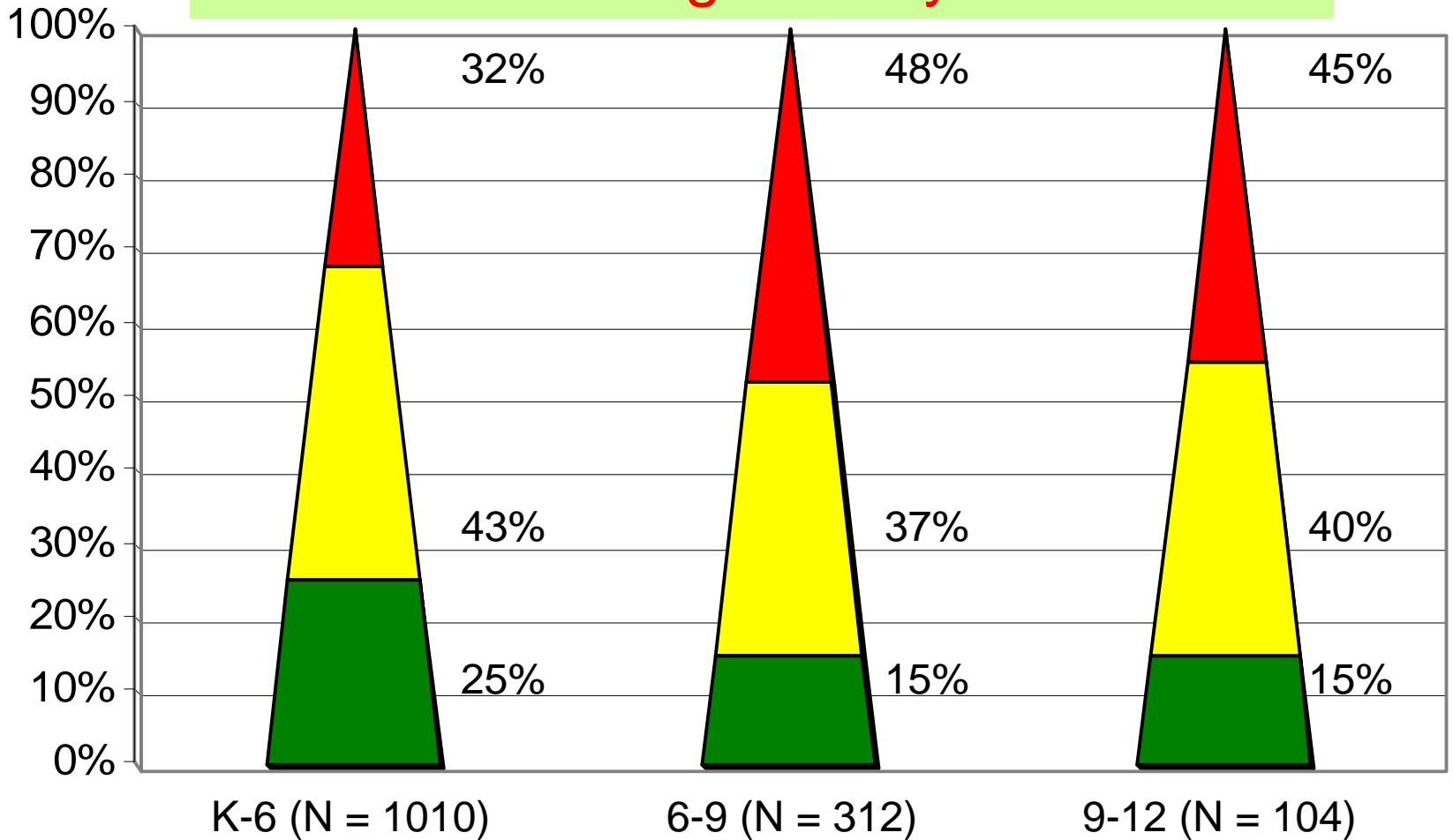
ODR rates vary by level

# Major Office Discipline Referrals (05-06)

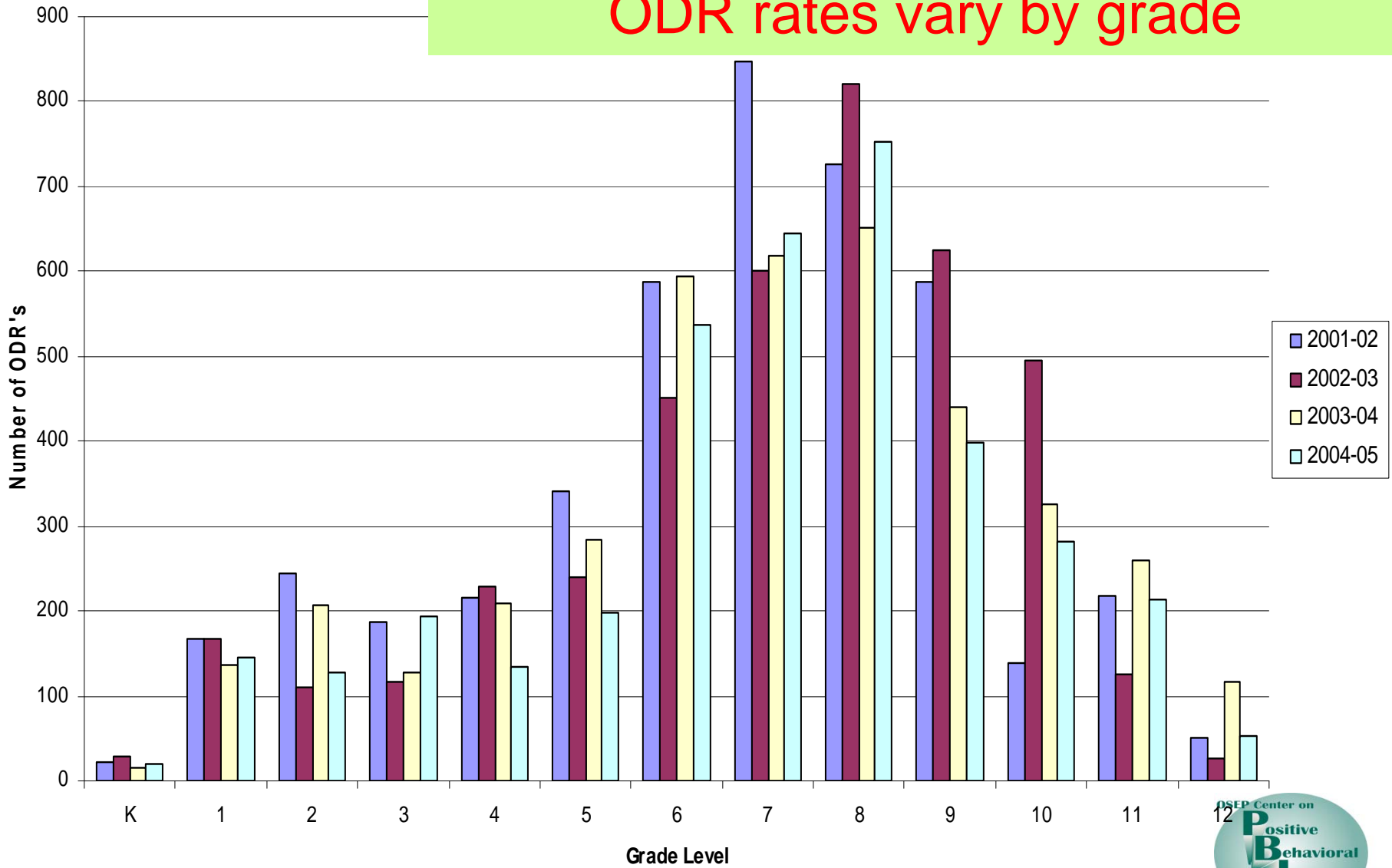
## Percentage of ODRs by Student Group

■ '0-1   ■ '2-5   ■ '6+

A few kids get many ODRs

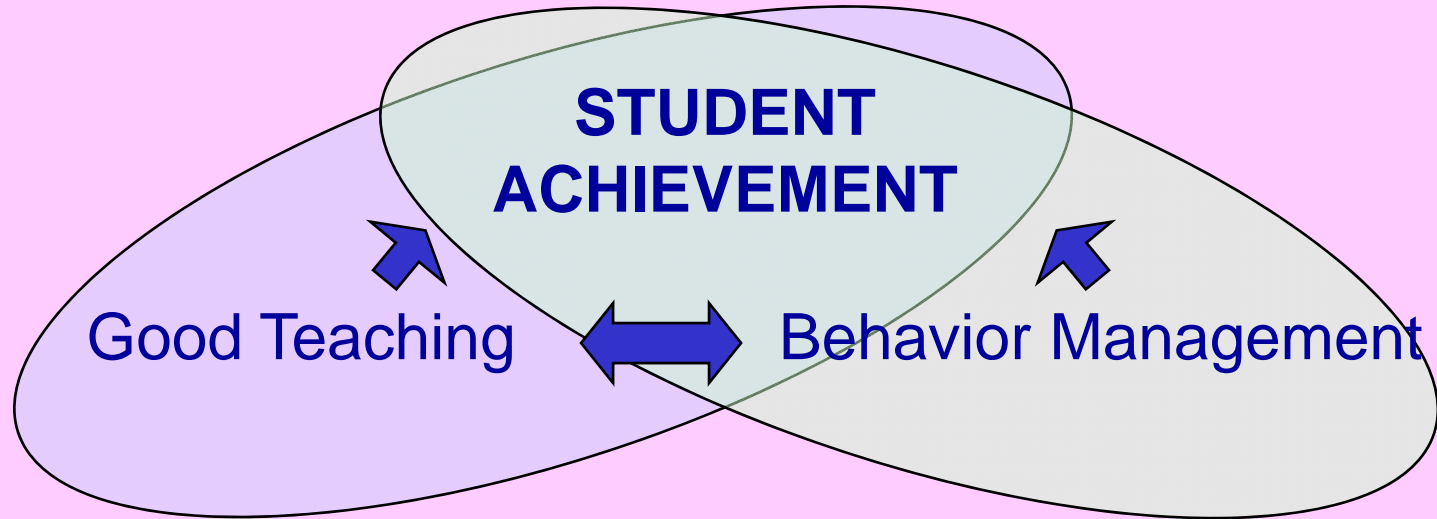


ODR rates vary by grade



What about  
academic  
achievement?

# It's not just about behavior!



Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems

# Designing School-Wide Systems for Student Success

## Academic Systems

Circa 1996

## Behavioral Systems

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

← 1-5%

1-5% →

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

← 5-10%

5-10% →

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

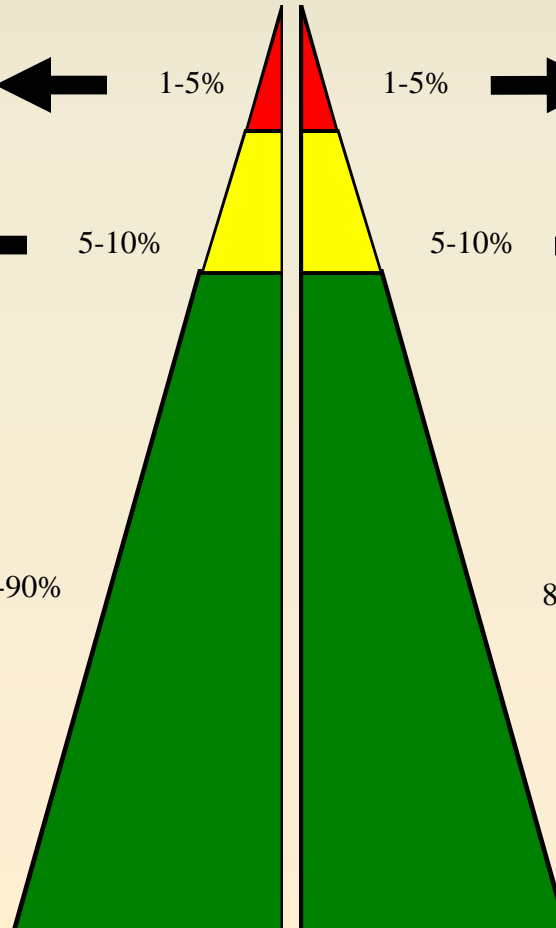
- All students
- Preventive, proactive

← 80-90%

80-90% →

### Universal Interventions

- All settings, all students
- Preventive, proactive



# On Horizon: *Response to Intervention*

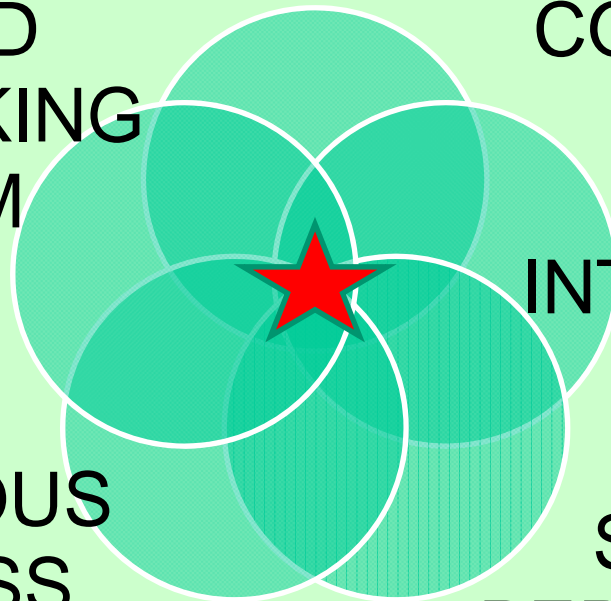
IMPLEMENTATION  
W/ FIDELITY

DATA-BASED  
DECISION MAKING  
& PROBLEM  
SOLVING

CONTINUUM OF  
EVIDENCE-  
BASED  
INTERVENTIONS

CONTINUOUS  
PROGRESS  
MONITORING

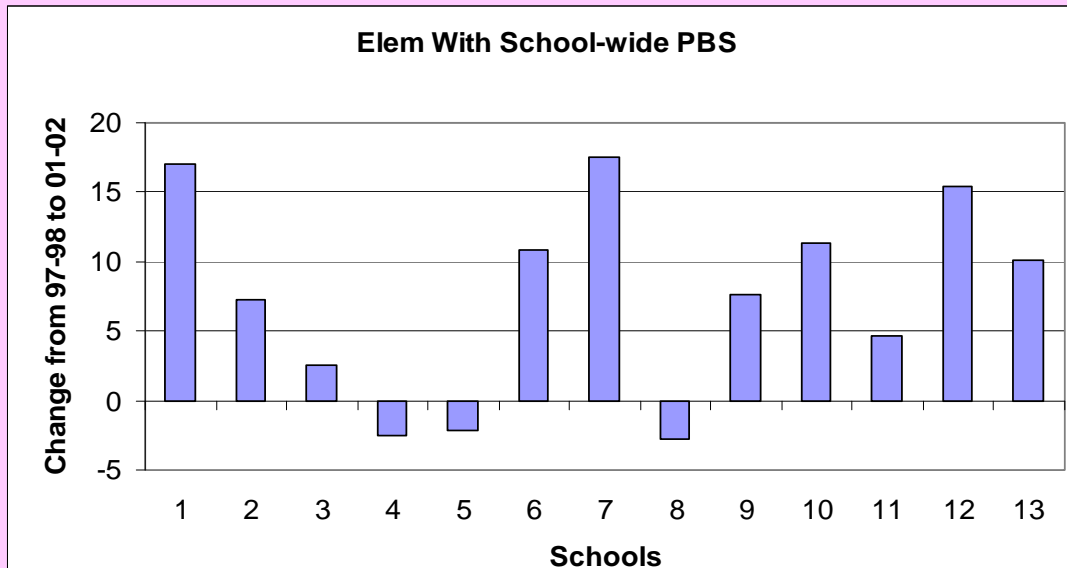
STUDENT  
PERFORMANCE



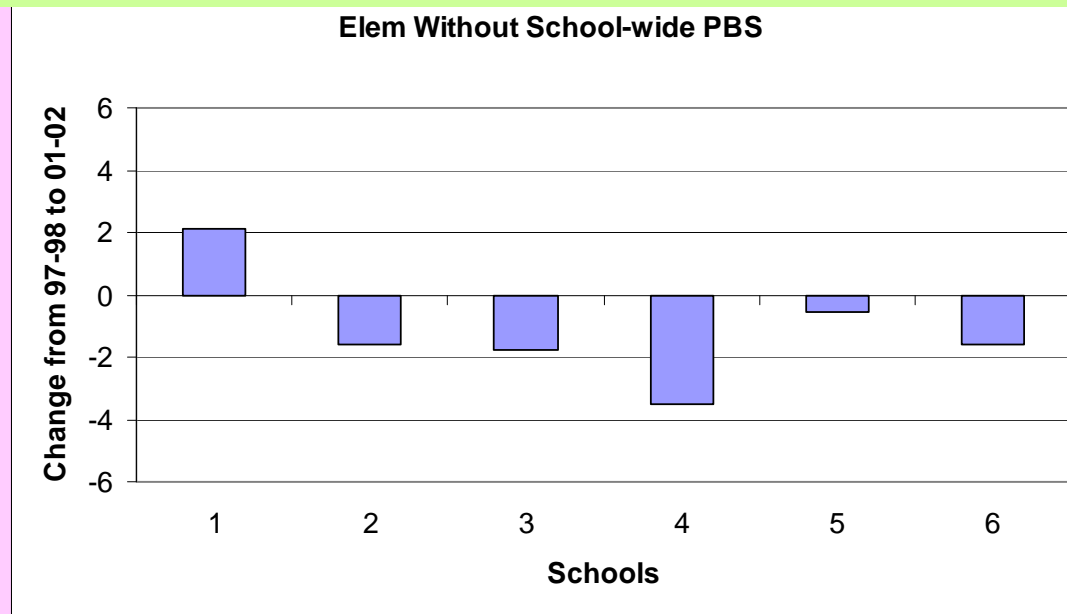


4J School District  
Eugene, Oregon

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.



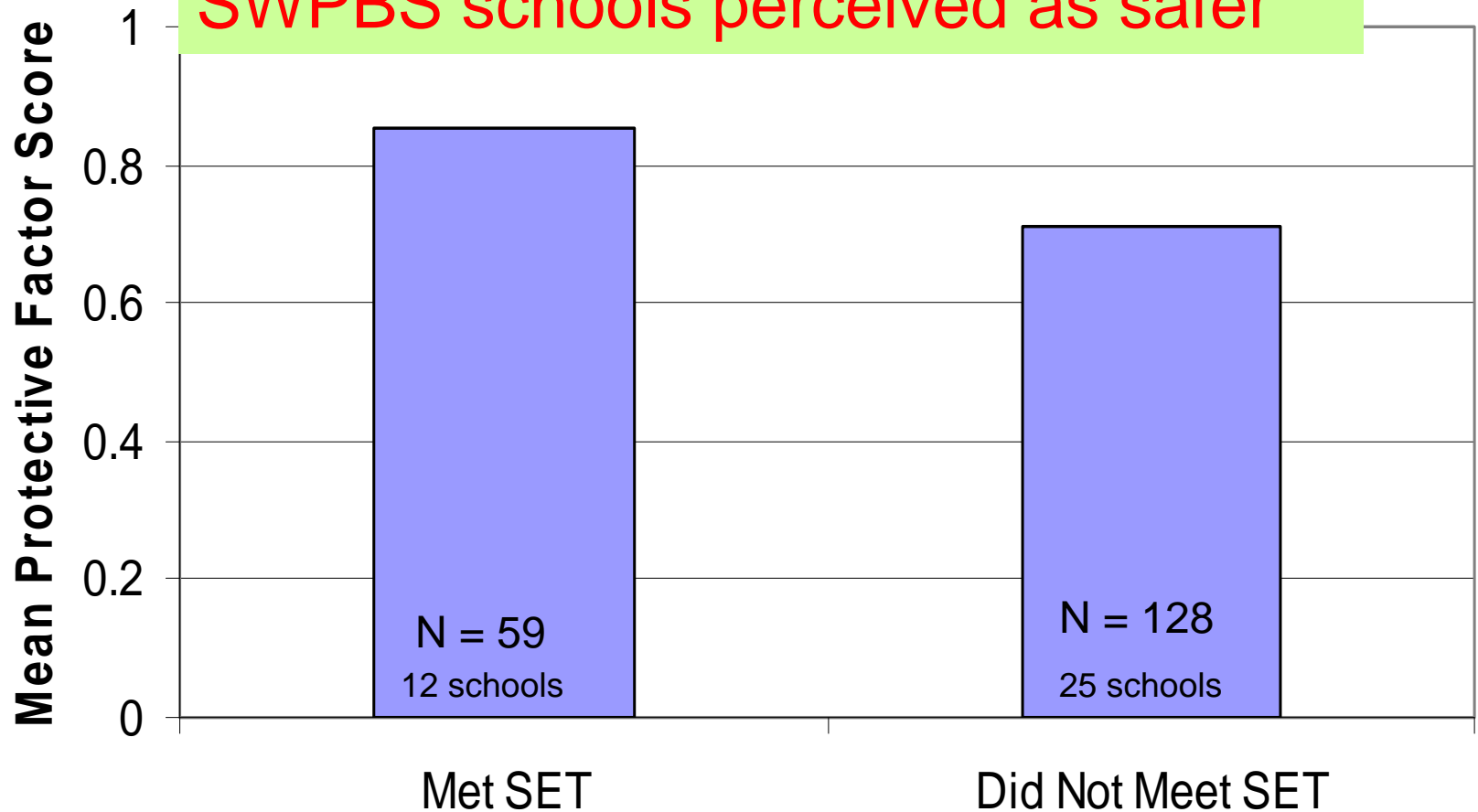
**Higher + changes on OSAT w/ SWPBS**



## SSS Mean Protective Factor Score:

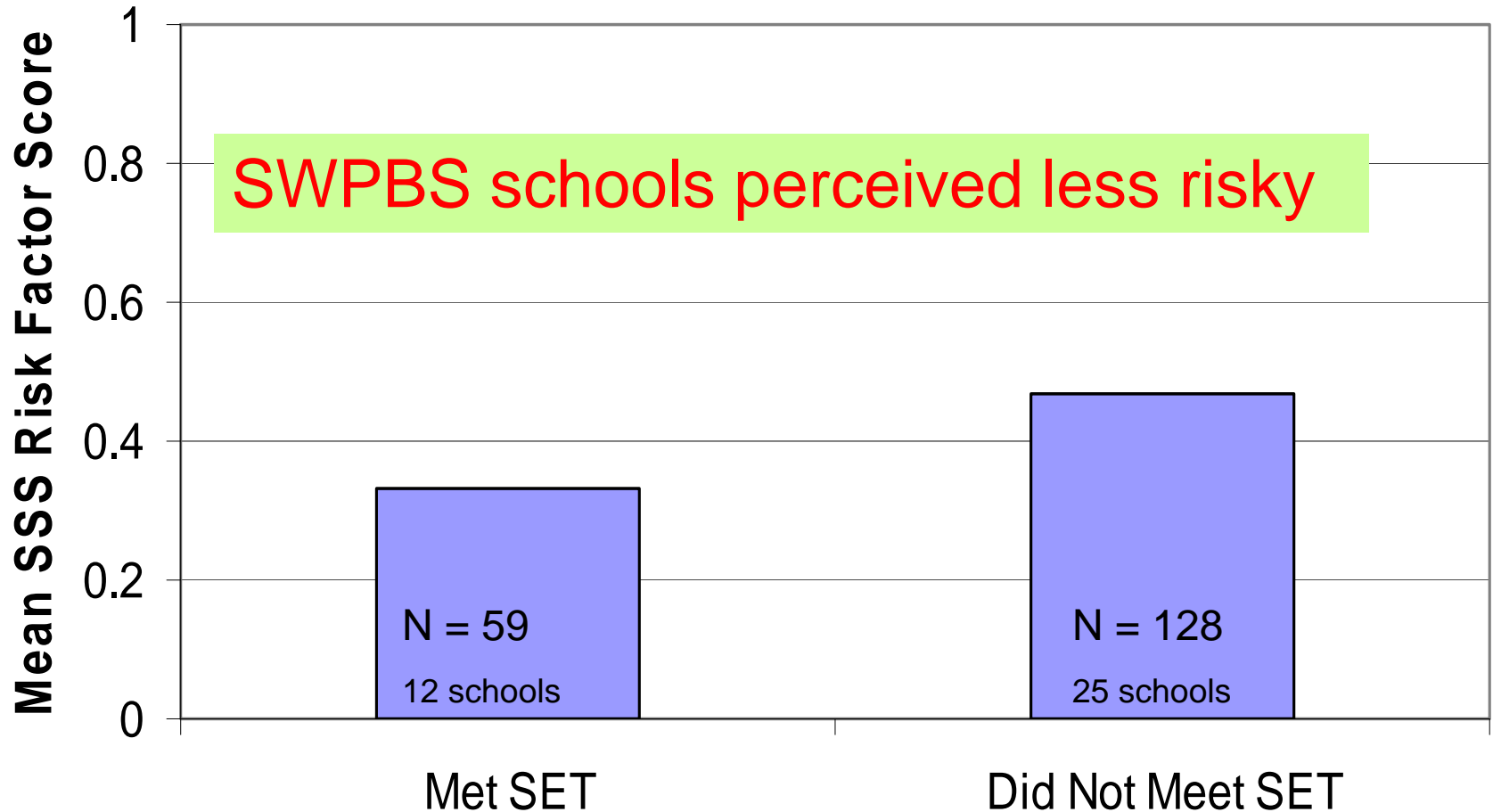
Illinois Schools 03-04  $t = 7.21$ ;  $df = 172$ ;  $p < .0001$

SWPBS schools perceived as safer



## SSS Mean Risk Factor Score:

Illinois Schools 03-04  $t = -5.48$ ;  $df = 134$ ;  $p < .0001$

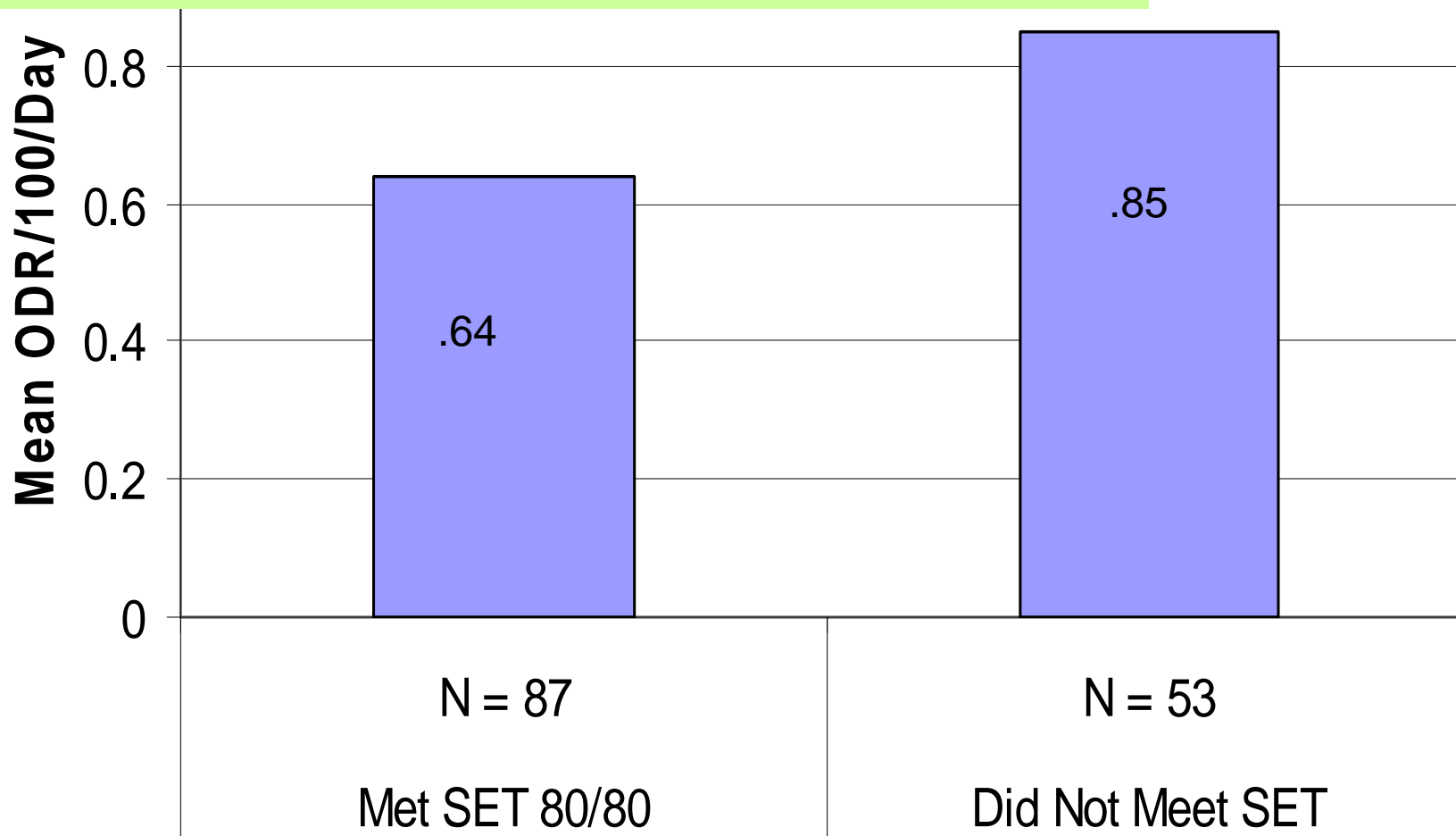


# Mean ODRs per 100 students per school day

## Illinois and Hawaii Elementary Schools 2003-04 (No Minors)

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

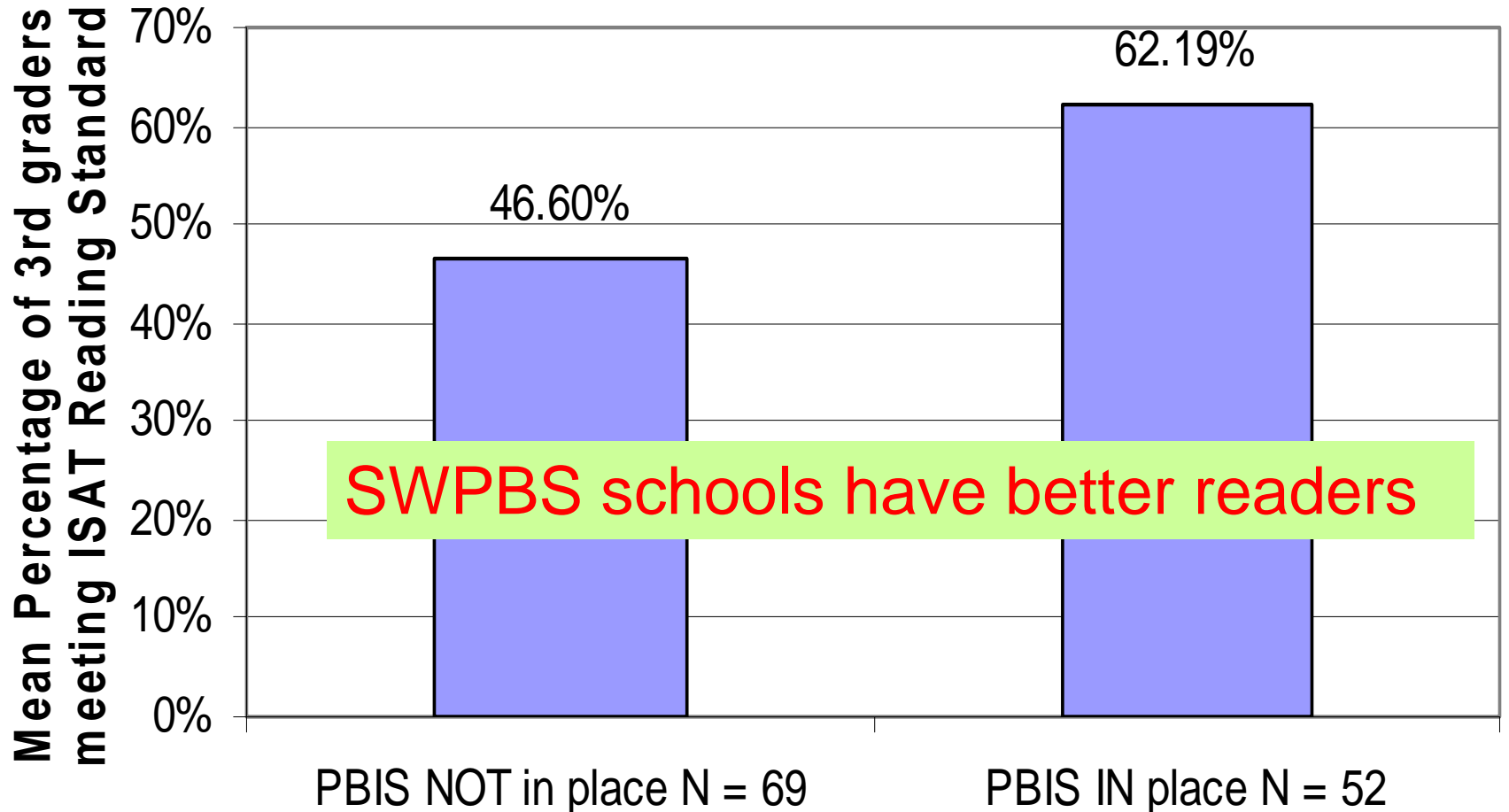
**SWPBS schools have fewer ODRs**



# Illinois 02-03 Mean Proportion of Students Meeting ISAT Reading

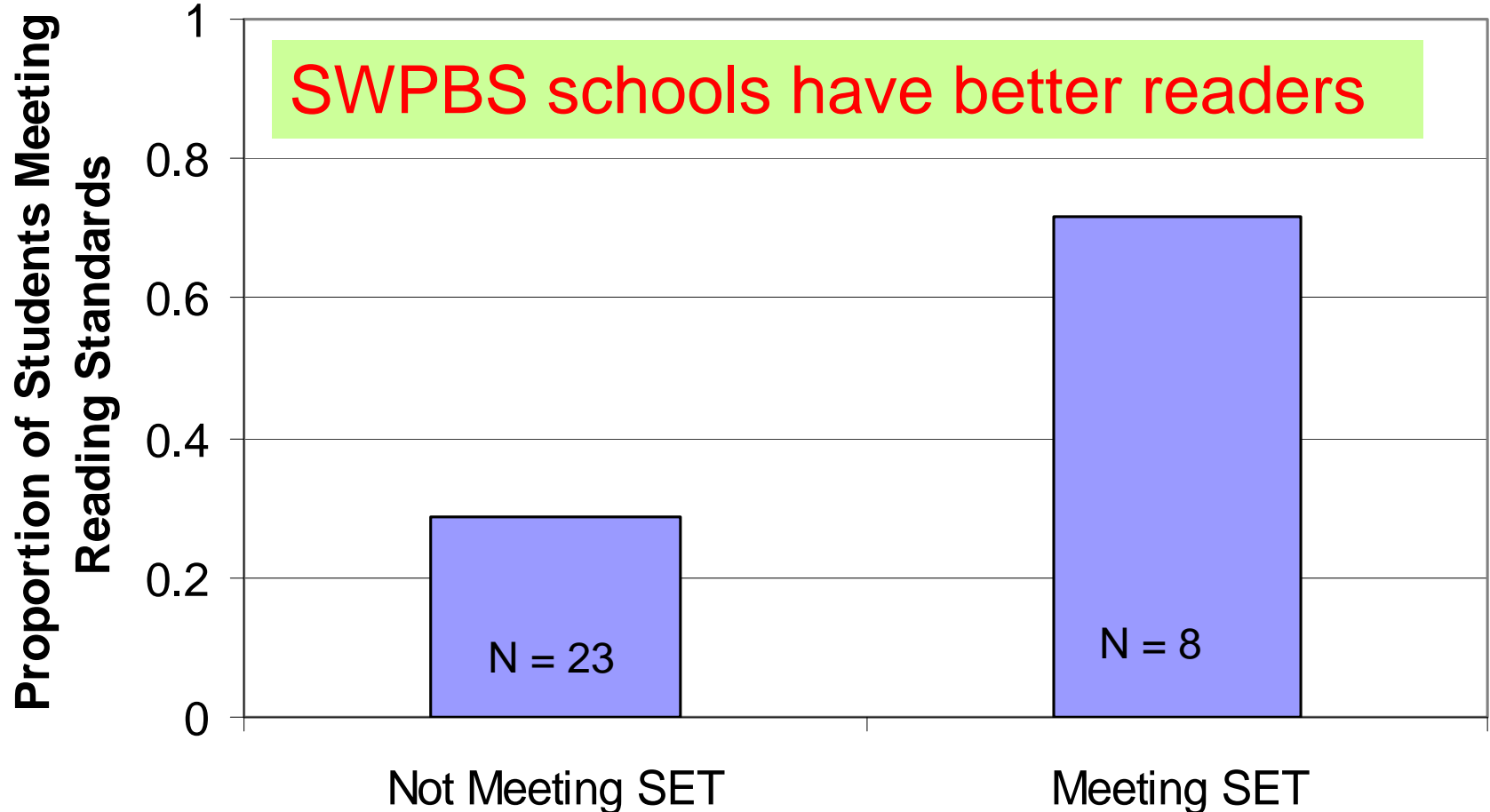
Standard

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



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

**$t = 9.20$ ;  $df = 27$   $p \leq .0001$**



# RCT etc.

Algozzine et al., Horner et al., Leaf et al.,

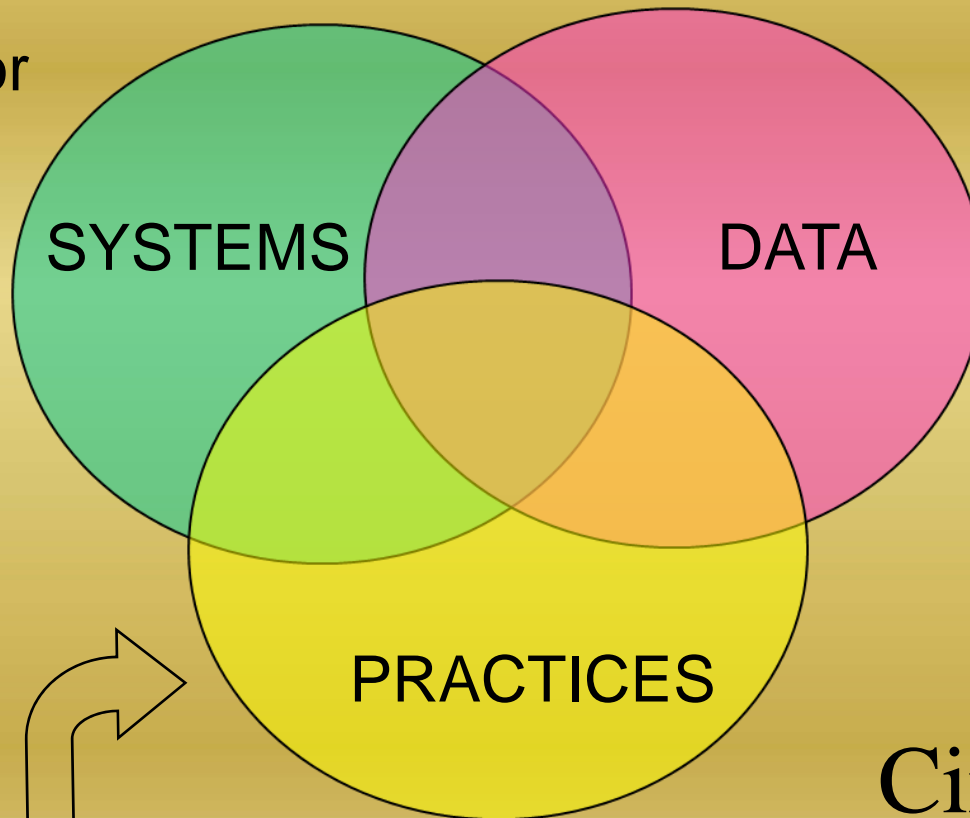
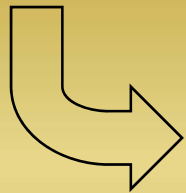
- Improvements in **school climate**
  - Decreases in ODR
  - Improvements in perceived school safety
- Improvements in **achievement**
  - Standardized achievement tests
- High levels of **implementation fidelity**

Is SWPBS  
Program or  
System?



# Positive Behavior Support

Supporting  
Staff Behavior



Supporting  
Decision  
Making



Supporting  
Student Behavior

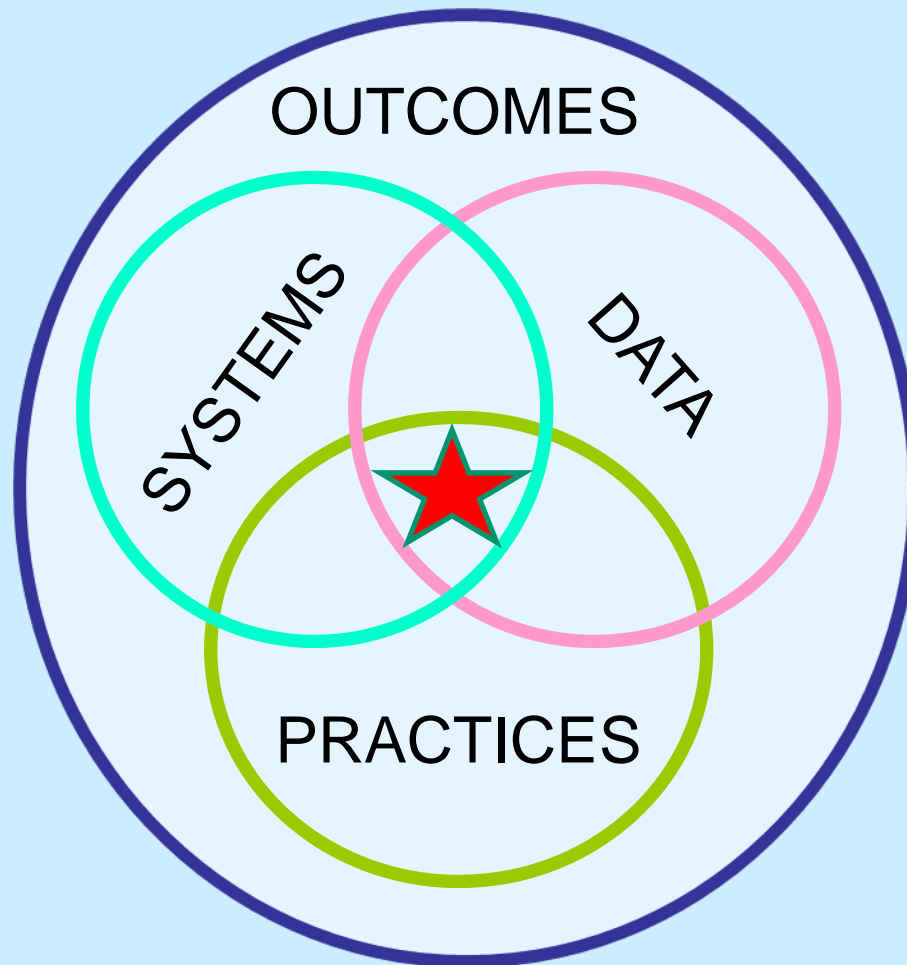


Circa 1996

# Basics: 4 PBS Elements

## Supporting Social Competence & Academic Achievement

Supporting  
Staff Behavior

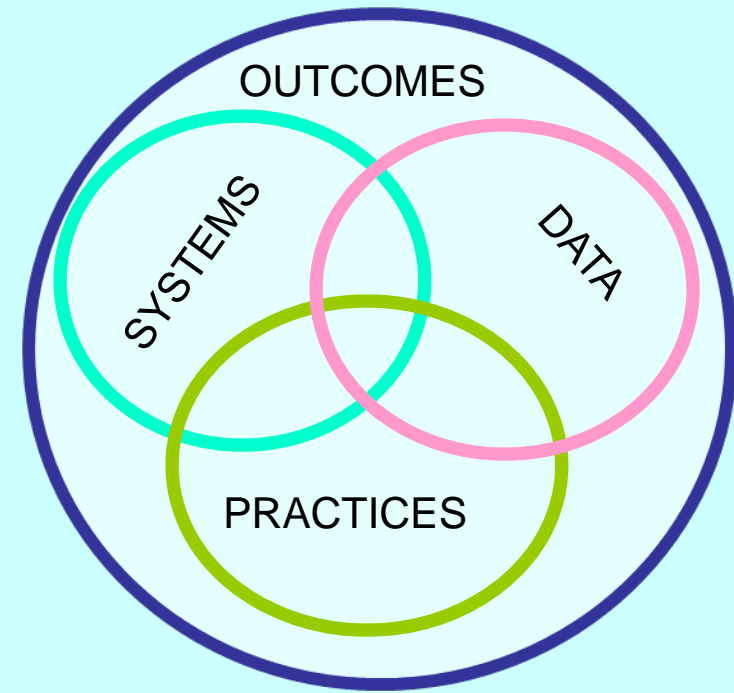


Supporting  
Decision  
Making

Supporting  
Student Behavior

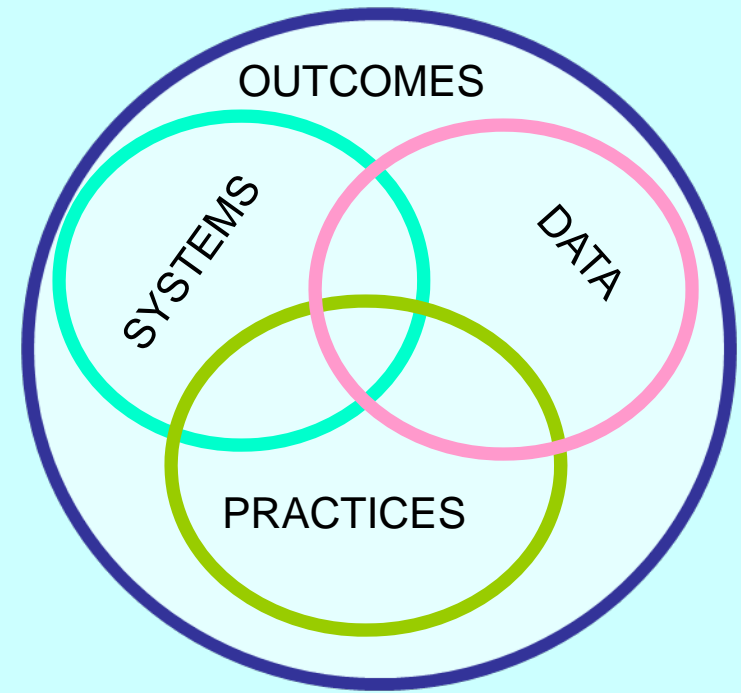
# DATA

- Clear definitions
- Efficient procedures
- Easy input/output
- Readable displays
- Regular review



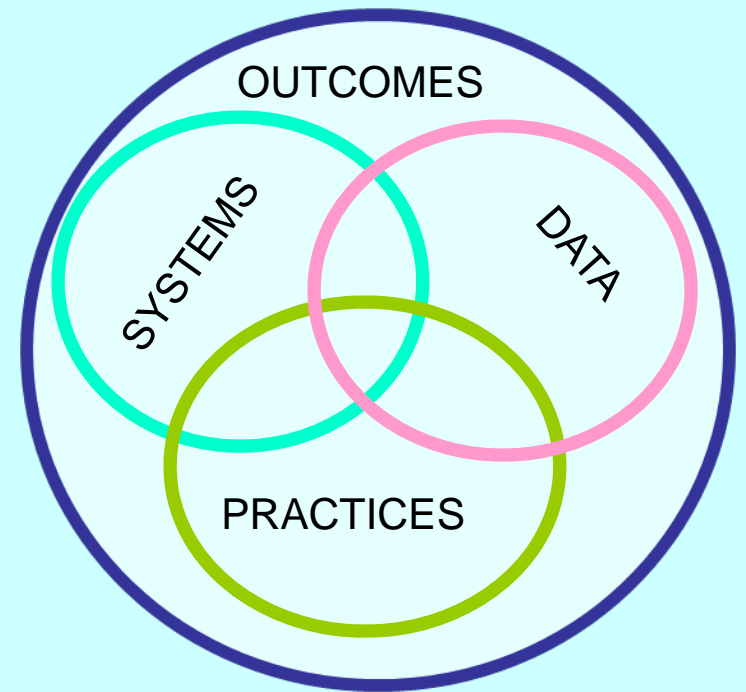
# OUTCOMES

- Data-based
- Relevant/valued
- Measurable

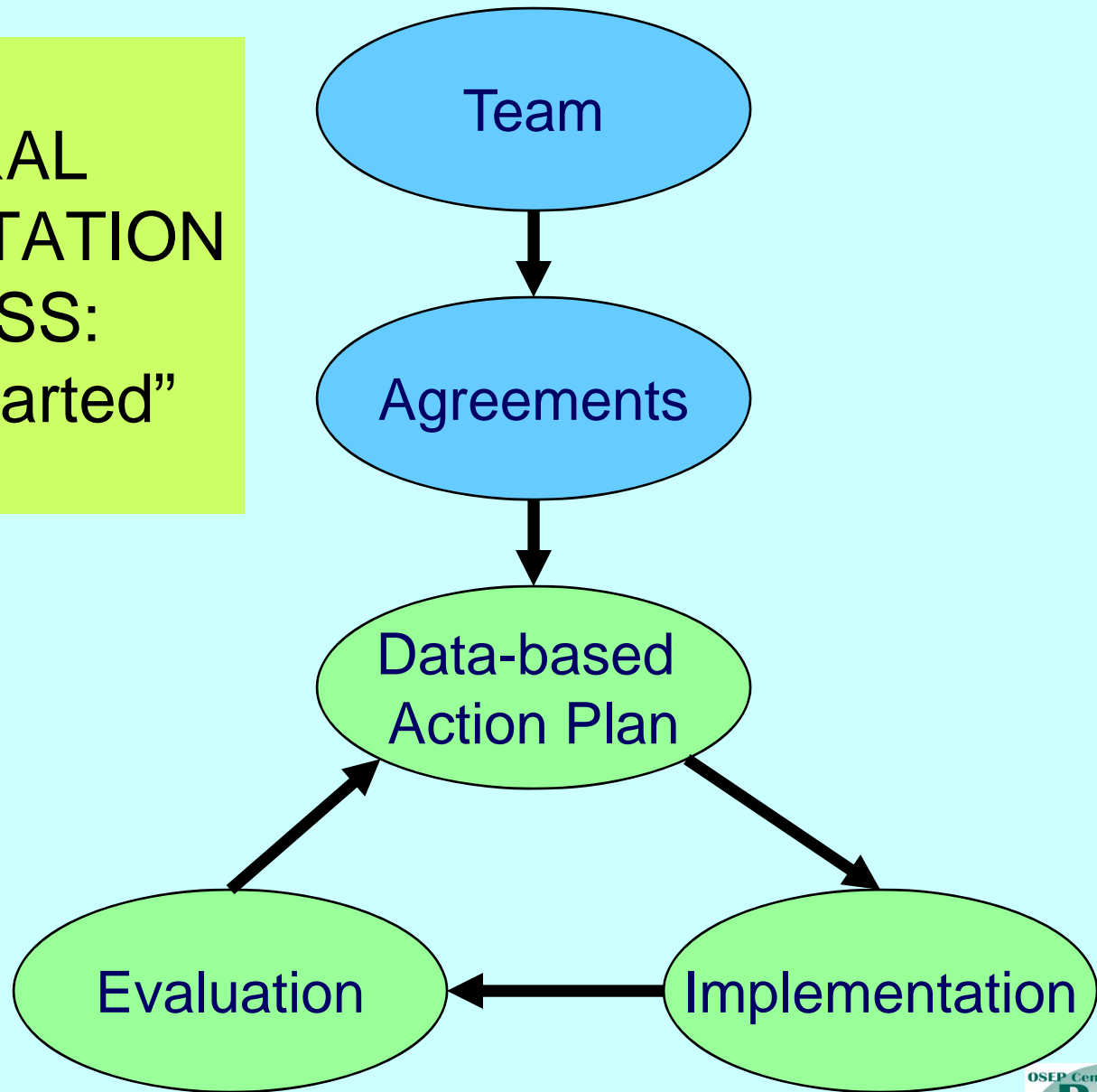


# PRACTICES

- Evidence-based
- Outcome linked
- Cultural/contextual adjustments
- Integrated w/ similar initiatives
- Doable



**GENERAL  
IMPLEMENTATION  
PROCESS:  
“Getting Started”**

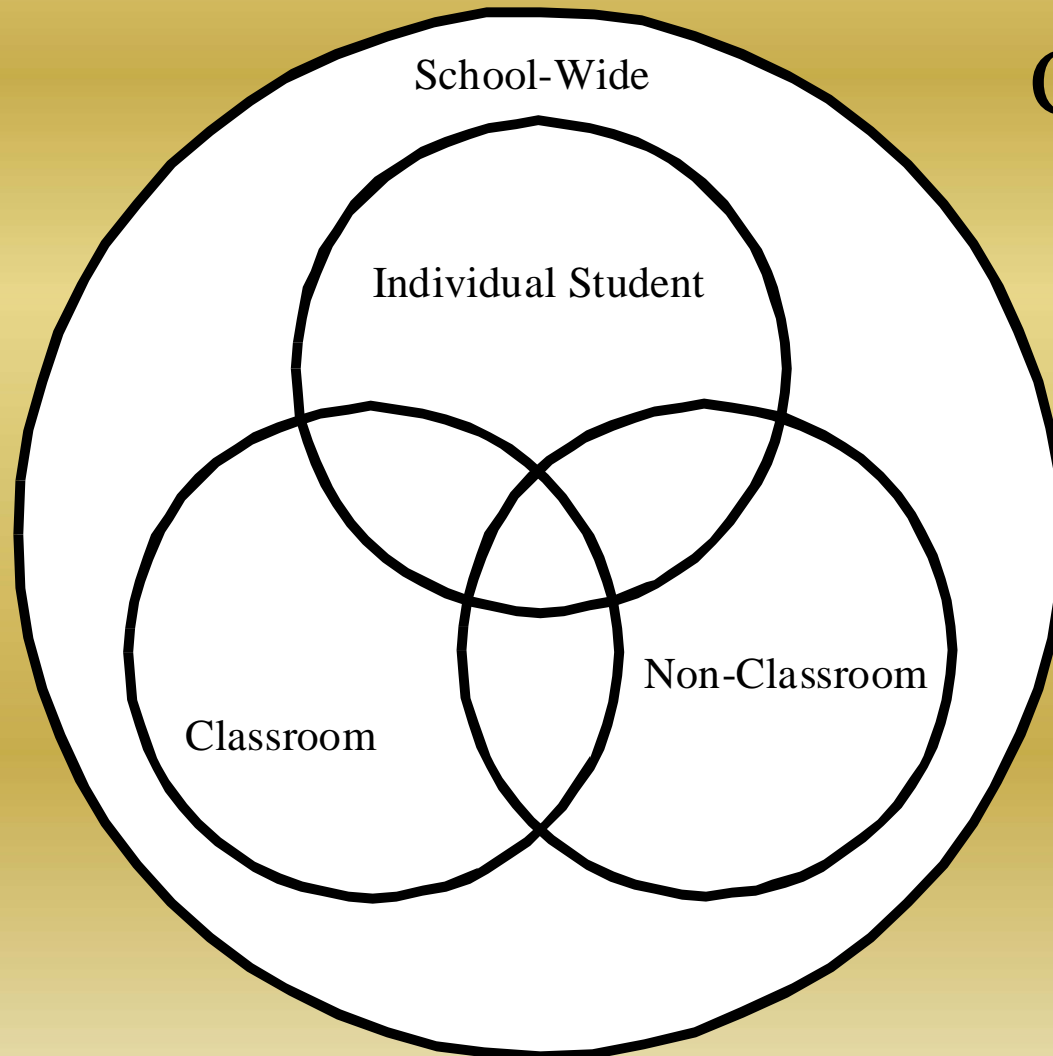


# Sample Implementation “Map”

- 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*

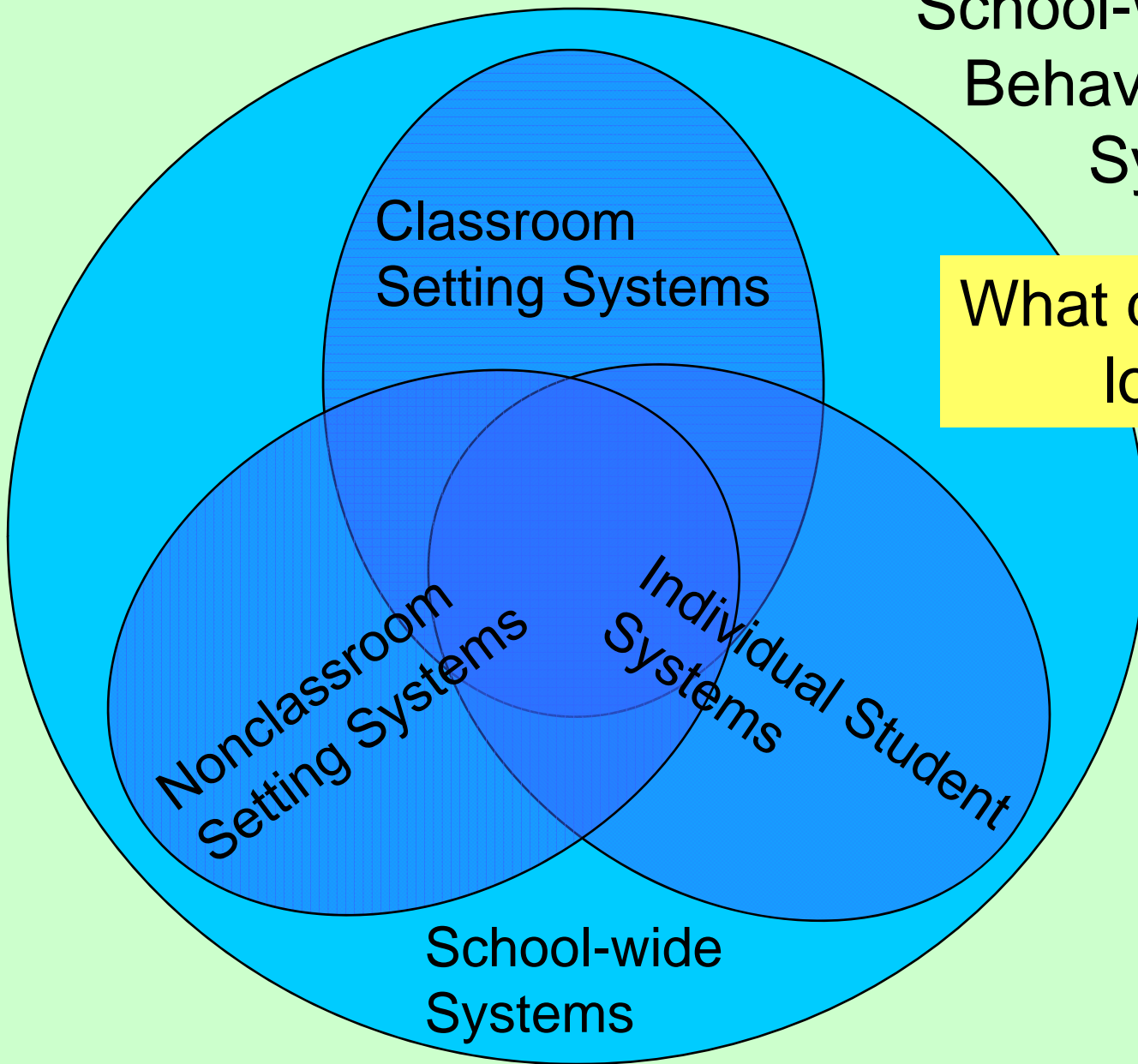
Circa 1996





# School-wide Positive Behavior Support Systems

What does SWPBS look like?





# Systems

>80% STAFF agree  
directly teaching?

1

end  
skill

>80%

reach to discipline

2

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

& behaviors

>80% STAFF  
report #  
referral

can  
scribe  
rator v.

~80% STUDENTS  
have 0 to 1 major rule  
violation

managed rule  
violation

inapp

by staff  
play

6. Procedures  
evaluation

behavioral expectation  
in last 24 hours



- Classroom-wide with each student daily
- Teaching encourages
- Ratio of 6 student interactions
- Active
- Red errors
- Frequent
- 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

ns taught

ues taught &

e adult-

requent behavior

r chronic errors



- **Positive expectations** taught

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

- **Active**

STAFF has continuous positive interactions w/ students

**all staff**

- **F**

>80% STUDENTS can describe what SW expectation looks like in specific setting

**reminders**

- **Positive reinforcement**



# Individual Student Systems

- Behavioral competence levels
- Function-...
- Team- & c...
- Comprehensive behavior supports
- DISTRICT supports available to schools
- Internal & curricular
- accommodations

TEAM to monitor status of severe problem behaviors

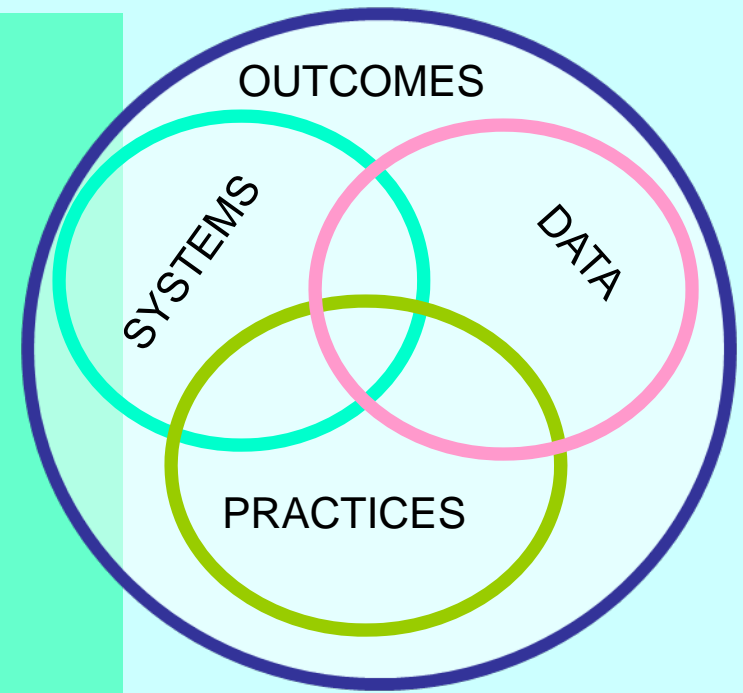
STAFF can describe how to obtain intensive

DISTRICT supports available to schools

making  
 planning &  
 self-management

# SYSTEMS

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





What about  
next 10 years?

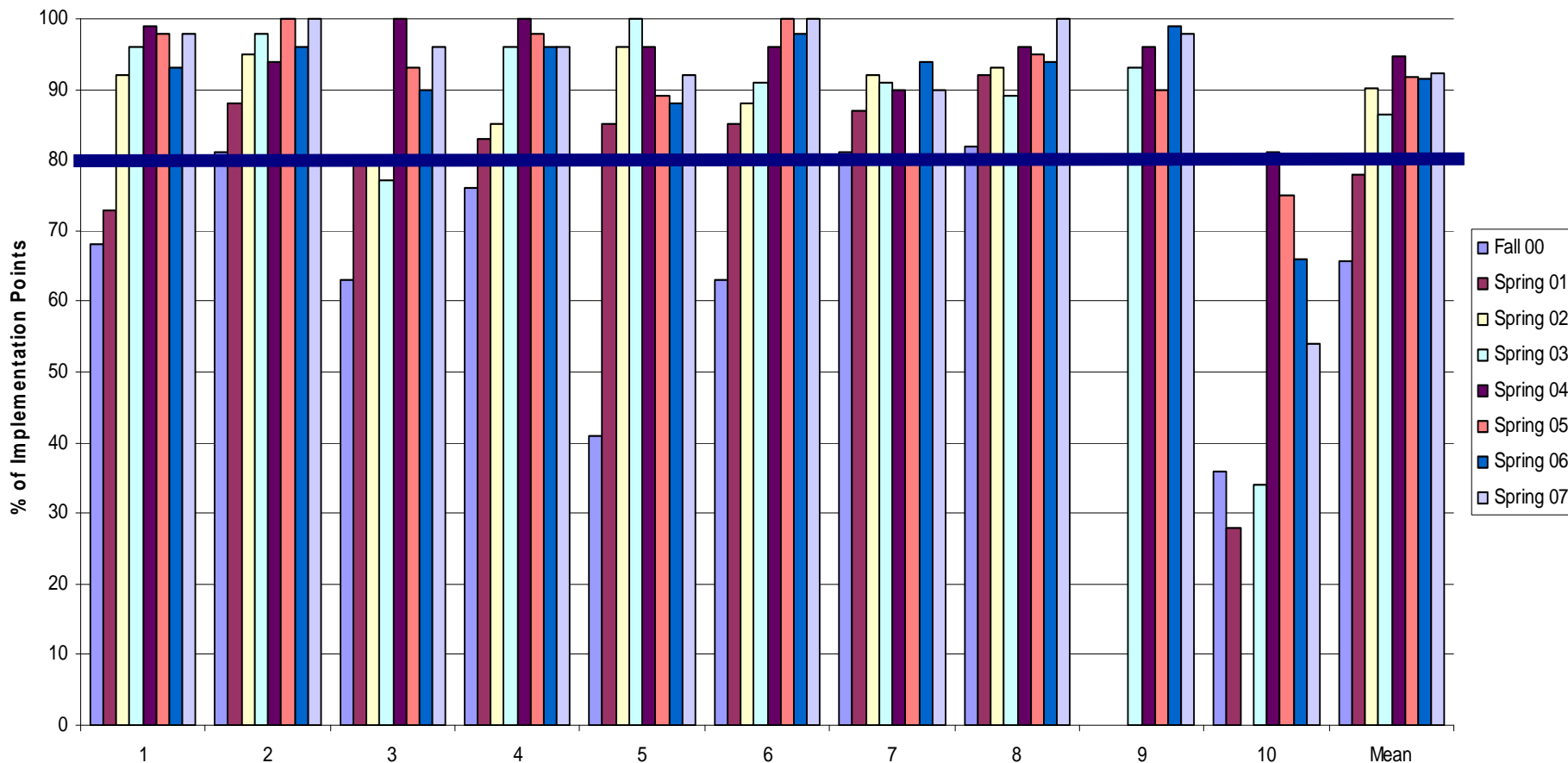


# *How do we.....*

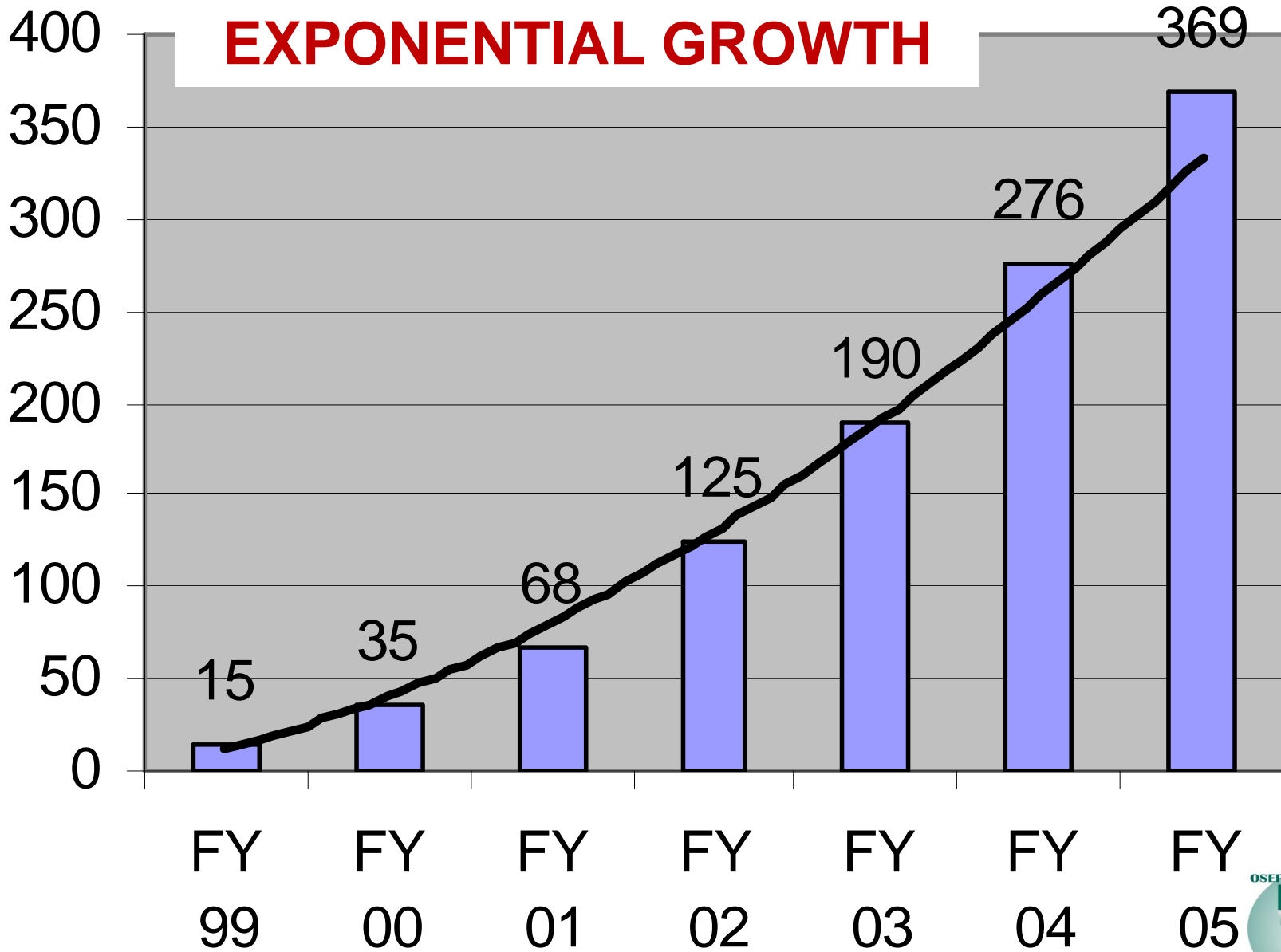
- Increase **adoption** of effective behavioral instructional technologies in classrooms & schools?
- Ensure high **fidelity of implementation** of these technologies?
- Increase efficient, **sustained & scaled implementation** of these technologies?
- Increase accurate, efficient, & durable **institutionalized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

# District-Wide SET Scores

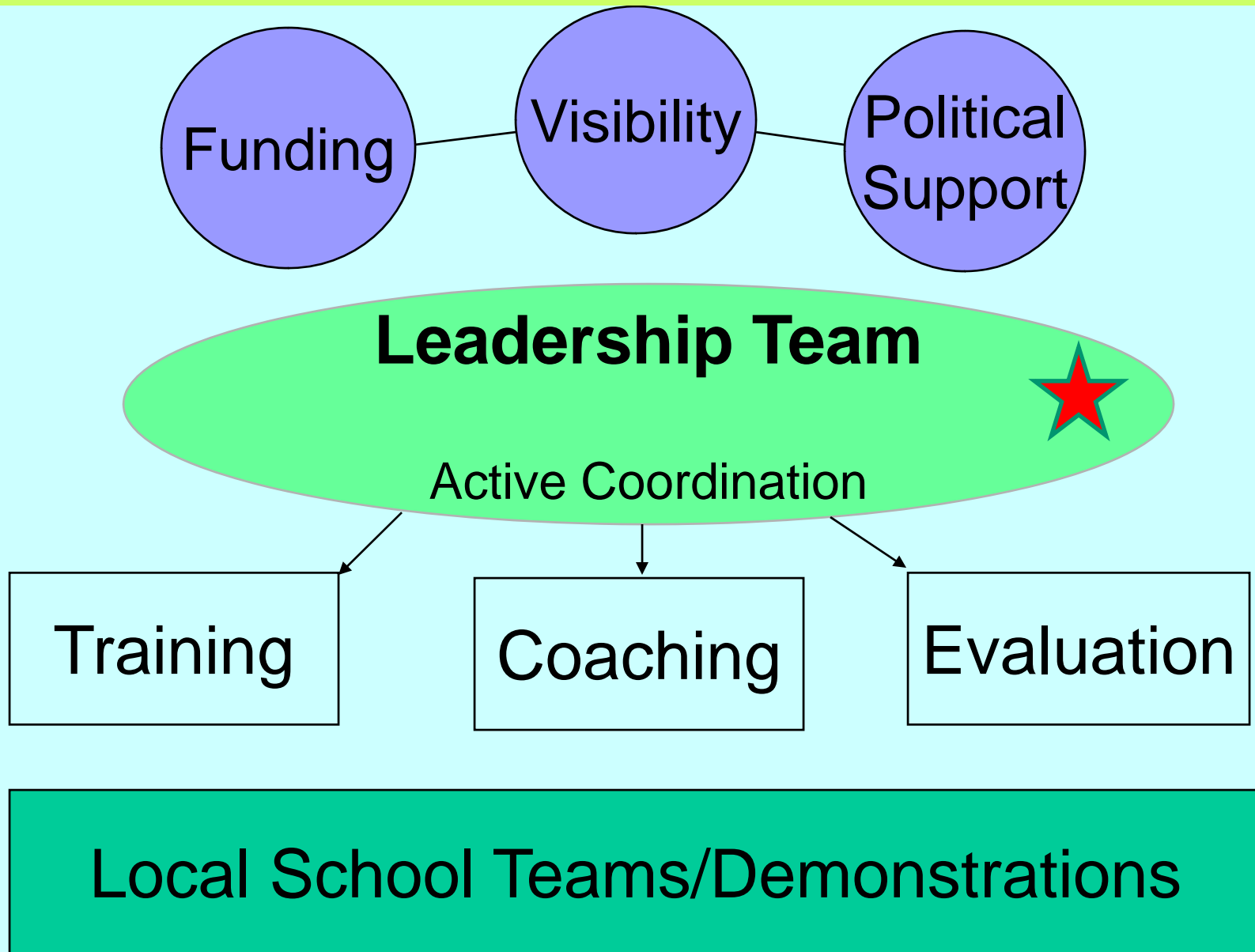
## FIDELITY of IMPLEMENTATION



# EXPONENTIAL GROWTH



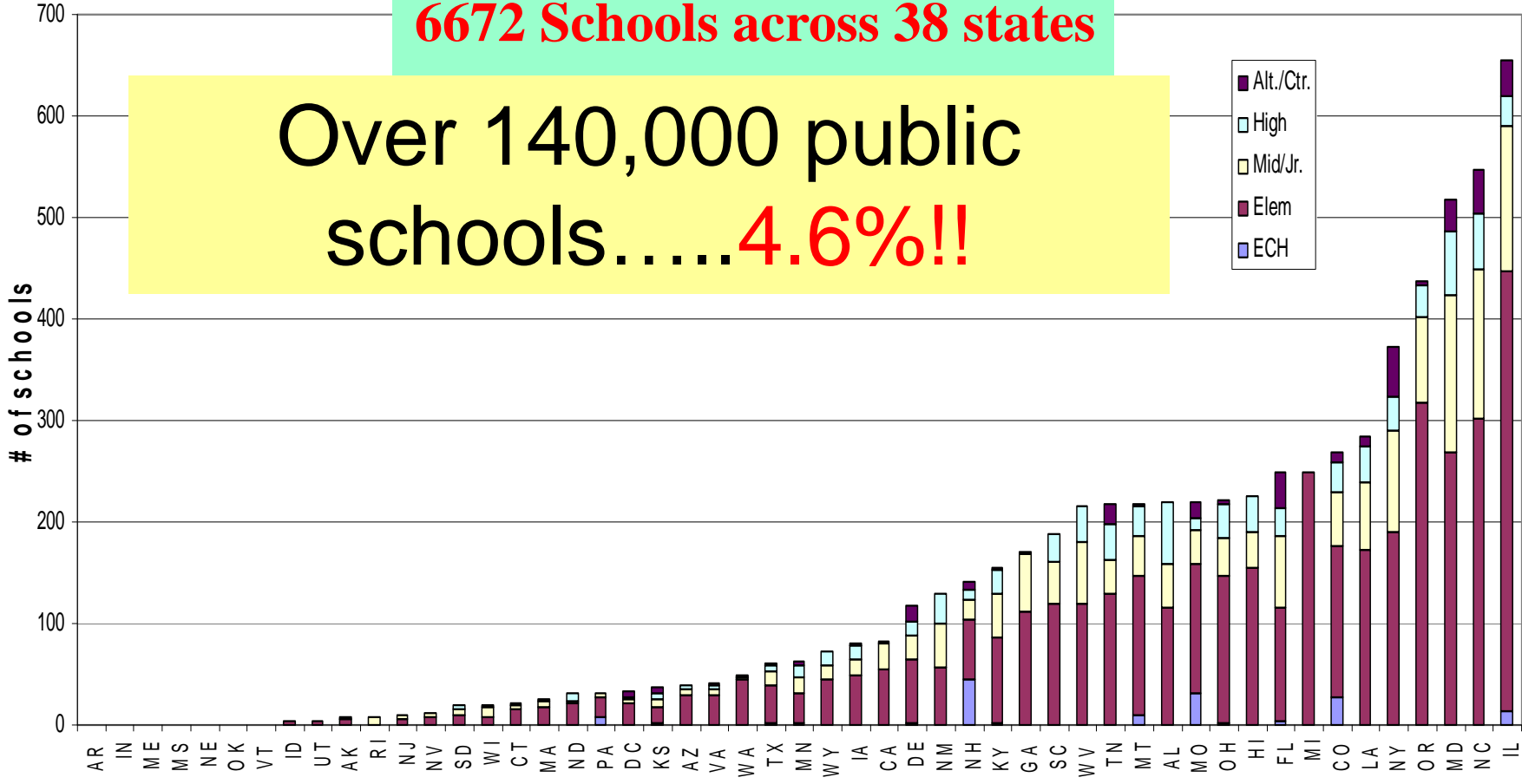
# PBS Systems Implementation Logic



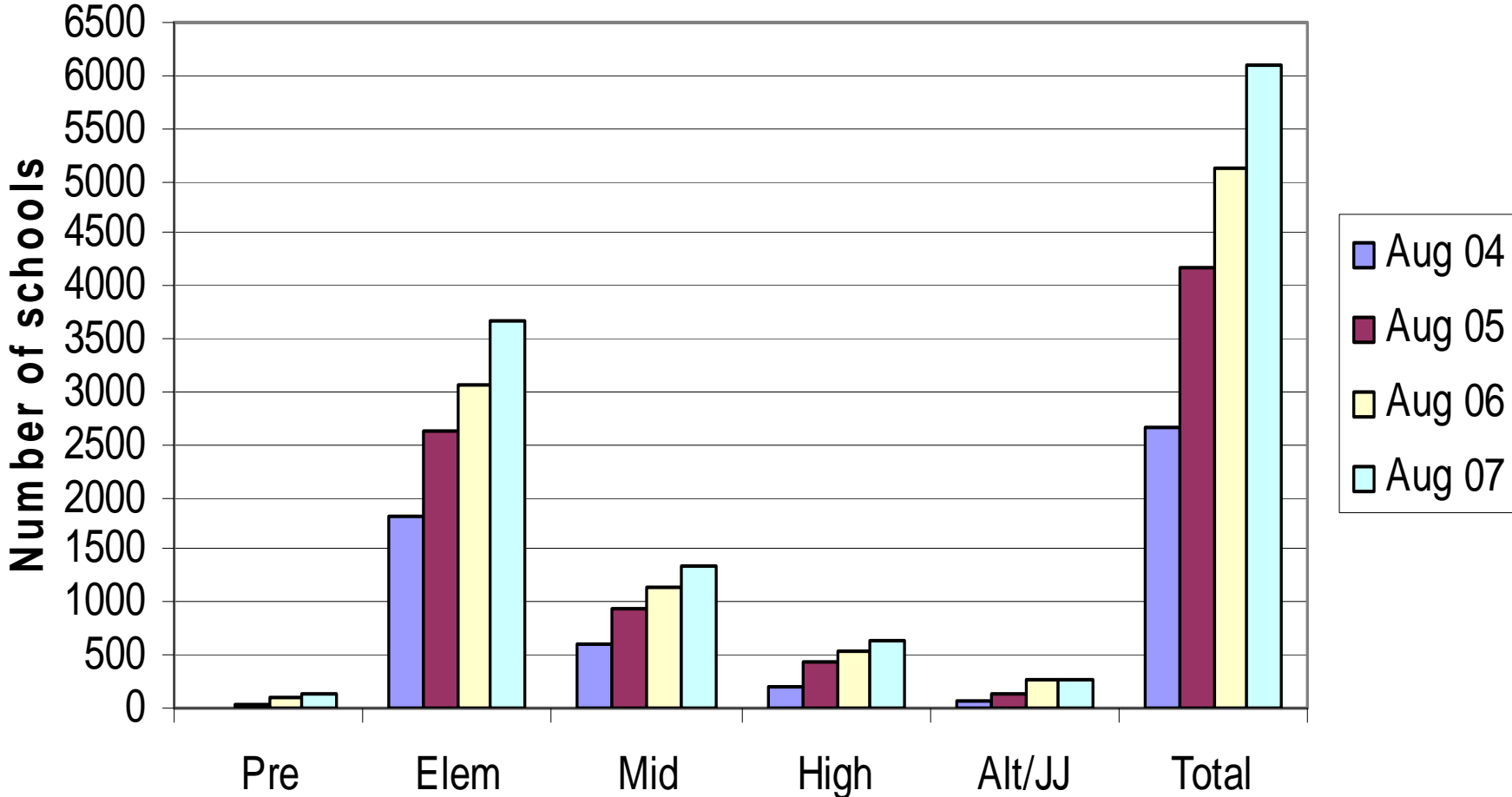
PRE SCH	ELEM (K-6)	MID (6-9)	HS (9-12)	ALT-JJ
145	4043	1465	708	311

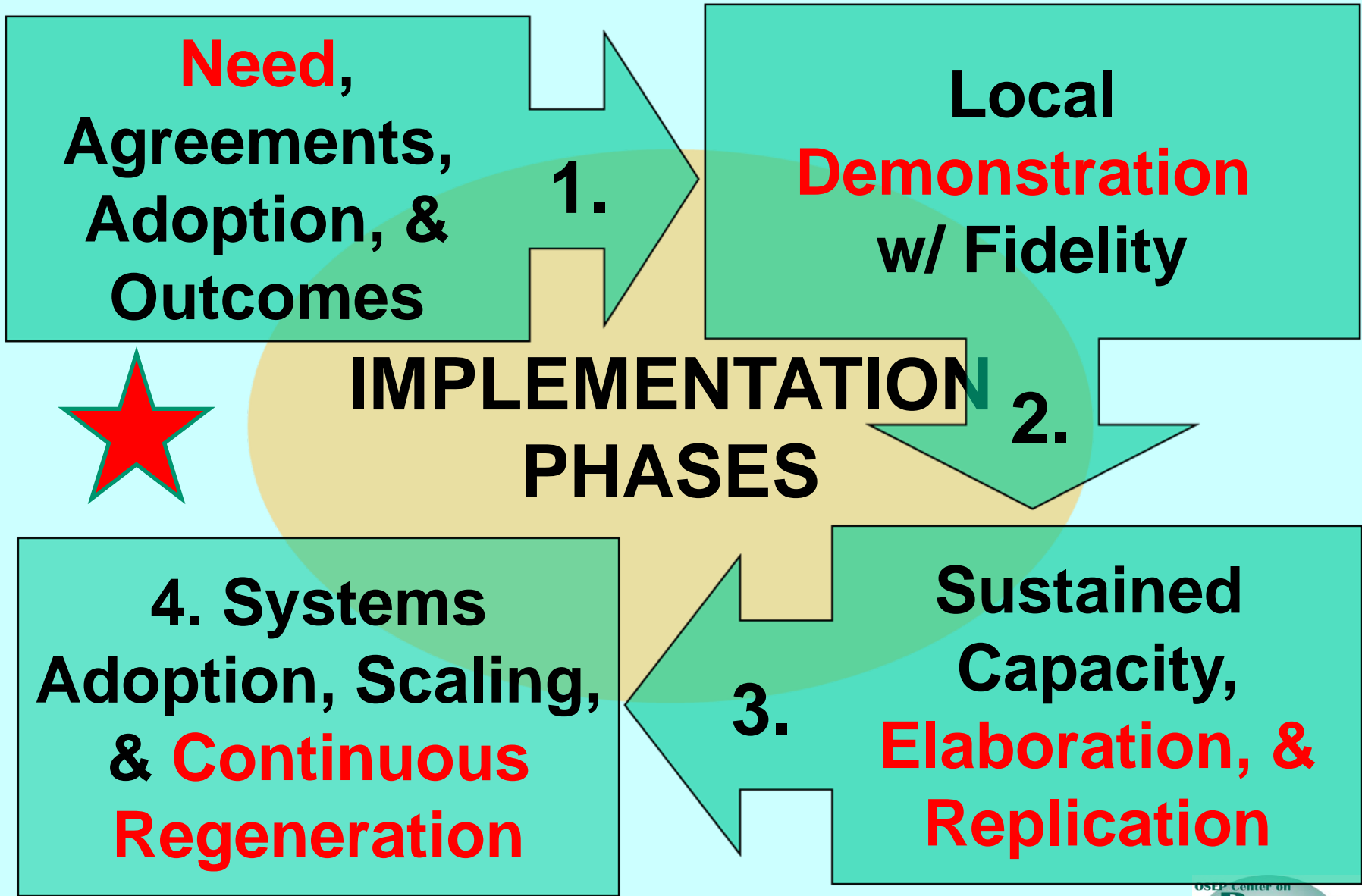
**6672 Schools across 38 states**

**Over 140,000 public schools.....4.6%!!**

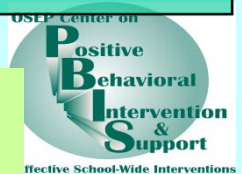


# Growth in Schools Adopting PBIS 2004-2007

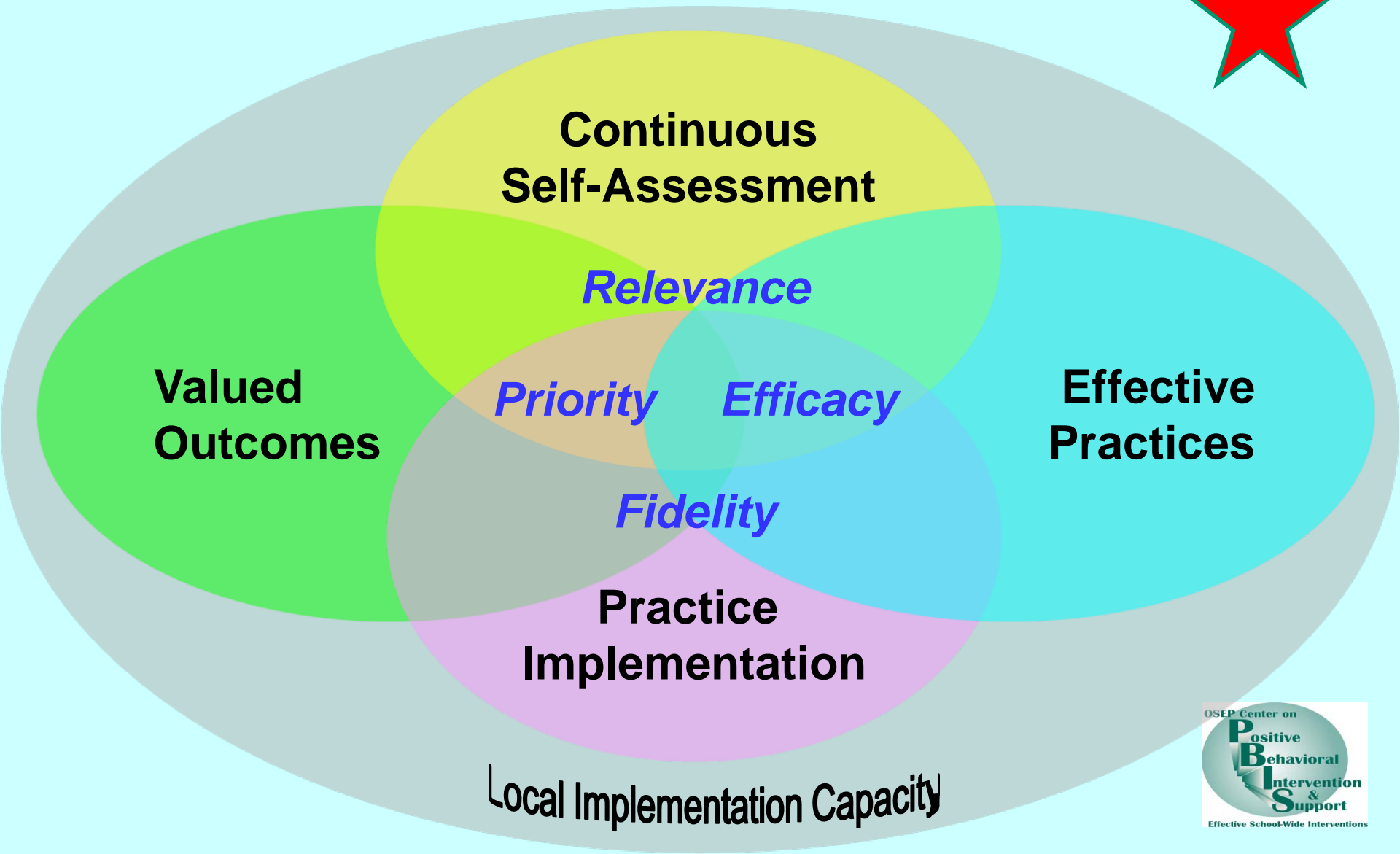




**New Center on Scaling Interventions**



# SUSTAINABLE IMPLEMENTATION & DURABLE RESULTS THROUGH CONTINUOUS REGENERATION







THE  
EXPANDING WORLD OF PBS:  
Science, Values, and Vision

SAVE THE DATE

WHEN: MARCH 27 - 29, 2008

WHERE: CHICAGO, IL



APBS

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

For more information please go to



[conference.apbs.org](http://conference.apbs.org)



SAVE THE DATE!

friday,  
 november  
 16,  
 2007

Norwell, MA

3<sup>RD</sup> Annual Forum on Positive Behavior Support

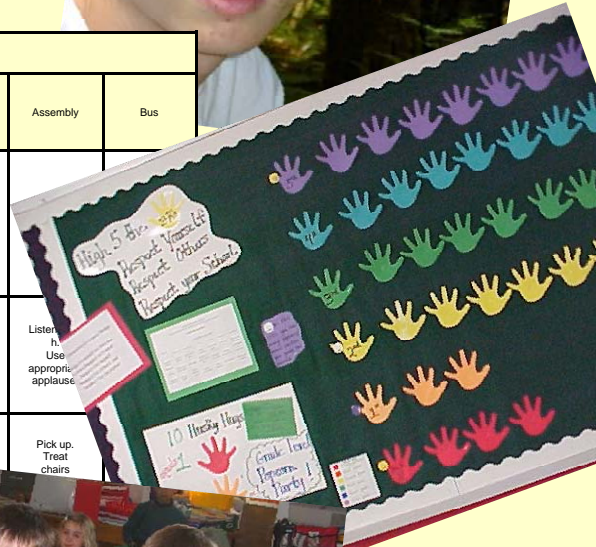
**PBS: CATALYST FOR BEHAVIORAL & ACADEMIC SUCCESS**

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





SETTING						
All Settings	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab	Assembly	Bus
Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.		
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.	Whisper. Return books.	Listen. Use appropriate applause.	
Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use	Replace trays &	Push in chairs. Treat	Pick up. Treat chairs



# CONTACT INFO

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www.cber.org

www.pbis.org

