Taking Effective Practices to Scale: School-wide Positive Behavior Support

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www.swis.org
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Welcome to the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)

About the Center

The Center has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

- PBIS Goals
- Partners

What's New

Welcome to the new www.pbis.org website. For those of you who used our previous site and are looking for a particular article, you will most likely find it in the Online Library section. Please look around the new site using the navigation bars that run horizontally and vertically on the front page. All yellow arrows will return you to the top of the page and the home button will return you to the home page. If you have any problems with the website, please email Laura Riffel.
4th International Conference on Positive Behavior Support

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

March 8–10, 2007
Boston Marriott Copley Place
Boston, Massachusetts

If you attend only one conference this year, make it The Fourth International Conference on Positive Behavior Support!
Challenges

*How do we.....*

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

• Describe lessons learned about our attempts to take SWPBS scale
  – SWPBS, ABA, RtI, Sustainability & Going-to-Scale, Systems Change

• Show some data
  – Demonstrations, Evaluations & Single Subject

• Get your advice, reactions, thoughts, recommendations
Organizing Questions

1. What is School-wide Positive Behavior Support (SWPBS)?

2. What does SWPBS have to do with Response to Intervention (RtI)?

3. What have we seen in SWPBS implementation?

4. What’s it going to take to sustain & expand accurate implementation of SWPBS?
Why Bother?

- In 1 year, 1 school (880) had 5100 ODRs, 1 student received 87 ODRs, & 1 teacher gave out 273 ODRs
- 2 high schools used law enforcement to give students $113 fines for incidents of profanity
- In 1 urban school district: 2004-05, 400 kindergartners were expelled
- In 1 state 55% white, 73% Latino, & 88% Black 4th graders aren’t proficient readers
- UConn has no behavior/classroom management course for teachers or administrators
- 1st response to school violence is “get tougher”
- In 1 K-3 school in Mar, no teacher could give reading levels of their students
- 2nd grade student receives “body sock” & “lemon drop” therapy to treat violent school behavior
- In 1 state 7% of “high experience” teachers & 17% of reading specialists can identify at least 2 indicators of early reading success (e.g., phonemic awareness, fluency)
- Across nation, students who are truant are given out-of-school suspensions

**TOP FOUR 2005**
- Lack of financial support (since 2000)
- Overcrowded schools
- Lack of discipline & control
- Drug use

**#1 SPOT**
- >2000 lack of financial support
- 1991-2000 drug use
- <1991 lack of discipline

• Establish “intolerant attitude toward deviance”
  – Break up antisocial networks…change social context
  – Improve parent effectiveness

• Increase “commitment to school”
  – Increase academic success
  – Create positive school climates

• Teach & encourage individual skills & competence
School-based Prevention & Youth Development Programming

Coordinated Social Emotional & Academic Learning
Greenberg et al. (2003) American Psychologist

- Teach children social skills directly in real context
- “Foster respectful, supportive relations among students, school staff, & parents”
- Support & reinforce positive academic & social behavior through comprehensive systems
- Invest in multiyear, multicomponent programs
- Combine classroom & school- & community-wide efforts
- Precorrect & continue prevention efforts
“Coordinated Social Emotional, & Academic Learning”

• “The current impact of ‘school-based prevention and youth development programs’ is limited because of insufficient coordination with other components of school operations and inattention to implementation and evaluation factors necessary for strong program impact and sustainability” (p. 466).

• “School-based prevention and youth development interventions are most beneficial when they simultaneously enhance students’ personal and social success, as well as improve the quality of the environments in which students are educated” (p. 467)

http://rtckids.fmhi.usf.edu
Lessons Learned: White House Conference on School Safety

- Students, staff, & community must have means of communicating that is immediate, safe, & reliable
- Positive, respectful, predictable, & trusting student-teacher-family relationships are important for all students
- High rates of academic & social success are important for all students
- Positive, respectful, predictable, & trusting school environment/climate is important for all students
- Metal detectors, surveillance cameras, & security guards are insufficient deterrents
Lessons Learned: White House Conference on School Safety

Early Correlates/Indicators

• Significant change in academic &/or social behavior patterns

• Frequent, unresolved victimization

• Extremely low rates of academic &/or social success

• Negative/threatening written &/or verbal messages
What is SWPBS?
“Abbreviated” Personal History
Evolution of School-wide Positive Behavior Support:

1986 Bohemia Elementary (1)
1988 Project PREPARE (4)
1994 Effective Behavior Support Project (6)
1996 Fern Ridge Middle
2001 OSEP TA PBIS Center (~15/~1000)
2003 OSEP TA PBIS-II Center (~40/~5000)
2005+ OR Behavior Research Center
2005+ UO/UConn CBER
What is SWPBS?
Principles & Features
SW-PBS Logic!

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

(Zins & Ponti, 1990)
4 Basic Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Outcomes

Systems

Data

Practices
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

~80% of Students

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

~15%

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

~5%
Brief Primer on “Triangle”

Why?

• It’s showing up beyond Center website
• “Basics” are being overlooked
• It’s a guide, not a standard
“Triangle” ?’s you should ask!

• Where did it come from?
• Why not a pyramid or octagon?
• Why not 12 tiers? 2 tiers?
• What’s it got to do w/ sped?
• Where those % come from?
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
Our Logic

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

– Outcome-based
– Data-led decision making
– Evidence-based practices
– Systems support for accurate & sustained implementation
What does SWPBS have to do with Response-to-Intervention?
What is RtI?

- Evidence-based interventions
- Data-based decision making & problem solving
- Continuous progress monitoring
- Student performance
RtI Logic

Modify & specialize for non-responders

Teach w/ best curriculum & instruction

Screen universally & frequently

Intervene early at all levels

Use student behavior as progress indicator
RtI: Good “IDEA” Policy

• Approach to increase efficiency, accountability, & impact
• NOT program, curriculum, strategy, intervention
• NOT limited to special education
• NOT new
  – Problem solving process
  – Diagnostic-prescriptive teaching
  – Curriculum based assessment
  – Precision teaching
  – Applied behavior analysis
• Demonstrations
  – Systemic early literacy
  – School-wide positive behavior support
Sounds simple, but IMPLICATIONS

- Curricular & Instructional Decisions
- Special Educator Functioning
- General Educator Functioning
- Implementation Fidelity
- Measurement Requirements
Possible RtI Outcomes
Gresham, 2005

<table>
<thead>
<tr>
<th></th>
<th>Responder</th>
<th>Non-Responder</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Risk</strong></td>
<td>False +</td>
<td>True +</td>
</tr>
<tr>
<td><strong>No Risk</strong></td>
<td>True –</td>
<td>False –</td>
</tr>
</tbody>
</table>
## RtI Demonstrations

<table>
<thead>
<tr>
<th></th>
<th><strong>EARLY READING/LITERACY</strong></th>
<th><strong>SOCIAL BEHAVIOR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEAM</strong></td>
<td>General educator, special educator, reading specialist, Title 1, school psychologist, etc.</td>
<td>General educator, special educator, behavior specialist, Title 1, school psychologist, etc.</td>
</tr>
<tr>
<td><strong>UNIVERSAL SCREENING</strong></td>
<td>Curriculum based assessment</td>
<td>SSBD, ODR</td>
</tr>
<tr>
<td><strong>PROGRESS MONITORING</strong></td>
<td>Curriculum based assessment</td>
<td>ODR</td>
</tr>
<tr>
<td><strong>EFFECTIVE INTERVENTIONS</strong></td>
<td>5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension</td>
<td>Teaching &amp; encouraging social behavior directly</td>
</tr>
<tr>
<td><strong>DECISION MAKING RULES</strong></td>
<td>Quantitative benchmarks: Core, strategic, intensive</td>
<td>Primary, secondary, tertiary tiers</td>
</tr>
</tbody>
</table>
Designing School-Wide Systems for Student Success

### Academic Systems

**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
It’s not just about behavior!

STUDENT ACHIEVEMENT

Good Teaching  Behavior Management

Increasing District & State Competency and Capacity

SWPBS: Investing in Outcomes, Data, Practices, and Systems
What have we seen in SWPBS implementation?
FRMS Total Office Discipline Referrals

Sustained Impact

Academic Years

Total ODRs

Pre

Post

94-95 95-96 96-97 97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05 05-06
SET Total Scores Fall 2000-Spring 2004

80%
Pre-Post SETs by Region

Anne Arundel: Pre 48, Post 82
Central: Pre 48, Post 84
Eastern: Pre 25, Post 88
Southern: Pre 28, Post 80
Special: Pre 39, Post 88
Western: Pre 42, Post 88
## Sample of Major State Implementation Efforts

<table>
<thead>
<tr>
<th>State</th>
<th>Schools</th>
<th>State</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland</td>
<td>494</td>
<td>Alabama</td>
<td>219</td>
</tr>
<tr>
<td>Illinois</td>
<td>611</td>
<td>Colorado</td>
<td>405</td>
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<tr>
<td>Florida</td>
<td>250</td>
<td>New York</td>
<td>322</td>
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<tr>
<td>Michigan</td>
<td>181</td>
<td>Ohio</td>
<td>221</td>
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<td>New Mexico</td>
<td>130</td>
<td>West Virginia</td>
<td>215</td>
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<td>Oregon</td>
<td>229</td>
<td>Louisiana</td>
<td>285</td>
</tr>
<tr>
<td>Missouri</td>
<td>183</td>
<td>Georgia</td>
<td>171</td>
</tr>
</tbody>
</table>
Central Illinois Elem, Middle Schools
Triangle Summary 03-04

Mean Proportion of Students

Met SET (N = 23)

Not Met SET (N = 12)

6+ ODR
2-5 ODR
0-1 ODR

84% 58%
11%
22%
05%
20%
58%
Proportion of 3rd Graders who meet or exceed state reading standards (ISAT) in Illinois schools 02-03

\[ t = 9.20; \text{ df } = 27 \quad p \leq .0001 \]
## SWIS summary 05-06
(Majors Only) 1675 schools, 839,075 students

<table>
<thead>
<tr>
<th>Grade Range</th>
<th># Schools</th>
<th># Students (mean)</th>
<th>Mean ODR/100/school day (sd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1010</td>
<td>439,932 (435)</td>
<td><strong>0.37</strong> (50)</td>
</tr>
<tr>
<td>6-9</td>
<td>313</td>
<td>205,159 (655)</td>
<td><strong>1.02</strong> (1.07)</td>
</tr>
<tr>
<td>9-12</td>
<td>104</td>
<td>102,325 (983)</td>
<td><strong>1.16</strong> (1.37)</td>
</tr>
<tr>
<td>K-(8-12)</td>
<td>248</td>
<td>91,659 (369)</td>
<td><strong>1.53</strong> (4.49)</td>
</tr>
</tbody>
</table>
Major Office Discipline Referrals (05-06)
Mean Proportion of Students

- 0-1: 89%, 74%, 71%
- '2-5: 3%, 16%, 18%
- '6+: 10%, 11%

K=6 (N = 1010) 6-9 (N = 312) 9-12 (N = 104)
Major Office Discipline Referrals (05-06)
Percentage of ODRs by Student Group

- K-6 (N = 1010)
  - ‘0-1’: 25%
  - ‘2-5’: 43%
  - ‘6+’: 32%

- 6-9 (N = 312)
  - ‘0-1’: 15%
  - ‘2-5’: 37%
  - ‘6+’: 48%

- 9-12 (N = 104)
  - ‘0-1’: 15%
  - ‘2-5’: 40%
  - ‘6+’: 45%
Class B
Results

Percent of Intervals Engaged in Problem Behavior

School Days


BL CI/CO CI/CO +75% CI/CO +80% CI/CO +90%

Helena

Jade

Farrell

Began meds.
Class B Results + Composite Peers

Percent of Intervals Engaged in Problem Behavior

School Days

Helena

Jade

Farrell

Peers

Farrell

Began meds.

30-Dec 3-Jan 10-Jan 16-Jan 27-Jan 2-Feb 8-Feb 17-Feb 25-Feb 4-Mar 11-Mar 30-Mar 5-Apr 13-Apr 29-Apr 10-May 19-May
Study 2
Results
Study 2 Results + Composite Peer

Percent of Intervals Engaged in Problem Behavior

School Days

Marcellus

Blair

Ben

Olivia

Center on Positive Behavioral Intervention & Support
Effective School-Wide Interventions
Number of Major and Minor Office Discipline Referrals

CICO begins 11/15

<table>
<thead>
<tr>
<th>Months</th>
<th>Sep-04</th>
<th>Oct-04</th>
<th>Nov-04</th>
<th>Dec-04</th>
<th>Jan-05</th>
<th>Feb-05</th>
<th>Mar-05</th>
<th>Apr-05</th>
<th>May-05</th>
<th>Jun-05</th>
</tr>
</thead>
</table>
What’s it gonna take to sustain & expand accurate implementation of SWPBS?
IMPLEMENTATION

To

Evaluation
Efficacy
Effectiveness
GENERAL IMPLEMENTATION PROCESS

Team → Agreements → Data-based Action Plan → Evaluation → Implementation
Individual linked to System

- Student
- Classroom
- School
- District
- State
<table>
<thead>
<tr>
<th>Measurable Valued Outcomes</th>
<th>Data Source</th>
<th>Implementers</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Major rule violations</td>
<td>o Students</td>
<td>o School staff</td>
<td>o SWIS</td>
</tr>
<tr>
<td>- Referrals to special education</td>
<td></td>
<td></td>
<td>o SSS</td>
</tr>
<tr>
<td>- Decreased out of school suspensions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Increased attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SW Discipline</td>
<td>o School staff</td>
<td>o Coaches</td>
<td>o SET</td>
</tr>
<tr>
<td>- Classroom management</td>
<td></td>
<td>o School Leadership team</td>
<td>o ISSET</td>
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<tr>
<td>- Function-based support</td>
<td></td>
<td></td>
<td>o Team Implementation Checklist</td>
</tr>
<tr>
<td>- SWPBS</td>
<td>o Leadership team</td>
<td>o District Leadership team</td>
<td>o PBS Implementation Blueprint</td>
</tr>
</tbody>
</table>
PBS Systems Implementation Logic

Leadership Team

Active Coordination

Funding → Visibility → Political Support

Training → Coaching → Evaluation

Local School Teams/Demonstrations
Conceptual Model for Scaling Up: Horizontal & Vertical Expansion

Organizational Systems

- National Federal
- State/Region
- District
- School

Application & Research Communities

Schools
IMPLEMENTATION PHASES

1. Need, Agreements, & Outcomes
2. Local Demonstration w/ Fidelity
3. Capacity, Elaboration & Replication
4. Systems Adoption & Continuous Regeneration
SUSTAINABLE IMPLEMENTATION & DURABLE RESULTS THROUGH CONTINUOUS REGENERATION
Other Considerations

- Pre-service preparation & induction process
  - Higher education
- Educator expectations, outcomes, & reinforcers
  - Unions
- Collaborative inter-agency interactions
  - Child, family, community
- Policy guidance & accountability
  - Funding formulae
- Research & Development
  - Efficacy & effectiveness
Some Lessons

• Plan for sustained implementation & expansion **early** & formally
• Invest in & adapt **evidence-based practices** to local context
• Give priority to relevant, **measurable outcomes**
• Treat **school** as basic unit for change, & **districts/states** as main organizational units
• Establish **demonstrations & data** to enhance understanding
• Invest early in **local implementation capacity**
• Emphasize **continuous regeneration** for efficacy, relevance, priority, & fidelity
• **Positively reinforce** successive approximations of implementer behavior