School-wide Positive Behavior Support: Evidence-based Practices, Implementation Fidelity & Student Outcomes

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George Sugai
University of Connecticut
Center on Positive Behavior Interventions & Supports
Center for Behavioral Education & Research
www.pbis.org  www.cber.org

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
- Teach & Rein Soc Sk
- Actively Supervise & Prevent
- Individualization based on Competence
- Consider Culture & Context

Problem Statement

“We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren’t realized. School personnel & teams need more than exposure, practice, & enthusiasm.”

SWPBS (PBIS) is

Framework for enhancing adoption & implementation of

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

IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
UNIVERSAL SCREENING
CONTENT EXPERTISE & FLUENCY
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

Concerns
- Maximizing academic achievement
- Decreasing reactive management
- Increasing active prevention
- Improving support & partnerships w/ families
- Improving support for students w/ emotional & behavioral challenges
**Classroom SWPBS Practices**

- **School-wide**
  - Leadership team
  - Behavior purpose statement
  - Shift of positive expectations & behaviors
  - Procedures for teaching SWPBS classroom-wide (expected behavior)
  - Continuum of procedures for encouraging expected behavior
  - Continuum of procedures for discouraging rule violations
  - Procedures for ongoing data-based monitoring & evaluation

- **Evidence-based Intervention Practices**

- **Classroom**
  - All school-wide
  - Maximum structure & predictability in routines & environment
  - Positively stated expectations taught & encouraged
  - Active supervision by all staff (role, mean, supervision)
  - Procedures & consequences
  - Positive reinforcement

- **Non-classroom**
  - Positive expectations & routines taught & encouraged
  - Active supervision by all staff (scan, move, interact)
  - Precorrections & reminders
  - Positive reinforcement

- **Family Engagement**
  - Continuum of positive behavior support for all families
  - Frequent, regular positive contacts, communications, & acknowledgements
  - Family & active participation & involvement as equal partner
  - Access to system of integrated school & community resources

**Systemic Practices**

- **Data Supporting Staff Behavior**
- **Data Supporting Student Behavior**

**Outcomes**

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

**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

**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

- Homer, Lewis, Sugai, Todd, Walker...1995

**Culturally Relevant**

- Culturally Valid
- Culturally Knowledgeable
- Culturally Equitable

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

**Continuum of School-Wide Instructional & Positive Behavior Support**

- FeW ~ 80% of Students
- Some ~ 15%
- All ~ 5%
Continuum of Support for ALL

Universal

Targeted

Intensive

Few

Some

All

Dec 7, 2007

Continuum of Support for ALL “Theora”

Universal

Targeted

Intensive

Math

Science

Tech

Reading

Writing

Social Studies

Social Skills

Basketball

Label behavior…not people

ESTABLISHING CONTINUUM of SWPBS

TERTIARY PREVENTION

SECONDARY PREVENTION

PRIMARY PREVENTION

Funding

Visibility

Political Support

Policy

SWPBS Implementation Blueprint

www.pbis.org

LEADERSHIP TEAM (Coordination)

Training

Coaching

Evaluation

Behavioral Expertise

Local School/District Implementation Demonstrations

OSEP PBIS Center Aug 2012

# Schools Involved in SWPBIS

INCOMPLETE (Aug 3 2012)

0

2000

4000

6000

8000

10000

12000

14000

16000

18000

00

01

02

03

04

05

06

07

08

09

2008

2009

2010

2011

2012

17,779

Dec 7, 2007

Continuum of Support: “Molcom”

Universal

Targeted

Intensive

Anger man.

Prob Sol.

Self-assess.

Acc. Fdls.

Int. play

Adult rel.

Attend.

Coop play

Peer Interac.

Align behavioral supports
Invest in leadership

Louis, Leithwood, Wahlstrom, & Anderson (2010)

RCT & Group Design PBIS Studies


• Reduced major disciplinary infractions
• Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
• Improvements in academic achievement
• Enhanced perception of organizational health & safety
• Reductions in teacher reported bullying behavior & peer rejection
• Improved school climate

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?