

Prevention of
Restraint and
Seclusion in CT's
Schools: Putting
Principles into
Practice

Office of the Child
Advocate
Office of Protection
and Advocacy

23 January 2014
LOB Hartford CT

High Quality Teaching and Learning Environments for All: Considerations and Big Ideas to Live By

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CONTEXT

1. R/S are not therapies, interventions, or treatments.
2. R/S may be last resort actions where serious harm and injury are imminent.
3. Use of R/S is associated with a range of serious and negative side effects and outcomes.
4. Child, youth, and adult actions are a reflection of learning history and the features and quality of their interactions with the physical and social environment.

CONSIDERATION #1

To eliminate the inappropriate use and negative side effects of R/S, we must act in ways that give priority to prevention and the careful selection of and quality implementation systems for effective evidence-based practices that maximize benefit for all students.

CONSIDERATION #2

Prevention is more than being positive and catching them early. Prevention must be formalized into doable actions that are associated with access to high quality teaching and learning environments for all students.

CONSIDERATION #3

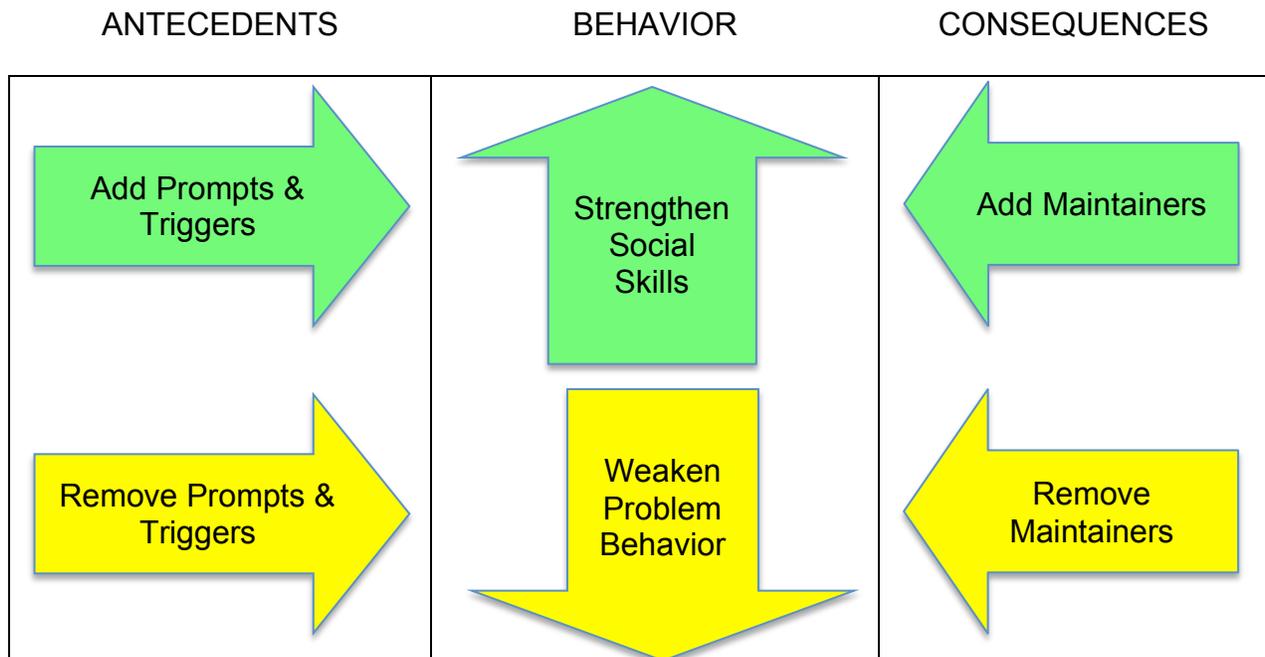
“High quality” = effective, efficient, and relevant outcomes, data, practices, and systems that are implemented explicitly and precisely for all students.

Prevention is more than smiling, being positive, and catching early.

Prevention is associated with precise and explicit actions that establish high quality environments where expected behaviors are promoted and problem behaviors are discouraged.

Five Actions

1. Teach appropriate social skills that are more effective, efficient, and relevant than problem behavior.
2. Remove antecedent things and actions (before) that function to trigger problem behavior.
3. Remove consequence things and actions (after) that function to maintain problem behavior.
4. Add antecedent things and actions (before) that function to trigger appropriate social skills.
5. Add consequence things and actions (after) that function to maintain appropriate social skills.



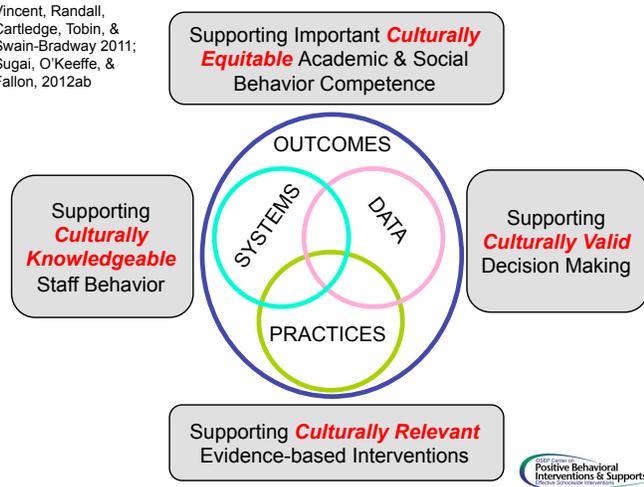
To maximize student benefit, high quality social and behavioral environments are required to support the academic mission, instructional activities, and teaching activities of the classroom and school.

1. **High quality teaching and learning environments** promote student self-management and behavioral, social, and emotional competence.
 - a. Maximizing academic success and competence is necessary but insufficient.
 - b. Explicit attention and effort must be dedicated toward teaching, acknowledging, and encouraging social skills.
2. **Adults** must actively and explicitly organize and operate high quality preventive social environments.
 - a. They must arrange teaching environments such that academic and social success is maximized and highly probable.
 - b. They must explicitly model what is expected of students.
 - c. They must give students feedback that is corrective, constructive, and acknowledging about appropriate social behaviors.
3. **High quality preventive supervision** is active, constructive, explicit, and formal.
4. A **tiered approach** is required to improve implementation support and academic and social behavior student benefit.
 - a. Enhancements and adaptations are made based on information from continuous data and progress monitoring.
 - b. Intervention and practice decisions within the approach must be empirically and culturally defensible.
 - c. Some students may require additional more intensive and individualized support.
5. All actions and conditions for academic and social behavior teaching and learning must be considered in the **local and cultural context**.

OUTCOMES = SYSTEMS + DATA + PRACTICES

To achieve cultural equitable student benefit, culturally knowledgeable staff members must use culturally valid data and culturally relevant evidence-based practices.

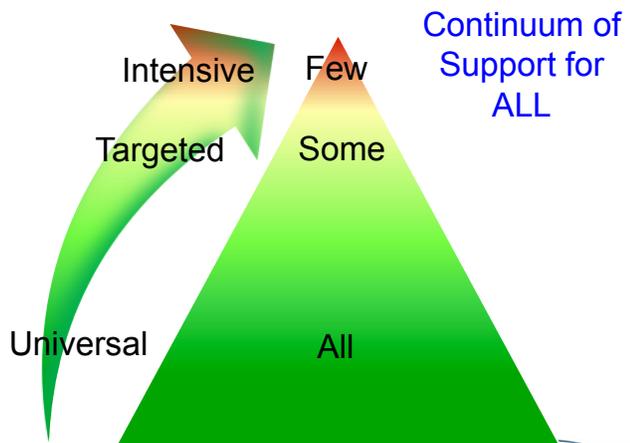
Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012ab



Positive Behavioral Interventions & Supports

SUCCESS FOR ALL = TIERED SUPPORT

All students deserve access to high quality academic and social behavior support. Some students will require additional more intensive and individualized support to experience maximum benefit.



Dec 7, 2007

Positive Behavioral Interventions & Supports

STUDENT BENEFIT = IMPLEMENTATION + PRACTICE

To maximize student benefit, the best practice or intervention selection must be implemented with the highest degree of accuracy and fluency (fidelity).

		IMPLEMENTATION	
		Effective	Not Effective
PRACTICE	Effective	Maximum Student Benefit	Reduced Student Benefit
	Not Effective	No Student Benefit	No Student Benefit

Fixsen & Blase, 2009

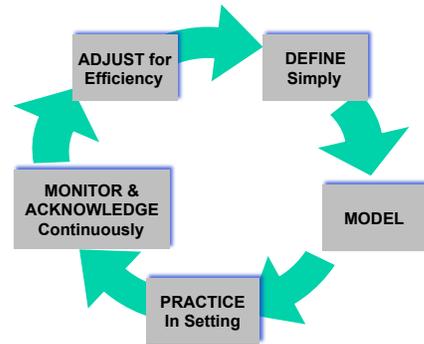
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TEACHING = LEARNING

A behavior is a behavior, a skills is a skill, a concept is a concept.....teaching academic and social behavior is facilitated through the same fundamental processes.

Important initial acquisition and early learning must be taught explicitly with precision.

Teaching Academics & Behaviors



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A SELF-ASSESSMENT GUIDE: FROM PRINCIPLE TO PRACTICE

YES ? NO	1. Am I directing my enthusiasm, passion, concern, etc. into meaningful and observable action ?
YES ? NO	2. Am I certain that a desired expected outcome is important, achievable, relevant, and measurable?
YES ? NO	3. Have I given equal and high priority to both academic and social behavior success ?
YES ? NO	4. Have I identified the smallest thing I can do that will have the biggest and most durable student benefit ?
YES ? NO	5. Am I willing to bet my next month's salary on the impact of my decision on student benefit ?
YES ? NO	6. For each thing that I select and give priority, have I selected at least two things to stop doing?
YES ? NO	7. Do I have an explicit precorrection and prevention strategy for a chronic problem behavior?
YES ? NO	8. Have I acted more positively than I have negatively (>4:1)?

BIG IDEAS TO LIVE BY

1. Consider **benefit for all students** in all decisions.
2. Strive for **high quality** (effective, efficient, and relevant) **teaching and learning environments**.
3. Consider implementation interconnectedness of **outcomes, data, practices, and systems**.
4. When in doubt, explicitly and precisely **teach, model, precorrect, and acknowledge**.
5. Err on the side of **acting positively**.
6. Do less and much better to maximize benefit (< = > “less is more”).