Connecticut Assessment Forum
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Responsiveness to Intervention & School-wide Positive Behavior Support

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www.pbis.org  www.cber.org  www.swis.org
Challenge: Academic & behavior success (failure) are linked!

Teaching to Corner

Rtl “Example”
PURPOSE

Describe school-wide positive behavior supports (aka PBIS) in Response to Intervention context.

• Brief history of SWPBS
• SWPBS defining features
• Few examples & data
SWPBS Foundations & Rationale
<table>
<thead>
<tr>
<th>Target Student Type</th>
<th>Intervention Approach</th>
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</thead>
</table>
| Regular (Typical or Not At-Risk) | **Primary Prevention (Universal Interventions):**  
  - School wide discipline plans  
  - Instruction in conflict resolution/anger management strategies  
  - Effective teaching and schooling procedures |
|                     | **Secondary Prevention (Individualized, 1-1 Interventions):**  
  - Identification of at-risk clusters of children, youth and families;  
  - Direct instruction in moral reasoning;  
  - Anger-management and self-control;  
  - Family support and parent management training;  
  - Consultant based 1 to 1 interventions |
| At-Risk for Antisocial Behavior Patterns | **Tertiary Prevention (Wraparound, Comprehensive Interventions):**  
  - Connection of children, youth and caregivers to community-based social service agencies;  
  - Development of individually-tailored, wraparound interventions;  
  - Significant family involvement in planning and treatment activities;  
  - Coordination with social service agencies, law enforcement, courts, and corrections;  
  - Drug/alcohol counseling;  
  - Alternative placements such as day-treatment centers, specialized schools, residential environments; |
| Chronic (Life Course Persistent) |
SWPBS Features
SWPBS Logic!

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

(Zins & Ponti, 1990)
## Host Environment Features

<table>
<thead>
<tr>
<th>Feature</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>• Achieve desired outcome?</td>
</tr>
<tr>
<td>Efficient</td>
<td>• Doable by real implementer?</td>
</tr>
<tr>
<td>Relevant</td>
<td>• Contextual &amp; cultural?</td>
</tr>
<tr>
<td>Durable</td>
<td>• Lasting?</td>
</tr>
<tr>
<td>Scalable</td>
<td>• Transportable?</td>
</tr>
<tr>
<td>Logical</td>
<td>• Conceptually Sound?</td>
</tr>
</tbody>
</table>
SWPBS is a Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students.
Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Integrated Elements

Supporting Social Competence &
Academic Achievement

Supporting Decision Making

Supporting Staff Behavior

Supporting Student Behavior
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

ALL

SOME

FEW
RtI

IMPLEMENTATION W/ FIDELITY

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTENT EXPERTISE & FLUENCY

PREVENTION & EARLY INTERVENTION

CONTINUOUS PROGRESS MONITORING

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING
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

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
RTI Integrated Continuum

Academic Continuum

Behavior Continuum

Mar 10 2010
RTI Continuum of Support for ALL

Dec 7, 2007
"This is the worst class I've ever had."
Continuum of Support for ALL

Universal
Targeted
Intensive

Math
Science
Reading
Spanish
Soc skills
Basketball
Soc Studies

Label behavior...not people
Universal Targeted Intensive

Continuum of Support for ALL

Anger man.
Prob Sol.
Ind. play
Adult rel.
Attend.
Coop play
Peer interac.

Label behavior...not people
ESTABLISHING CONTINUUM of SWPBS

TERTIARY PREVENTION
- 
- 
- 
- 

SECONDARY PREVENTION
- 
- 
- 
- 

PRIMARY PREVENTION
- 
- 
- 
- 

~80% of Students

~15%

~5%
Classroom SWPBS Practices

School-wide

Classroom

Non-classroom

Student

- Smallest #
- Evidence-based
- Biggest, durable effect
“Is SWPBS evidence-based practice?”


www.pbis.org
**SCHOOL-WIDE**

1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching SW & classroom-wide expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation

**CLASSROOM**

1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Positively stated expectations posted, taught, reviewed, prompted, & supervised.
4. Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
5. Continuum of strategies to acknowledge displays of appropriate behavior.
6. Continuum of strategies for responding to inappropriate behavior.

**EVIDENCE-BASED INTERVENTION PRACTICES**

**INDIVIDUAL STUDENT**

1. Behavioral competence at school & district levels
2. Function-based behavior support planning
3. Team- & data-based decision making
4. Comprehensive person-centered planning & wraparound processes
5. Targeted social skills & self-management instruction
6. Individualized instructional & curricular accommodations

**NONCLASSROOM**

1. Positive expectations & routines taught & encouraged
2. Active supervision by all staff (Scan, move, interact)
3. Precorrections & reminders
4. Positive reinforcement

**FAMILY ENGAGEMENT**

1. Continuum of positive behavior support for all families
2. Frequent, regular positive contacts, communications, & acknowledgements
3. Formal & active participation & involvement as equal partner
4. Access to system of integrated school & community resources
Visible, Taught, & Acknowledged Positive Expectations

Respect others,
Manage self,
Solve problems responsibly

Respect Rest Rules

Fairfield Schoolwide Rules

Respect
Be Safe
Be Respectful
Be Responsible

Sea Seguro
Sea Respetuoso
Sea Responsable
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect Ourselves</strong></td>
<td>Be on task. Give your best effort.</td>
<td></td>
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1. **SOCIAL SKILL**

2. **NATURAL CONTEXT**

3. **BEHAVIOR EXAMPLES**
GENERAL IMPLEMENTATION PROCESS: “Getting Started”
**“Scale-worthy” Evidence-based Practice**
Horner & OR 2009

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<tr>
<td>Sufficient <strong>scope</strong> to affect multiple outcomes</td>
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<tr>
<td>Scientifically verified</td>
</tr>
<tr>
<td><strong>Local</strong> feasibility, acceptability &amp; effectiveness</td>
</tr>
<tr>
<td>Described for high <strong>implementation integrity</strong></td>
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<tr>
<td>Professional development for sustainability</td>
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<tr>
<td>Measurable benchmarks for progress monitoring</td>
</tr>
<tr>
<td>Systems for continuous improvement &amp; sustained use</td>
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4 Main Data Concerns

- Student outcomes
- Practice selection
- Practice implementation
- Progress monitoring & systems integration
SWPBS Implementation Blueprint

- Funding
- Visibility
- Political Support
- Policy

LEADERSHIP TEAM (Coordination)

- Training
- Coaching
- Evaluation
- Behavioral Expertise

Local School/District Implementation Demonstrations