Positive Behavioral Interventions & Supports & Response-to-Intervention

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www.pbis.org  www.scalingup.org  www.cber.org

PURPOSE

Examination of current SWPBS systems, &
Examination of current PBIS systems,

- Brief History & Rationale
- PBIS Foundations
- RtI
- Data
Brief PBIS History & Rationale

- Emphasis on punishment
- Non-constructive
- Poor implementation fidelity
- Reactive
- Limited effects

1980s SW Discipline Problem
“Big Ideas” from Early Years

Teach & recognize behavior directly, school-wide

- Colvin & Sugai (1992)

Focus adult behavior in team-based SW action planning

- Colvin, Kame’enui, & Sugai (1993)

Consider ALL as foundation for some by establishing local behavioral expertise

- Sugai & Horner (1994)

Integrate evidence-based practices in multi-tiered prevention logic


Prevention Logic for All

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

- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors
- Eliminate triggers & maintainers of problem behaviors
- Teach, monitor, & acknowledge prosocial behavior

Redesign of teaching environments…not students
“Early Triangle”
(p. 201)
Walker, Knitzer, Reid, et al., CDC

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 social learning
- Anger management and self-control
- Family support and parent management training
- Consultation based on 1 to 1 interventions

Tertiary Prevention (Comprehensive, Interventions):
- Connections of children, youth, and families to community-based social service agencies
- Development of individually-tailored, wraparound interventions
- Significant family involvement in planning and frequent assessment
- Coordination with social service agencies, law enforcement, courts, and corrections
- Drug-alcohol counseling
- Alternative placements such as day treatment centers, specialized schools, residential environments

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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
SWPBS (aka PBIS/RtI) is

**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

Outcomes

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Systems

Data

Practices

Continuum of Support for All

Universal

Targeted

Intensive

Few

Some

All

Dec 7, 2007
Continuum of Support for ALL:

“Targeted”

Universal

“Intensive”

Targeted

“Molcom”

Universal

Label behavior...not people

“Science”

“Math”

“Reading”

“Spanish”

“Soc studies”

“Basketball”

“Coop play”

“Peer interac”

“Attend.”

“Self-assess”

“Adult rel.”

“Ind. play”

“Prob Sol.”

“Anger man.”

“Label behavior...not people”

“Label behavior...not people”
“Response-to-Intervention”
Comprehensive screening

Implementation Fidelity

Support for non-responders

Instructional accountability & justification

Early & timely decision making

Assessment - instruction alignment

Data-based decision making

Resource & time use

Need for better

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

RtI
Responsive to Intervention

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity
  - 1-5%

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - 5-10%

- **Universal Interventions**
  - All students
  - Preventive, proactive
  - 80-90%

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
  - 1-5%

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - 5-10%

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
  - 80-90%

Circa 1996
Responsiveness to Intervention

- Social Sciences
- Literacy & Writing
- Numeracy & Sciences
- SWPBS
- Specials
- Etc.

Academic Continuum

RTI Integrative Continuum

Behavior Continuum

Mar 10 2010
PBIS Implementation Framework

RCT & Group Design PBIS Studies


Academic-Behavior Connection


"Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America's schools."

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>IMPLEMENTATION</th>
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<td>Effective</td>
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“Making a turn”

Fixsen & Blase, 2009
**SCHOOL-WIDE**

1.1. 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
ESTABLISHING CONTINUUM of SWPBS

- **TERTIARY PREVENTION**
  - Function-based support
  - Wraparound
  - Person-centered planning

- **SECONDARY PREVENTION**
  - Check in/out
  - Targeted social skills instruction
  - Peer-based supports
  - Social skills club

- **PRIMARY PREVENTION**
  - Teach SW expectations
  - Proactive SW discipline
  - Positive reinforcement
  - Effective instruction
  - Parent engagement
  - Active supervision

~80% of Students

~15%

~5%