Positive Behavior Interventions and Supports

What Does PBIS Have to Do With Prevention?

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1. Definition of SWPBS

2. Rationale for SWPBS

PURPOSE: What is the school-wide positive behavior supports & how does it relate to prevention?

3. Relationship of SWPBS to prevention?

4. Operating features of SWPBS
SWPBS is about....

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Maximizing academic achievement

Improving support for students w/ EBD
SWPBS 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

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Solutions to the Dropout Crisis

National Dropout Prevention Center/Network at Clemson University
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%

ALL

SOME

FEW
IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTENT EXPERTISE & FLUENCY

PREVENTION & EARLY INTERVENTION

DATA-BASED DECISION MAKING & PROBLEM SOLVING

UNIVERSAL SCREENING

RtI
Responsiveness to Intervention

- Literacy & Writing
- Numeracy & Sciences
- Social Sciences
- Specials
- SWPBS
- Etc.
Responsiveness to Intervention

**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

Circa 1996
RTI Continuum of Support for ALL

Label behavior...not people
ESTABLISHING CONTINUUM of SWPBS

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

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

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

~80% of Students

~15%

~5%
Classroom SWPBS Practices Non-classroom Family Student

- Smallest #
- Evidence-based
- Biggest, durable effect

School-wide
### 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
<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Item</th>
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<tr>
<td>Effective</td>
<td>Research-based?</td>
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<tr>
<td>Efficient</td>
<td>Doable?</td>
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<tr>
<td>Relevant</td>
<td>Contextual &amp; Cultural?</td>
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<td>Durable</td>
<td>Lasting?</td>
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<td>Scalable</td>
<td>Transportable?</td>
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<tr>
<td>“Making a turn”</td>
<td>IMPLEMENTATION</td>
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<td>Effective</td>
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<td><strong>PRACTICE</strong></td>
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<td>Effective</td>
<td><strong>Maximum Student Benefits</strong></td>
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<tr>
<td>Not Effective</td>
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GENERAL IMPLEMENTATION PROCESS: “Getting Started”

- Team
- Agreements
- Data-based Action Plan
- Evaluation
- Implementation
Data Decision Making

- Educationally relevant outcomes
- Clearly defined & relevant indicators
- System for easy input & output
- Data rules for decision making
- Team-based mechanism for action planning
Where are you in implementation process?
Adapted from Fixsen & Blase, 2005

EXPLORATION & ADOPTION
- We think we know what we need, so we ordered 3 month free trial (evidence-based)

INSTALLATION
- Let’s make sure we’re ready to implement (capacity infrastructure)

INITIAL IMPLEMENTATION
- Let’s give it a try & evaluate (demonstration)

FULL IMPLEMENTATION
- That worked, let’s do it for real (investment)

SUSTAINABILITY & CONTINUOUS REGENERATION
- Let’s make it our way of doing business (institutionalized use)
7 BIG BEHAVIOR IDEAS!!

1. Prevent & precorrect
2. Teach, prompt, reinforce
3. Invest in evidence-based
4. Consider culture/context
5. Implement with fidelity
6. Decide w/ data
7. Establish efficient systems capacity
Effective Social & Academic School Culture

Common Vision/Values

Common Language

Common Experience

SWPBS
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