

Improving Implementation of Effective Tier 2/3 Practices & Systems

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Positive Behaviour for Learning

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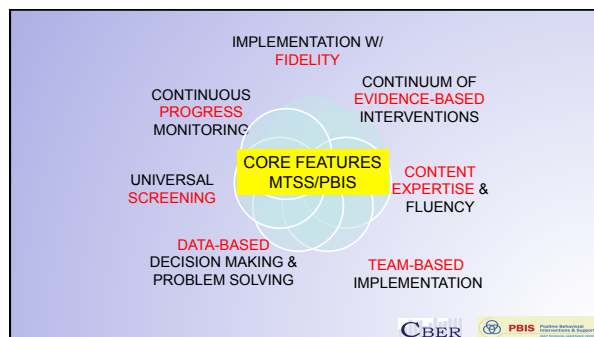
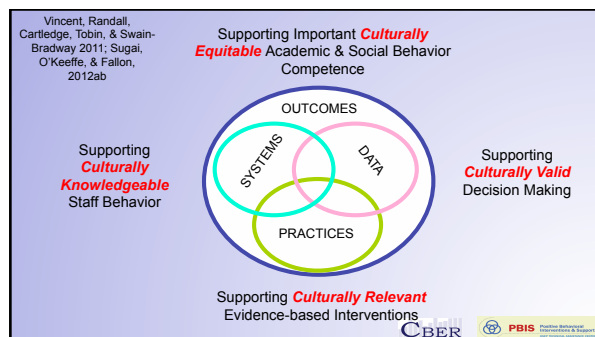
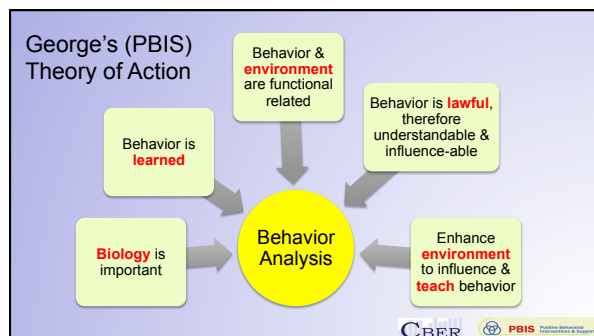
PURPOSE

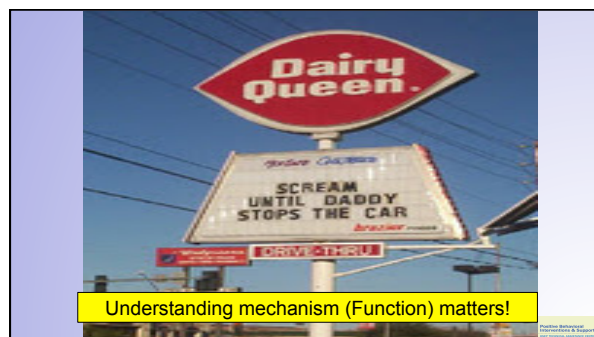
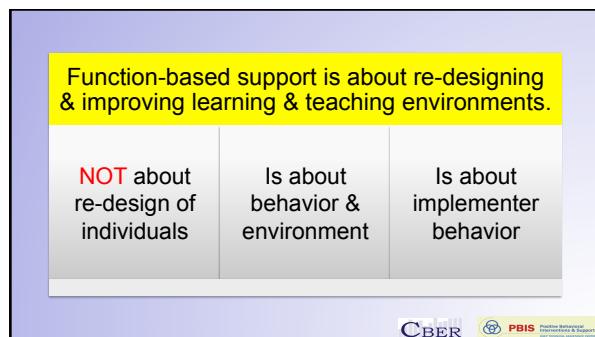
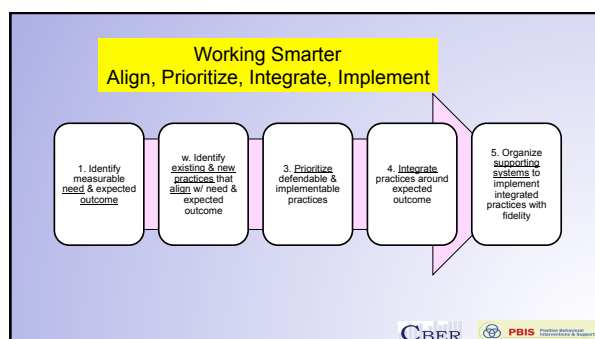
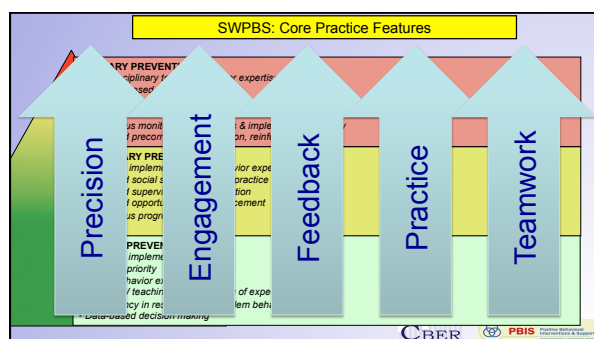
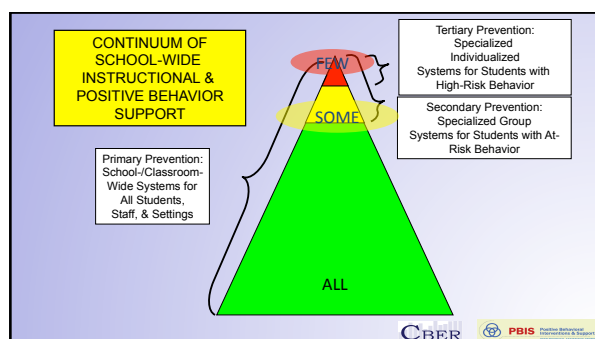
Describe implementation efforts that shift **intensive behavior support systems** from compliance to results. Topics include features of **effective practices**, **implementation support systems**, & data-based decision making.

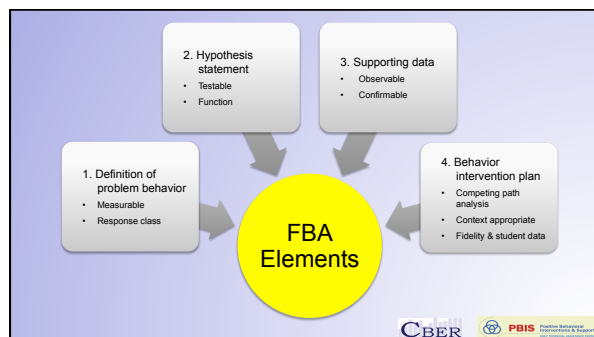
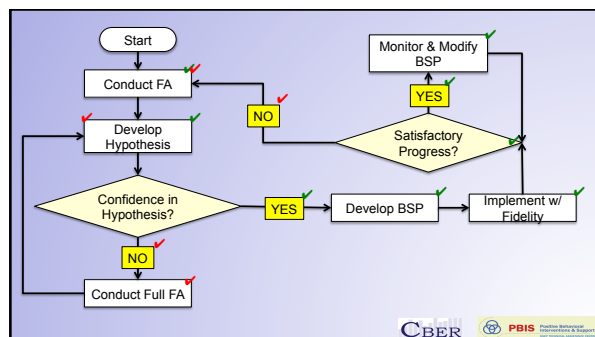
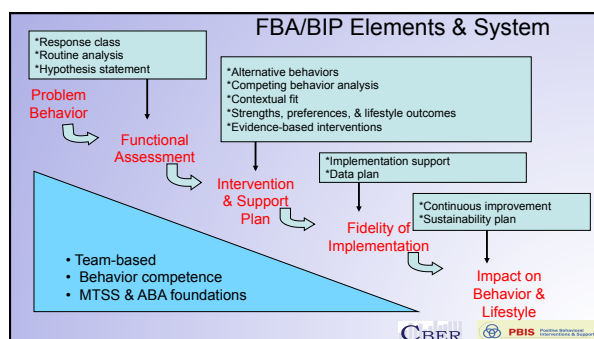
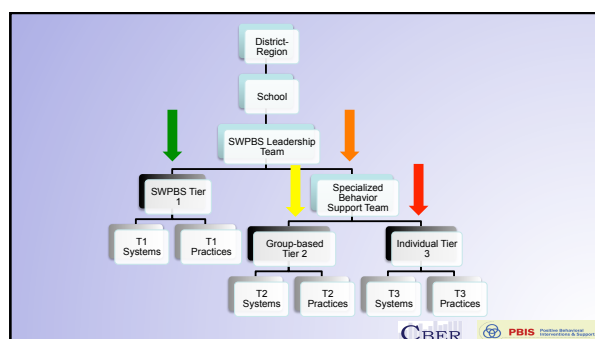
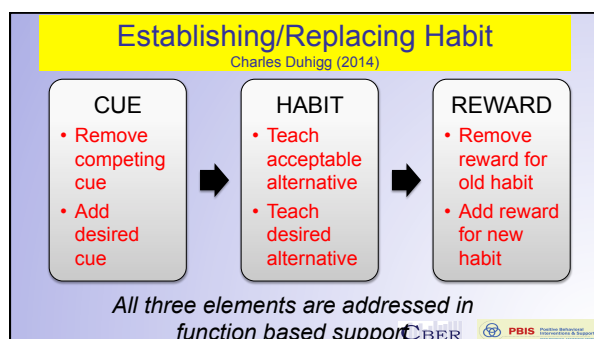
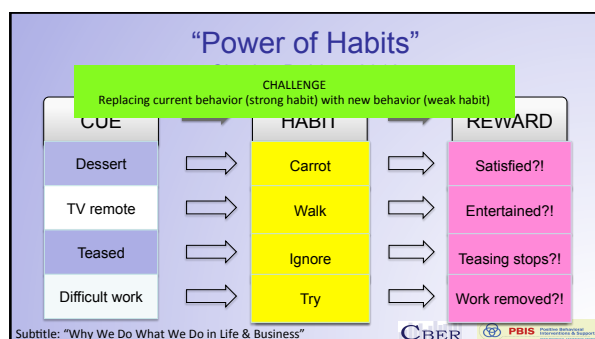
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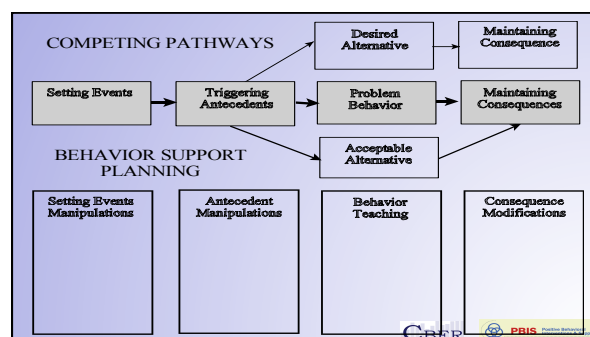
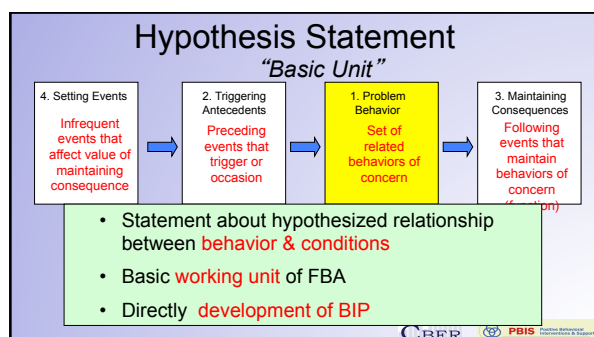
Foundations: Behavior Support

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Functional Assessment Checklist for Teachers "FACTS"

STEP 1: Student/ Grade: Clarence/5th grade **Date:** January 11
Interviewer: Sugai **Respondent(s):** Thomas

STEP 2: Student Profile: Please identify at least three strengths or contributions the student brings to school.
C. has leadership potential. Peers listened to him, and he can be very convincing and sincere. He is academically competent and seems to be moving smoothly and successfully through the school curriculum.

STEP 3: Problem Behavior(s): Identify problem behaviors
 Tardy X Fight/physical Aggression X Disruptive X Theft X Unresponsive X
 Inappropriate Language X Insubordination X Vandalism X Withdrawn X
 Verbal Harassment X Work not done X Other X Verbally Inappropriate X Self-injury X

Describe problem behavior: C. may have one of the shortest fuses I've seen. One little tease by a peer, and he quickly and predictably escalates through a behavior sequence that begins with passive to subordination (non-respectful) moves to a mild

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STEP 4: Routine Analysis

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
8:00	Waiting to enter building	Low 1 2 3 4 <u>5</u> 6	See escalation described above
8:15	Advisory & Planning	1 <u>2</u> 3 4 5 6	Mostly teasing and touching property of others. Doesn't escalate much further
9:15	Language Arts	<u>1</u> <u>2</u> 3 4 5 6	Occasional name calling/teasing
10:15	Recess	1 2 3 4 <u>5</u> 6	See escalation described above
11:30	Math	<u>1</u> <u>2</u> 3 4 5 6	Occasional teasing
12:00	Lunch	1 2 3 4 <u>5</u> 6	See escalation described above
12:35	Earth Science	<u>1</u> <u>2</u> <u>3</u> 4 5 6	Minor verbal harassment
1:15	Art or Phy Ed	1 2 3 <u>4</u> <u>5</u> 6	See escalation described above
2:00	Reading	<u>1</u> <u>2</u> 3 4 5 6	Rarely a problem
2:50	Waiting for bus	1 2 3 4 <u>5</u> 6	See escalation described above

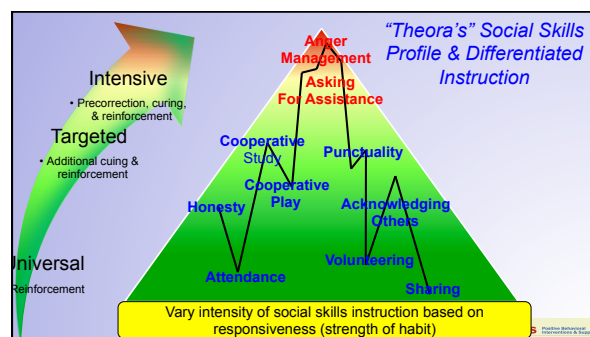
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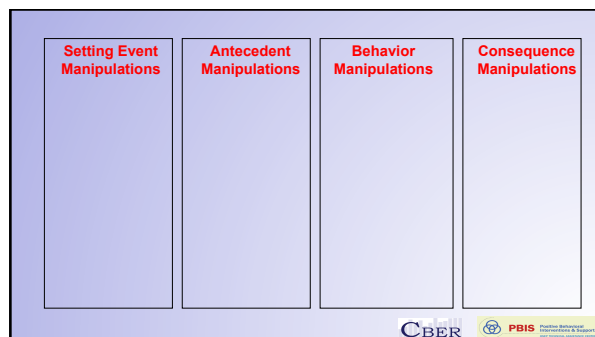
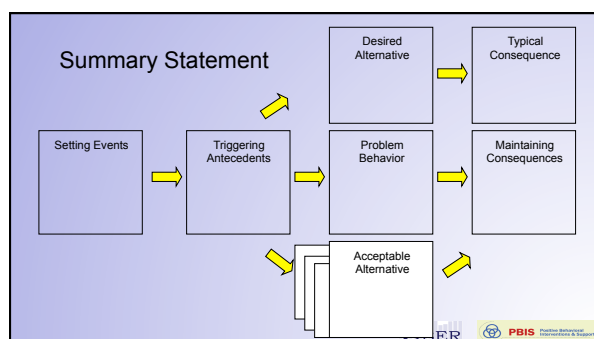
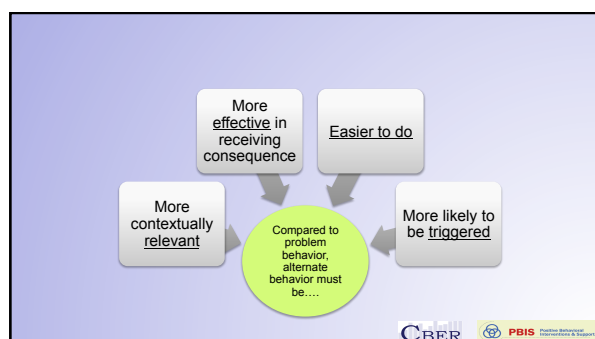
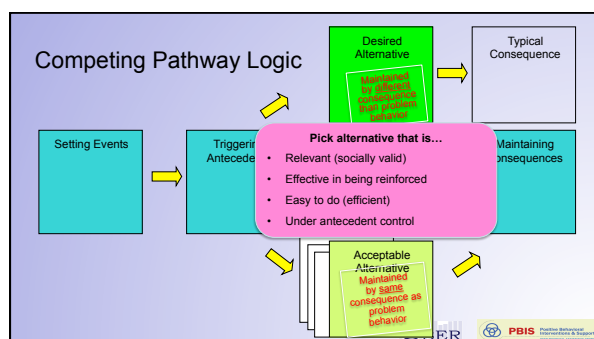
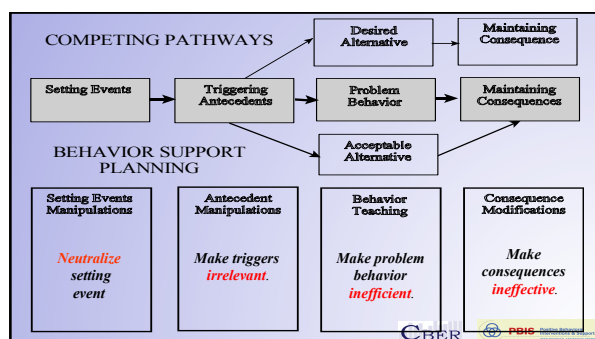
Fundamental Rule!

"You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors person should perform instead of problem behavior"

O'Neill et al., 1997, p. 71

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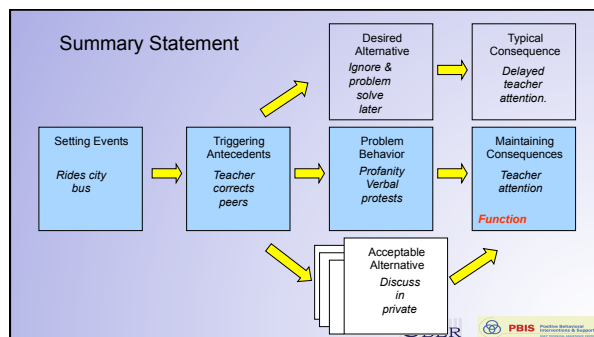
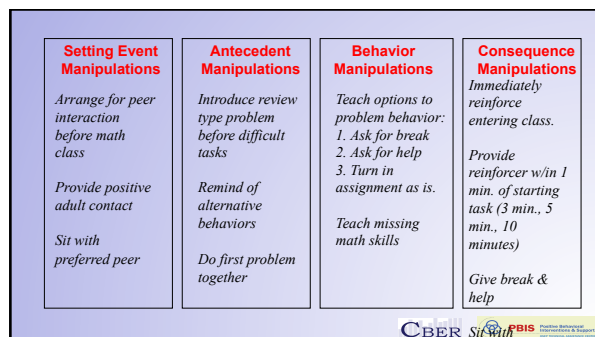
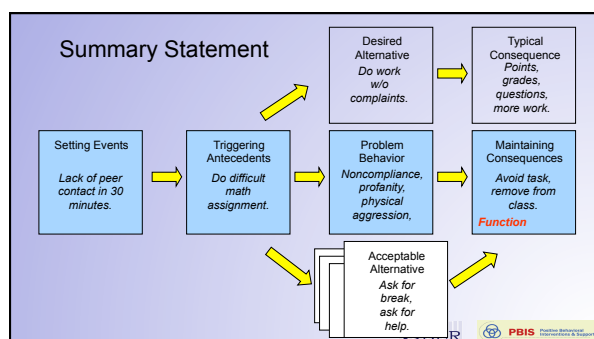
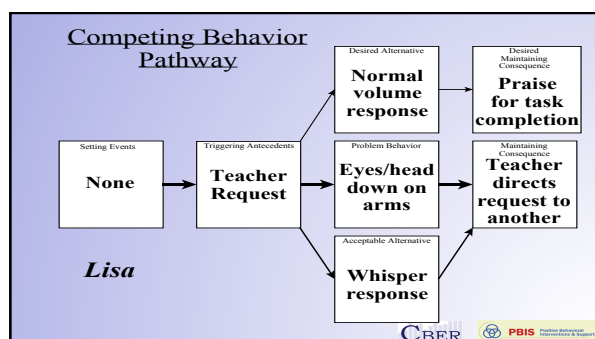
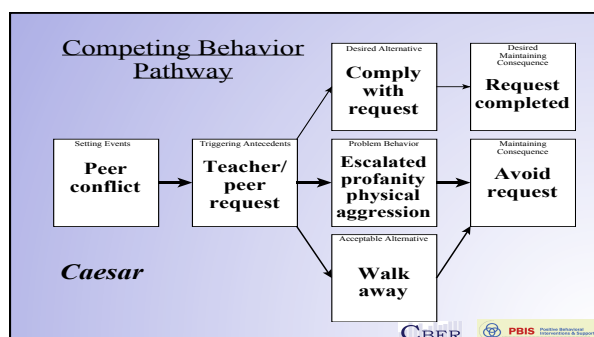
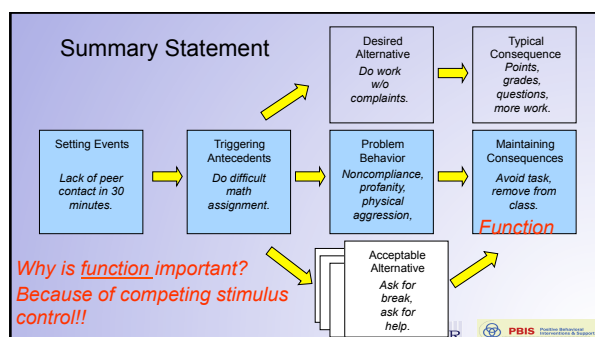


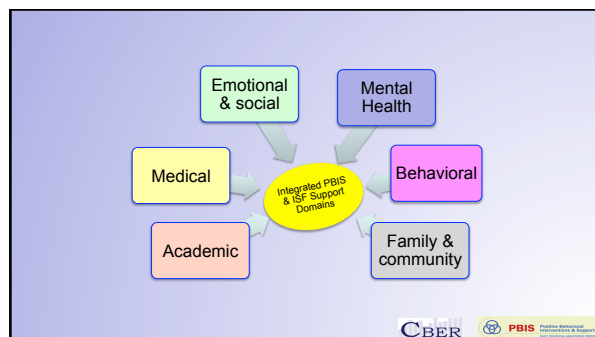
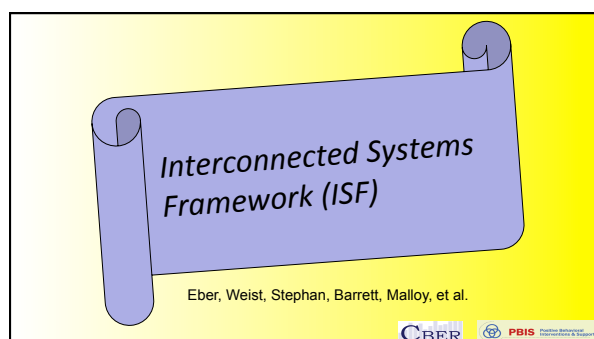
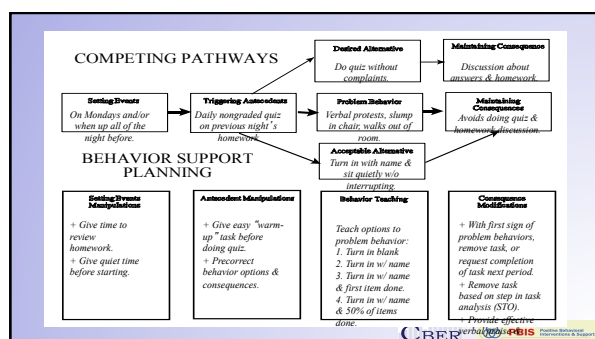
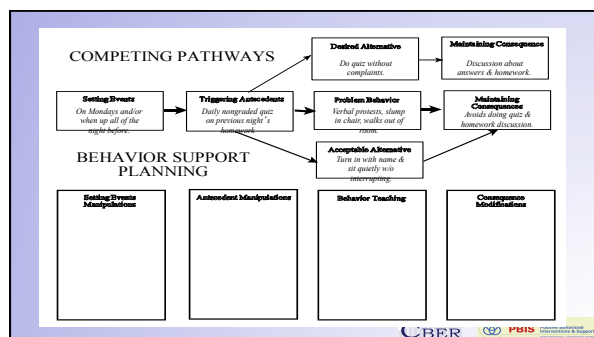
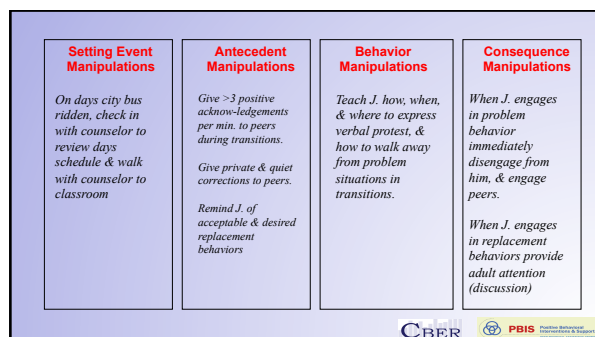
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Kutash, K., Duchnowski, A. J., & Lynn, N. (2006). *School-based mental health: An empirical guide for decision makers*. Tampa, FL: University of South Florida. Louis De la Parte Florida Mental Health Institute, Department of Child & Family Studies, Research & Training Center for Children's Mental Health. <http://rtckids.fmhi.usf.edu>

Crone, D. A., & Horner, R. H. (2003). *Building positive behavior support systems in schools: Functional behavioral assessment*. New York: Guilford Press.

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem behavior in schools: The behavior education program*. New York: Guilford Press.

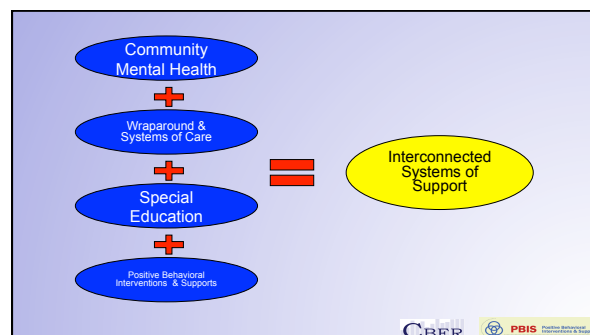




Shapers, Doers, & Mentors

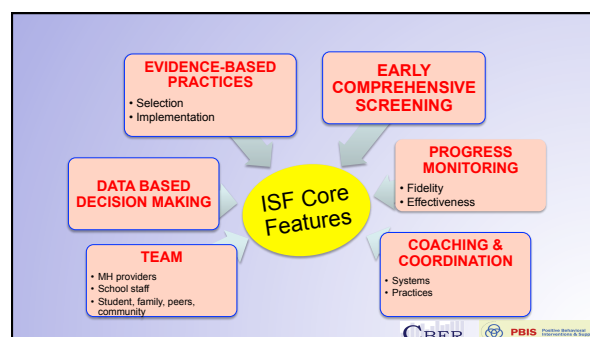
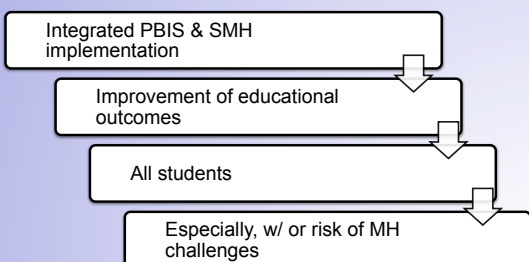
Systems of Care	Family & Youth MH	Wraparound	PBIS & SMH
<ul style="list-style-type: none"> Bob Friedman & Beth Stoul, AI Duchnowski & Krista Kutash, et al. 	<ul style="list-style-type: none"> Kimberly Hoagwood, Jane Knitzer, Barbara Friesen, et al. 	<ul style="list-style-type: none"> John Burchard, Karl Dennis, Ira Lorie, John VanDenBerg, et al. 	<ul style="list-style-type: none"> Lucille Eber, Sharon Stephan, Mark Weist, Susan Barrett, JoAnne Malloy, et al.

CBER PBIS Positive Behavioral Interventions & Supports



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Interconnected Systems Framework (ISF)

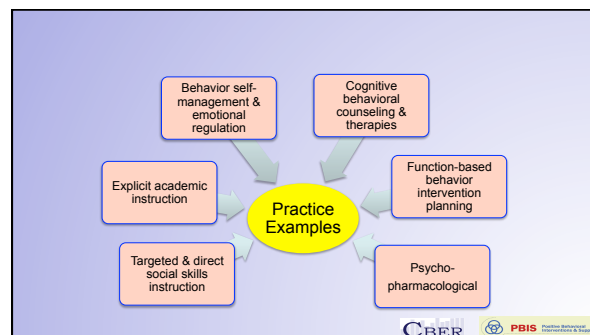


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Traditional MH v. ISF

Traditional	ISF
Counselor "sees" student at appt.	MH person on teams all tiers
Only do "mental health"	Contribute to integrated plan
Case management notes	Contribute to fidelity & progress
Delivery of services	Access to interventions
Referral management	Data-based screening

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Contributing Authors

Advisory to the ISF Meeting/Monograph

Foreword

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www.pbis.org
www.csmh.umaryland

ADVANCING EDUCATION EFFECTIVENESS: INTERCONNECTING SCHOOL MENTAL HEALTH AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

EDITORS: SUSAN BARRETT, ANELLO & WEST

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ISF Survey

Adapted: Appendix A, Survey of School Readiness for Interconnecting Positive Behavior Interventions & Supports & School Mental Health (Anello & West) in *Advancing Education Effectiveness: Interconnecting School Mental Health & School-Wide Positive Behavior Support* (Barrett, Eber, & West)

	Not in place yet	Partially in place	In place
1 - PBIS/ISF Applications			
• Staff indicate that interconnecting Positive Behavior Interventions & Supports (PBIS) and School Mental Health (SMH) will benefit student outcomes (academic achievement, behavior, social and emotional development).			
2 - Administrator Support			
• Administrators ensure ongoing support for effective implementation of interconnecting PBIS and SMH.			
3 - Staff Support			
• Staff are made aware of how to interconnect PBIS and SMH.			
4 - Student Participation			
• Students are engaged in the PBIS process (serve on teams, provide feedback to leadership teams, set goals and priorities for action plans).			
5 - Family and Community Support and Participation			
• Family members have educational materials and attend interactive sessions to become informed about PBIS and SMH and strategies to support their students.			
6 - Training Structures			
• PBIS and SMH teams coordinate planning and actions and have regular, scheduled, cross-sector meetings.			
7 - PBIS and SMH Professional Development			
• Staff participate in regular, ongoing training and supervision, technical assistance and coaching pertaining to the implementation of PBIS and SMH.			
8 - Communication			
• There is clear and consistent communication among staff, administrators, students, and families regarding schoolwide approaches for promoting positive mental health, academic achievement, and behavior.			

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ISF Resources

ISF & PBIS

www.pbis.org www.csmh.umaryland <https://resources.adolescentandchild.org/adolescentandchild.org/Content/Tools/ToolsIndex.aspx>

Resource Mapping

<http://csmh.umaryland.edu/resources/cliniciantools/index>

Kids Count Data

<http://datacenter.kidscount.org>

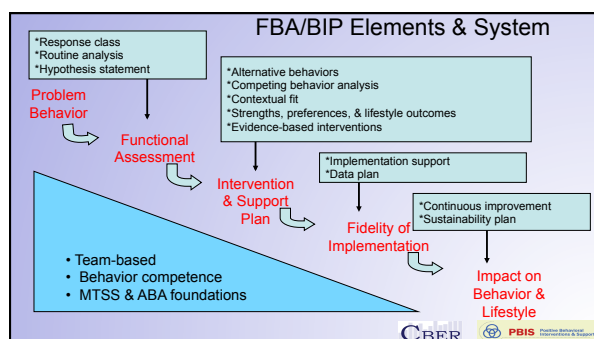
Youth Risk Behavior Survey Fact Sheets

<http://www.cdc.gov/healthyouth/data/ybs/results.htm>

Youth MH Prevalence

<http://youth.gov/youth-topics/youth-mental-health/prevalence-mental-health-disorders-among-youth>

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Upcoming Events
www.pbis.org

PBIS Forum	SMH Conference	New England PBIS	APBS Conf.	Northeast SWPBS Conf.
Oct 22-23, 2015	Nov 5-7, 2015	Nov 19-20, 2015	Mar 23-26, 2016	May 19-20, 2016
Rosemont IL	New Orleans, LA	Norwood, MA	San Francisco, CA	Mystic, CT

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Basic Logic

Leadership Team (Committee)

Local Schoolwide Implementation

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