Doubling Down/Up on PB4L/PBIS: Increasing Implementation Precision on Prevention & Behavioral Sciences

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PURPOSE
Describe how renewed emphasis on implementation of MTSS/PBIS could function as prevention response to major change in classroom & school climate.
Topics: Behavioral Sciences, Prevention, School Climate, & Culture

www.pbis.org

PB4L
New Zealand

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New Zealand
In the first days after the 2016 presidential election, the Southern Poverty Law Center’s Teaching Tolerance project administered an online survey to K-12 educators from across the country. Over 10,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicate that the results of the election are having a profoundly negative impact on schools and students. Many parents of students report that the election has been negatively affected, and most believe it will have a long-lasting impact. A full 90% report that student anxiety and concerning about the impact of the election on themselves and their families.

**Responses from 10,000 educators:**

- 9/10 saw negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
- 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
- 4/10 heard derogatory language to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
- 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.

**Hate Map National Numbers**

- 14% Hate group increase since 2015
- 998 # of anti-government “patriot” groups in 2015
- 190 # of KKK groups in 2015
- 42% Anti-Muslim hate group increase since 2015

**Hate Incident Locations**

- 21%
General Reactive Management

- Restructuring organizational & policy
- Escalating consequence-based response
- Quick emotion-based response
- Unanticipated problem, crisis, challenge

Avoid reactive management
- Labelling people
- Exclusion & isolation
- Zero tolerance
- Segregation
- “Teach” vs punishment
- Staring students & families

“Double Down/Up” on Prevention & What Works

- “Down” – increase bet or investment
- “Up” – invest earnings in new bet

REACTIVE MANAGEMENT
Consequence-based punishment response to change, crisis, event

“DOUBLING”
- “Down” – increase bet or investment
- “Up” – invest earnings in new bet

Prevention Logic for All
Redesign of teaching environments...not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

Prevention Actions
- Continuously of empirically-based prevention practices
- Working as teams
- Data for decision-making
- Measurable important student outcomes
- Implementation fidelity

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

http://www.pbis.org/whats-new

3. Precorrect
2. Active Supervision
4. Maximize Academic Success
1. Positive Reinforcement
5. Actively Supervise

Effective Classroom & School-wide PBIS Practices

ESSA & School Climate
Family Engagement
Alignment & Integration
Bullying & Hides
Equity, Discipline, & Culture
Implementation Fidelity
National Climate Change

3. Precorrect
2. Active Supervision
4. Maximize Academic Success
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5. Actively Supervise
Implementation Challenge

How do we...

Positive school & classroom discipline & climate

Academic achievement

MTSS Targets

Special education & disabilities

Prosocial behavior

Positive school & classroom discipline & climate

Mental health

"Mad, Bad, Sad, Can’t Add" Kutash & Duchnowski, 2013

Teach association of sounds w/ meaning?

Decrease out-of-school suspensions of kids of color?

Increase attendance in disadvantaged schools?

Teach main idea of paragraph?

Prevent occurrences of bullying behavior?

Support children who cry easily?

Help parents learn to defuse escalations?

Educate students who experience traumatic events?

Encourage value & use of scientific facts?

Reduce incidence & prevalence of HIV/AIDS in S. African schools?

Teach school-wide social skills?

Good Behavior Game

Check In

Check Out

Responsive Classroom

Restorative Practices

Social Skills Instruction

Cognitive Behavior Therapy

Mental Health First Aids

Check & Connect

Trauma Informed Practices

Family Resource Center

Token Economy

Second Steps

Incredible Years

Responsive Classroom

Check in Check Out

Behavioral Contracting

Good Behavior Game

Positive Reinforcement

Evidence-Based Practices

Why + Who + How + What = ?

Physical & Occupational Therapy

General Education

Child, Family, & Community Health

Higher Education

School Counseling, Social Work, & Psychology

Early Childhood & Preschool

Special Education

Unions

Juvenile Justice

Personnel Preparation

Mental Health

Federal Government

Business

Change Agents

Federal Government

Business
MTSS & PBIS: Addressing?
Multi-Tiered Support Systems & Positive Behavioral Interventions & Supports

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

DATA needed to increase precision of decision making regarding important student outcomes, practice selection, systems integration.

Selection priority should be given to evidence-based PRACTICES

Specification of important student OUTCOMES considers developmental level, culture & context, responsiveness to intervention, & severity of risk

Implements need SYSTEMS support to maximize alignment, integration, fluency, fidelity, sustainability, adaptation, & scaling

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

ADDRESSING?

DATA needed to increase precision of decision making regarding important student outcomes, practice selection, systems integration.

Selection priority should be given to evidence-based PRACTICES

Specification of important student OUTCOMES considers developmental level, culture & context, responsiveness to intervention, & severity of risk

Implements need SYSTEMS support to maximize alignment, integration, fluency, fidelity, sustainability, adaptation, & scaling
Implement with FIDELITY & CULTURAL RELEVANCE

Develop CONTINUUM of Evidence-based Practices & Systems

SCREEN Early & Universally

Monitor PROGRESS Continuously

PBIS & MTSS Share Functions

Develop Local EXPERTISE & Implementation Fluency

Use TEAM to Coordinate Implementation

STUDENT BEHAVIOR
- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Truancy
- Law/norm violations
- Substance use
- Weapon possession
- Harassment
- Self-injury
- Office referral
- Out of school suspension
- Probation & parole
- Arrests & incarceration
- Restraint & seclusion
- Mental health referral
- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Negative climate
- Positive school climate

ADULT BEHAVIOR
- Adult behavior outcomes
  - Aggression
  - Bullying behavior
  - Non-compliance
  - Insubordination
  - Social withdrawal
  - Truancy
  - Law/norm violations
  - Substance use
  - Weapon possession
  - Harassment
  - Self-injury

OUTCOMES
- Office referral
- In school detention
- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Negative climate
- Positive school climate

Dec 7, 2007

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

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Universal ~80% of Students

Targeted

Intensive

Few

SOME

ALL

Universal

Intensive

Targeted

Supports for all students w/ disabilities are multi-tiered

Label behavior…not people
Continuum of Support for ALL

Universal

Targeted

Intensive

Continuum Logic & Key PBIS Working Elements

Outcomes

Data

Practices

Systems

INCREASED EFFORT

Intensity

Frequency

Duration

Specialization

Differentiation

Teaming

Responsive-to-Treatment

Mike Coyne et al., April 2016

Early Literacy Achievement in Pilot Schools:

Change in 1st Grade Risk Status from 2012 - 2015

After 3 years, pilot schools have

• More than doubled # students meeting grade literacy level goals.

• More than halved # students at significant risk for reading failure.

CT’s K-3 Reading Model Works

A first grade classroom before CT’s K-3 Reading Model

A first grade classroom after 3+ years of CT’s K-3 Reading Model

Mike Coyne et al., April 2016

Integrated MTSS

Academic Systems

Behavioral 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

Circa 1996
Culture, Context, & Learning History

Culture =

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

Flexible, dynamic, & changed/shaped over time & across generations & settings.

Collection of learned behaviors, maintained by similar social & environmental contingencies

Culture =

- Flexible, dynamic, & changed/shaped over time & across generations & settings.
- Collection of learned behaviors, maintained by similar social & environmental contingencies

Culture, Context, & Learning History

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Sugai, O'Keeffe, & Fallon 2012

Potential for cultural exchange & conflict
When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.

Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out, to the extent possible, alternative explanations for the documented change.

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes.

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out competing explanations for effects achieved (e.g., population & contextual differences).

How does my learning history affect my actions?

- Do I have shared experience w/ individuals who are diverse?
- Are my actions equitable?
- Do I stop & check before I act?
- Do I act w/ team?
- Do I use data to guide my actions?

Samples of Definitions for “Evidence-based”

An approach in which current, high-quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions.

Process in which the practitioner combines well-research interventions with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services.

Treatment or service, has been studied, usually in an academic or community setting, & has been shown to be effective, in repeated studies of the same practice and conducted by several investigative teams.

US PBIS Adoption & Implementation

PBIS Counts

2016-17 August, 2017 Horner

25,911 Schools
13,832,582 Students

Moving Average

Spain

Norway

Turkey

Jamaica

Bermuda

Puerto Rico

U.S.

Guam

Japan

Taiwan

S. Korea

Hong Kong

Iceland

Netherlands

S. Arabia

Qatar

Australia

New Zealand

Canada

U.K.

Virgin Is

Guam

Saudi Arabia

Lesotho

South Africa

Lagos

Spain

Turkey

S. Arabia

Qatar

Australia

New Zealand

Canada

U.K.

Virgin Is

Guam

Saudi Arabia

Lesotho

South Africa

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Turkey

S. Arabia

Qatar

Australia

New Zealand
RCT & Group Design PBIS Studies


Tentative Findings

1. SWIS & US schools are similar
2. Tiered logic can be documented
3. T2/3 require high intensity effort
4. Supports for behavior for young children need attention
5. PBIS impact on major ODR can be documented
Tentative Findings

1. Fidelity T1 needs to be encouraged
2. Schools are assessing fidelity T1>T2/3
3. T2/3 systems implementation capacity needs attention
4. Fidelity assessment varies across states

BIG IDEAS

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
2. BEHAVIORAL SCIENCES serve as useful theory of action/change
3. Positive, doable, effective PRACTICES exist to maximize academic/behavioral success
4. Implementation SYSTEMS needed for students to experience & benefit from effective practices
5. DECISION-based DATA systems to inform actions
6. Consideration of CULTURE needed to guide decisions & actions