Improving Implementation of Effective Tier 2/3 Practices & Systems

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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.

Foundations: Behavior Support

George's (PBIS) Theory of Action

Behavior Support

Behavior Analysis

Behavior is lawful, therefore understandable & influence-able

Behavior is learned

Biology is important

Enhance environment to influence & teach behavior

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
CORE FEATURES
MTSS/PBIS

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTENT EXPERTISE & FLUENCY
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

Vincent, Randall, Carveridge, Tobin, & Swan-Brahney 2011; Sugai, O’Keeffe, & Fallon, 2012ab

Supporting Culturally Relevant Evidence-based Interventions

Universities, Schools, & Communities in Partnership to Improve Student Outcomes
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

SWPBS: Core Practice Features

1. Identify measurable need & expected outcome
2. Identify existing & new practices that align w/ need & expected outcome
3. Prioritize defendable & implementable practices
4. Integrate practices around expected outcome
5. Organize supporting systems to implement integrated practices with fidelity

Working Smarter
Align, Prioritize, Integrate, Implement

Foundations: Function-based Support

Function-based support is about re-designing & improving learning & teaching environments.

NOT about re-design of individuals
Is about behavior & environment
Is about implementer behavior

Understanding mechanism (Function) matters!
“Power of Habits”
Charles Duhigg, 2012

CUE
Dessert
TV remote
Toasted
Difficult work

HABIT
Carrot
Walk
Ignore
Try

REWARD
Satisfied?! Entertained?! Teasing stops?! Work removed?!

All three elements are addressed in function based support

Establishing/Replacing Habit
Charles Duhigg (2014)

CUE
• Remove competing cue
• Add desired cue

HABIT
• Teach acceptable alternative
• Teach desired alternative

REWARD
• Remove reward for old habit
• Add reward for new habit

FBA/BIP Elements & System

1. Definition of problem behavior
   • Measurable
   • Response class

2. Hypothesis statement
   • Testable
   • Function analysis

3. Supporting data
   • Observable
   • Confirmable

4. Behavior intervention plan
   • Competing path analysis
   • Context appropriate
   • Fidelity & student data

Response class
Routine analysis
Hypothesis statement
Alternative behaviors
Competing behavior analysis
Contest context
Strengths, preferences, & lifestyle outcomes
Evidence-based interventions

*Response class
*Routine analysis
*Hypothesis statement
*Alternative behaviors
*Competing behavior analysis
*Contextual fit
*Strengths, preferences, & lifestyle outcomes
*Evidence-based interventions

Impact on Behavior & Lifestyle

Fidelity of Implementation
Continuous improvement
Sustainability plan

Team-based
Behavior competence
MTSS & ABA foundations

SWPBS Tier 1
T1 Systems
T1 Practices

SWPBS Tier 2
T2 Systems
T2 Practices

Individual Tier
T3 Systems
T3 Practices

Conduct FA
Satisfactory Progress?

Develop Hypothesis

Confidence in Hypothesis?

NO

NO

NO

NO

Develop BIP

Monitor & Modify BIP

Implement w/ Fidelity

Develop Full FA

Conduct Full FA
**Hypothesis Statement**

"Basic Unit"

1. Problem Behavior: List of related behaviors of concern
2. Preceding Events: Infrequent events that affect value of maintaining consequence
3. Maintaining Events: Following events that maintain behaviors of concern

- Statement about hypothesized relationship between behavior & conditions
- Basic working unit of FBA
- Directly development of BIP

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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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**Functional Assessment Checklist for Teachers "FACTS"**

**STEP 1:** Student/Grade: Clarence/5th grade
Date: January
Interviewer: Super
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 aggressive.
- C gets from peers that he aggresses toward, and from peers who look up to him for his protest, shifts to harassment and name calling, increases to property damage and physical aggression.
- It's interesting that he seems to escalate much further.

**STEP 3:** Problem Behavior(s): Identify problem behaviors

- Inappropriate Language
- Verbal Inappropriate
- Physical Aggression
- Occasional name calling
- See escalation described above
- Most often teasing and touching
- See escalation described above
- Mostly teasing and touching
- See escalation described above
- Mostly teasing and touching
- See escalation described above
- Mostly teasing and touching
- See escalation described above

**STEP 4:** Routine Analysis

- **A:** Waiting to enter building
- **B:** Art or Phy Ed
- **C:** Earth Science
- **D:** Math
- **E:** Recess
- **F:** Language Arts
- **G:** Advisory & Planning

**Likelihood of Problem Behavior**

- Low: 1 2 3
- High: 4 5 6

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**Theora's Social Skills Profile & Differentiated Instruction**

- Intensive
- Targeted
- Universal
- Vary intensity of social skills instruction based on responsiveness (strength of habit)

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**COMPETING PATHWAYS**

- Problem Event
- Trigerring Antecedent
- Selecting Consequence
- Maintaining Antecedent
- Behaviors of person should perform

**BEHAVIOR SUPPORT PLANNING**

- Directly
- Basic Unit
- Working Unit
- Developing Unit

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**STEP 2: Problem Behavior(s): Identify problem behaviors**

- **F** Congruent Language: 1 2 3 4
- **G** Verbal Inappropriate: 1 2 3
- **H** Physical Aggression: 1 2 3
- **I** Occasional Name Calling: 1 2 3
- **J** Most Often Teasing & Touching: 1 2
- **K** Mostly Teasing & Touching: 1 2
- **L** Mostly Teasing & Touching: 1 2
- **M** Mostly Teasing & Touching: 1 2
- **N** Mostly Teasing & Touching: 1 2
- **O** Mostly Teasing & Touching: 1 2

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**Likelihood of Problem Behavior**

- Low: 1 2 3
- High: 4 5 6
COMPETING PATHWAYS

BEHAVIOR SUPPORT PLANNING

Neutralize setting event

Make triggers irrelevant.

Make problem behavior inefficient.

Make consequences ineffective.

Setting Events

Trigger Antecedents

Maintaining Consequences

Problem Behavior

Desired Alternative

Typical Consequence

Competing Pathway Logic

Setting Events

Trigger Antecedents

Maintaining Consequences

Problem Behavior

Desired Alternative

Typical Consequence

Summary Statement

Setting Events

Trigger Antecedents

Problem Behavior

Desired Alternative

Typical Consequence

Acceptable Alternative

Acceptable Alternative


Setting Events: Lack of peer contact in 30 minutes.
Triggering Antecedents: Do difficult math assignment.
Problem Behavior: Noncompliance, profanity, physical aggression.
Maintaining Consequences: Avoid task, remove from class.

Setting Events: Lack of peer contact in 30 minutes.
Triggering Antecedents: Do difficult math assignment.
Problem Behavior: Noncompliance, profanity, physical aggression.
Maintaining Consequences: Avoid task, remove from class.

Setting Events: None
Triggering Antecedents: Teacher requests.
Problem Behavior: Eyes/head down on arms.
Maintaining Consequences: Teacher directs request to another.

Setting Events: Lack of peer contact in 30 minutes.
Triggering Antecedents: Do difficult math assignment.
Problem Behavior: Noncompliance, profanity, physical aggression.
Maintaining Consequences: Avoid task, remove from class.

Setting Events: Late for class.
Triggering Antecedents: Teacher corrects peers.
Problem Behavior: Profanity, Verbal protest.
Maintaining Consequences: Teacher attention.

Why is function important? Because of competing stimulus control!
On days city bus ridden, check in with counselor to review daily schedule & walk with counselor to classroom.

Give 3 positive achievements per min to peers during transitions.
Give private & quiet corrections to peers.
Remind J. of acceptable & desired replacement behaviors.

Reach J. face, listen, & where to express verbal protest, & how to walk away from problem situations in transitions.

When J. engages in problem behavior immediately disengage from him, & engage peers.
When J. engages in replacement behaviors provide adult attention (discussion).

Give time to review homework.
Give quiet time before starting.
Give easy "warm-up" task before doing quiz.
Precorrect behavior options & consequences.
With first sign of problem behaviors, remove task, or request completion of task next period.
Remove task based on step in task analysis (STO).
Provide effective verbal praise & other reinforcers.

Teach options to problem behavior:
1. Turn in blank
2. Turn in w/ name
3. Turn in w/ name & first item done.
4. Turn in w/ name & 50% of items done.

COMPETING PATHWAYS

BEHAVIOR SUPPORT PLANNING

Interconnected Systems Framework (ISF)
Eber, Weist, Stephan, Barrett, Malloy, et al.
Shapers, Doers, & Mentors

Systems of Care
- Bob Friedman & Beth Stoul
- Al Duchnowski & Krista Kutash, et al.

Family & Youth MH
- Kimberly Hoagwood, Jane Kritz, Barbara Finseth, et al.

Wraparound
- John Burchard, Karl Dennis, Ilk Lorle, John VanDenberg, et al.

PBIS & SMH
- Lucille Eber, Sharon Stephan, Mark Weist, Susan Barnett, JoAnne Malloy, et al.

Family & Youth MH
- Kimberly Hoagwood, Jane Kritz, Barbara Finseth, et al.

Special Education
- John Burchard, Karl Dennis, Ira Lorle, John VanDenberg, et al.

Wraparound & Systems of Care
- Lucille Eber, Sharon Stephan, Mark Weist, Susan Barnett, JoAnne Malloy, et al.

Community Mental Health

Special Education

Interconnected Systems of Support

Interconnected Systems Framework (ISF)
- Integrated PBIS & SMH implementation
- Improvement of educational outcomes
- All students
- Especially, w/ or risk of MH challenges

ISF Core Features
- TEAM
  - MH providers
  - School staff
  - Student, family, peers, community
- DATA BASED DECISION MAKING
- EVIDENCE-BASED PRACTICES
  - Selection
  - Implementation
- EARLY COMPREHENSIVE SCREENING
- PROGRESS MONITORING
  - Fidelity
  - Effectiveness
- COACHING & COORDINATION
  - Systems
  - Practices

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

Practice Examples
- Explicit academic instruction
- Function-based behavior intervention planning
- Cognitive behavioral counseling & therapies
- Psycho-pharmacological
- Targeted & direct social skills instruction
- Behavior self-management & emotional regulation