

Improving Implementation of Effective Tier 2/3 Practices & Systems

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www.pbis.org www.cber.org www.swis.org

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Positive Behaviour for Learning

CBER PBIS

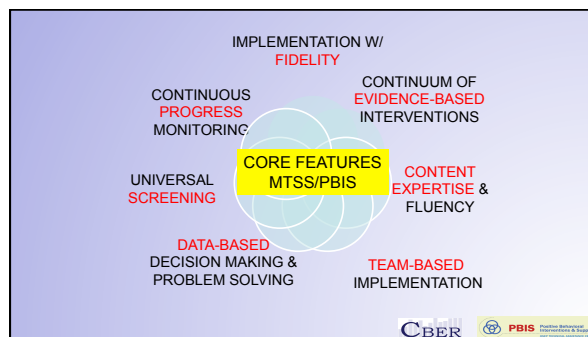
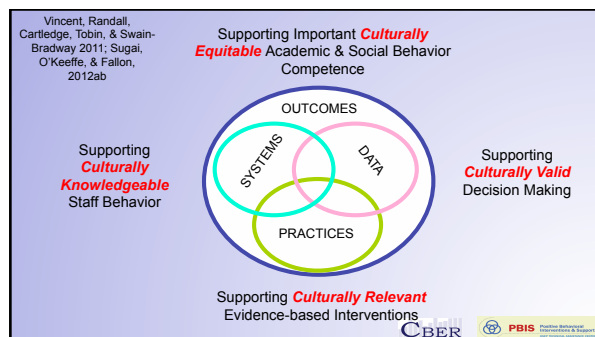
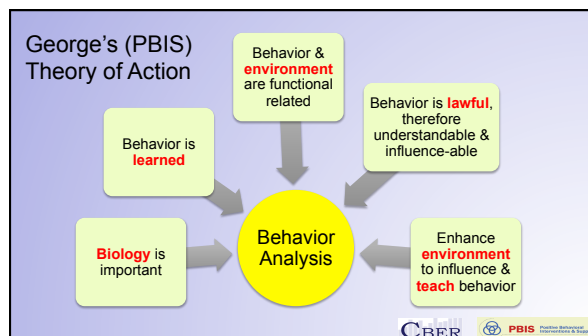
PURPOSE

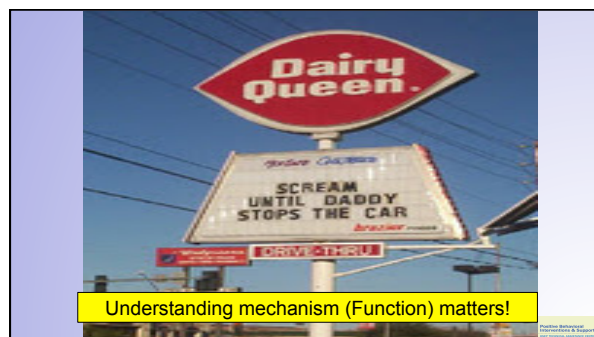
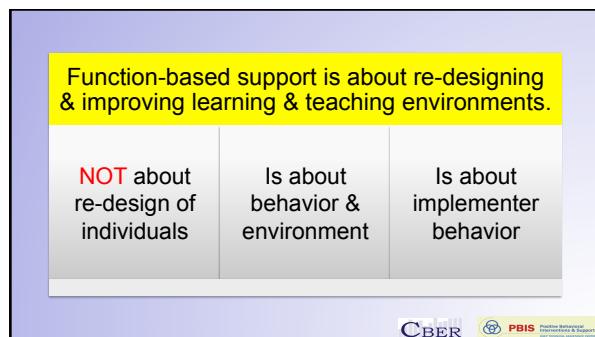
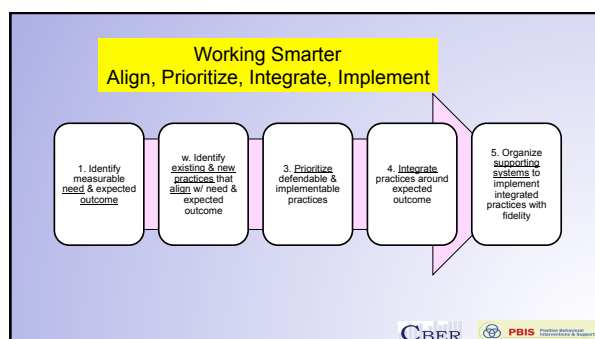
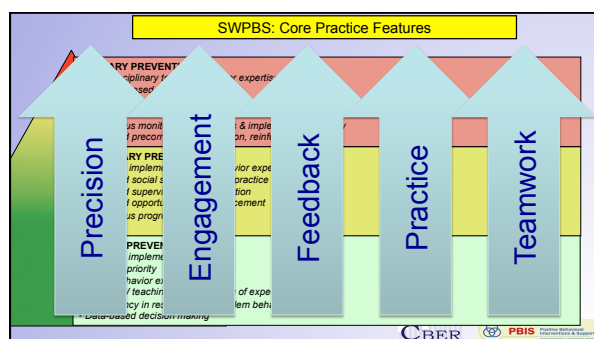
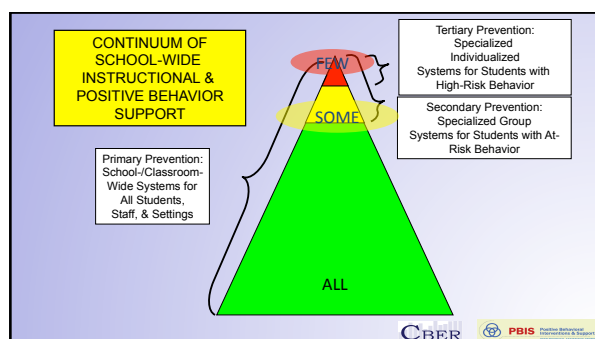
Describe implementation efforts that shift **intensive behavior support systems** from compliance to results. Topics include features of **effective practices**, **implementation support systems**, & data-based decision making.

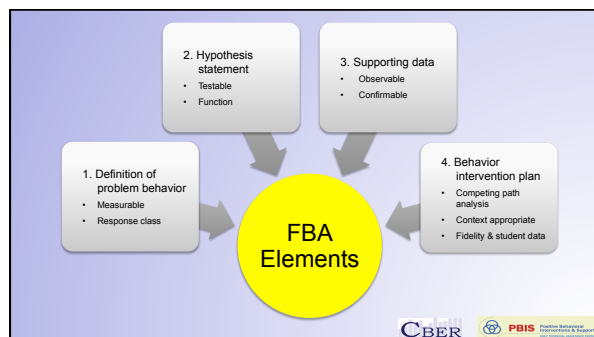
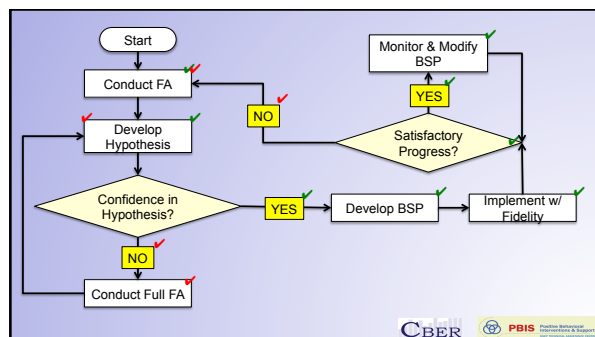
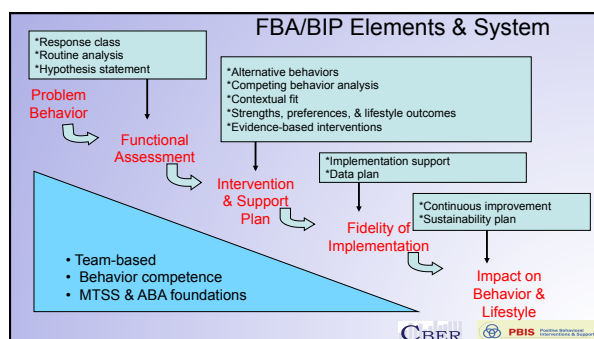
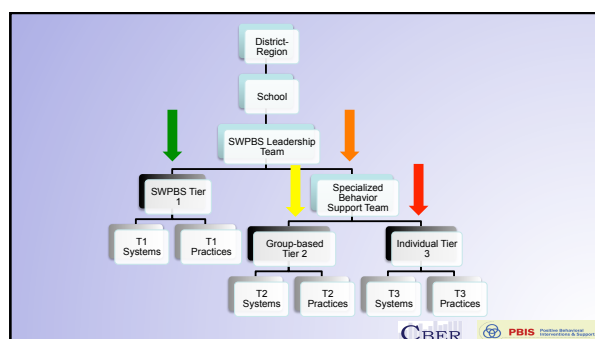
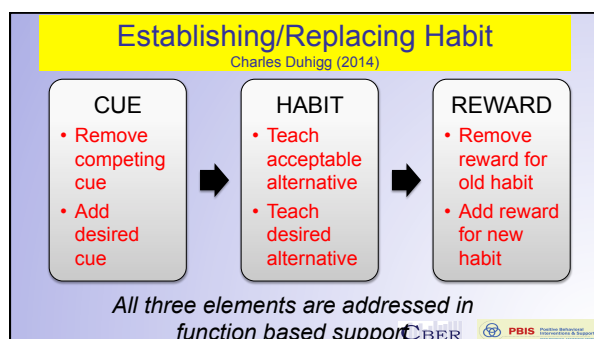
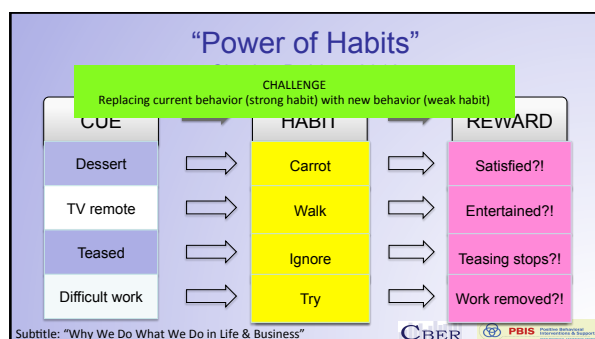
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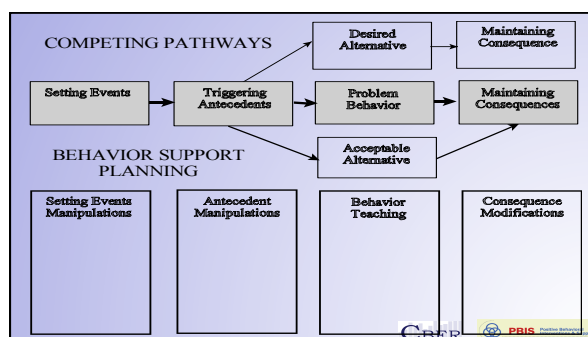
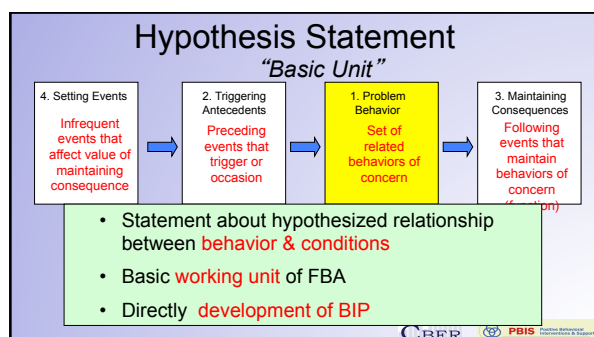
Foundations: Behavior Support

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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

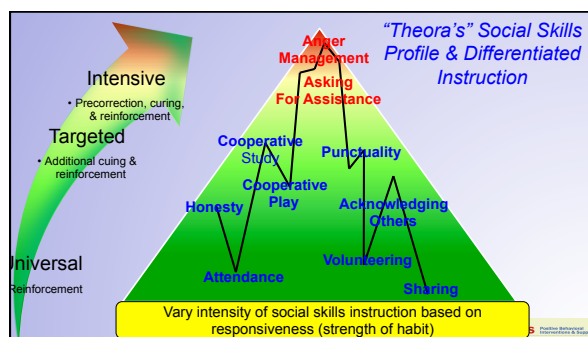
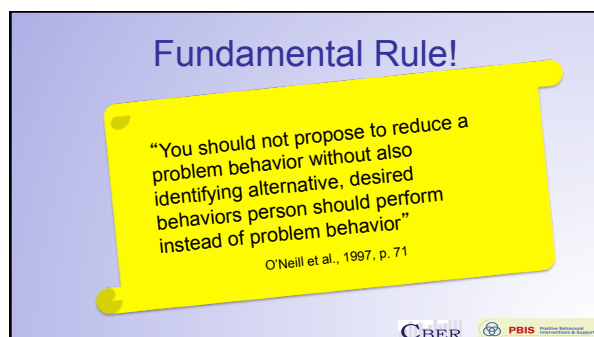
Describe problem behavior: C. may have one of the shortest fuses I've seen. One little tease by a peer, and he quickly and predictably escalates through a behavior sequence that begins with passive to subordination (non-respectful) moves to a mild

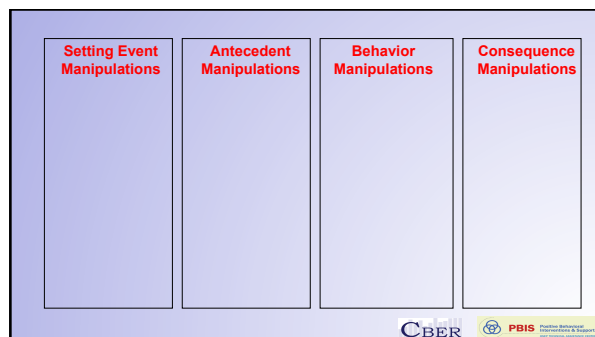
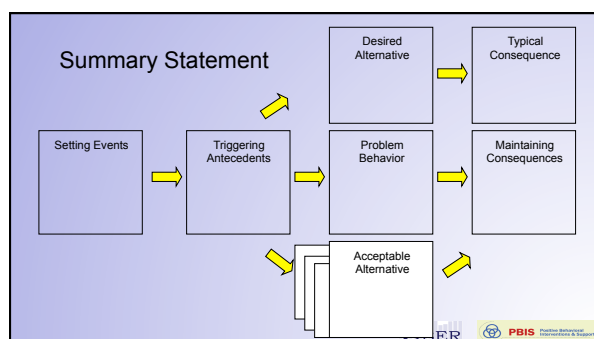
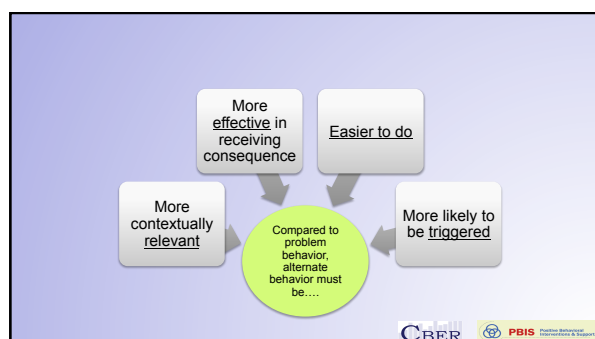
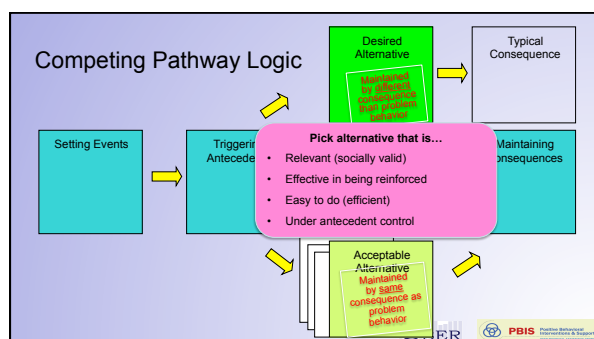
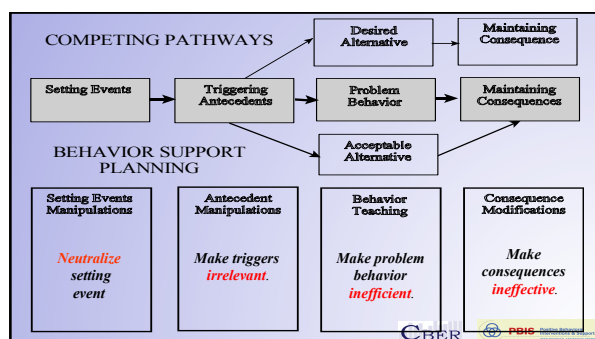
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STEP 4: Routine Analysis

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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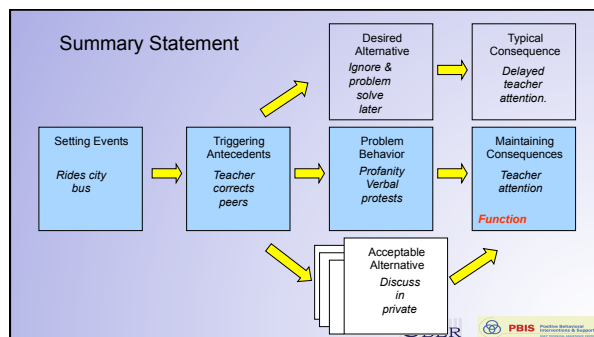
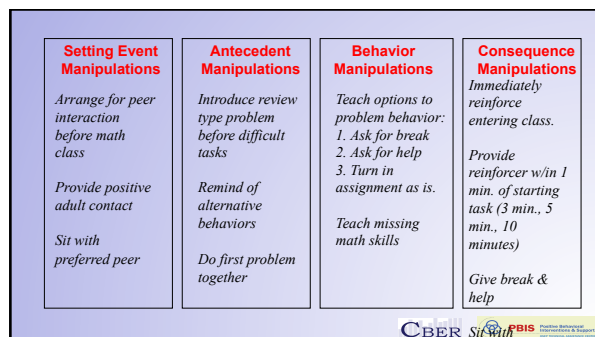
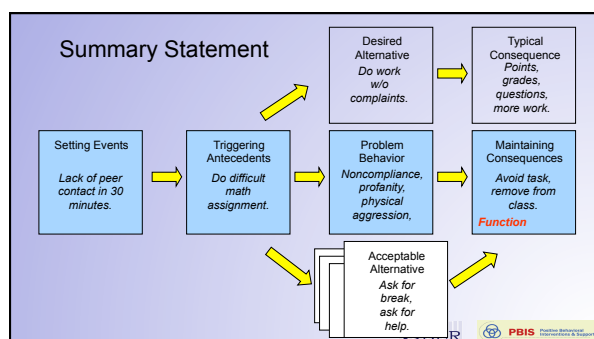
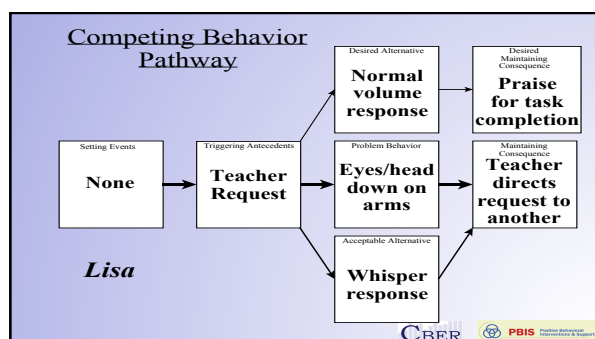
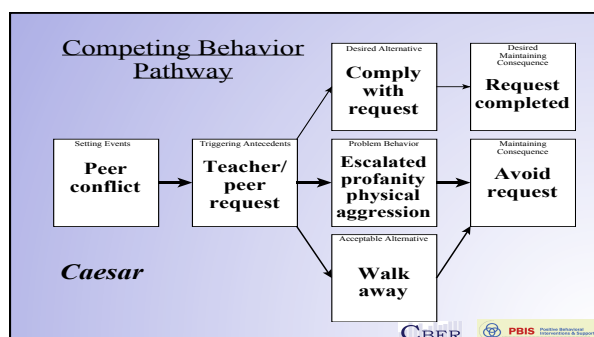
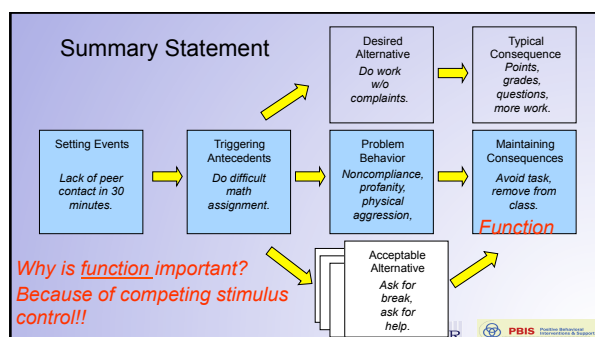


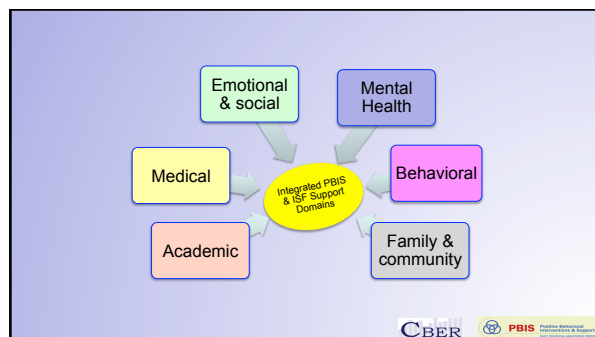
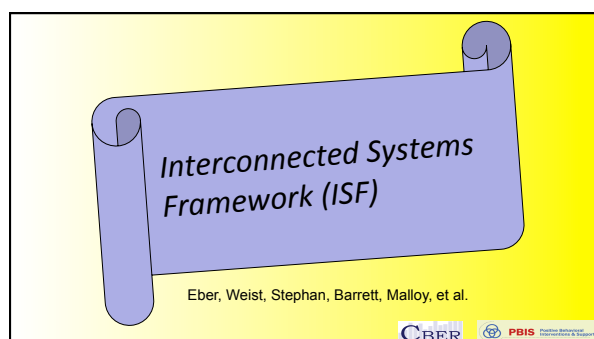
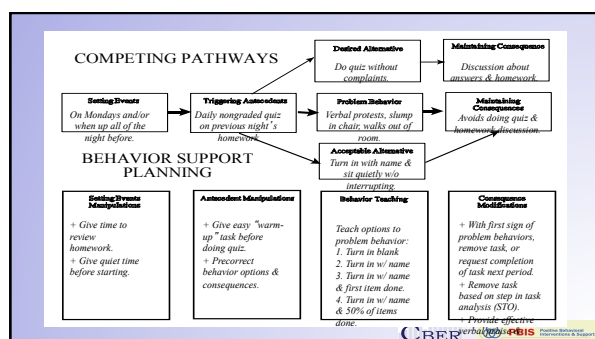
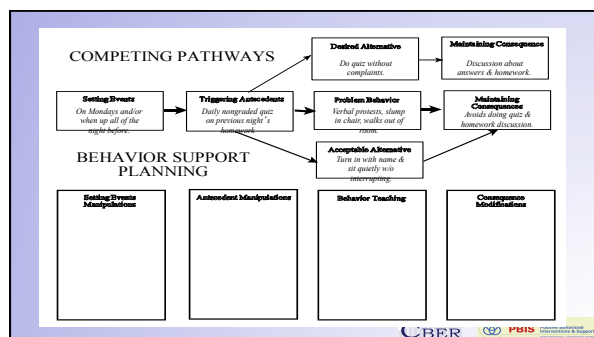
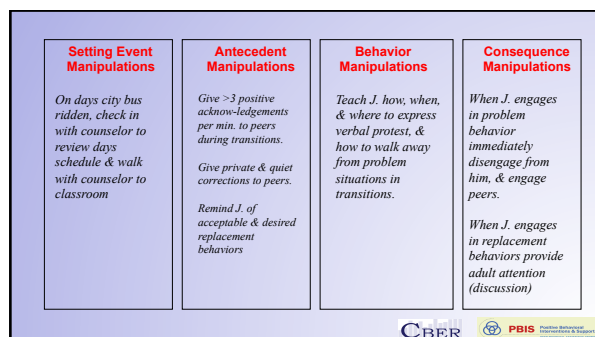
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Kutash, K., Duchnowski, A. J., & Lynn, N. (2006). *School-based mental health: An empirical guide for decision makers*. Tampa, FL: University of South Florida. Louis De la Parte Florida Mental Health Institute, Department of Child & Family Studies, 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.

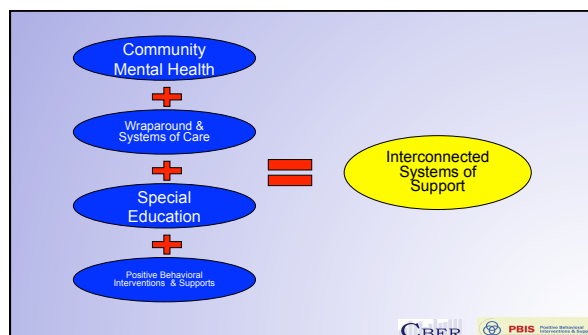




Shapers, Doers, & Mentors

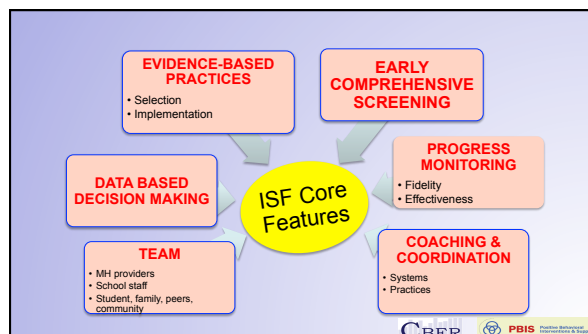
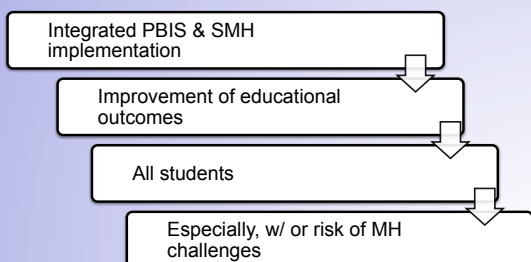
Systems of Care	Family & Youth MH	Wraparound	PBIS & SMH
<ul style="list-style-type: none"> Bob Friedman & Beth Stoul, AI Duchnowski & Krista Kutash, et al. 	<ul style="list-style-type: none"> Kimberly Hoagwood, Jane Knitzer, Barbara Friesen, et al. 	<ul style="list-style-type: none"> John Burchard, Karl 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



CBER PBIS Positive Behavioral Interventions & Supports

Interconnected Systems Framework (ISF)

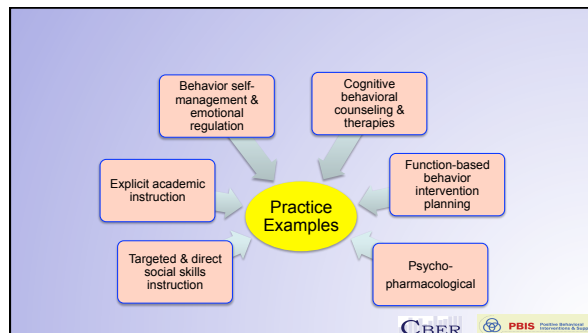


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Traditional MH v. ISF

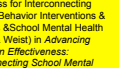
Traditional	ISF
Counselor "sees" student at appt.	MH person on teams all tiers
Only do "mental health"	Contribute to integrated plan
Case management notes	Contribute to fidelity & progress
Delivery of services	Access to interventions
Referral management	Data-based screening

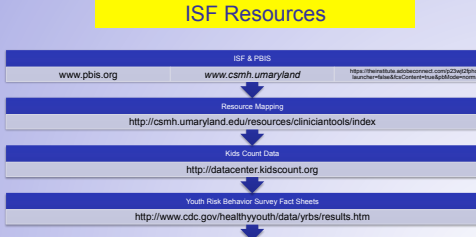
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ISF Survey	Not in place yet				Partially in place				In place			
	1 - <i>Minimal Application</i>				2 - <i>Administrative Support</i>				3 - <i>Staff Support</i>			
Adapted: Appendix A: Survey of School Readiness for Interconnecting Positive Behavior Interventions & Supports & School Mental Health (Anello & West) in <i>Advancing Education Effectiveness: Interconnecting School Mental Health & School-wide Positive Behavior Support</i> (Barnett, Eber, & West)	• Staff indicate that interconnecting Positive Behavior Interventions & Supports (PBIS) and School Mental Health (SMH) will be benefit student outcomes by addressing social and emotional				• Administration assess ongoing support for effective implementation of interconnected PBIS and SMH							
	• Staff are aware of the need to interconnect PBIS and SMH											
	• Students are engaged in the PBIS process (serve on teams, help with behavior, help with social skills, etc.)											
	• Family and Community Support & Participation											
	• Family members have educational materials and attend meetings (invited to become members of PBIS and SMH and strategies to support their students)											
	• PBIS and SMH teams coordinate planning and actions and use ongoing, scheduled, structured meetings											
	• PBIS and SMH staff coordinate planning and actions and use ongoing, scheduled, structured meetings											
	• Staff indicate a regular, ongoing meeting and supervision, technical assistance and coaching pertaining to the implementation of PBIS and SMH											
• Communication												
	• There is a clear and consistent communication among staff, administrators, students, and families regarding appropriate approaches for promoting positive mental health, academic achievement, and behavior											



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graph TD
    A[ISF & PBIS] --> B[www.pbis.org]
    A --> C[www.csmh.umaryland.edu/resources? Clinician/Tools? Search=Hesba&Content=HowtoPublicizeInternal]
    B --> D[Resources/Training]
    C --> D
    D --> E[http://csmh.umaryland.edu/resources/Clinicians/index]
    E --> F[Kids Count Data]
    F --> G[http://datacenter.kidscount.org]
    G --> H[Youth Risk Behavior Survey Fast Sheets]
    H --> I[http://www.cdc.gov/healthyyouth/data/yrbs/results.htm]
    I --> J[Youth MH Prevalence]
    J --> K[http://youth.gov/youth-topics/youth-mental-health/prevalence-mental-health-disorders-among-youth]
  
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The flowchart illustrates the ISF Resources. It begins with a yellow box labeled "ISF Resources". Below this, a blue box labeled "ISF & PBIS" branches into two white boxes: "www.pbis.org" and "www.csmh.umaryland.edu/resources? Clinician/Tools? Search=Hesba&Content=HowtoPublicizeInternal". Both of these lead to a blue box labeled "Resources/Training". From "Resources/Training", the path continues to a white box with the URL "http://csmh.umaryland.edu/resources/Clinicians/index". This leads to a blue box labeled "Kids Count Data", which points to a white box with the URL "http://datacenter.kidscount.org". This leads to a blue box labeled "Youth Risk Behavior Survey Fast Sheets", which points to a white box with the URL "http://www.cdc.gov/healthyyouth/data/yrbs/results.htm". This leads to a blue box labeled "Youth MH Prevalence", which points to a white box with the URL "http://youth.gov/youth-topics/youth-mental-health/prevalence-mental-health-disorders-among-youth". At the bottom right, there are logos for CBER, PBIS, and the Department of Education.

FBA/BIP Elements & System

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graph TD
    A["*Response class  
*Routine analysis  
*Hypothesis statement"] --> B["Functional Assessment"]
    B --> C["Intervention & Support Plan"]
    C --> D["Fidelity of Implementation"]
    D --> E["Impact on Behavior & Lifestyle"]
    F["*Alternative behaviors  
*Competing behavior analysis  
*Contextual fit  
*Strengths, preferences, & lifestyle outcomes  
*Evidence-based interventions"] --> C
    G["*Implementation support  
*Data plan"] --> D
    H["*Continuous improvement  
*Sustainability plan"] --> E
    I["• Team-based  
• Behavior competence  
• MTSS & ABA foundations"]
  
```

The diagram illustrates the FBA/BIP Elements & System. It begins with a box containing "Response class", "Routine analysis", and "Hypothesis statement", which leads to "Functional Assessment". This assessment leads to the "Intervention & Support Plan", which is informed by a larger box containing "Alternative behaviors", "Competing behavior analysis", "Contextual fit", "Strengths, preferences, & lifestyle outcomes", and "Evidence-based interventions". The plan leads to "Fidelity of Implementation", which is supported by "Implementation support" and a "Data plan". Finally, the implementation leads to "Impact on Behavior & Lifestyle", which is supported by "Continuous improvement" and a "Sustainability plan". A blue triangle at the bottom left lists foundational elements: "Team-based", "Behavior competence", and "MTSS & ABA foundations". Logos for CBPP, PBS, and the Institute of Education are at the bottom right.

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

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