RESPONSE TO INTERVENTION AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Rob Horner
University of Oregon

www.pbis.org
Goals

- Define core features of School-wide PBS
- Define a framework for linking SWPBS and RTI
- Present current descriptive data supporting implementation of academic and behavior supports within an RTI framework.
Assumptions

- Most participants are very knowledgeable about use of RTI for establishing early literacy
- Some but not all participants are knowledgeable about school-wide positive behavior support
- All are interested in efficient strategies for linking educational improvement for literacy, behavior, math, writing....
Main Messages

- Supporting **social behavior** is central to achieving academic gains.

- **RTI** provides a common framework for implementing both social and academic behavior supports.

- Implementation of any evidence-based practice requires a more coordinated focus than typically expected.
WHAT IS SWPBS

- Logic
- Core Features
Logic for School-wide PBS

- Schools face a set of difficult challenges today
  - Multiple expectations (Academic accomplishment, Social competence, Safety)
  - Students arrive at school with widely differing understandings of what is socially acceptable.
  - Traditional “get tough” and “zero tolerance” approaches are insufficient.
- Individual student interventions
  - Effective, but can’t meet need
- School-wide discipline systems
  - Establish a social culture within which both social and academic success is more likely
Context

- Problem behavior continues to be the primary reason why individuals in our society are excluded from school, home, recreation, community, and work.
The Oregon Department of Education has released graduation rates for all public high schools.

**Nearly one-third of all high school students don't receive a diploma after four years of study.**

by Betsy Hammond

The Oregonian Monday June 29, 2009,
School-wide PBS

- Build a continuum of supports that begins with the **whole school** and extends to intensive, wraparound support for individual students and their families.
What is School-wide Positive Behavior Support?

School-wide PBS is:
- A systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

Evidence-based features of SW-PBS
- Prevention
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual intervention supports.
- Implementation of the systems that support effective practices
Establishing a Social Culture

- Common Language
- Membership
- Common Experience
- Common Vision/Values
Create Effective Learning Environments

- Predictable
- Consistent
- Positive
- Safe
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

~15%

~5%
### SWIS summary 08-09 (Majors Only)

3,410 schools; 1,737,432 students; 1,500,770 ODRs

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Number of Schools</th>
<th>Mean Enrollment per school</th>
<th>Mean ODRs per 100 per school day</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>2,162</td>
<td>450</td>
<td>.34 (sd = .49)</td>
</tr>
<tr>
<td>6-9</td>
<td>602</td>
<td>657</td>
<td>.85 (sd = 1.11)</td>
</tr>
<tr>
<td>9-12</td>
<td>215</td>
<td>887</td>
<td>1.27 (sd = 2.39)</td>
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<tr>
<td>K-(8-12)</td>
<td>431</td>
<td>408</td>
<td>1.06 (sd = 2.60)</td>
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</table>
SWIS Mean Percentage Students (2008-09) (Majors Only)

<table>
<thead>
<tr>
<th></th>
<th>Pre-K</th>
<th>K-6</th>
<th>6-9</th>
<th>9-12</th>
<th>K8-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students 6+</td>
<td>10%</td>
<td>11%</td>
<td>17%</td>
<td>28%</td>
<td>9%</td>
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<tr>
<td>Students 2 to 5</td>
<td>3%</td>
<td>8%</td>
<td>14%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Students 0 or 1</td>
<td>4%</td>
<td>7%</td>
<td>14%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>0%</td>
<td>90%</td>
<td>90%</td>
<td>78%</td>
<td>72%</td>
<td>77%</td>
</tr>
<tr>
<td>10%</td>
<td>6%</td>
<td>7%</td>
<td>14%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>30%</td>
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<tr>
<td>40%</td>
<td></td>
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<tr>
<td>50%</td>
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<tr>
<td>60%</td>
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<tr>
<td>70%</td>
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<tr>
<td>80%</td>
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<tr>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Schools N= 3 2162 602 215 431
Multi-tier Model

Academic Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

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
ESTABLISHING CONTINUUM of SWPBS

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

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

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

~80% of Students
Supporting Social Competence, Academic Achievement and Safety

School-wide PBS

Supporting Student Behavior

Supporting Staff Behavior

Supporting Decision Making

DATA

PRACTICES

SYSTEMS

OUTCOMES
Define School-wide Expectations for Social Behavior

- Identify 3-5 Expectations
- Short statements
- Positive Statements (what to do, not what to avoid doing)
- Memorable
- Examples:
  - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults
No Gum
No Hats
No Backpacks
No Running
No Violence
No Disruption
eject violence
dey rules
top bullying
everybody “Stop It”
These banners are hanging in the commons area and in our gymnasium.
Welcome Rugs

Welcome to Westwood!

It's The Westwood Way!

Be Safe
Be Kind
Be A Positive Learner
Be Your Best

It's The Westwood Way
A few positive SW Expectations

“Phoenix Experience”
le préau
the breezeway

prudence
• walk
• stay with the group

respect
• follow adult directions
• respect the property
• stay on the walkway

responsabilité
• enter & exit quietly
• leave the vegetation alone
Fairfield Schoolwide Rules

Be Safe
Be Respectful
Be Responsible

Sea Seguro
Sea Respetuoso
Sea Responsable
PBS
Positive Behavior Support
Ecole Charlemagne

Prudence - Respect - Responsabilité
School Rules
Safe
Be: Responsible
Respectful
Teach Behavioral Expectations

- Transform broad school-wide Expectations into specific, observable behaviors.
  - Use the Expectations by Settings Matrix
- Teach in the actual settings where behaviors are to occur
- Teach (a) the words, and (b) the actions.
- Build a social culture that is predictable, and focused on student success.
Expectations & behavioral skills are taught & recognized in natural context
Linking Academic and Behavior Supports

• Effective school-wide and classroom wide behavior support is linked to increased academic engagement.

• Improved academic engagement with effective instruction is linked to improved academic outcomes.

• The systems needed to implement effective academic supports and effective behavior supports are very similar.
Alignment for Systems change

Student Outcomes

Early Intervention

Wraparound

Literacy

Family Support

Behavior Support

Primary Prevention

Universal Screening

Multi-tiered Support

Early Intervention

Progress Monitoring

Systems to support practices

© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008
States Implementing SWPBS
10,000+ schools in 48 states
North Carolina Positive Behavior Support Initiative

February 2009

Heather R. Reynolds
NC Department of Public Instruction
Bob Algozzine
Behavior and Reading Improvement Center

http://www.dpi.state.nc.us/positivebehavior/
North Carolina Positive Behavior Support Initiative

Office Discipline Referral Risk in North Carolina

<table>
<thead>
<tr>
<th>Year</th>
<th>6+ ODR</th>
<th>2-5 ODR</th>
<th>0-1 ODR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05 (N=21)</td>
<td>5</td>
<td>12</td>
<td>83</td>
</tr>
<tr>
<td>2005-06 (N=35)</td>
<td>3</td>
<td>9</td>
<td>88</td>
</tr>
<tr>
<td>2006-07 (N=66)</td>
<td>4</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>2007-08 (N=110)</td>
<td>4</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>Comparison (N=5)</td>
<td>10</td>
<td>23</td>
<td>67</td>
</tr>
</tbody>
</table>

Non-PBS Comparison

Dr. Bob Algozzine
North Carolina
Positive Behavior Support Initiative

Office Discipline Referrals per 100 Students

Schools with Low ODRs and High Academic Outcomes

Dr. Bob Algozzine
Participating Schools

- 2000 Model Demonstration Schools (5)
- 2004 Schools (21)
- 2005 Schools (31)
- 2006 Schools (50)
- 2007 Schools (165)
- 2008 Schools (95)
- 2009 Schools (150*)

Total of 512 schools in collaboration with 45 of 57 ISDs (79%)

The strategies and organization for initial implementation need to change to meet the needs of larger scale implementation.
Average Major Discipline Referral per 100 Students by Cohort

Cohort 1 (n=15) Cohort 2 (n=19) Cohort 3 (n=34) Cohort 4

Percent of Students meeting DIBELS Spring Benchmark for Cohorts 1 - 4 (Combined Grades)

Spring ’09: 62,608 students assessed in cohorts 1 - 4

- 5,943 students assessed
- 8,330 students assessed
- 16,078 students assessed
- 32,257 students assessed

Cohort 1
Cohort 2
Cohort 3
Cohort 4

Percent of Students at DIBELS Intensive Level across year by Cohort

Cohort 1
- 2003-04: ~30%
- 2004-05: ~25%
- 2005-06: ~25%
- 2006-07: ~20%
- 2007-08: ~15%
- 2008-09: ~10%

Cohort 2
- 2003-04: ~25%
- 2004-05: ~20%
- 2005-06: ~20%
- 2006-07: ~15%
- 2007-08: ~10%
- 2008-09: ~5%

Cohort 3
- 2003-04: ~25%
- 2004-05: ~20%
- 2005-06: ~20%
- 2006-07: ~15%
- 2007-08: ~10%
- 2008-09: ~5%

Cohort 4
- 2003-04: ~25%
- 2004-05: ~20%
- 2005-06: ~20%
- 2006-07: ~15%
- 2007-08: ~10%
- 2008-09: ~5%
Participating School Example: Fourth Grade Reading MEAP Results

![Bar chart showing MEAP results for participating schools over years, with a note indicating the beginning of MiBLSi implementation in 2000.](image-url)
The Effects of School-wide PBS within a Randomized Control Effectiveness Trial

Rob Horner, George Sugai, Keith Smolkowski, Lucille Eber, Jean Nakasato, Anne Todd, Jody Esperansa

OSEP TA Center on Positive Behavior Support

www.pbis.org
Journal of Positive Behavior Intervention
RTI as the framework for Linking SWPBS and Early Literacy

- Randomized Control Trials
- Single-case studies
- RTI Self-assessment
# Randomized Controlled Trial

**(Preliminary Findings)**

## Group Assessment Time Period

<table>
<thead>
<tr>
<th>Group</th>
<th>T 1</th>
<th>T 2</th>
<th>T 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment (N = 30)</td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>Control/Delay (N = 30)</td>
<td>O</td>
<td>O</td>
<td>X</td>
</tr>
</tbody>
</table>

*(T = time (by year), O = observation, X = implementation of SWPBS training)*
Finding #1: Implementation by regular personnel
Mean SET score (Total) [Bold indicates post intervention]

<table>
<thead>
<tr>
<th></th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment Group</td>
<td>.381</td>
<td>.785</td>
<td>.823</td>
</tr>
<tr>
<td>N = 33</td>
<td></td>
<td>N = 30</td>
<td>N = 30</td>
</tr>
<tr>
<td>Control/Delay Group</td>
<td>.388</td>
<td>.459</td>
<td>.640</td>
</tr>
<tr>
<td>N = 26</td>
<td></td>
<td>N = 27</td>
<td>N = 23</td>
</tr>
</tbody>
</table>

Random coefficients analysis (Murray, 1998; Singer & Willett, 2003): Time X Condition p < .0001; r = .67; d = 1.78
Results: With training by regular state trainers, schools are able to implement SWPBS to criterion.
Finding #2: SWPBS is associated with increased perception of safety: *School Safety Survey: Risk Factor*

<table>
<thead>
<tr>
<th></th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment Group</td>
<td>.370</td>
<td>.344</td>
<td>.343</td>
</tr>
<tr>
<td>N= 24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control/Delay Group</td>
<td>.387</td>
<td>.415</td>
<td>.358</td>
</tr>
<tr>
<td>N= 19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Time X Condition p = .0154  r = - .40  d = - .86
Results: Perceived Social Risk Factors decreased when SWPBS was implemented with fidelity.
Finding #3: SWPBS associated with increase in proportion of students meeting state reading standard

<table>
<thead>
<tr>
<th></th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Treatment Group</strong></td>
<td>.455</td>
<td>.529</td>
<td>.536</td>
</tr>
<tr>
<td>N = 33</td>
<td></td>
<td>N= 31</td>
<td>N = 31</td>
</tr>
<tr>
<td><strong>Control/Delay Group</strong></td>
<td>.38</td>
<td>.402</td>
<td>.436</td>
</tr>
<tr>
<td>N = 28</td>
<td></td>
<td>N= 27</td>
<td>N= 23</td>
</tr>
</tbody>
</table>

T2 Treatment vs. Control: \( p = .032 \)  \( r = .28 \)  \( d = .58 \)
Results: The percentage of 3rd graders meeting the state reading standard increased with SWPBS implementation.

Percentage of 3rd Graders meeting State Reading Standard

- Initial (N = 33) vs Delay (N = 28)
- N.S. p = .032; d = .58

<table>
<thead>
<tr>
<th>Time</th>
<th>Initial (%)</th>
<th>Delay (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>50.00%</td>
<td>30.00%</td>
</tr>
<tr>
<td>T2</td>
<td>60.00%</td>
<td>40.00%</td>
</tr>
<tr>
<td>T3</td>
<td>50.00%</td>
<td>40.00%</td>
</tr>
</tbody>
</table>

* Significant difference
Linking PBS and Early Literacy

- **Continuum** of Support Practices
- Emphasis on “Foundation Supports” and investment in prevention.
- Emphasis on the **organizational systems** needed to implement practices with fidelity and durability.
- Collection and **use of data** for decision-making
Linking RTI and PBS

1. Effective and Efficient Foundation Practices
   - Establishing a Universal System of Support

2. Effective Curriculum
3. Unambiguous Instruction
4. Adequate intensity
5. Reward System
6. Error Correction System
Linking RTI and PBS

• 2. Universal Screening

• Collect information on all students at least twice a year

• Use data for decision-making
  • 2 or more ODRs

• SSBD is used in Illinois
Cumulative Mean ODRs Per Month for 325+ Elementary Schools 08-09

Jennifer Frank, Kent McIntosh, Seth May
Linking RTI and PBS

• 3. Continuum of Evidence-based Practices

• Targeted interventions for students “at risk”

• Intensive, Individualized interventions for students with more significant needs

• Early Intervention
Linking RTI and PBS

- 4. Progress Monitoring
- Collection of data on a monthly, weekly, daily rate
- Use of data for decision-making

Student: Brian Bender

CICO Individual Student Count Report
January 19 - February 27, 2009

- Green line: >= 80%
- Red line: < 80%
- Red squares: Complete
- Red triangles: Incomplete
- Red diamonds: Absent
- Red crosses: No Data
- Red circles: No School
- Red question marks: No Entry

Support Plan Change
ODR Count

School Days

Daily % of Total CICO Points

ODR Count

0 1 2 3 4 5

0 10 20 30 40 50 60 70 80 90

01/19 01/26 02/02 02/09 02/16 02/23
Linking RTI and PBS

• 5. Fidelity Monitoring

• Assessing the extent to which we are implementing what we claim to implement

• Use of the data for decision-making
Implications for Systems Change

- **District policy**
  - Clear statement of values, expectations, outcomes

- **Ability to conduct universal screening and progress monitoring assessments**
  - District provides efficient options for universal screening and progress monitoring measures

- **Recruitment and hiring**
  - Expectations defined in job announcements

- **Professional development**
  - Focused strategies for staff development in core skills
Discipline Foundation Policy: LAUSD

School-Wide Positive Behavior Support

NUMBER: BUL-3638.0
ISSUER: Donnalyn Jaque-Antón, Executive Officer, Educational Services
DATE: March 27, 2007

POLICY:
Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline plan for every school in LAUSD.

All school level discipline plans will be consistent with the Culture of Discipline: Guiding Principles for the School Community (Attachment A) and Culture of Discipline: Student Expectations (Attachment B). This will include: teaching school rules and social-emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.
Implications for Systems Change

- Annual evaluations
  - Expectations assessed as part of annual evaluations
- Recruitment of individuals with training, coaching, and implementation skills
  - Advanced skills in literacy supports
  - Advanced skills in behavior supports
Science Values
Practices that work
Practices that affect quality of life
PBIS Vision
Practices that are practical, durable and available
Questions, Comments