

School-wide Systems of Positive Behavior Supports (SW-PBS): A Response to Intervention (RtI) Model Addressing the Mental Health of ALL Students

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**Special Education and Pupil Services
Leadership Issues Conference
Madison, WI
November 18, 2008**

In Partnership with OSEP's TA Center on
Positive Behavior Support

Co-Director's: Rob Horner, University of
Oregon and George Sugai

University of Connecticut

www.pbis.org

www.swis.org

Non-Academic Barriers to Learning:

- Social climate
 - School and community
 - Predictable, consistent
- Students “availability” for instruction
 - At school
 - In Class
 - Academic Engagement
- Family voice/involvement

Response to Intervention (RtI):

Approach or framework for redesigning & establishing teaching & learning environments that are **effective, efficient, relevant, & durable for all** students, families & educators

- **NOT** program, curriculum, strategy, intervention
- **NOT** limited to special education
- **NOT** new

IMPLEMENTATION W/ FIDELITY

UNIVERSAL
SCREENING

CONTINUUM OF
EVIDENCE-BASED
INTERVENTIONS

DATA-BASED
DECISION MAKING
& PROBLEM
SOLVING

Rtl

STUDENT
PERFORMANCE

CONTINUOUS
PROGRESS
MONITORING

Core Features of a Response to Intervention (RtI) Approach

- **Investment in prevention**
- **Universal Screening**
- **Early intervention for students not at “benchmark”**
- **Multi-tiered, prevention-based intervention approach**
- **Progress monitoring**
- **Individualized interventions commensurate with assessed level of need (at tiers 2 and 3)**
- **Use of problem-solving process at all 3-tiers**
- **Active use of data for decision-making at all 3-tiers**
- **Research-based practices expected at all 3-tiers**

Rtl Application - Behavior

- **Positive Behavioral Interventions & Supports (PBIS)**
- **Aka: School-wide PBS**

Why Does RTI need to be applied to Social/Emotional Components

- Over use of restrictive settings (Sp. Ed. As well as non-Sp. Ed)
- Disproportionality-over representation of specific population subgroups
- Lack of structures for fidelity implementation of behavior interventions
- Failure to intervene early with adequate dosage and fidelity increases “cost”
- Poor outcomes for students with emotional/behavioral needs

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

1-5%

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

5-15%

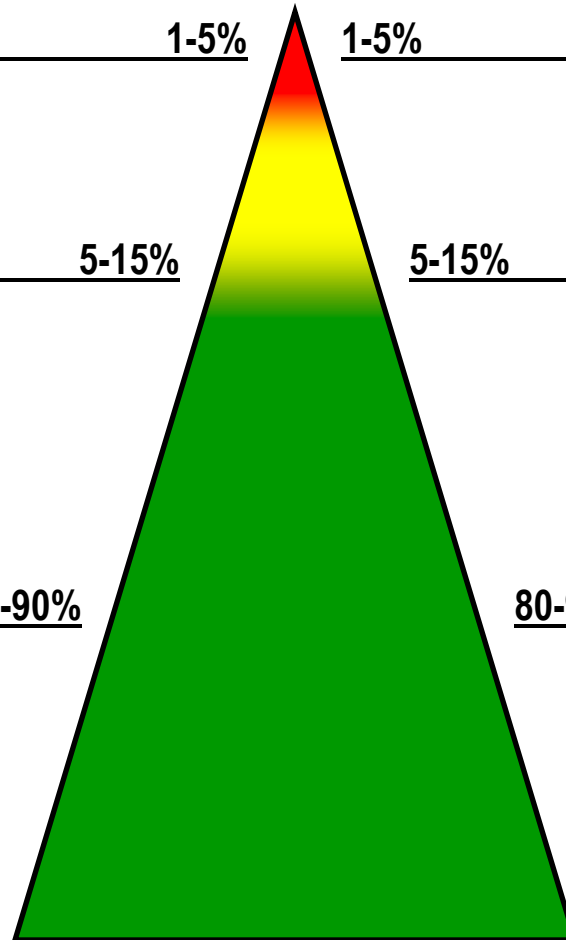
Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80-90%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



RtI Application Examples

	EARLY READING/LITERACY	SOCIAL BEHAVIOR
TEAM	General educator, special educator, reading specialist, Title I, school psychologist, etc.	General educator, special educator, behavior specialist, Title I, school psychologist, etc.
UNIVERSAL SCREENING	Curriculum based measurement	SSBD, record review, behavioral data
PROGRESS MONITORING	Curriculum based measurement	ODR, suspensions, behavior incidents, precision teaching
EFFECTIVE INTERVENTIONS	5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension	Direct social skills instruction, positive reinforcement, token economy, active supervision, behavioral contracting, group contingency management, function-based support, self-management
DECISION MAKING RULES	Core, strategic, intensive	Primary, secondary, tertiary tiers

What's Different...

A Systems Change Process

Goal is to establish **host environments** that support adoption, sustain use, & expansion of evidence-based practices

(Zins & Ponti, 1990)

Systems Change Focus:

- ✓ **Team-based Problem Solving**
 - Efficient use of time, other resources
- ✓ **Expedited application of innovation**
 - Fidelity and sustainability
 - Student outcome focus
- ✓ **Data-based Decision Making**
 - System & practice levels
 - Fidelity and effectiveness
- ✓ **Accountability-based staff development**
 - Quality linked to student outcomes
- ✓ **Community/Family Collaborations**
 - Across all three tiers of the system

School-wide PBS Defined

School-wide PBS is:

A research-based systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments 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 interventions.**
- Administrative leadership – Team-based implementation**
- Investment in the systems needed to nurture and sustain effective practices**
- Contextual Fit**

Critical Features of SW-PBIS

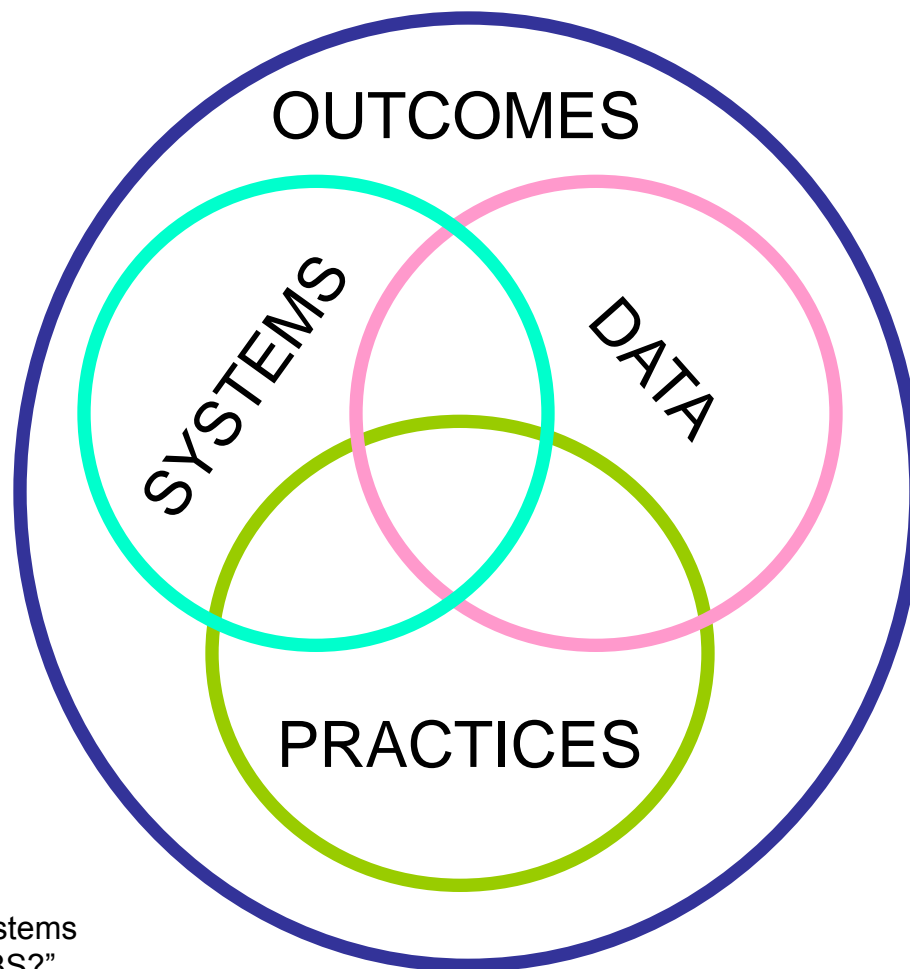
- ✓ Team driven process
- ✓ Instruction of behaviors/social skills
- ✓ Data-based decision-making
- ✓ Instruction linked to evaluation
- ✓ Defines social culture of the school

The Challenge

- Exclusion and punishment are the most common responses to conduct disorders in schools.
 - Lane & Murakami, (1987)
 - Rose, (1988)
 - Nieto, (1999)
 - Sprick, Borgmeier, & Nolet, (2002)
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior
 - Costenbader & Markson (1998)

Social Competence &
Academic Achievement

Positive
Behavior
Support



Supporting
Staff Behavior

Supporting
Decision
Making

Supporting
Student Behavior

Adapted from "What is a systems
Approach in school-wide PBS?"
OSEP Technical Assistance on
Positive Behavioral Interventions and
Supports. Accessed at [http://www.
Pbis.org/schoolwide.htm](http://www.Pbis.org/schoolwide.htm)

Emphasis on *Prevention* at Each Level

- **Universal Level**

- GOAL: To reduce new cases of problem behavior and/or academic failure

- **Targeted Level**

- GOAL: To reduce current cases of problem behavior and/or academic failure

- **Intensive/Wraparound Level**

- GOAL: To reduce complications, intensity, severity of students with chronic problem behavior and/or academic failure

What does SW-PBS look like?

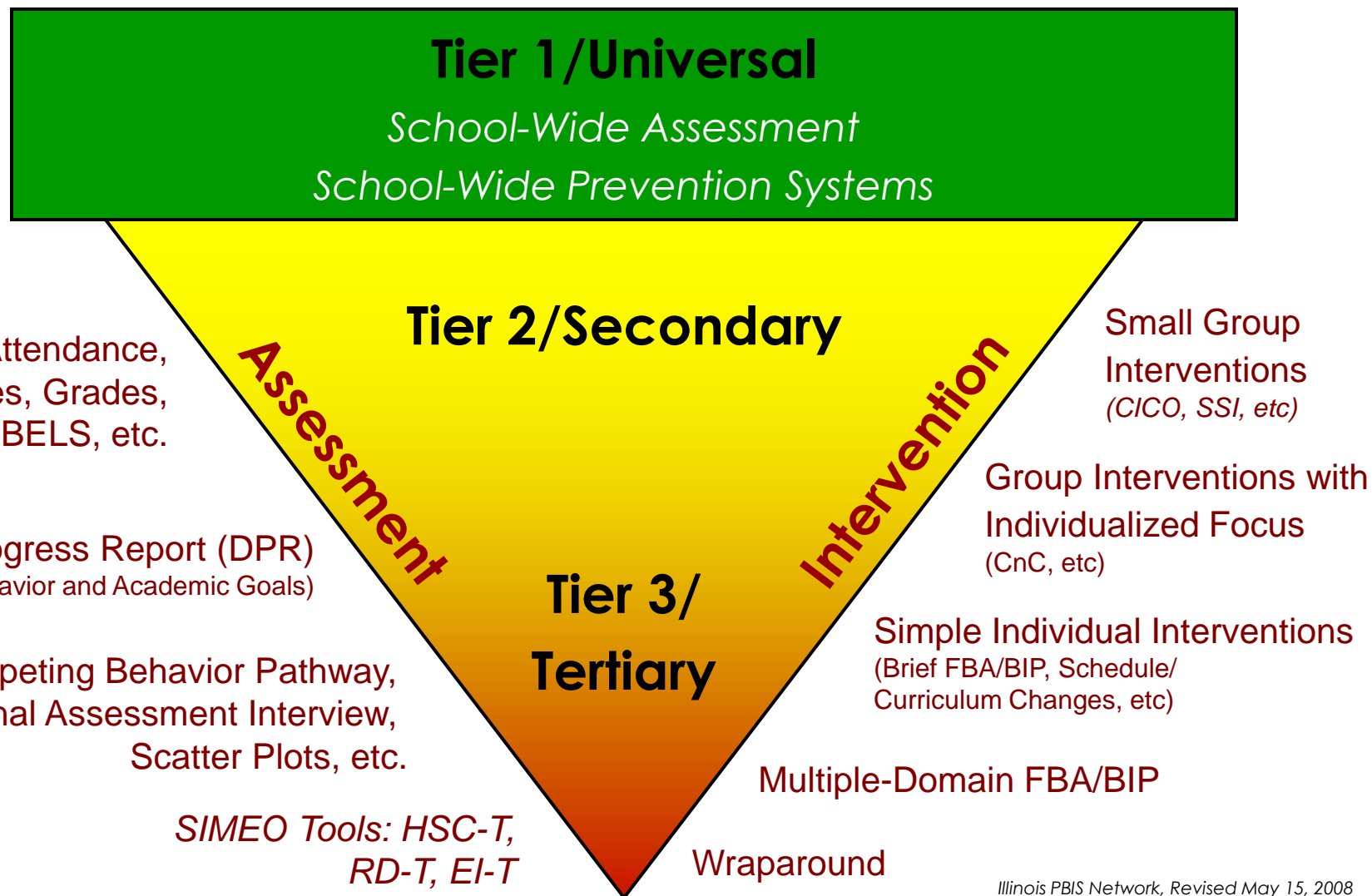
SW-PBS (primary)

- **>80% of students** can tell you what is expected of them & give behavioral example because they have been taught, actively supervised, practiced, & acknowledged.
- **Positive** adult-to-student **interactions** exceed negative
- **Data- & team-based** action planning & implementation are operating.
- **Administrators** are active participants.
- **Full continuum of behavior support** is available to all students

Secondary & Tertiary

- **Team-based** coordination & problem solving
- **Local** specialized behavior capacity
- **Function-based** behavior support planning; targeted groups and individually delivered
- **Person-centered**, contextually & culturally relevant
- Capacity for **wraparound facilitation**
- **District/regional** behavioral capacity
- Linked to **SW-PBS** practices & systems

Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



90-School Study

Horner et al., in press

Schools that receive technical assistance from typical support personnel implement SWPBS with fidelity

Fidelity SWPBS is associated with

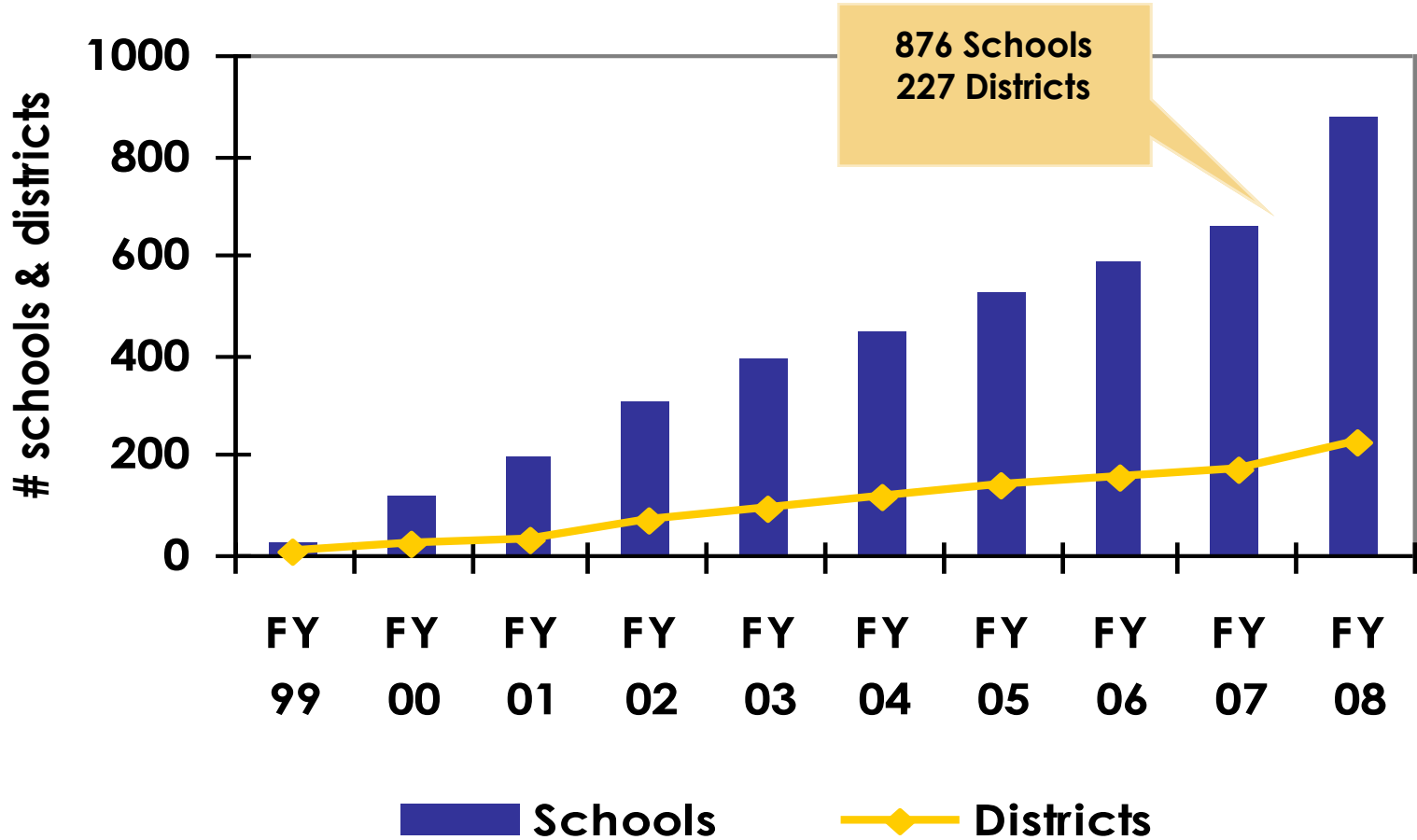
- Low levels of ODR
 - .29/100/day v. national mean .34
- Improved perception of safety of the school
 - reduced risk factor
- Increased proportion of 3rd graders who meet state reading standard.

Project Target: Preliminary Findings

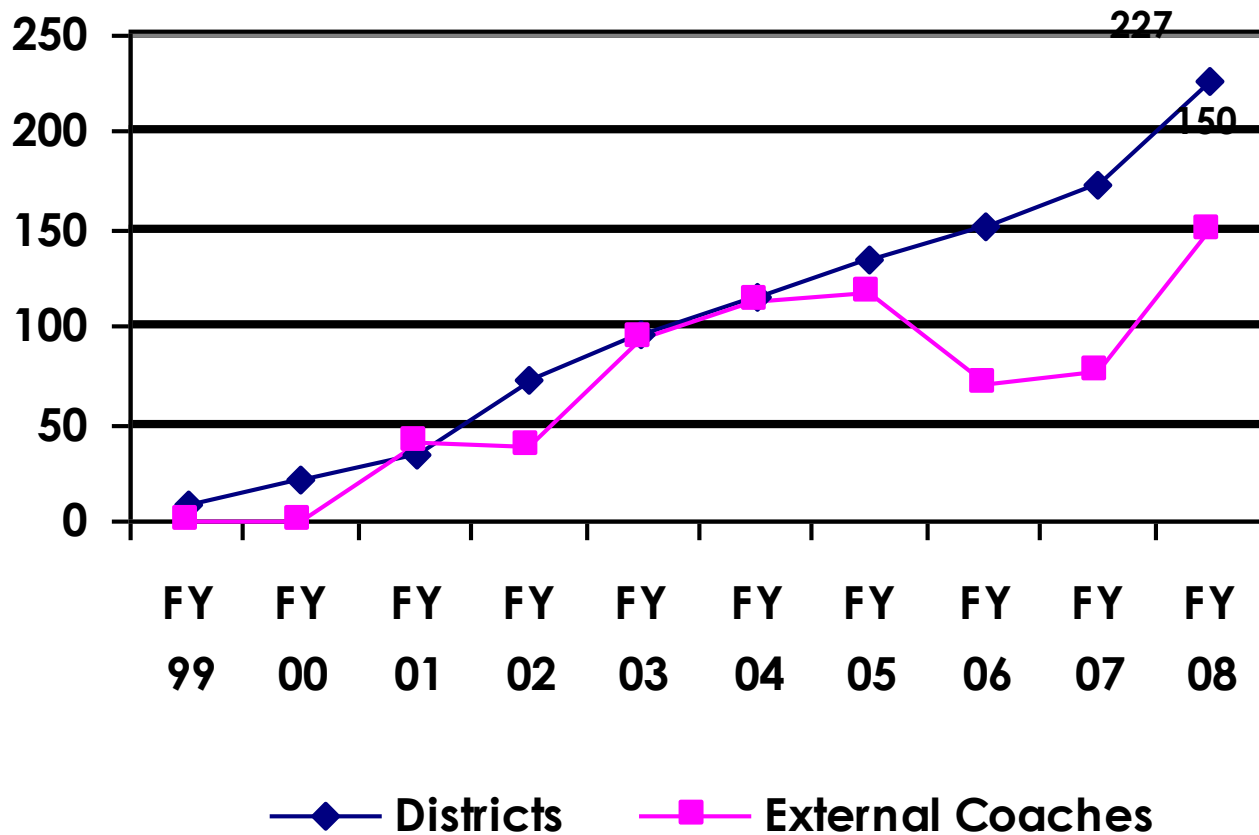
Bradshaw & Leaf, in press

- PBIS (21 v. 16) schools reached & sustained high fidelity
- PBIS increased all aspects of organizational health
- Positive effects/trends for student outcomes
 - Fewer students with 1 or more ODRs (majors + minors)
 - Fewer ODRs (majors + minors)
 - Fewer ODRs for truancy
 - Fewer suspensions
 - Increasing trend in % of students scoring in advanced & proficient range of state achievement test

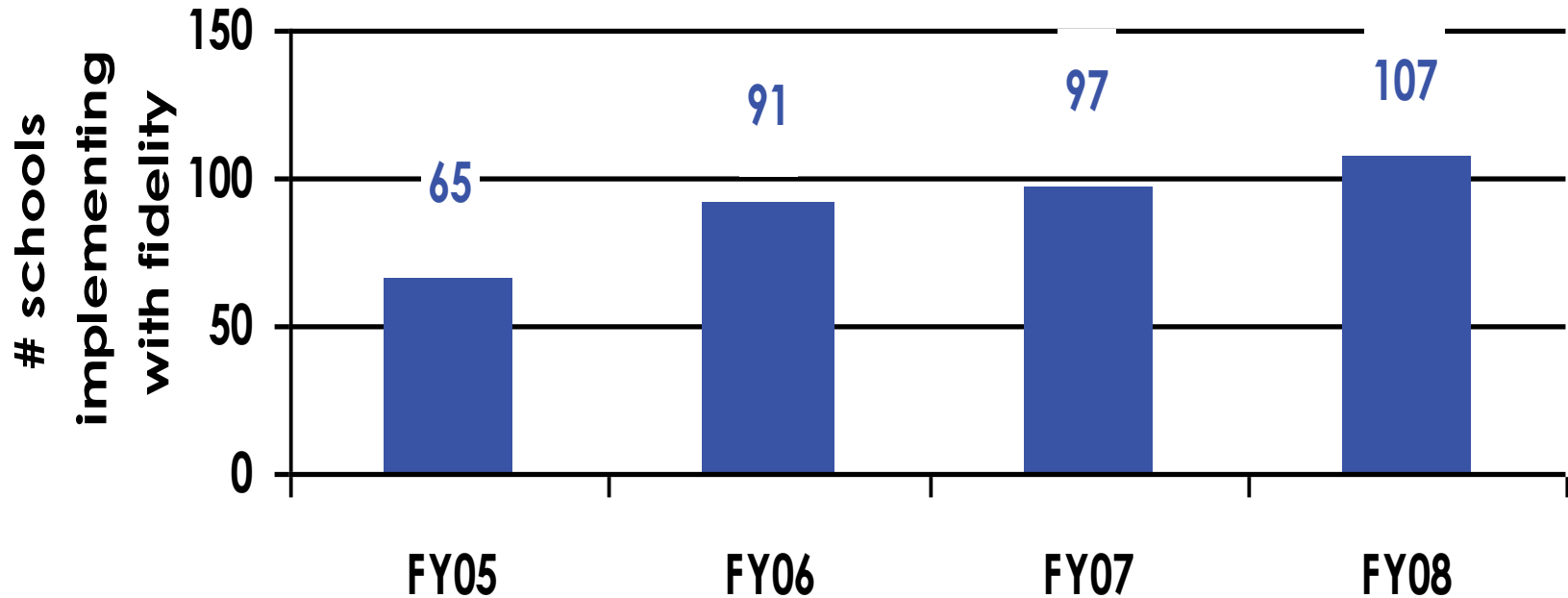
Number of Illinois Schools & Districts Adopting PBIS FY99-FY08



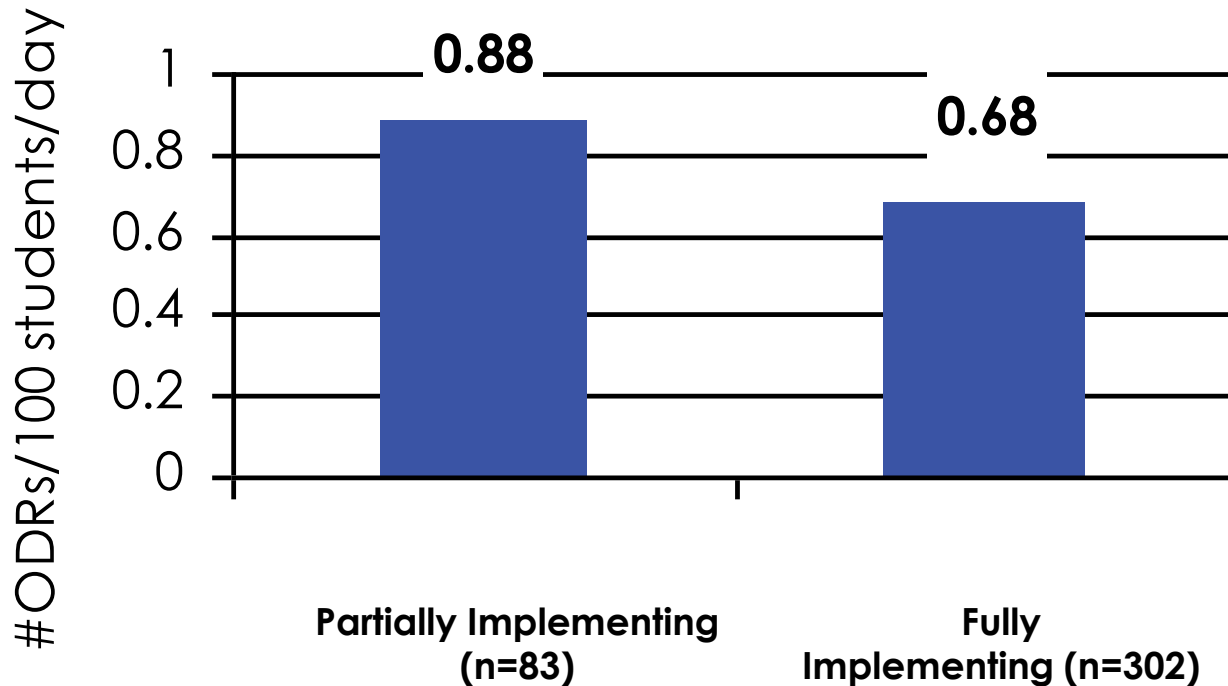
Number of Illinois Districts Adopting PBIS & Number of External Coaches as of June 30, 2008



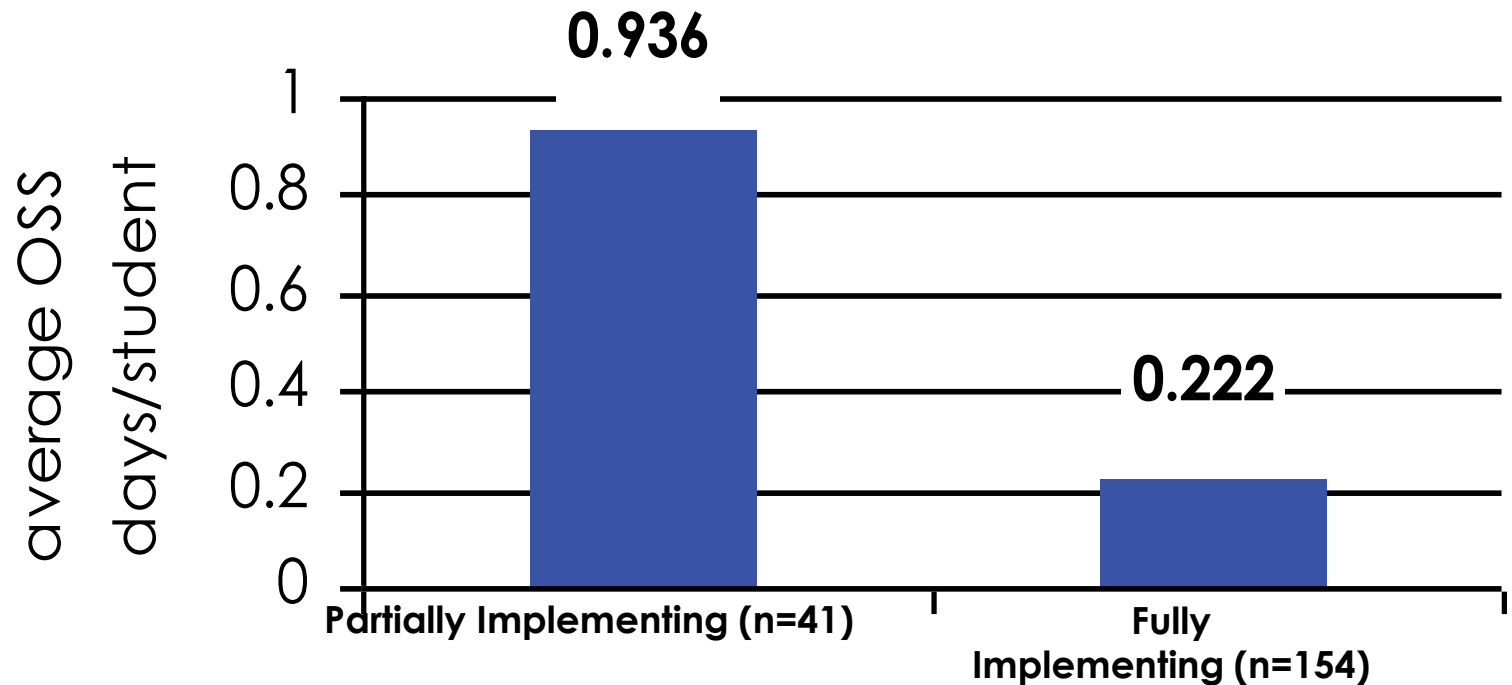
Illinois PBIS Schools Maintaining Fidelity Over Time (n=107 schools)



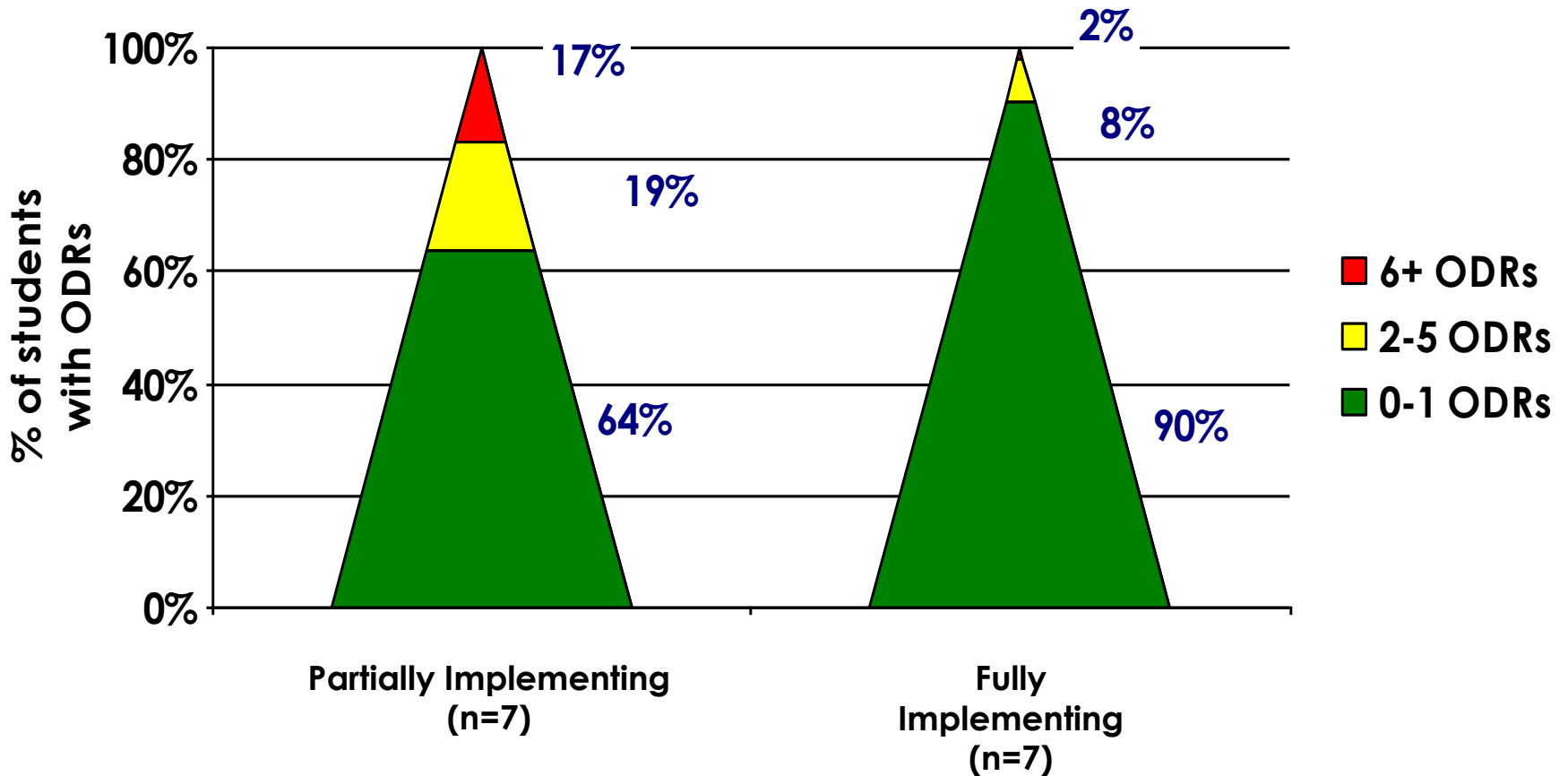
ODR Rates in Partially & Fully Implementing Illinois PBIS Schools



Suspensions in Partially & Fully Implementing Illinois PBIS Schools



Mean Percentage of Students by Major ODRs 07-08 Middle School Comparison



Instructional Time Gained

When moving from partial to fully implementing

11,341 ODRs*
x 30 minutes per ODR

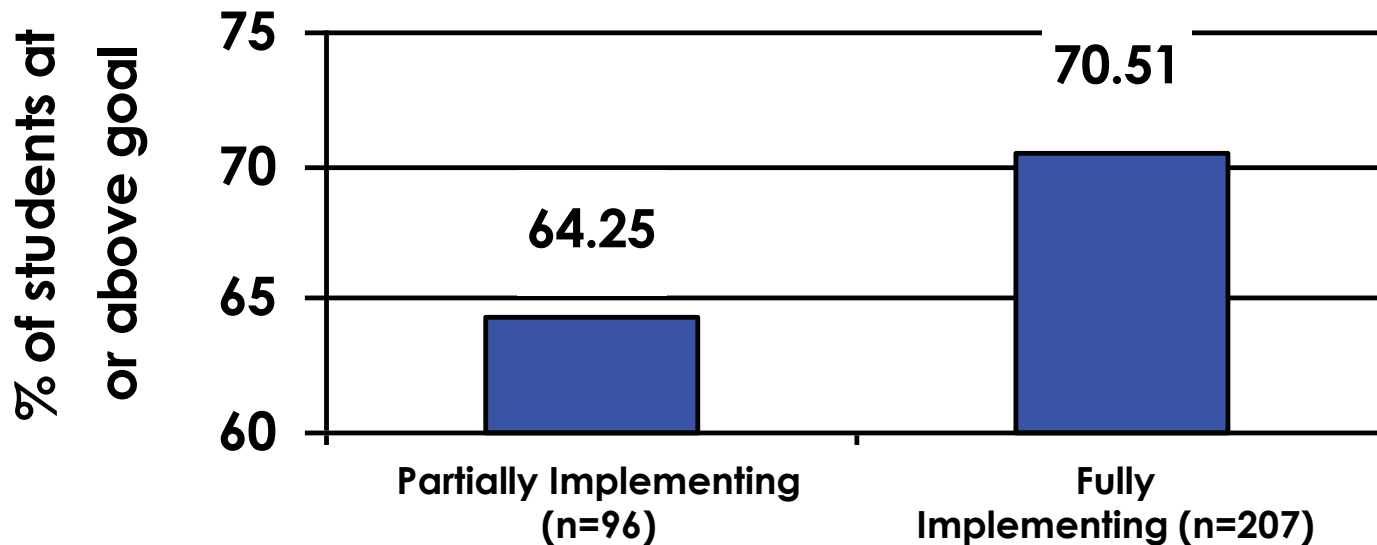
= 340,230 minutes

or

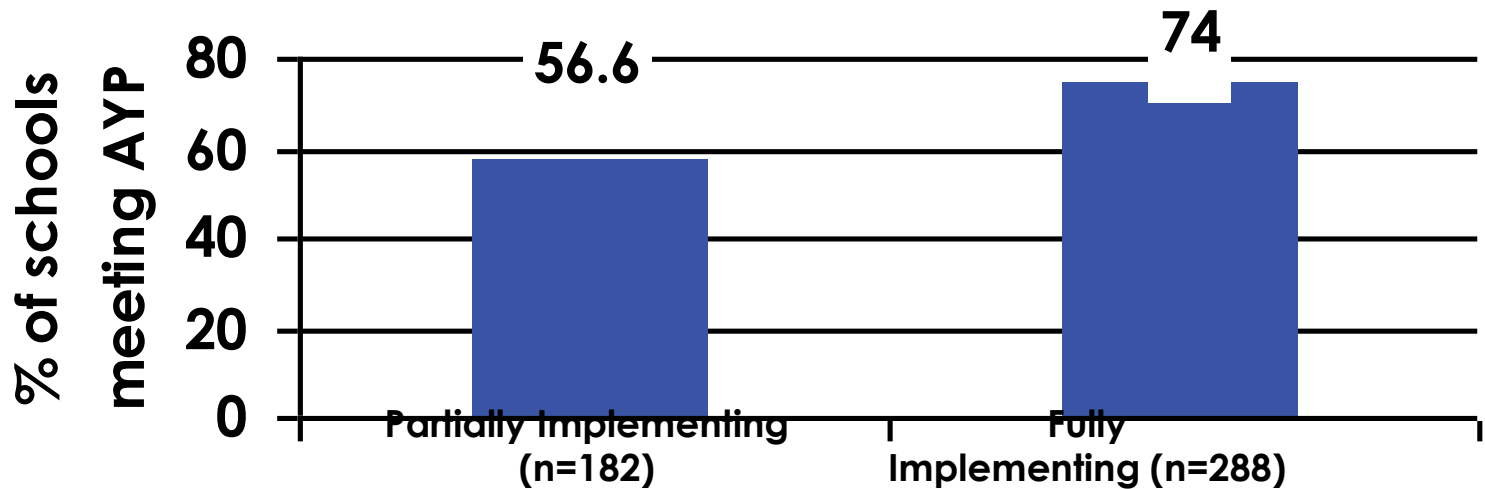
945 days gained

***The difference between partial & full groups' average total ODRs**

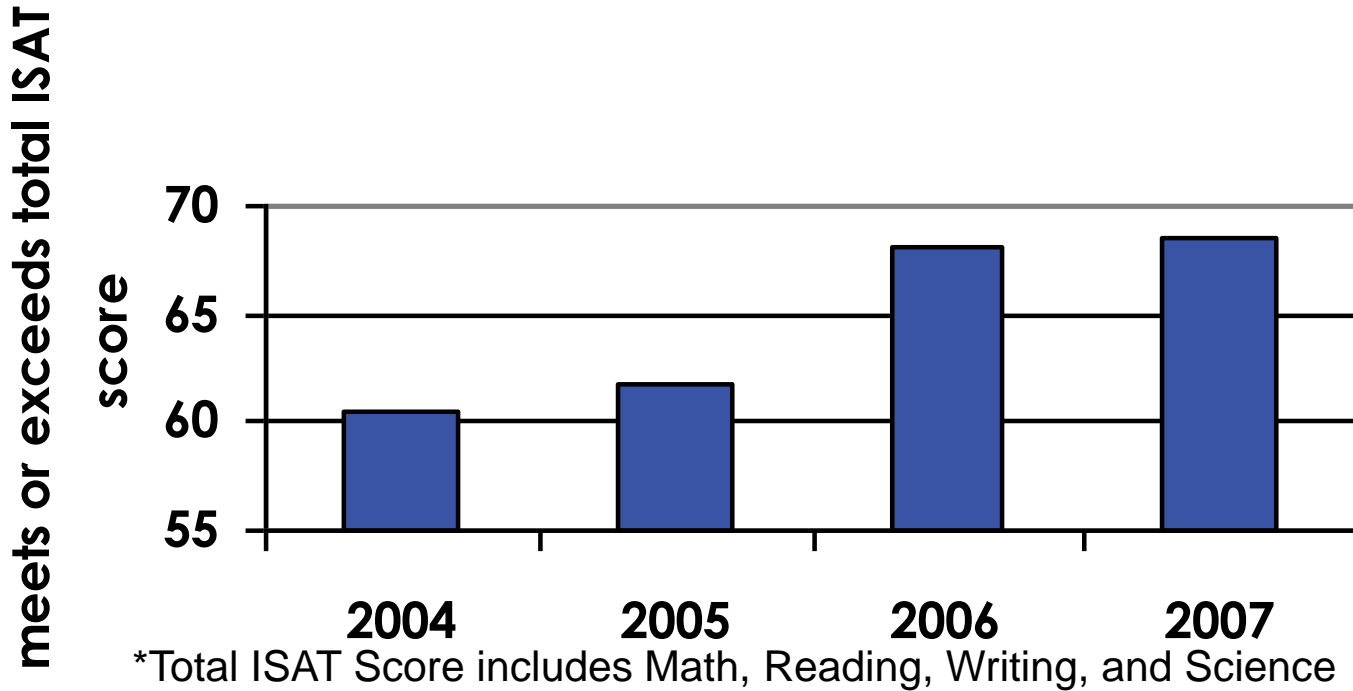
Comparison of Partially & Fully Implementing Illinois PBIS Schools on Fifth Grade ISAT Reading Scores 2006-07



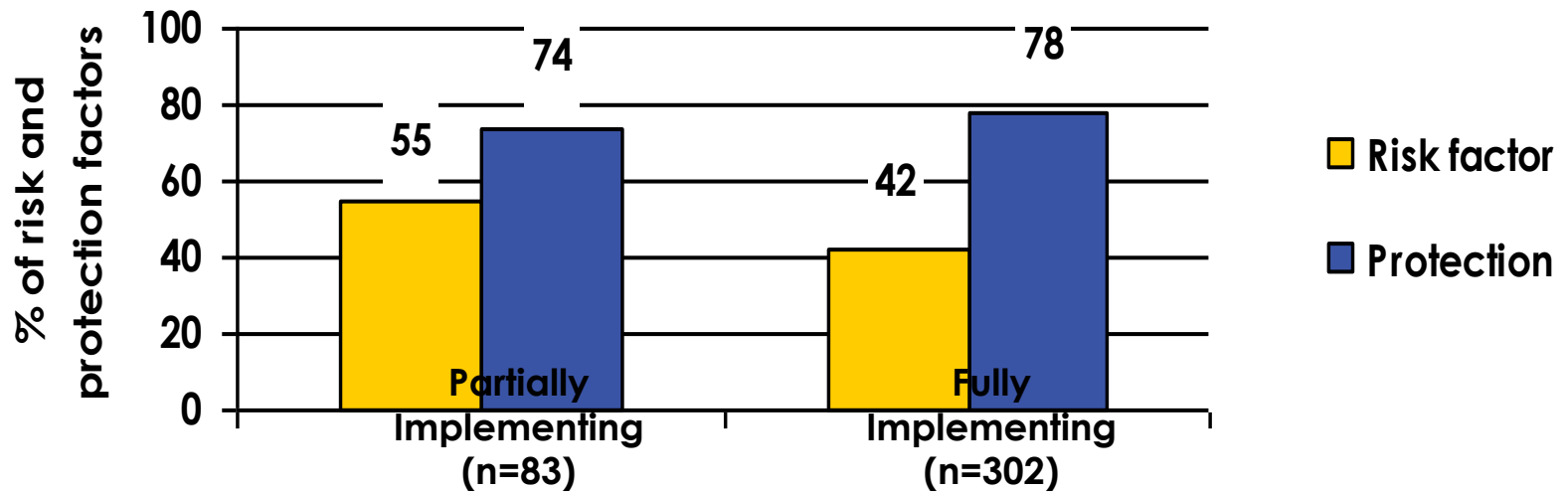
AYP Comparisons Between Partially & Fully Implementing Illinois PBIS Schools 2006-07



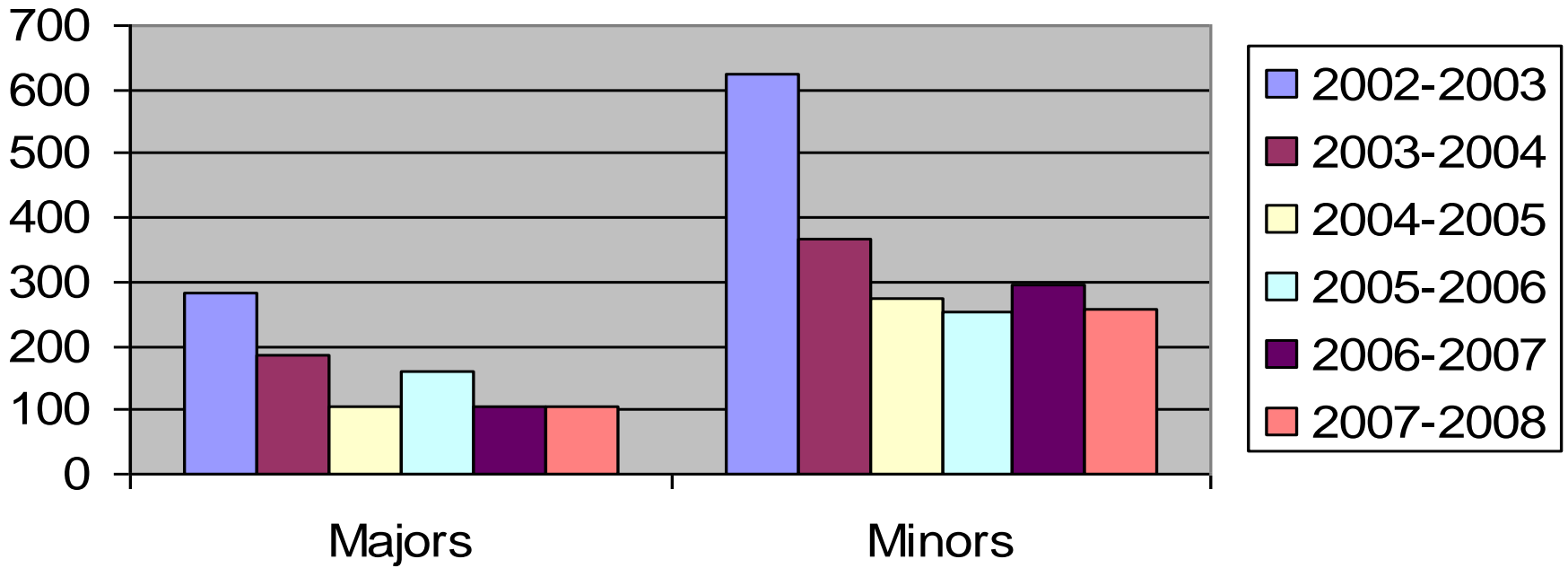
Aurora East Elementary Schools' Average Total* ISAT Scores from 2004-2007 (n=7)



School Safety and SET Fidelity in Illinois PBIS Schools

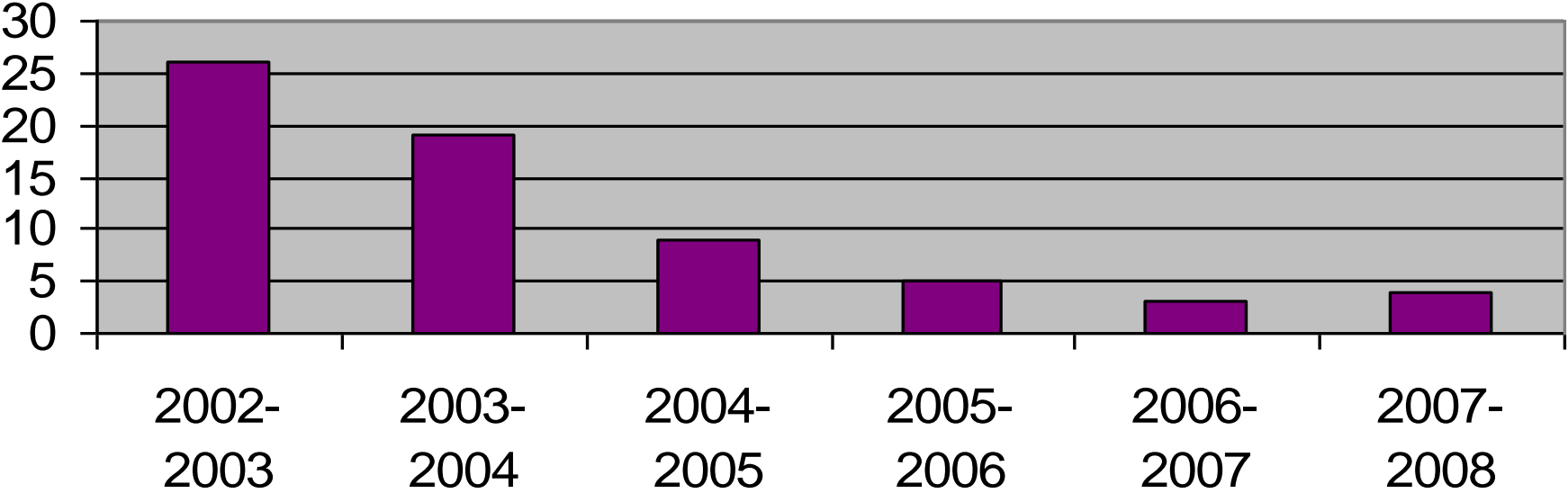


DEWEY ELEMENTARY Office Discipline Referrals



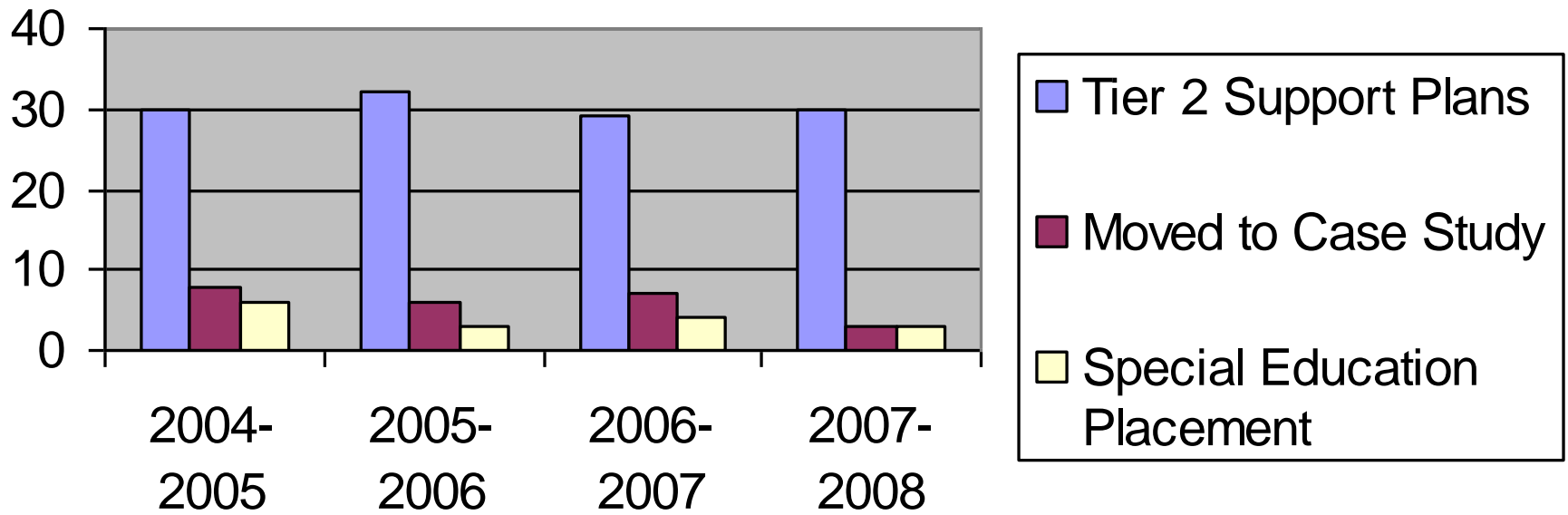
DEWEY ELEMENTARY

Students Suspended



DEWEY ELEMENTARY - RtI

Tier 2 Plans/Special Education Placements



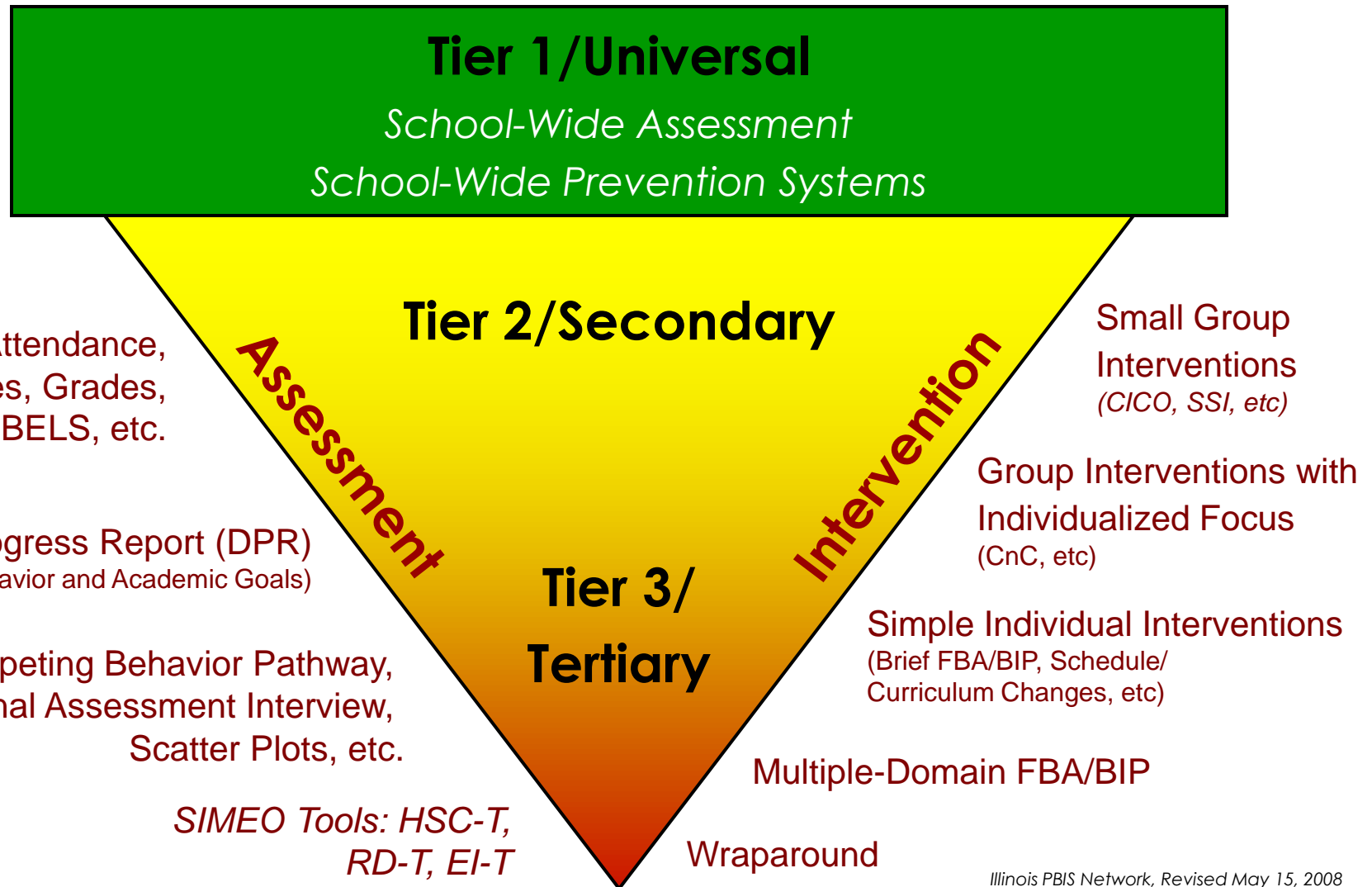
Some “Big Picture” Challenges Continue...

- Sp. Ed. referral instead of tertiary intervention
- Low intensity, low fidelity interventions
- Habitual use of restrictive settings (and poor outcomes) for youth with disabilities
- High rate of undiagnosed MH problems (stigma, lack of knowledge, etc)
- Changing the routines of ineffective practices (systems) that are “familiar” to systems

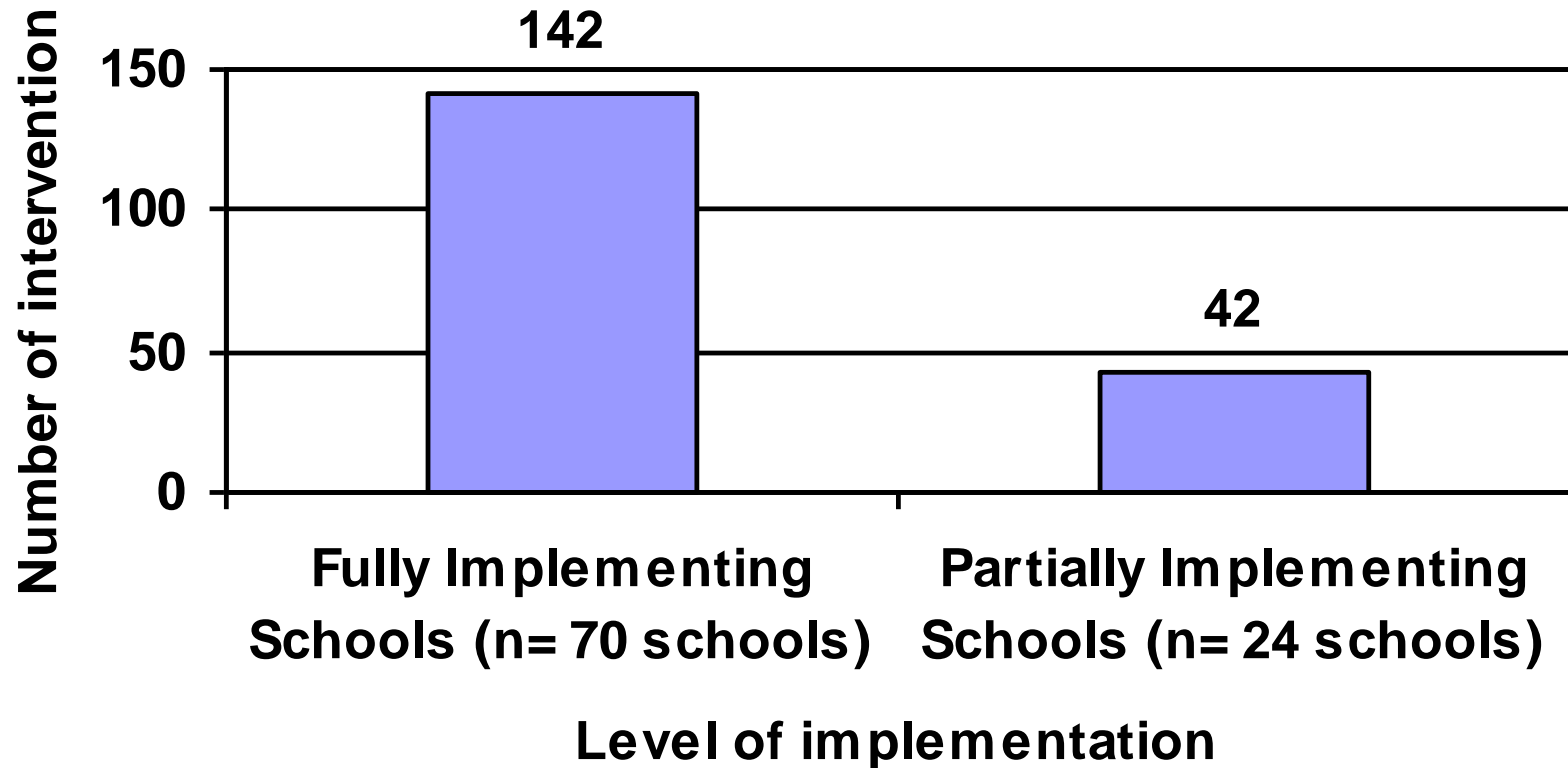
Key Questions:

- Is effective instruction (academics & social/emotional) provided in needed dosage for ALL students?
- How do we move from “expert driven”, one-student at a time, reactive approaches to proactively supporting the social/emotional health of ALL students?
- How do we efficiently integrate community and family supports thru a school-based system that focuses on prevention?

Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model

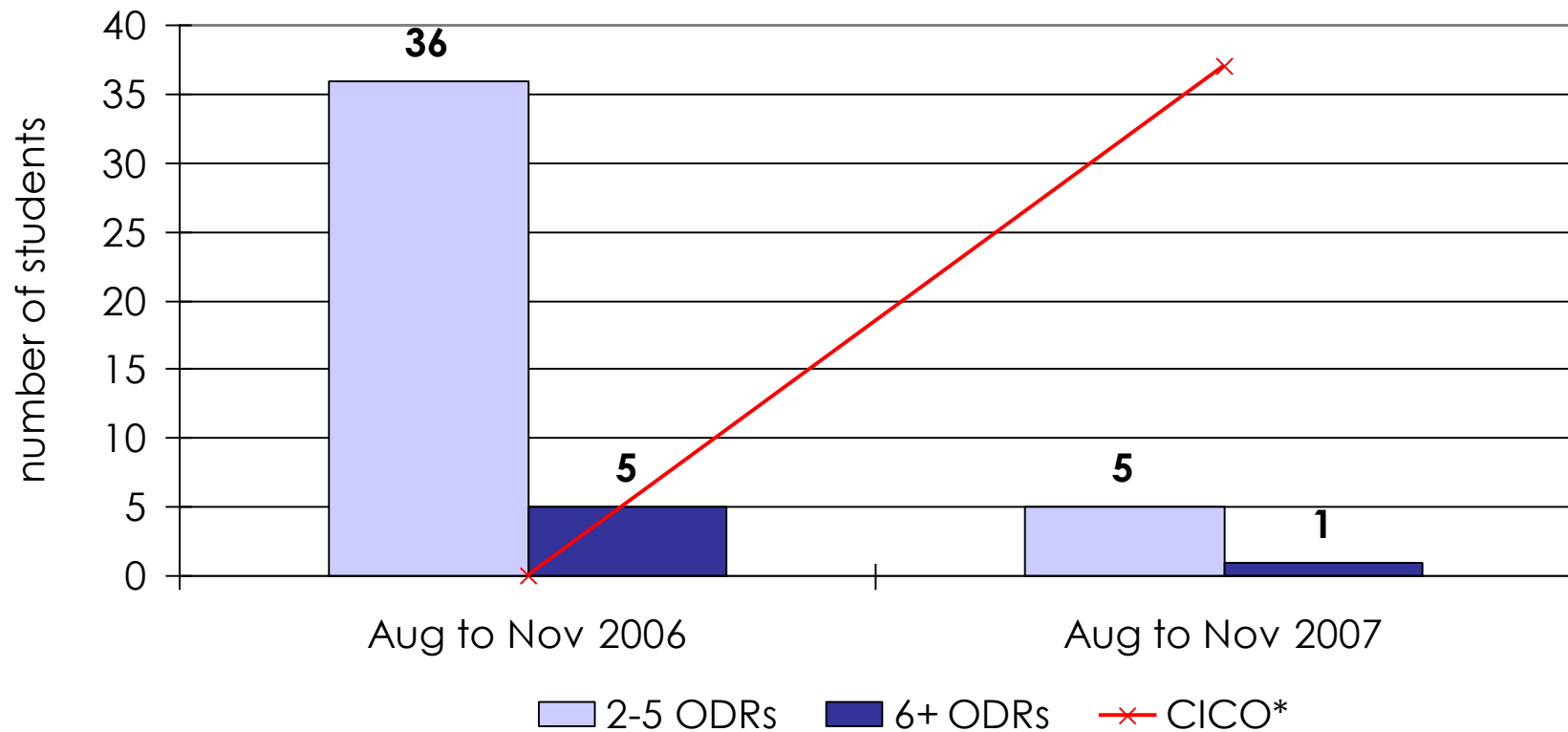


Small Group and Individual Interventions Rated "High" or "Very High" in Fully and Partially Implementing PBIS Schools 2006-07-Illinois



Tertiary Demos

Tertiary Demo School Reduces ODRs & Increases Simple Secondary Interventions

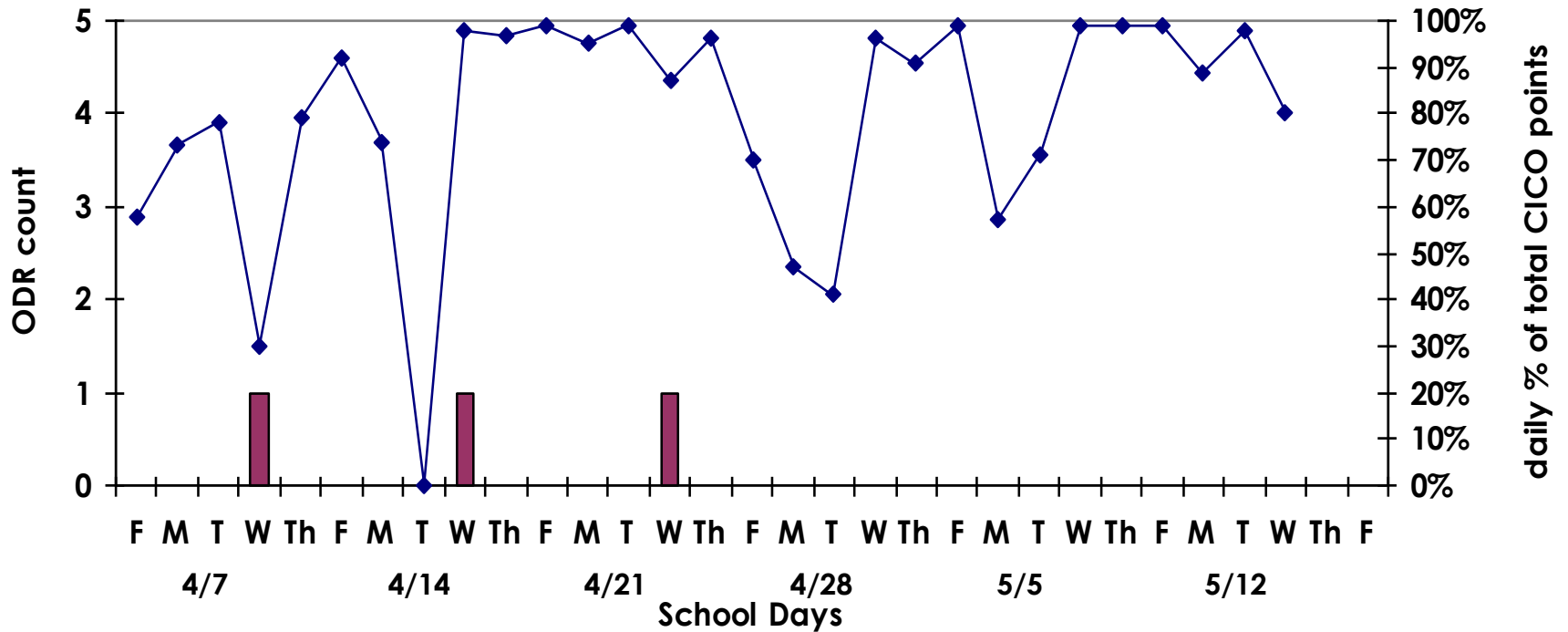


*CICO = Check in, Check Out

Types of Group Interventions

- Check in/ Check Out Systems
- Check and Connect
- Newcomers Club
- Homework Study Groups
- Anger Management Group
- Other Social Skills Groups
- “Support” Groups (divorce, grief, etc)

CICO Individual Student Progress Report



A Context for PBIS

- Behavior support is the *redesign of environments*, not the redesign of individuals.
- Positive behavior support plans define changes in the behavior of those who will implement the plan. A behavior support plan describes what we will do differently.

Effective Behavior Interventions:

- Function – based
- Proactive
- Have adequate dosage of:
 - ✓ Instruction
 - ✓ Practice
 - ✓ Support
 - ✓ Encouragement
 - ✓ Monitoring

Tertiary Level System Components

- **Facilitate/guide an individualized team planning process**
- **Family/student/teacher ownership of plan**
- **Access full range of school and community support services across life domains**
- **Home, school, community settings**
- **Individualized academic and behavior interventions are integrated into comprehensive wraparound plans.**

Individualized Teams at the Tertiary Level

- Are unique to the individual child & family
 - Blend the family's supports with the school representatives who know the child best
- Meeting Process
 - Meet frequently
 - Regularly develop & review interventions
- Facilitator Role
 - Role of bringing team together
 - Role of blending perspectives

Wraparound: A SOC Tool

- Emerged from practitioners struggling to implement SOC (grassroots)
- Keep/bring youth home
- Flexible, creative, non-categorical
- Natural support networks
- Community-based
- Unconditional-Commit to “stay the course”
- Let family voice guide service development
- Non-traditional supports and services

What's New in Wraparound?

- Skill set specificity
- Focus on intervention design/effectiveness
- Integration with school-wide PBS
- Phases to guide implementation/supervision
- Data-based decision-making
- Integrity/fidelity assessment (WIT)
- Tools to guide teams:
 - Home School Community
 - Education Information Tool

Implementing Wraparound :

Key Elements Needed for Success

- ✓ Engaging students, families & teachers
- ✓ Team development & team ownership
- ✓ Ensuring student/family/teacher voice
 - ❑ Getting to real (big) needs
- ✓ Effective interventions
 - ❑ Serious use of strengths
 - ❑ Natural supports
 - ❑ Focus on needs vs. services
- ✓ Monitoring progress & sustaining
- ✓ System support buy-in

Four Phases of Wraparound Implementation

I. Team Preparation

- Get people ready to be a team
- Complete strengths/needs chats (**baseline data**)

II. Initial Plan Development

- Hold initial planning meetings (**integrate data**)
- Develop a team “culture” (**use data to establish voice**)

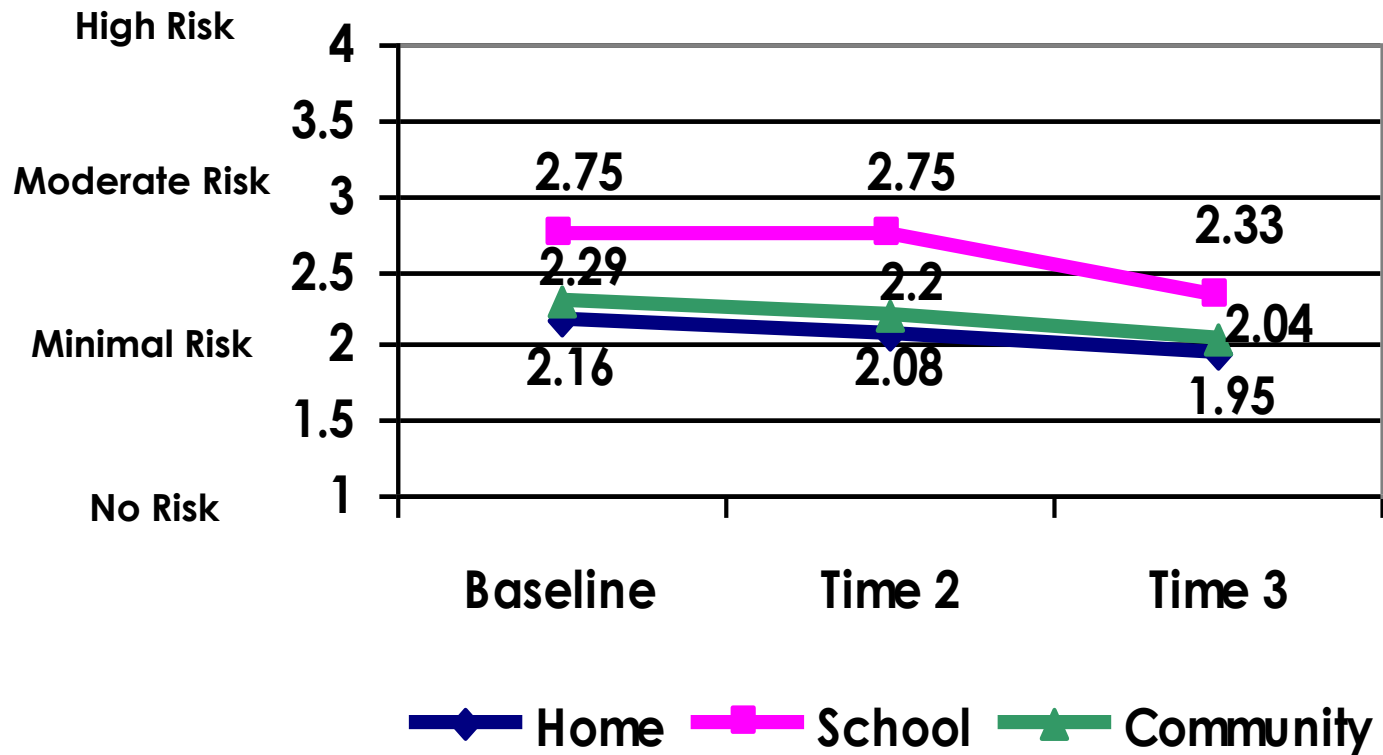
III. Plan Implementation & Refinement

- Hold team meetings to review plans (**ongoing data collection and use**)
- Modify, adapt & adjust team plan (**based on data**)

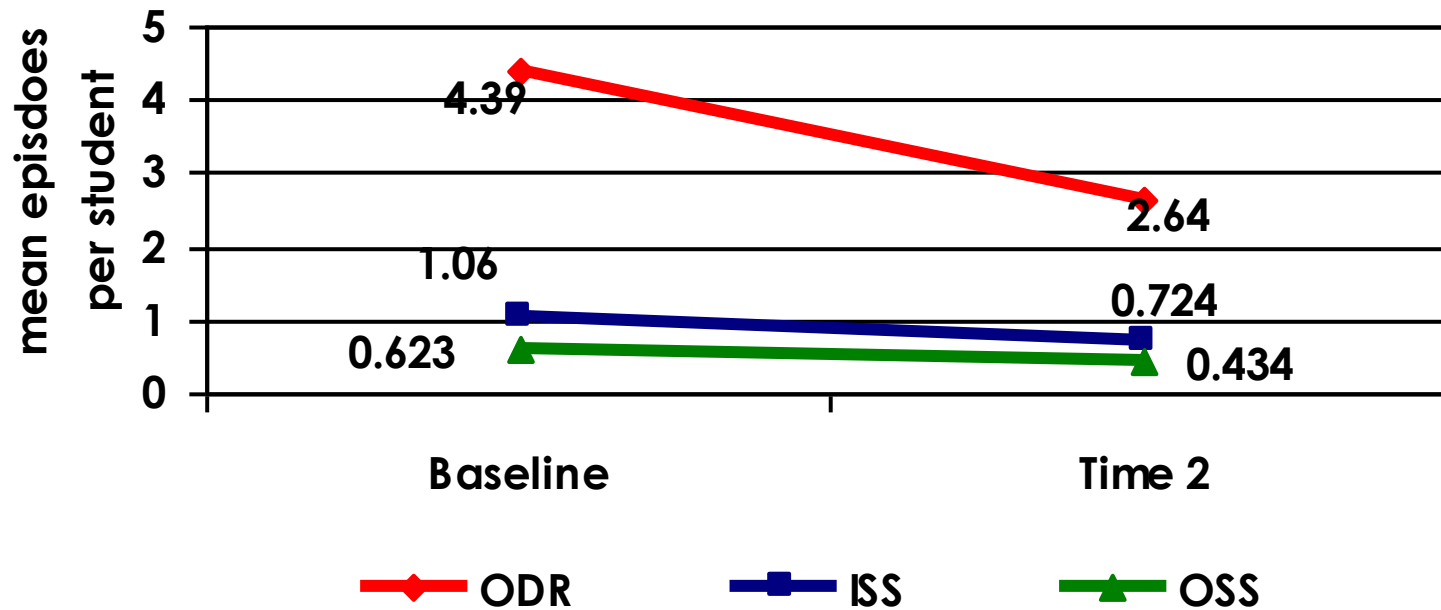
IV. Plan Completion & Transition

- Define good enough (**Data-based decision-making**)
- “Unwrap”

Decreasing Placement Risk Over Time (n=24)



Problem Behaviors Decrease (n=69)

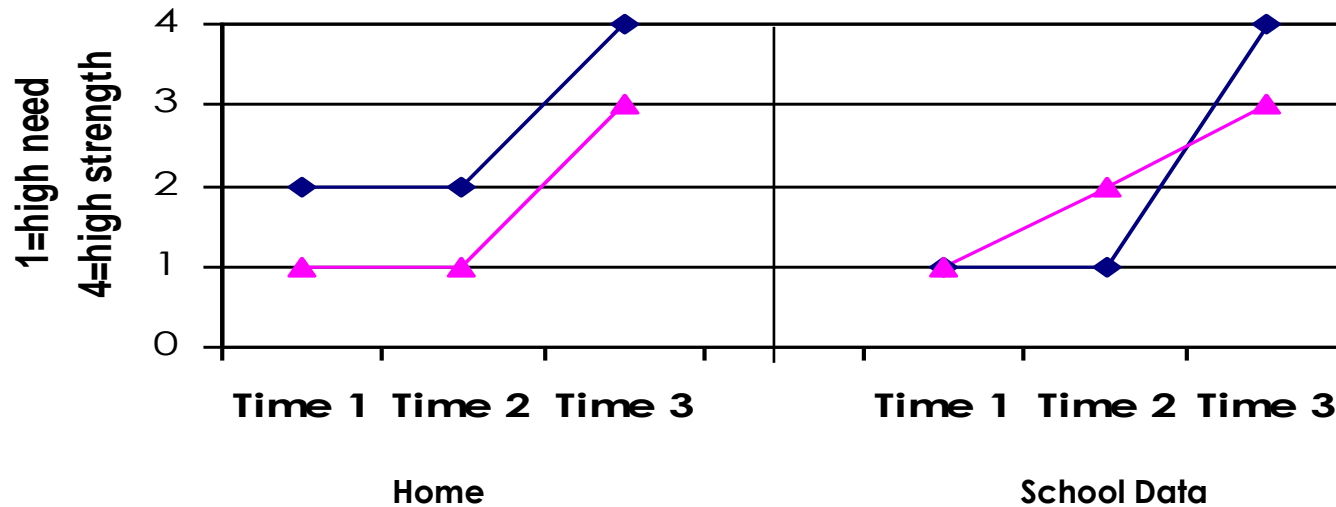


DATA: The BIG Question

Can teams use data-based decision-making to prioritize needs, design strategies, & monitor progress of the child/family team?

- ✓ more efficient teams, meetings, and plans?
- ✓ less reactive (emotion-based) actions?
- ✓ more strategic actions?
- ✓ more effective outcomes?
- ✓ longer-term commitment to maintain success?

“Eric’s” Data: Home/School/Community Tool



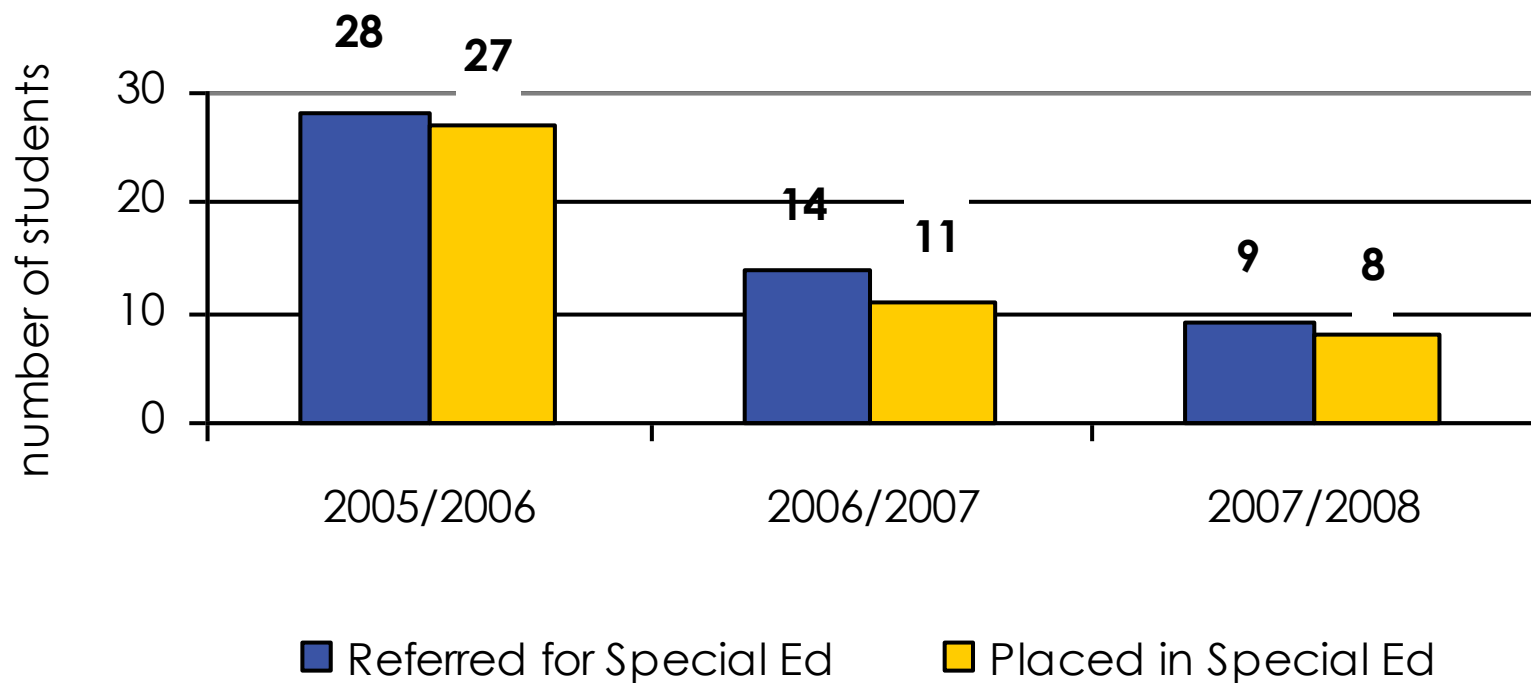
- ◆— Behavioral: Pays attention to directions
- ▲— Emotional: Responds emotionally like other youth

Special Education Data:

- What is percentage of total enrollment by ethnicity*?
- What percentage of each ethnic group has an IEP?
- What is the % of time spent outside of General Education? (LRE)
- Does the data indicate an increase or decrease in students referred/placed in Special Education?
- Does the data indicate an increase or decrease in least restrictive environment?

*Beyond ethnicity – replace ethnicity with gender, English Language Learners (ELL), free and reduced lunch

Changes in Students Placed in Special Education – Hermansen Elementary School Valley View School District 365U



Breakout Session

- Implementation specifics at all 3 tiers
- Commitments Needed/Readiness

The Kansas-Illinois

SW-PBS Tertiary Demonstration Center:

A Response to Intervention (RtI) Continuum of Support Model

A Demonstration Project of the USDOE, OSEP
2007-2010

Co-Principal Investigators:
Wayne Sailor, University of Kansas
Lucille Eber, Illinois PBIS Network



Resources:

- Fixen, et al, 2005. **“Implementation Research: A Synthesis of the Literature**
<http://mim.fmhi.usf.edu>
- Kutash et al, 2006. **“School-based Mental Health: An Empirical Guide for Decision-Makers”** <http://rtckids.fmhi.usf.edu>
- (Bazelon Center, 2006) **“Way to Go”....School Success for Children with Mental Health Care Needs** www.bazelon.org
- Freeman, R., Eber, L., Anderson C, Irvin L, Bounds M, Dunlap G, and Horner R. (2006). **“Building Inclusive School Cultures Using School-wide PBS: Designing Effective Individual Support Systems for Students with Significant Disabilities”**. The Association for Severe Handicaps (TASH) Journal, 3 (10), 4-17. (www.pbis.org)
- Eber, L. , Breen, K., Rose, J., Unizycki, R.M, London, T.H. (2008). **“Wraparound as a Tertiary Intervention within a School-wide System of Positive Behavior Support”**. Teaching Exceptional Children 40 (6), 16-22.
- Eber, L., Hyde, K., Rose, J., Breen, K., Mc Donald, D. and Lewandowski, H. (in press). Completing the Continuum of School-wide Positive Behavior Support: Wraparound as a Tertiary Level Intervention. In Sailor, W., Dunlap, G., Sugai, G. and Horner, R. (Eds.), **Handbook of Positive Behavior Support**. Springer. NY,NY
- www.pbisillinois.org, www.pbis.org