

PBS and Special Education: *What is the Picture?*

Dr. Brandi Simonsen
University of Connecticut

brandi.simonsen@uconn.edu

What is SWPBS?

School-wide Intervention Models

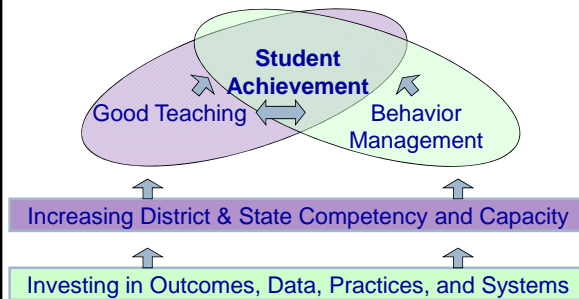
- ▶ In order to implement evidence-based practices in academic and behavioral domains and intervening early to prevent school failure, schools are adopting comprehensive school-wide intervention models
- ▶ Responsiveness to Intervention (RtI) and School-wide Positive Behavior Supports (SWPBS) are evidence-based models for early intervention and prevention.

Logic!

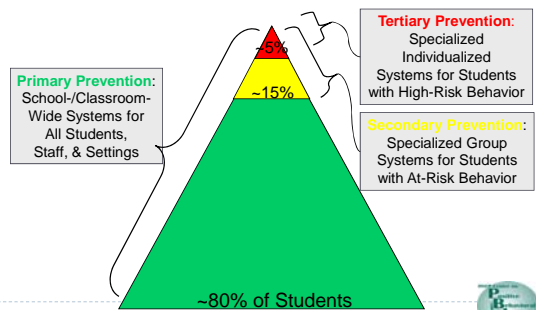
Successful teaching & learning environments are *effective, efficient, relevant, & durable*

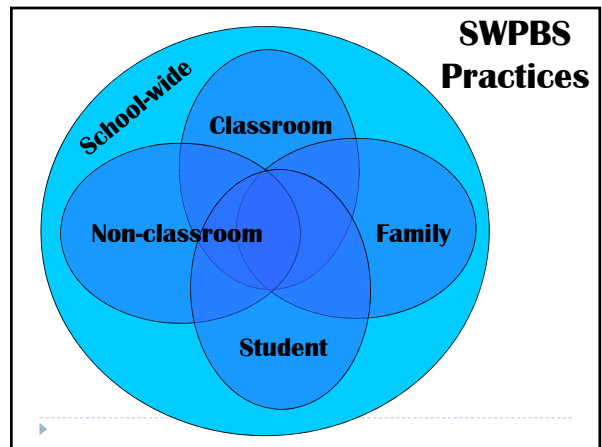
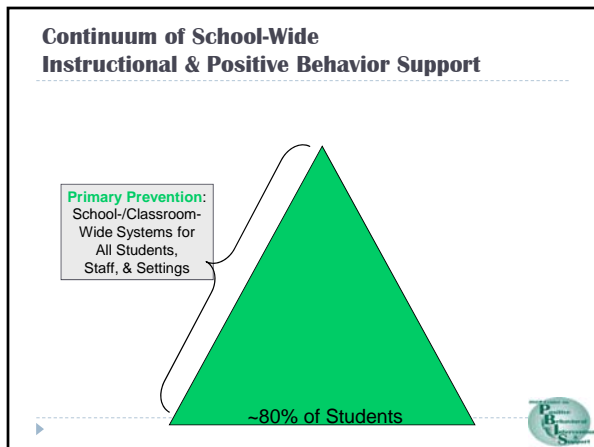
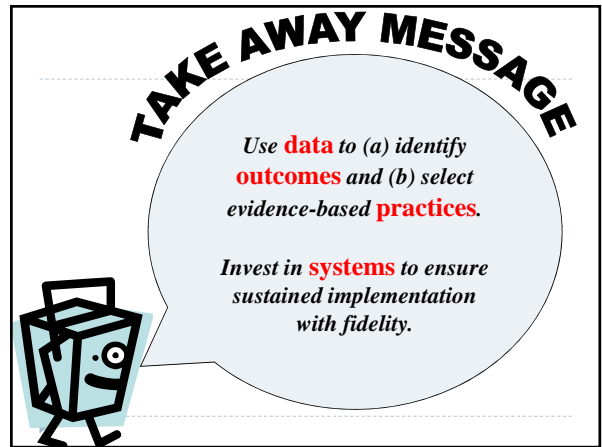
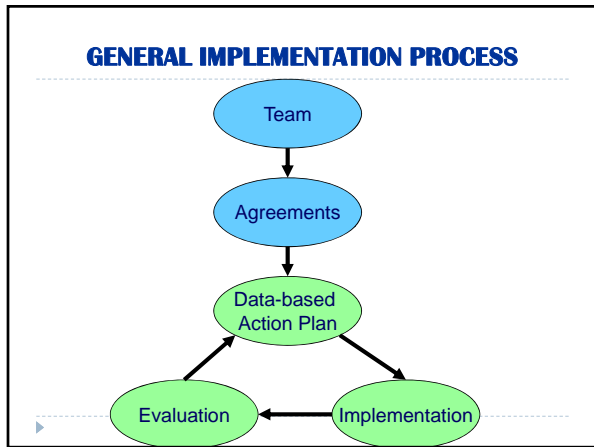
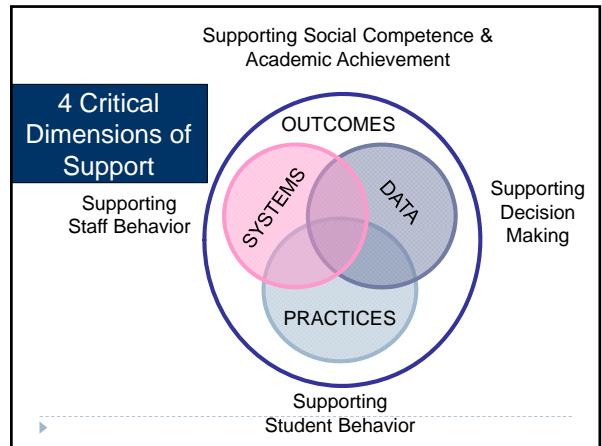
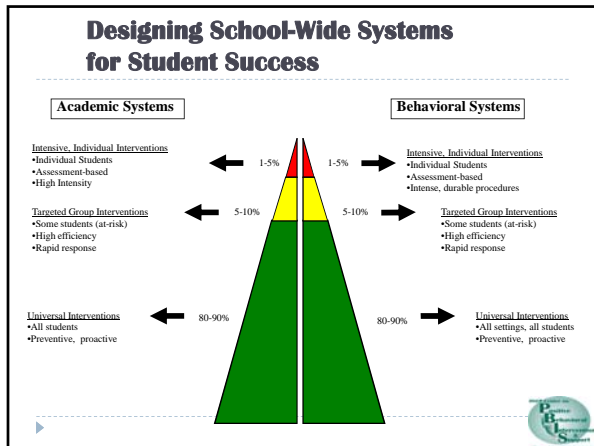
- ▶ Outcome-based
- ▶ Data-led decision making
- ▶ Evidence-based practices
- ▶ Systems support for accurate & sustained implementation

Main Messages



Continuum of School-Wide Instructional & Positive Behavior Support





Primary Prevention

What are the critical features?

1. Common **purpose** & approach to discipline
2. Clear set of **positive expectations & behaviors**
3. Procedures for **teaching** expected behavior
4. Continuum of procedures for **encouraging** expected behavior
5. Continuum of procedures for **discouraging** inappropriate behavior
6. Procedures for on-going **monitoring & evaluation**

Classroom Setting Systems

What are the critical features?

- **Maximize structure** in your classroom.
- **Post, teach, review, monitor, and reinforce** a small number of positively stated **expectations**.
- **Actively engage** students in observable ways.
- Establish a **continuum of strategies to acknowledge appropriate behavior**.
- Establish a **continuum of strategies to respond to inappropriate behavior**.

Nonclassroom Setting Systems

What are the critical features?

- ▶ **Positive** expectations & routines taught & encouraged
- ▶ **Active supervision by all staff**
 - ▶ Scan, move, interact
- ▶ **Pre-corrections** & reminders
- ▶ **Positive reinforcement**

Individual Student Systems

What are the critical features?

- ▶ **Behavioral competence** at school & district levels
- ▶ **Team- & data-based** decision making
- ▶ Targeted **social skills** & self-management instruction
- ▶ Individualized **instructional & curricular** accommodations
- ▶ **Function-based** behavior support planning
- ▶ Comprehensive **person-centered** planning & **wraparound** processes

Behavioral Interventions and Practices in...

Family Systems

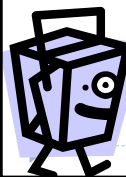
- ▶ **Continuum** of positive behavior support for all families
- ▶ Frequent, regular, and **positive contacts**, communications, and acknowledgements
- ▶ Formal and **active participation** and involvement as equal partners
- ▶ Access to system of integrated school and community **resources**

TAKE AWAY MESSAGE

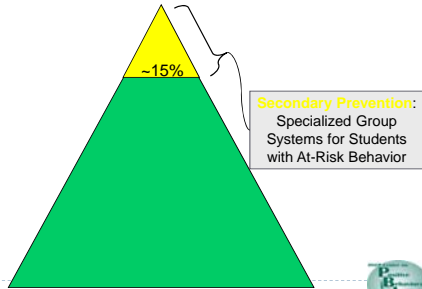
Tier 1 (a.k.a. universal, primary, or green) interventions are implemented for **ALL** students (and staff).

MOST students (and staff) will respond to Tier 1.

For those who do not respond, we must intensify our intervention...



Continuum of School-Wide Instructional & Positive Behavior Support



Introduction to Secondary Systems

What is needed to consider secondary intervention?

- ▶ **Effective school-wide or primary system of positive behavior support**
- ▶ **Local behavioral competence**
- ▶ **Function-based approach**
- ▶ **Faculty agreement to support all students**
- ▶ **Regular leadership team-based review & problem solving**
- ▶ **Discipline/behavior incident data management system**
- ▶ **District start-up resources**

Common Secondary Intervention Features

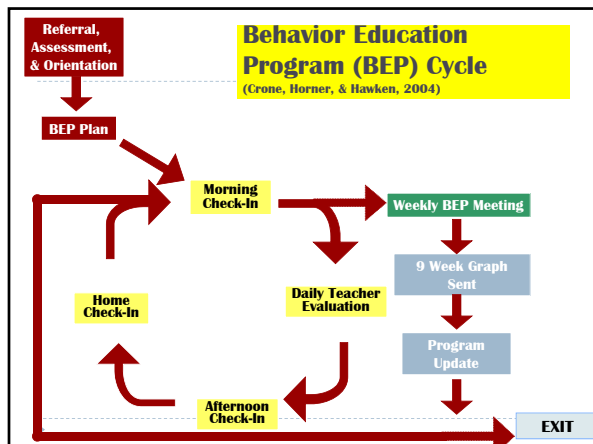
- ▶ **Regular function-based screening**
- ▶ **Direct student orientation, training, practice, & review**
- ▶ **Link to SW expectations, routines, etc.**
- ▶ **Link to academic programming & expectations**
- ▶ **Daily-weekly monitoring, review, & evaluations with adult**
- ▶ **Regular, overt, & frequent opportunities for positive reinforcement**
- ▶ **Individualized academic & behavioral targets, & accommodations**
- ▶ **Daily-weekly home-school communications**
- ▶ **Behavioral contracting**
- ▶ **Self-management strategies**

Possible Solution

Standardized, function-based intervention “package” that is applied to relatively small number of students

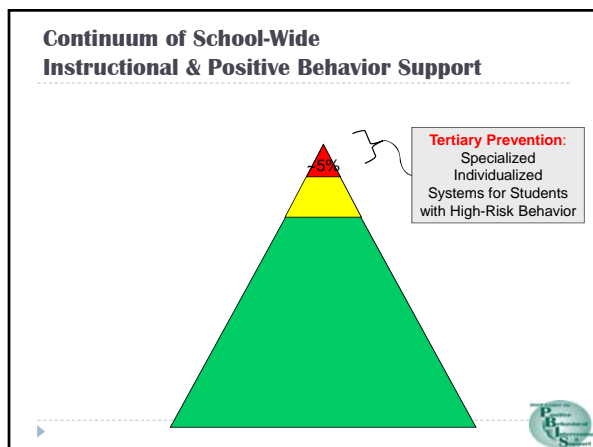
Range of Secondary Interventions

- ▶ **Social Skills Instruction**
- ▶ **“Think Time”**
- ▶ **First Step to Success**
- ▶ **Mentoring**
- ▶ **Check-In/Check-Out (or the BEP)**



TAKE AWAY MESSAGE

Secondary systems efficiently support a small group of students by increasing prompts, structure, and opportunities for reinforcement.



1°: Individualized Behavioral Interventions

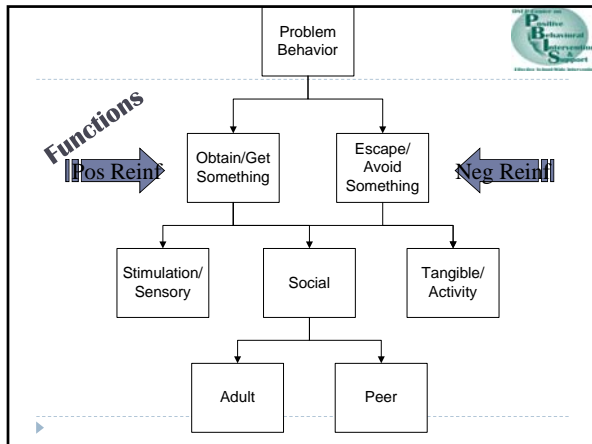
- ▶ Students benefit from **function-based support** (e.g., Crone & Horner, 2003)
- ▶ All behavior occurs in a **context**.
- ▶ By looking at the behavior in context, we can hypothesize about the **function** of a student's behavior.

What is function based support?

- ▶ Foundations in Behavioral Theory, Applied Behavior Analysis, & PBS
- ▶ Attention to environmental context
- ▶ Emphasis on “purpose” or function of behavior
- ▶ Focus on teaching behaviors
- ▶ Attention to implementers (adult behaviors) & redesign of teaching & learning environments.

Function of Behavior

- ▶ All behavior serves a function:
 - ▶ Learners trying to *get or obtain* desired activities, tangible items, attention, or stimulation (S^{R+}).
 - ▶ Learners trying to *avoid or escape* aversive activities, items, attention, or stimulation (S^{R-}).



Developing interventions for Individual Students

There are three basic steps:

1. Look at the function of behavior
2. Choose replacement behaviors
3. Develop intervention strategies



1. Look at the Function of Behavior

- ▶ When a student is exhibiting problematic behaviors, look at the function:
 - ▶ What typically **precedes** the problematic behaviors?
 - ▶ What typically **follows** the problematic behaviors?
 - ▶ What **function** are the behaviors serving for the client?

Collecting Information

- ▶ A **Functional Behavioral Assessment (FBA)** involves collecting information from multiple sources through a variety of methods, including:
 - ▶ Records Reviews
 - ▶ Interviews
 - ▶ Direct Observations
 - ▶ Experimental Analysis
 - ▶ Structural Analysis
 - ▶ Functional Analysis

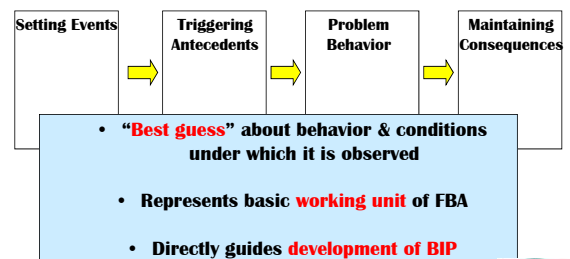


Outcome of FBA

- ▶ The outcome of the entire FBA process is a **summary statement** that specifies antecedents, behaviors, and function.

Testable Hypothesis/Summary Statement

"Basic Unit"



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).



2. Choosing a Replacement Behavior

- ▶ Determine what to **teach** the student that will allow them to still meet the same function.
- ▶ This new behavior is called the **alternative, or replacement, behavior** because it will replace the problem behavior and meet the same function.
- ▶ Some people refer to this as a “**fair-pair**” with the target (or problem) behavior.

Choosing a Replacement Behavior Cont'd

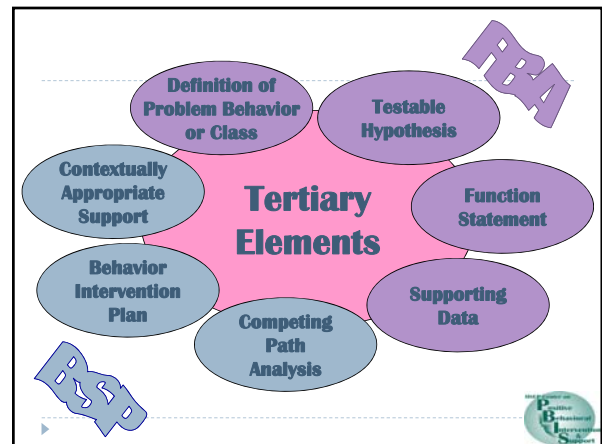
- ▶ For the student to engage in this behavior, it must be more **efficient and effective** at achieving the function than the problem behavior.
- ▶ That is, it should require less effort and be more likely to result in the same type of reinforcement.

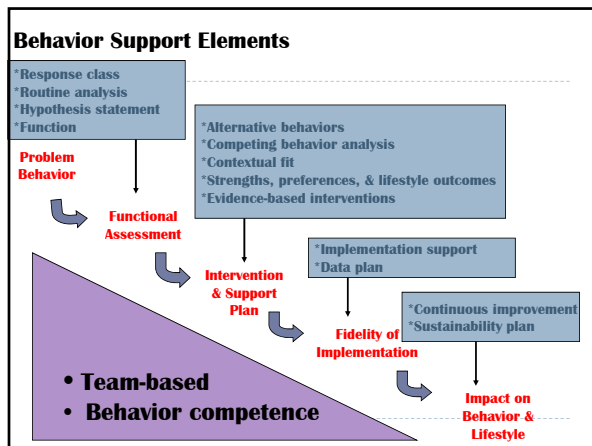
3. Develop Intervention Strategies

- ▶ Based on our understanding of the context of problem behavior, we then begin to develop intervention strategies.
- ▶ Our strategies should be targeted to address:
 - ▶ Ways to **prevent** the occurrence of behavior
 - ▶ Ways to **teach** replacement behavior
 - ▶ Ways to **shape** replacement behavior into desired behavior
 - ▶ Ways to **increase** occurrences of replacement and desired behaviors
 - ▶ Ways to **decrease** occurrences of target behaviors

Intervention Strategies

SETTING EVENT MANIPULATIONS	ANTECEDENT MANIPULATIONS	WAYS TO TEACH BEHAVIORS	CONSEQUENCE MANIPULATIONS
MINIMIZE THE LIKLIHOOD	WAYS TO MAKE PROBLEM BEHAVIOR IRRELEVANT (PROMPTS)	WAYS TO MAKE PROBLEM BEHAVIOR INEFFICIENT (SHAPING & CHAINING)	WAYS TO MAKE PROBLEM BEHAVIOR INEFFECTIVE (S ^{R+} , S ^{R-} , S ^{P-})
NEUTRALIZE			
WITHHOLD S ^D			
ADD PROMPTS & INCREASE REINFORCERS FOR DESIRED BEHAVIOR			





TAKE AWAY MESSAGE

Tertiary interventions are intensive, function-based supports for individual students.

The focus is on redesigning environments and teaching functional skills.

What is role of SPED within a school-wide model (like SWPBS)?

adapted from: Simonsen, B., Shaw, S., Faggella-Luby, M., Sugai, G., Coyne, M., Rhein, B., Madaus, J. & Alfano, M. (in press). A school-wide model for service delivery: Special educators as interventionists. *Remedial and Special Education*.

Role of Interventionists in School-wide Model

- ▶ Special educators as interventionists should be involved in every aspect of the school-wide model:
 - ▶ providing special education services within and across the three tiers;
 - ▶ preventing at-risk students from developing chronic academic or behavioral problems; and
 - ▶ working with general educators to implement the model, collect data, make data-based decisions, and implement appropriate interventions.

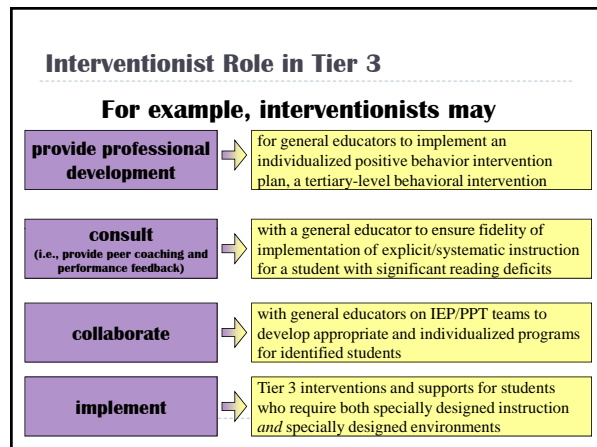
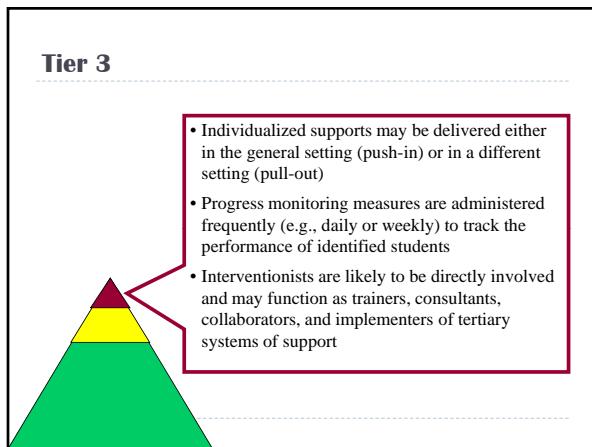
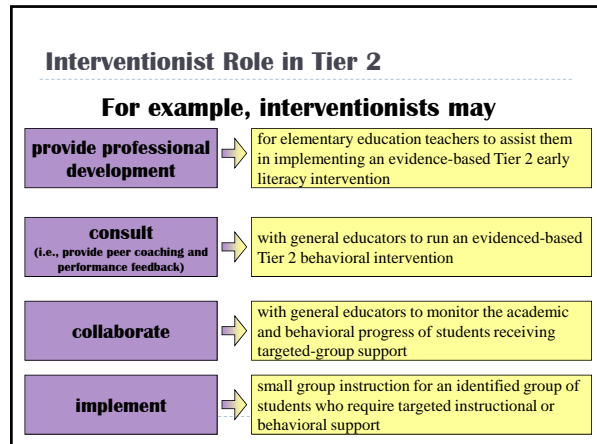
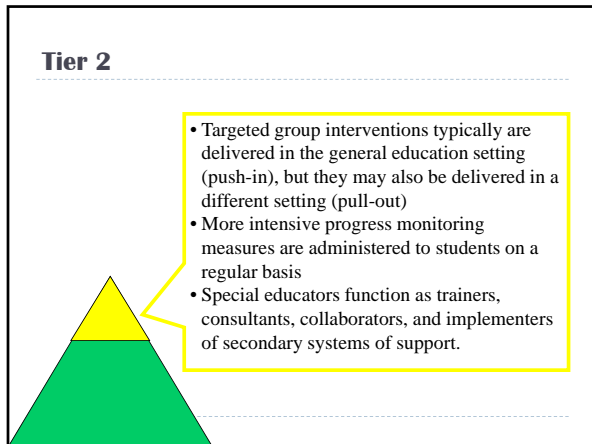
Tier 1

- Evidence-based practices are implemented for *all* students in the general education setting
- Universal screening measures and procedures are applied to *all* students.
- Interventionists may function as trainers, consultants, and collaborators with general educators to implement universal supports

Interventionist Role in Tier 1

For example, interventionists may

- provide professional development** → for general educators on systematic and explicit instruction—an evidence based approach to delivering academic instruction
- consult** (i.e., provide peer coaching and performance feedback) → with general educators to increase the fidelity with which evidence-based classroom management practices are implemented
- collaborate** → with general educators to implement universal academic and behavioral screening procedures for all students within a school



Challenges Ahead

- ▶ **Implement School-wide Model:**
 - ▶ develop each school's approach
 - ▶ identify and prepare team
 - ▶ prevention and early intervention become school policy (i.e., intensive intervention prior special education referral)

How does this redefine the roles of school personnel?

For further information

- ▶ www.pbis.org
- ▶ www.cber.org