



Positive Behavior Supports: Beyond the Basics

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Facts Regarding Challenges in Schools

From:https://www.pbssurveys.org/resources/PBS_implementation_Blueprint_v3_20040913.doc

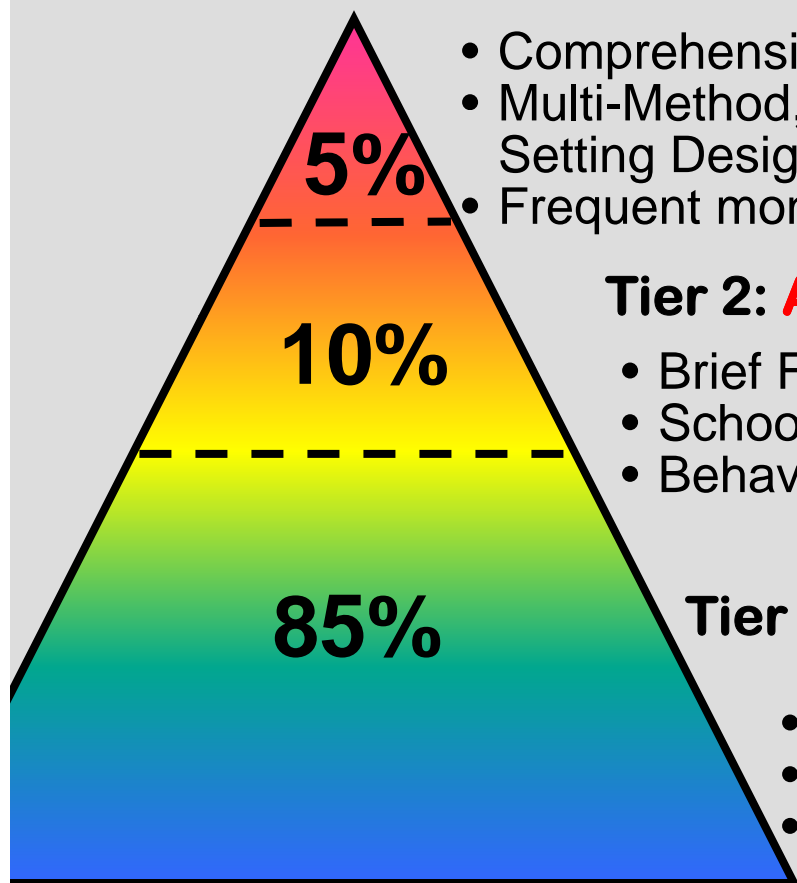
- Rate of disruptive problem behavior is escalating (U.S. Surgeon General, 2000).
- Single most common request for assistance from teachers is related to behavior and classroom management (Elam, Rose, & Gallup, 1999).
- Schools struggle with addressing problem behavior for a variety of reasons:
 - Students are more different from each other than similar.
 - Multiple initiatives compete and overlap.
 - School climates are reactive and controlling.
 - School organizational structures and processes are inefficient and ineffective.
 - Public demand is high for greater academic accountability and achievement.
 - Occurrences of antisocial behavior in school (e.g., aggression, substance use, dropping out, attendance, and insubordination/noncompliance) are more severe and complex.
 - Limited capacity exists to educate students with disabilities.
 - Media that portrays role models are violent and antisocial.



Key Features of PBIS

- Schoolwide Discipline
 - Few Positively Stated Rules
 - Classroom and Non-classroom Expectations
 - Low level reinforcers and visibility
 - Major/Minor Infraction grids
 - Tracking Discipline referrals
 - Teaching Positive Behaviors

Three Tiered Behavior Model



Tier 3: **Assessment**

- Comprehensive / Functional
- Multi-Method, Source & Setting Design
- Frequent monitoring/support

Tier 2: **Assessment**

- Brief Functional Assess
- School Records Review
- Behavior Rating Scales

Tier 1: **Assessment**

- Universal Screening
- Teacher Nomination
- Brief Screening Tools

Tier 3: **Interventions**

- Individual Student Services
- Special Education/IEP
- Wrap-around services

Tier 2: **Intervention**

- Classrooms and Groups
- Specialized Skills Training
- Mentoring
- Increased Support

Tier 1: **Intervention**

- Schoolwide PBS
- Prevention Curricula
- Social Skills Training
- Positive School Climate

Merrell & Walker, 2004



Purposes for Assessment

- Screening
- Progress Monitoring (Formative Evaluation)
- Diagnostic
- Summative Evaluation (Outcomes)
- Treatment Integrity Checks
 - Need Manual or set of procedures
 - Video Modeling: RIDE (Sopris West)




Previous Resistance

■ Kauffman (2004)

- avoiding the stigma of identification as Emotional and Behavioral Disordered (EBD)
- the lack of available services for identified students,
- overarching importance of addressing academic performance versus emotional and behavioral needs

“have “prevented the prevention” of serious behavioral and emotional disorders among at-risk children” (Severson et al., 2007, p. 195).



Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham (2007).
Proactive, early screening to detect behaviorally at-risk students:
Issues, approaches, emerging innovations, and professional
practices. *Journal of School Psychology*, 45 (2).


- Factors leading to increased screening:
 - Shootings in the 1990s
 - Evidenced Based Practice Movements
 - Models of Prevention



2004: OSEP funded Behavior Research Centers (Severson et al., cont.)


Recommendations for Screening (Six met criteria)

- (1) multiple gating procedures (Systematic Screening for Behavior Disorders),
- (2) teacher evaluation and Likert rating(s) of all students in the classroom on a common set of behavioral criteria (Drummond Student Risk Screening Scale (SRSS), and
- (3) teacher nomination of problem students followed by Likert rating(s) of their behavioral characteristics and social skills.



Emerging innovations: behavioral screening and early detection of at-risk students

- (1) the systematic recording of office discipline referrals (ODRs),
- (2) screening on the basis of Response to Intervention (RTI) where certain students fail to respond adequately to an appropriate intervention implemented with good treatment fidelity, and
- (3) screening for exposure to risk factors that are associated with destructive outcomes.



Do Discipline Referrals alone comprise comprehensive screening?

Case Study: Barker School

- Schoolwide Positive Behavior Support
- Modelprogram.com
- Pre-post data for discipline referrals
- No information on school climate



Barker School

Modelprogram.com

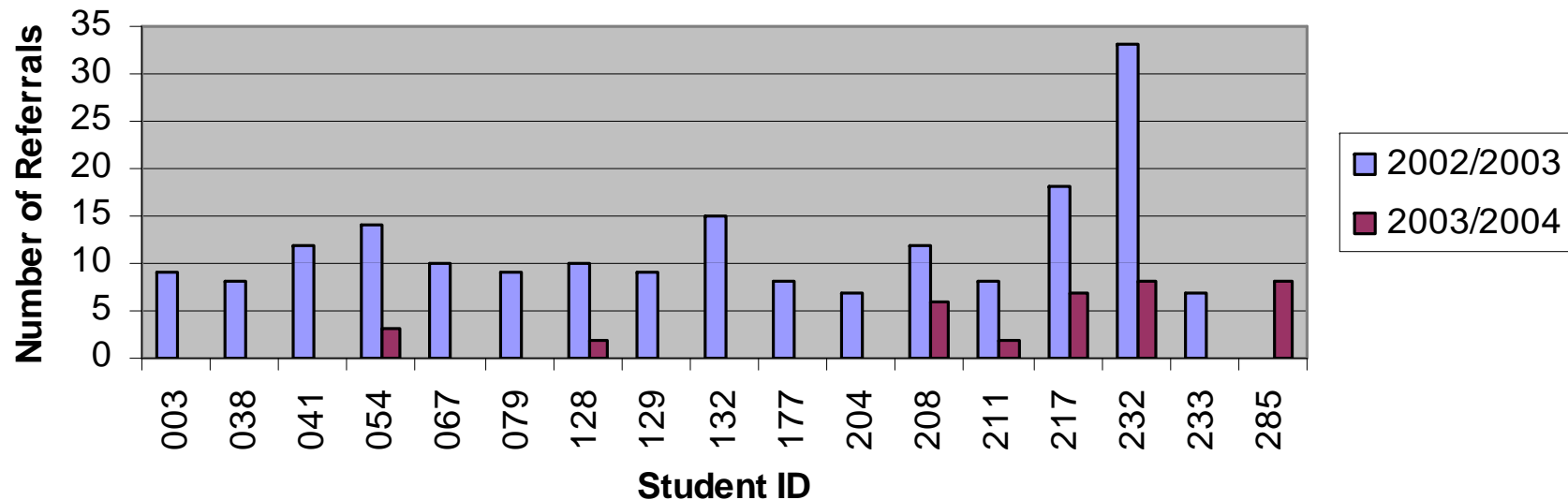
- Manual for PBS with over 50 classwide social skills lessons
- Framework for leadership team and structure for minor and major infractions


Referrals Baseline Data

- 2002-2003 School Year: (7/3/02 - 3/02/03)
 - 896 Total Referrals
 - 246 students referred
 - 34 Students were repeat offenders (over 6 referrals)
 - These 34 students represent 14% of students referred and comprised 52% of referrals

- Barker 2003-2004 Total Referrals (7/10/03 - 3/2/04): 277
- 140 students referred
- Only 4 students with more than 6 referrals
- Chart excludes 2002-2003 5th graders who were promoted to middle school (6) and students who moved (10).

Comparison of Repeat Offenders 02/03 - 03/04





Discipline Records only May Be Misleading!

- While the previous data paint a beautiful picture, teachers at the school were LESS happy
- Students within the classrooms were perceived to demonstrate continued negative behaviors
- What does this tell us? Some ideas:



Tier I Assessment

- Universal Screening
 - Systematic Screening for Behavior Disorders
 - Early Screening Project
- Teacher Nomination
- Brief Screening Tools – Risk and protective factors
- Discipline Referral Rates – SWIS (www.swis.org)
- Climate Surveys, School Improvement Perception Surveys




Risk Factors

- Socio-economic Status
- Parenting Practices
- Cumulative Risk
 - Family Adversity
 - Single parent at home
 - Parent mental illness
 - Drug/alcohol misuse
 - Poor access to health care
 - Exposure to violent media
 - Poor supervision


Protective Factors

- Intact family structure
- Access to health care
- Community support
- One adult highly involved and modeling appropriate living skills
- Strong home school communication
- Individual having a sense of connection to school




Why a School-wide Approach?

- 20% kindergarten teachers report at least HALF of their class had problems with **social skills** (Rimm-Kaufman, Pianta & Cox, 2000).
- Between 10-20% of students evidence mental health needs
- Less than 1% of students currently receive services for emotional/behavior disorders



Big Ideas with RTI...often associated with Early Intervening Services because...

- With well implemented core curriculum, schools PREVENT mild disabilities (curriculum casualties occur with behavior as well....research from Juel...
- Early Intervention has been proven to reduce negative social outcomes.
- Waiting for students to “mature” is equivalent to the “wait to fail” discrepancy approach.
- Strong core curricula supports effective interventions at the Tier II and Tier III level...without a “core” behavior curricula, inconsistencies create havoc.



Colvin, G., Sugai, G., Good, R. H., III, & Young-Yon, L. (1997). Using active supervision and precorrection to improve transition behaviors in an Elementary School. *School Psychology Quarterly*, 12, 344–363.

- **Implementation of school-wide intervention program on the behavior of students in transition settings (e.g., hallways and cafeterias)**

- ***Active supervision***: specific and overt behaviors used by adults to prevent problem behavior. Scanning, escorting and interacting with students are examples of this intervention. Staff must move around, look around and interact with the students.

- ***Precorrections***: students are instructed before a behavior is likely to occur and include verbal reminders of the rules, behavioral rehearsals of appropriate behaviors and demonstration of appropriate behaviors.


- **Results indicated that problem behaviors were substantially reduced with active supervision and precorrection in place.**



The three factors in schools that are related to antisocial behavior include:


- 1. *Unclear rules and policies:* not clearly communicated, not following the rules leading to punitive actions (i.e., comment from teacher).**
- 2. *Inconsistent staff:* lack of staff agreement on policies, inconsistent with rules, staff do not support one another.**
- 3. *Lack of allowances for individual differences:* academic and social skills of students vary, the selection of reinforcers and punishers is not individualized.**

Mayer, G. R. (1995). Preventing antisocial behavior in the schools. *Journal of Applied Behavior Analysis, 28*, 467–478.



Classroom Checkup (Reinke, Lewis-Palmer, & Merrell, 2008) *School Psychology Review*, 37

Step	Components
1. Assess Classroom	Teacher interview, classroom ecology checklist, classroom observations
2. Feedback	Consultant feedback including strengths and weaknesses
3. Menu of options	Collaborative development of options for creating positive classroom outcomes
4. Choose interventions	Teacher chooses interventions and consultant provides ongoing support.
5. Teacher self monitoring of treatment integrity	Teacher monitors daily implementation using procedural checklist.

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- Classroom 1: used a reminder to help increase praise, increased use of behavior specific praise, taught/reviewed expectations, started math instruction at specified time
 - Classroom 2: developed a goal for the day to increase specific praise, used reminders, rehearsals, used student name, increased pacing, handed out chance tickets or provided verbal praise



Three factors that distinguish proactive classroom management strategies:

1. Proactive, rather than reactive.
2. Behavioral management methods are integrated with effective instruction procedures.
3. Focus is on group dimensions of the classroom, rather than individual student behavior.

Gettinger, M. (1988). Methods of proactive classroom management. *School Psychology Review*, 17, 227–242.



Effective Teaching

Effective Teaching Behavior	Description	Teacher Behaviors
Manage Information flow	Teachers' ability to communicate an awareness of classroom occurrences and to show a commitment to work	(1) Convey purposefulness. (2) Teach appropriate behaviors
Convey purposefulness	Show concern that students learn the content and use time to teach students.	Students are held accountable for work on time, time is spent each day reviewing completed work, required participation by all, feedback is provided systematically regarding performance

Effective Teaching Behavior	Description	Teacher Behaviors
Teach students appropriate behavior	Teachers communicate to students how to behave in appropriate ways and follow up on expectations set.	Remind students of task procedures, provide additional instruction and practice when procedures are not followed, consequences are applied consistently, respond to behavior with corrective feedback not criticism, consistent class monitoring and comment frequently on events.
Beginning of the year activities	First days of the year are critical for establishing classroom order and should have consequences for management efficacy throughout the year	Focus on setting expectations for appropriate behavior, monitor compliance, “set the climate” of the classroom

Effective Teaching Behavior	Description	Teacher Behaviors
Institute classroom rules and procedures	Rules regulate behavior, whereas procedures are made up of routines	Present in a clear and thorough way, monitor compliance, enforce rules, break routines into discrete steps and anticipate problem areas. Rules can be practiced and provided in written form, establish classroom routines.

- Studies show that proactive classroom management training is successful and cost efficient (Emmer, Evertson and colleagues)
- Teachers trained in proactive classroom management are more likely to have less disruptive and academically engaged students.
- Tier I interventions minimize occurrences of misbehavior and discipline concerns, decreasing numbers of students needing intensive interventions.



Tier 1: Effective Schoolwide Programs

Greenberg, M., & Domitrovich, C., Bumbarger, B. (2001) The prevention of mental disorders in school-aged children: Current state of the field.


Prevention & Treatment, 4.

- Violence Prevention Programs
- Social/Cognitive skill building programs
- School Ecology Change Programs
- Multi-component, multi-domain programs



Schoolwide programs, cont

- Violence Prevention Programs
 - Second Step
 - Responding in Peaceful and Positive Ways
- Ecology Change Programs
 - School Transitional Environment Program
 - Child Development Project
 - Good Behavior Game
 - Bullying Prevention Program




- Social/Emotional Cognitive skill building programs

- Interpersonal Cognitive Problem Solving (I can problem solve)
- Promoting Alternative Thinking Strategies (PATH)
- Improving Social Awareness (Social Problem Solving)
- Positive Youth Development Program (Weissberg)

- Multi-Domain, Multi Component Programs

- Linking the Interests of Families and Teachers
- Seattle Social Development Project



What Works Clearinghouse (www.whatworks.ed.gov)

- Beginning Reading
- Character Education
- Dropout Prevention
- Early Childhood Education
- Elementary School Math
- English Language Learners
- Middle School Math



Looking to Start a Schoolwide Program?

Steps for implementation

Safeguarding our Children: An Action Plan

http://cecp.air.org/guide/aifr5_01.pdf

- Establish effective behavioral support team.
- Design curriculum for teaching students to be caring self-managers.
- Train staff
- Monitor behavior using a referral form.
- Evaluate the program using a survey.
- Adjust the program (e.g., create a method for addressing individual student needs).



Tier II Interventions: Classroom and Small Group for Students at Risk

- Question: If half of your class demonstrates social skill deficits, does it make sense to pull out groups?
- Problem with groups: Dishion – deviant peer groups
- Those not responding to class-wide: consider follow-up sessions, school-home notes or assignments, meetings with mentors



Designing Tier II Interventions

- Leadership team examines patterns of data from schoolwide surveys (student, parent, and teacher), discipline records, counseling records
- Identifies patterns of needs among students
- Selects and implements appropriate programs
 - This is different than a counselor offering “groups” based on his or her OWN preference.
 - These interventions should have manuals or recommended procedures that have been investigated.
 - Explicitly taught skills or cognitive behavioral interventions generally found to be effective
 - Students following medical treatments should have signed release of information forms, two way communication with mental health providers and physicians.



Schoolwide Behavior Team

- Develop goals for the team in terms of data
- Respond to classroom teacher referrals to team with initial standard protocol treatments, then individualize for students with inadequate response
- Examples for teams:
 - RIDE (computer tactics bank with video modeling)
 - Safe, Supportive Schools (Sopris West)



Tier II: Prescriptive Programs for Groups

Internalizers

- Groups:
 - children of depressed adults and children or adolescents with elevated depressive symptomatology
- Penn Resiliency Program
- Stress Inoculation Training I and II
- Mentors

Externalizers

- Social Skills Training
- Aggression Replacement Therapy (promising)
- Mentors
- Token Economies
- Behavior Modification
- Behavior Specific Praise

Behavior Report Card

Student: _____

Date: _____

Teacher: _____

Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal. (1=not at all, 2=sometimes, 3=often, 4= almost always, NA = does not apply)

- 1) ***Allison participated fully in group discussions.***
- 2) ***Allison accepted corrective feedback from staff without emotionally withdrawing or making negative comments.***
- 3) ***Allison was able to complete in-class work independently and did not require adult or peer help.***

	8-9	9-10	10-11	11-12	Lunch	12:45-1:45	1:45-2:45
1)	4	NA	2	4	--	4	NA
2)	4	4	1	4	4	4	1
3)	4	3	2	4	--	4	1



Tier III Assessments

- Systematic recording of target behaviors (frequency counts of behavior)
 - Typical of RTI, more precision required as problems intensify
 - Generally more demanding observation than teachers can accomplish
- Examples of behaviors typically recorded:
 - Academic Engaged Time
 - Off Task Behavior
- Typical interval recording techniques
 - Momentary time sampling
 - Partial interval recording
 - Whole interval recording



Tier III Assessments

- While many school psychologists are trained in direct behavioral observation, programs with manuals may be learned by anyone
- Observations should be done by someone other than the person delivering instruction
 - Precision observing is too demanding of concentration for a teacher to accomplish with 30 students to teach
 - The classroom environment is part of the observation
- BOSS (ProEd) and BASC-II Portable Observation System

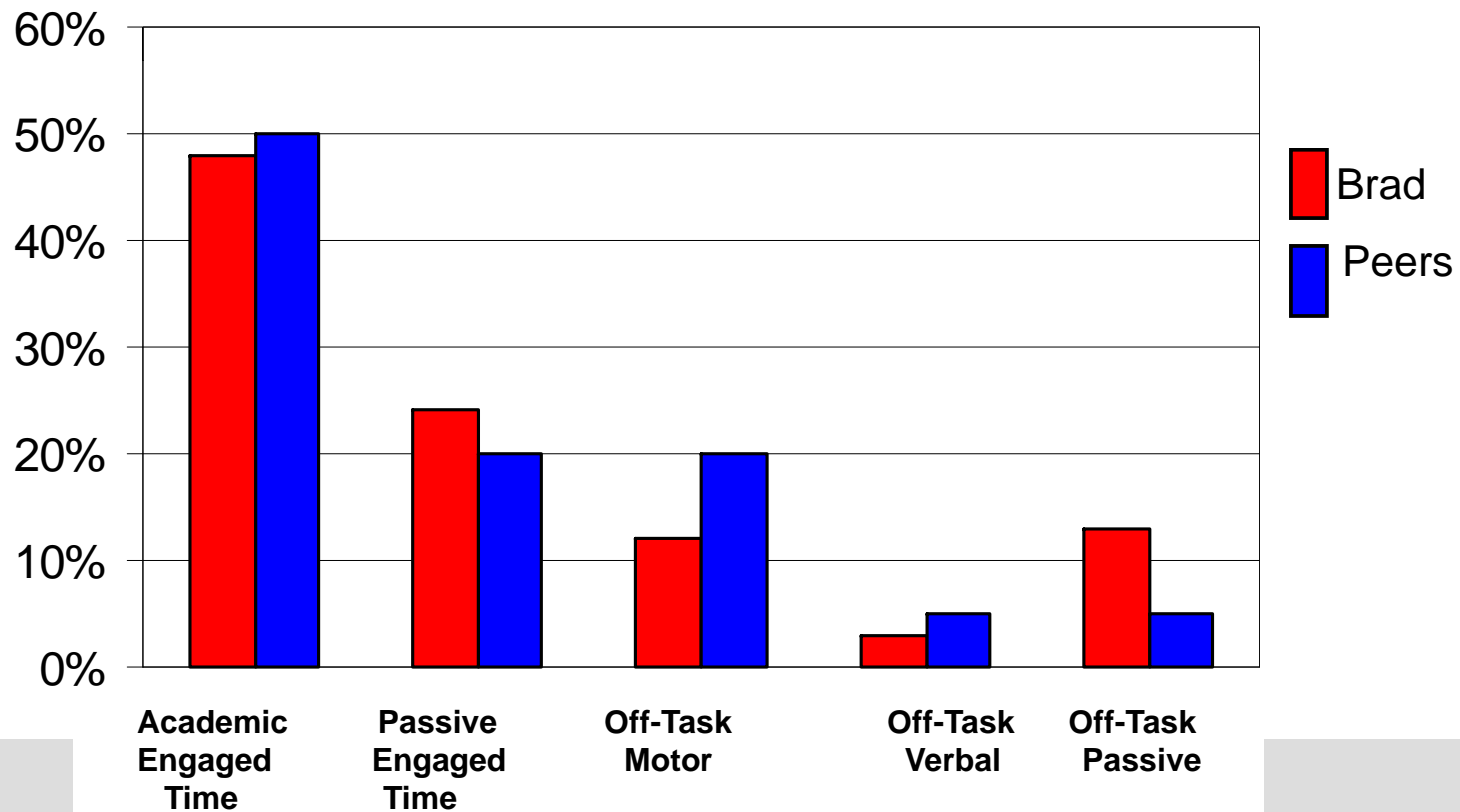


Type of Observation driven by behaviors of concern:

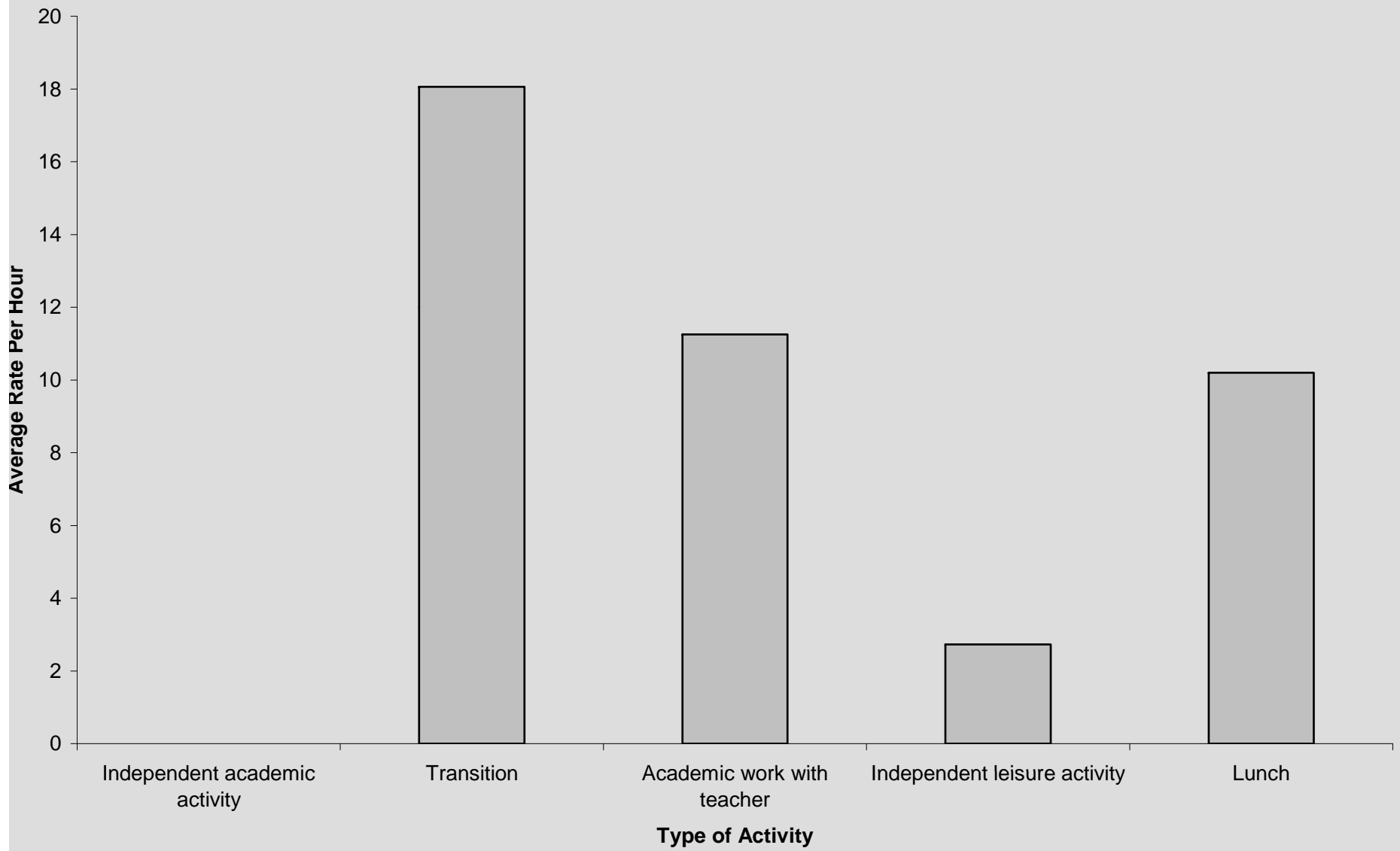
- Low frequency behaviors: ABC charting, examine patterns
- High frequency behaviors (verbal, passive, motor off task): partial interval recording
- Continuous behaviors (engaged time): momentary time sampling

BOSS Data

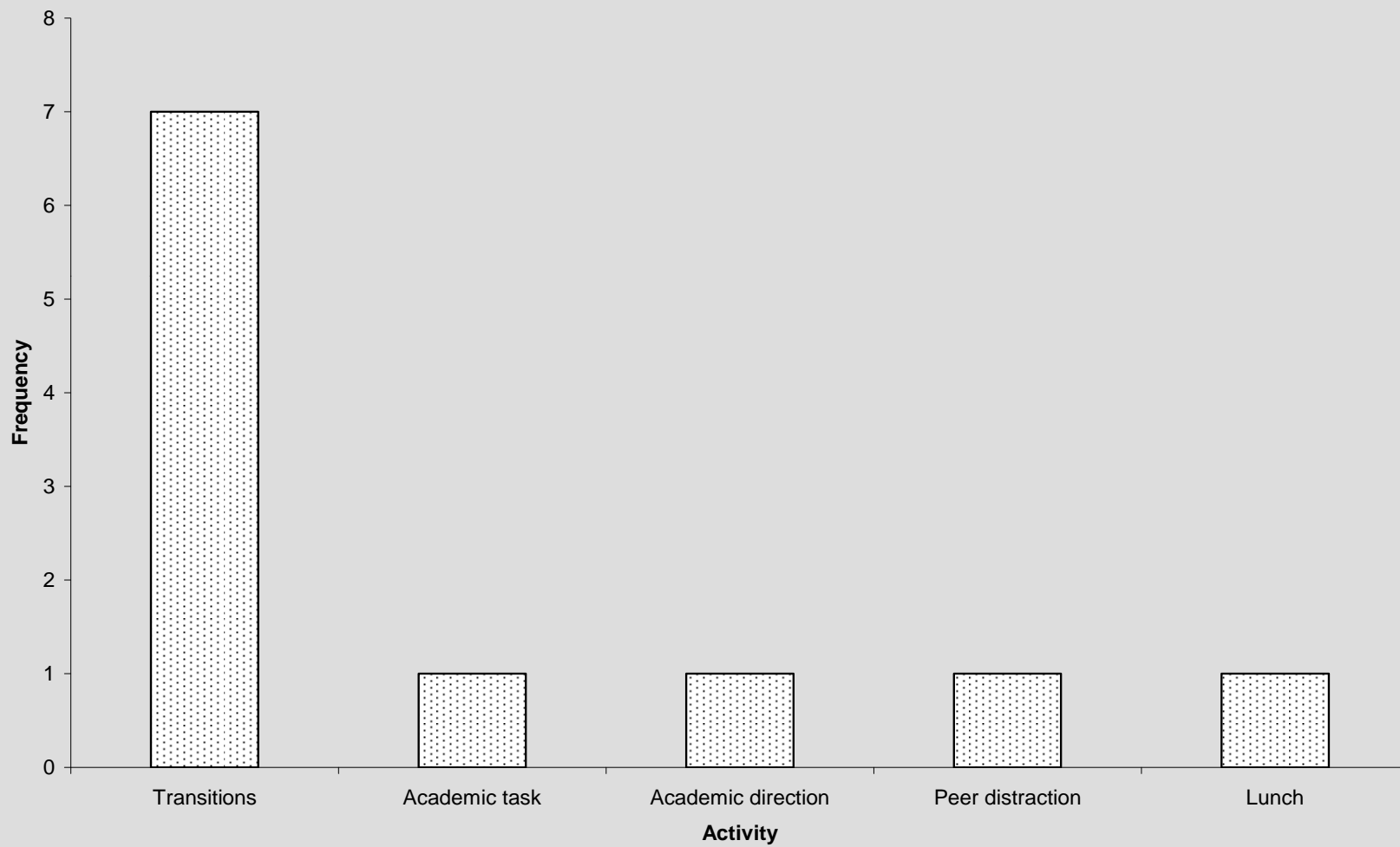
Percentages of Engaged and Non-engaged Behavior during Observation 10/23/01



DL: Average Rate of Noncompliance By Activity



DL: Antecedents to Noncompliance





Tier III Interventions

- Intense needs students
- Wrap around services (across the day and settings)
- Behavior Support Plans
 - Generally based on a functional analysis of the behavior
 - More than behavior contracts, BSPs address what adults are going to do to support a student in changing behavior
- More frequent monitoring to look for response to interventions and to inform changes in adult behaviors
- Improved behavioral measurable goals on IEPs



Tier III Interventions, cont.

- www.education.ucr.edu/reach
- www.interventioncentral.org
- Proven practices:
 - Self monitoring
 - Task interspersal
 - Token economies
 - Behavior Modification
 - Behavior Momentum



Tier III Interventions through Problem Solving Teams

- RIDE (Sopris West)
 - Scripts for Classroom Interventions
 - Users may choose interventions by type, e.g.,
 - Aggression
 - Shyness
 - Attending School
 - Positive Attitude
 - Organization
 - Study Skills



RTI and Behavior (WA RTI technical assist manual

“RTI approach to behavior....systematically collected behavioral data (e.g., observations, office referral patterns, ratings, etc.) provides a basis for making decisions on behavior supports.....

Based on the results, staff uses evidence-based practices to support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life.

IDEA 2004 did not change the criteria required to establish EBD. However, an evaluation group may include RTI data when considering whether a student has a disability that meets EBD criteria.”