

Positive Behavior Support

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The screenshot shows the PBIS.org website. At the top, there is a navigation bar with links for Home, Site Map, Search, Online Library, Web Site Beta, PBIS Network, Print this page, and Contact. Below this is a large banner area with the text: "Welcome to the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)". To the left of this banner is the IDEA logo and the text "U.S. Office of Special Education Programs". To the right is the PBIS logo. Below the banner, there is a paragraph of text: "The center has been established by the Office of Special Education Programs, US Department of Education to give schools capacity building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices." Below this are two bullet points: "• PBIS Tools" and "• Pictures". At the bottom, there is a small paragraph: "Welcome to the new www.pbis.org website. For those of you who used our previous site and are looking for a particular article, you will most likely find it in the Online Library section. Please look around the new site using the navigation bars that run horizontally and vertically on the front page. All yellow arrows will return you to the top of this page and the home button will return you to the home page. If you have any problems with the website, please email us at RRC@pbis.org."

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 insufficient.
- School-wide discipline systems
 - Establish a social culture within which both social and academic success is more likely.

Change in Perspective: Instructional Emphasis

- Social skills are taught the same way as academic skills. The reduction of problem behaviors is addressed by teaching replacement behaviors (e.g., functional communication training).
- Three-tier academic model implemented to meet the academic needs of all students.

Instruction and Behavior

- "The basic message is that academic and behavioral supports must be intertwined.... Combining behavior support and effective instruction may be an important theme for school reform in the United States" (Horner, Sugai, Todd, & Lewis-Palmer, 2005, p. 382).
- "Integrated three-tier reading and behavior models target those students who lack the necessary academic and behavioral resources for a successful education" (Stewart, Benner, Martella, & Marchand-Martella, 2007; Stewart, Martella, Marchand-Martella, & Benner, 2005).

The Challenge

- One of the most serious challenges facing public schools is lack of discipline.
 - Chandler & Dahlquist (2006); Martella, Nelson, & Marchand-Martella (2003)
- Teachers report "uncivil" behavior is increasing and is a threat to effective learning.
 - Skiba & Peterson (2000); Walker, Ramsey, & Gresham (2004)
- There is a link between general level of disruptive behavior and more extreme acts of violence.
 - Skiba & Peterson (2000)

Adapted from OSEP Center on PBIS

Factors Contributing to Antisocial Behaviors

- Community
- Home
- School

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Community

- Antisocial network of peers.
- Lack of prosocial engagements.

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Home

- Inconsistent management.
- Reactive discipline.
- Lack of monitoring.

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School

- Management procedures
- Academic instruction

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The Challenge

- Exclusion and punishment are the most common responses to conduct disorders in schools.
 - Chandler & Dahlquist (2006); Martella, Nelson, & Marchand-Martella (2003); Skiba & Peterson (2000); Sprick, Borgmeier, & Nolet (2002)
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior
 - Chandler & Dahlquist (2006); Martella, Nelson, & Marchand-Martella (2003)

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The Challenge

- Exposure to exclusionary discipline has been shown, not to improve school outcomes, but in fact to be associated with higher rates of school dropout.
 - Ekstrom, Goertz, Pollack, & Rock (1986); Skiba, Peterson, & Williams (1997); Sprick, Borgmeier, & Nolet (2002); Wehlage & Rutter (1986)

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The Challenge

- Punishing problem behaviors (without a proactive support system) is associated with **increases** in (a) aggression, (b) vandalism, (c) truancy, and/or (d) dropping out.
 - Chandler & Dahlquist (2006); Kerr & Nelson (2006); Mayer (1995); Mayer & Sulzar-Azaroff (1991); Martella, Nelson, & Marchand-Martella (2003); Skiba & Peterson (1999)

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The Challenge

- "We have the knowledge and the skill to make our schools effective instructional environments with a minimal use of suspension and expulsion."
- "We have no evidence that suspension and expulsion make a positive contribution to school safety or improved student behavior; they may in fact have significant unintended negative consequences for students and school climate."
 - Russ Skiba, Testimony before U.S. House of Representatives, May, 2002



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Negative Side Effects of the Use of Aversive Stimuli

- Student avoids person providing aversive stimulus.
- Student may be fearful of the person providing the aversive stimulus.
- May stop other student behavior/provokes withdrawal.
- Models the use of aversive stimuli.
- Promotes negative self-esteem.
- Promotes aggression toward person providing aversive stimulus.
- Negatively reinforcing to person providing aversive stimulus/over used.

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Research Findings

- The most effective responses to school violence are:
 - Social Skills Training
 - Academic Restructuring
 - Behavioral Interventions

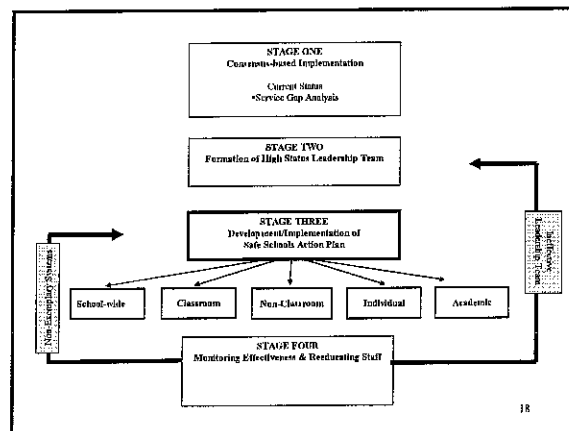
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What is School-wide Positive Behavioral Support?

- School-wide PBS is:
 - A systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.
 - Not a set curriculum.
- 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 (Systems that support effective practices).



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Stage Three School-Wide Organizational System

- School-wide guidelines for success that provide the framework for a common culture and language as well as linkages across systems
- Strategies for teaching expectations (i.e., students, staff, and families)
- Clearly defined discipline procedures
- Clearly defined crisis response plan
- Staff receive feedback on a regular basis

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Stage Three Non-Classroom Organizational System

- Non-classroom behavioral expectations linked to school-wide ones and involve all staff to a degree (e.g., hands to self)
- Ecological arrangements have been adjusted to maximize positive student behaviors
- Strategies for teaching expectations (i.e., students and staff—including booster sessions during targeted periods of year)
- Staff receive training on active supervision and use of discipline procedures
- Staff receive feedback on a regular basis

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Stage Three Classroom Organizational System

- Clear curriculum focus on achieving student outcomes
- Classroom behavioral expectations linked to school-wide guidelines for success
- Consistent discipline procedures are used by staff
- Teachers have access to effective assistance and recommendations
- Teachers have access to staff development activities
- Teachers receive feedback on a regular basis

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Stage Three Individual Organizational System

- Developed data-based prevention and intervention procedures for students at risk of school failure.
- Common "solutions" focused language used by all staff.
- Established behavioral support team.
- Simple and efficient system to access the team.
- Use of community resources.
 - Parent training, social services, etc.

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Stage Three Academic Support Organizational System

- Evidence-based secondary level curriculum and instruction procedures.
- Evidence-based tertiary level curriculum and instruction procedures.
- Curriculum and instruction procedures are coordinated and integrated with one another.
- Early identification procedures are in place.

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Major Dangers: Things to Avoid

- Begin implementation without staff commitment.
- Begin implementation without resources.
- Implement without a coach.
- Rely on coach or lead person to "do it all."
- Implement insufficient elements, and obtain no effect.
 - e.g. Failure to teach behavioral expectations.
- Implement so slowly that commitment is lost.
- Implementation without on-going evaluation.
 - Focus first on extent to which elements are implemented.
 - Focus second on impact on students.

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Six Steps to Implementing School-Wide Positive Behavior Support

1. Establish Commitment.
2. Establish Team.
3. Self-Assessment.
4. Establish School-wide Management System.
5. Establish Information System for Decision-making.
6. Establish systems for Function-based Behavior Support for Students with Intense Needs.

Adapted from OSEP Center on PBIS

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Step 1. Establish Commitment

- Establish Commitment:
 - Administrator supports PBS effort.
 - Behavior support is one of top 3 goals for school.
 - 80% of faculty support effort.
 - Commitment to at least three years of effort.



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Establish Commitment for Need then Action

- Focus first on student behavior: Ask question: Are we satisfied with the behavior of students in our school?
- Focus on evidence-based practices: Do what research indicates is most helpful and effective for improving student behavior.
- Build priorities: The development of a positive social culture should be one of the top three priorities of the school.
- Don't add new initiatives without identifying what you will stop doing
- Focus the energy of your faculty: No more than three major goals; recognize faculty for effort
- Keys to success: Never stop doing things that work; always look for the smallest change that will have the largest impact; don't do everything you can think of.

Adapted from OSEP Center on PBIS

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Step 2: Establish and Maintain Team

- A team has a mission to improve behavior support systems (common vision, language, experience).
- The team is representative and includes an administrator.
- The team has a scheduled meeting time.
 - Every other week? Monthly?
- The team has efficient internal processes.
- Team has culture of care.



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Responsibility of Leadership Team

- Establish measurable outcomes.
- Build data system.
- Collect, analyze, and prioritize data.
- Select evidence-based practice.
- Implement program.
- Ensure efficient, accurate, and durable implementation
- Monitor implementation and process (on-going).
- Develop 3-5 school-wide rules (e.g., be respectful).

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Step 3: Self Assessment

- Determine what the goals of the school are.
- Determine the strengths of the school.
- Determine where there are gaps/weaknesses and what it would take to reach those goals.
- Determine what resources are needed to reach the goals.
 - Actions:
 - Self-Assessment Survey with Team
 - Leadership Team Action Planning

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Step 4: Establish School-wide Management System

- Develop Preventative/Reactive Programs.
- Define School-wide Behavioral Expectations.
- Teach School-wide Behavioral Expectations.
- Monitor and Acknowledge Appropriate Behavior.
- Use a Continuum of Consequences for Inappropriate Behavior.
- Actions:
 - Develop Primary, Secondary, and Tertiary Programs.
 - Clarify responses to problem behavior.

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Primary

Primary prevention techniques focus on enhancing protective factors on a school-wide basis to reduce the risk of academic failure and behavior problems.

- ❖ Ecological arrangements of the common areas of the school (e.g., hallways, cafeteria, restrooms, playground).
- ❖ Positive School Climate (ratio of 5 positive to 1 negative adult-student interaction).
- ❖ Clear and consistent behavioral expectations (expectations taught & encouraged).
 - Develop Teaching Matrix with Faculty
 - Build Teaching Plans for School-Wide Expectations
- ❖ Motivational systems (e.g., praise, awards, contracts).
- ❖ Scientifically-based academic curricula (curriculum matched to student skills).
- ❖ Active supervision of the common area routines to prevent disruptive behavior and to respond effectively when it occurs.
- ❖ Intervention for compliance issues (redirections for minor, infrequent behavior errors; frequent pre-corrections for chronic errors).

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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



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Establishing Teaching Routines for Expected Behaviors

- Identify the behavior/skill in observable terms.
- Show the students a model of the skill/behavior.
- Have them practice that skill/behavior.

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Build Reward Systems

- Systems for Acknowledging Appropriate Behavior:
 - Students should be acknowledged regularly (at least every 2 weeks).
 - 5 to 1 ratio of positive to negative.
 - Always build toward independence:
 - move from "other" delivered to self-delivered
 - move from frequent reward to infrequent
 - move from concrete to natural
 - Build on person-to-person relationships.



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Academic Support

- Supplemental and Intervention Programs

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Publishers and Programs

- **Sopris West** (www.sopriswest.com):
(a) REWARDS/REWARDS PLUS, (b) Language!, (c) 6-Minute Solution, (d) Vocabulary Through Morphemes, (e) Multiple Meaning Vocabulary, (f) Stepping Stones, (g) Sound Partners (h) Early Vocabulary Connections (i) Step up to Writing
- **Pearson Learning** (www.pearsonlearning.com):
(a) Comprehension Plus, (b) Quick Reads
- **Voyager Learning** (www.voyagerlearning.com):
(a) Universal Literacy, (b) Passport, (c) Journeys
- **Read Naturally** (www.readnaturally.com)

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Publishers and Programs

- **Curriculum Associates** (www.curriculumassociates.com):
(a) Phonics for Reading
- **Steck-Vaughn** (www.harcourtachieve.com):
(a) Elements of Reading: Vocabulary,
(b) Elements of Reading: Comprehension
- **Houghton Mifflin** (www.houghtonmifflin.com):
(a) Soar to Success, (b) Early Success
- **Novel Ideas** (www.noveldideas-inc.com):
(a) Adventures in Language
- **Science Research Associates** (www.sra4kids.com):
(a) Reading Mastery Signature Edition with Lesson Connections, (b) Reading Mastery Classic, (c) Horizons, (d) Corrective Reading, (e) Ravenscourt, (f) Reading Success, (g) Early Interventions in Reading, (h) Expressive Writing/Basic Writing Skills/High Performance Writing, (i) Spelling Mastery/Spelling through Morphographs and Read to Achieve!
- **Paul H. Brookes** (www.brookespublishing.com):
(a) Road to the Code, (b) Phonemic Awareness in Young Children, (c) Ladders to Literacy

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Math programs

- www.sra4kids.com (Connecting Math Concepts, Corrective Mathematics, Distar Arithmetic, Essentials for Algebra)
- www.sopriswest.com (Algebra Rescue, You Can Be Algebra Ready, TransMath, Fact Fluency and More!)
- www.oci-sems.com (Mastering Math Facts, Word Problems Made Easy)
- www.saxonpublishers.harcourtachieve.com (Saxon Math)
- www.singaporemath.com (Singapore Math)
- www.voyagerlearning.com (VMath)
- www.touchmath.com (Touch Math)

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Building Consequence Systems

- Systems for monitoring, interrupting and discouraging inappropriate behavior:
 - Consistency across staff and administration.
 - Predictability but not rigidity.
 - Clarity about what is handled in class vs. office.
 - Establish efficient record keeping system to allow rapid response to behavioral error patterns. (office referral form... clearly defined problem behavior categories).

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Responding to Infrequent Minor Behavior Errors

- Signal that error has occurred.
- State rule and expected behavior.
- Ask student to state/show expected behavior.
- Give positive feedback.

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Discouraging Chronic Minor Problem Behavior

- Clearly defined problem and context (e.g., hat in class, tardies, transitions).
- Precorrection/preventive strategy (for identified risk times or settings).
- Consistent procedures (e.g., all staff, settings, minor behaviors).
- Teaching opportunity (focus on appropriate expectation).

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Continuum of Possible Responses to Minor and Major Violations

- Reinforce students exhibiting expected behaviors.
- Secure attention and redirect to expected behavior (precision/start-up request).
- Deliver staff-managed consequence.
- Deliver office-managed consequence.



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Secondary

Secondary techniques provide behavioral, social, or academic support to at-risk students through specialized academic or management group systems:

- ❖ Behavioral support (e.g., precorrection strategies, self-management training, family management training).
- ❖ Social support (e.g., social skills training).
- ❖ Academic support (e.g., scientifically-based intervention programs).

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Key Elements of Secondary Level Programs

- Address relatively large percentages of students (5-15%).
- Enhance (not replace) primary level program.
- Focus on key skill sets (e.g., social skills, self-management).
- Build automaticity in the key skill sets.
- Use simple and conspicuous curriculum materials.
- Extend over a period of time with a focus on new learning and judicious review of previous learning.

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Social Support Programs

- Sopris West (www.sopriswest.com)
- Council for Exceptional Children (www.cec.sped.org)

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Tertiary

Tertiary techniques involve *individualized* systems for students with high-risk behaviors. These techniques are intended for those students who will continue to misbehave when teachers provide the kind of behavioral, social, and/or academic support that is effective for most students:

- ❖ Any of the above secondary programs.
- ❖ Functional behavioral/academic assessment.
- ❖ Behavior plan with individualized interventions.

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Individual Student Systems

- Function-based behavior support planning.
- Team- & data-based decision making.
- Comprehensive person-centered planning & wraparound processes.
- Targeted social skills & self-management instruction.
- Individualized instructional & curricular accommodations.



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Step 5: Establish Efficient and Valid Information System

- Use Information for Problem Solving:
 - Gather information.
 - Summarize information.
 - Report information to the right people at the right times.
 - Use the information to make decisions.
 - Report to faculty, board, community.
- www.swis.org



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PBS Evaluation Measures

- School-wide Evaluation Tool (SET).
- In-Class Observations
- School Safety Survey.
- Staff Survey and Action Plans.
- Office Discipline Referrals/SWIS System.
- Checklist(s):
 - Team
 - Coaches

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Step 6: Build capacity for Function-based Behavior Support

- Build capacity for function-based behavior support:
 - Personnel with knowledge of behavioral theory.
 - Systems of assessment, plan development, intervention.
 - Coordination of intervention time and procedures.



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Assumptions of the Functions of Behavior

- Behavior is contextual.
- Behavior serves a function.
- Removal of the source of reinforcement will result in a reduction of the behavior.
- Assessment information will aid in the development of an effective behavior plan.

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For more information on research support for PBIS:

www.pbis.org

www.swis.org

www.pbismaryland.org/documents/Evidence%20base%20for%20SWPBS%2009-22-07%20GS.pdf

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