

1.

*Overview of Positive
Behavioral Supports*

Overview of Positive Behavior Support

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Year One

- Getting Started (Today and Tomorrow)
 - Overview, School-wide, Team meetings, Team Planning
- Expanding Implementation (Day 3)
 - Classroom, Non-classroom, Escalation Cycle,
- Sustaining Efforts (Day 4)
 - Data Decisions, Team Status Check, Team Planning, Long-term Action Planning

Acknowledgements

- Students, educators, administrators, school staff, families
- Community of researchers, personnel preparers, system changers, staff developer
- Institute of Education Sciences, Offices of Special Education Programs, US Department of Education

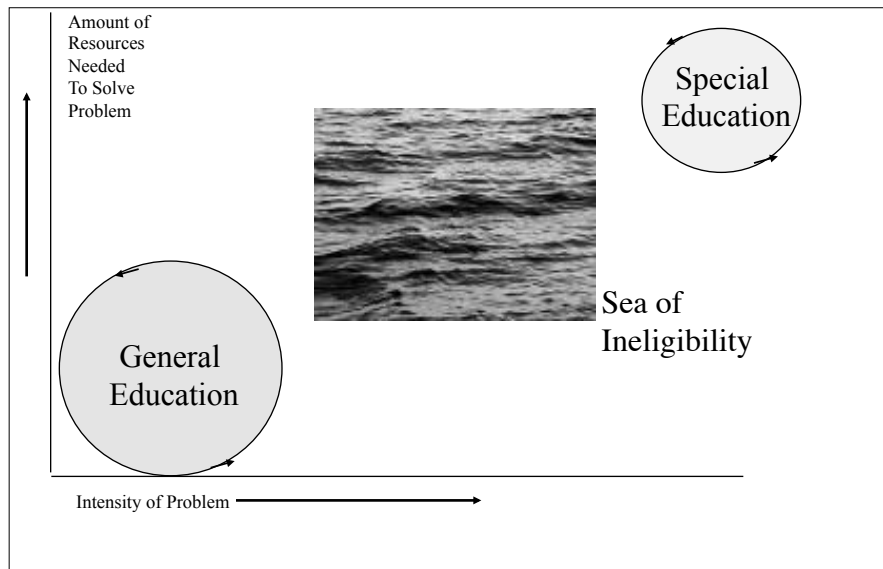
Generic Model

- School-wide PBIS Team
 - Represents school, meets regularly, et cetera
- Coach
 - Provides technical assistance to school
 - Links school to state
- State Leadership Team
 - Guides planning and development
 - Coordinates Training
 - Comprises regional teams/structure

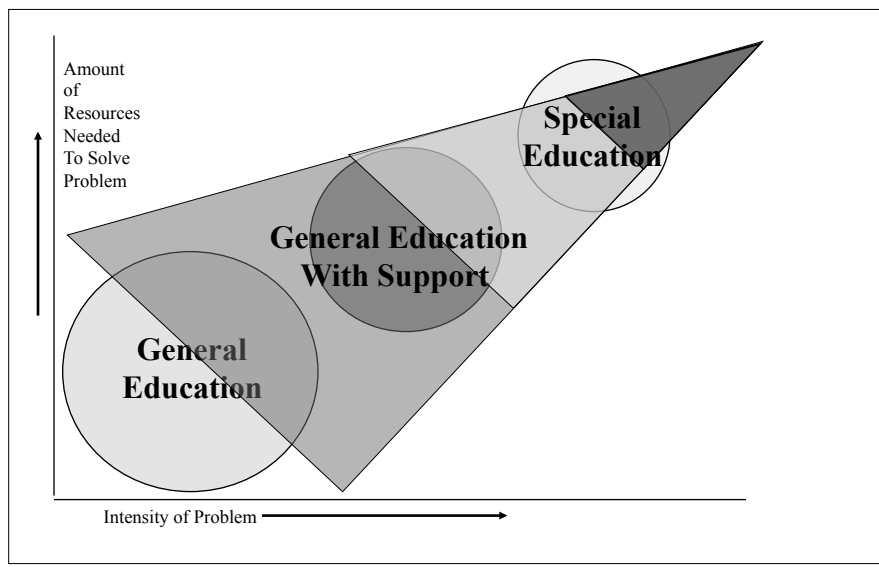
Overview

- Emphasis will be placed on the processes, systems, and organizational structures that are needed to enable the accurate adoption, fluent use, and sustained application of these practices
- Emphasis will be placed on the importance of data-based decision-making, evidence based practices, and on-going staff development and support

Traditional Approach to Service Delivery



Levels of Support “Response to Intervention”



Okay, so is there a parallel to RTI for behavior?

Positive Behavioral Interventions and Supports

VIOLENCE PREVENTION



- Positive, predictable school-wide climate
 - High rates of academic & social success
 - Formal social skills instruction
 - Positive active supervision & reinforcement
 - Positive adult role models
 - Multi-component, multi-year school-family-community effort
- Surgeon General's Report on Youth Violence (2001)
 - Coordinated Social Emotional & Learning (Greenberg et al., 2003)
 - Center for Study & Prevention of Violence (2006)
 - White House Conference on School Violence (2006)

(Rose & Gallup, 2007). 39th annual Phi Delta Kappa/Gallup poll of the public's attitudes toward the public schools.

TOP FOUR 2005

- Lack of financial support (since 2000)
- Overcrowded schools
- Lack of discipline & control
- Drug use

#1 SPOT

- >2000 lack of financial support
- 1991-2000 drug use
- <1991 lack of discipline

What seems to be the problem?

Examples

- In one school year, Jason received 87 office discipline referrals
- In one school year, a teacher processed 273 behavior incident reports

- An elementary school principal reported that 100% of her ODRs came from 8.7% of her total school enrollment, and 2.9% had 3 or more ODRs
- During 4th period, the in-school detention room has so many students, assigned for being in hallways after the late bell, that overflow students are sent to the counselor's office

- A middle school principal must teach classes when teachers are absent, because substitute teachers refuse to work in a school that is unsafe and lacks discipline
- A middle school counselor spends nearly 15% of his day “counseling” staff members who feel helpless and defenseless in their classrooms due to lack of discipline and support

- A high school administrator has requested funds for a teacher to staff a “second alternative” classroom for students who are a danger to themselves and others
- An elementary school principal found that over 45% of behavioral incident reports were coming from the playground

“Four corners”

Three rival gangs are competing for “four corners.” Teachers actively avoid the area. Because of daily conflicts, vice principal has moved her desk to four corners.

“Smoke Pit”

45 violations have been reported in past month by security staff & neighbors.

“Where ya supposed to be?”

During 3rd & 6th block periods, more students are in the hallways & outside the building than in class...& neighbors are complaining!

An intermediate/senior high school with 880 students reported over 5,100 office discipline referrals in one academic year. Nearly 2/3 of students have received at least one office discipline referral.

5100 referrals =
51,000 min @10 min =
850 hrs =
141 days @ 6 hrs

Ineffective Responses to Problem Behavior

- “Get Tough” (practices)
- “Train and Hope” (systems)

Worry #1 “Teaching” by Getting Tough

Runyon: “I hate this f____ing school, &
you’re a dumbf_____.”

Teacher: “That is disrespectful language.
I’m sending you to the office so you’ll
learn never to say those words
again....starting now!”

An Immediate and Seductive Solution, "Get Tough!"

- Clamp down and increase monitoring
- Re-re-re-review rules
- Extend continuum and consistency of consequences
- Establish "bottom line"

A predictable, individual response, but...

creates a false sense of security!

- Fosters environments of control
- Triggers and reinforces antisocial behavior
- Shifts accountability away from school
- Devalues child-adult relationship
- Weakens relationship between academic and social behavior programming

Reactive Responses are Predictable

When we experience aversive situations, we select interventions that produce immediate relief and:

- Remove students
- Remove ourselves
- Modify physical environments
- Assign responsibility for change to students and/or others

*When behavior doesn't improve,
we "Get Tougher!"*

- Zero tolerance policies
- Increased surveillance
- Increased suspension and expulsion
- In-service training by expert
- Alternative programming

A predictable, systemic response, but...

*based on the erroneous
assumption that students:*

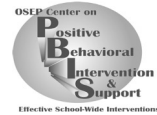
- Are inherently "bad"
- Will learn more appropriate behavior through increased use of "aversives"
- Will be better tomorrow

Taking Stock...

- What examples of "Get Tough" do I see in my school?
- What is the goal of those approaches?
- What effects and side-effects have you observed?

“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.”

~Haim Ginott (1965)



Science of Behavior has Taught Us that Students:

- Are NOT born with “bad behaviors”
- Do NOT learn when presented contingent aversive consequences

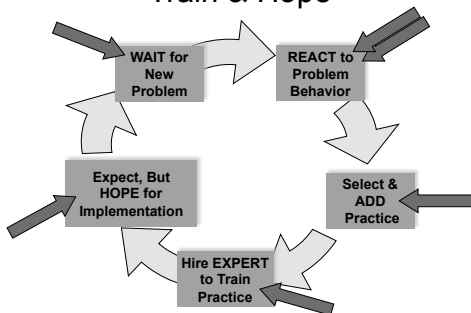
Do learn better ways of behaving by being taught directly and receiving positive feedback... consider function

Non-examples of Function-Based approach

“Function” = outcome, result, purpose, consequence

- *“Lantana, you skipped 2 school days, so we’re going to suspend you for 2 more.”*
- *“Phloem, I’m taking your book away because you obviously aren’t ready to learn.”*
- *“You want my attention?! I’ll show you attention,...let’s take a walk down to the office & have a little chat with the Principal.”*

Worry #2: “Train & Hope”



Positive Behavior Support

PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

"EBS" = "PBS" = "PBIS"

SWPBS is more than behavior management

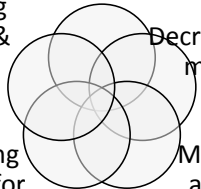
Improving classroom
& school climate

Integrating
academic &
behavior
initiatives

Decreasing reactive
management

Improving
support for
students w/ EBD

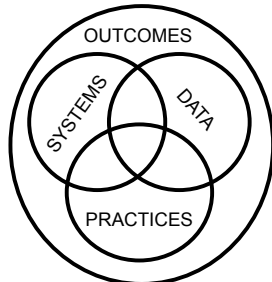
Maximizing
academic
achievement



SW Positive
Behavior
Support

Social Competence,
Academic Achievement, and Safety

Supporting
Staff Behavior



Supporting
Decision-
Making

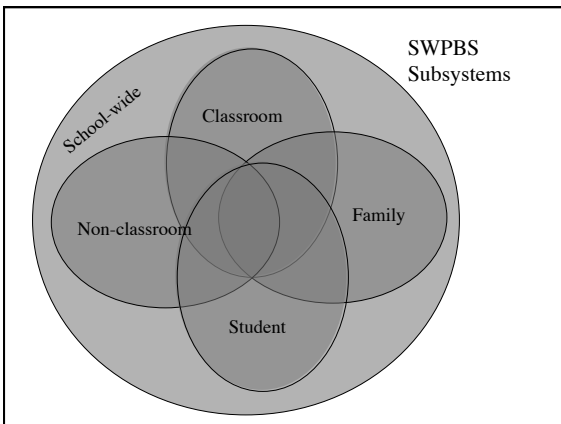
Supporting
Student Behavior

PBS is NOT:

- A specific practice or curriculum, but rather a general approach to preventing problem behavior
- Limited to any particular group of students, but rather for all students
- New, but rather is based on a long history of behavioral practices and effective instructional design strategies

Inter-related, Competing National Goals

- Improve literacy, math, geography, science, et cetera
- Make schools safe, caring, and focused on teaching and learning
- Improve student character and citizenship
- Provide a free and appropriate education for all
- Prepare a viable workforce
- Affect incidence and prevalence of high risk, antisocial behavior
- Leave No Child Behind



School-wide and Classroom-wide Systems

1. Identify a common purpose and approach to discipline
2. Define a clear set of positive expectations and behaviors
3. Implement procedures for teaching expected behavior
4. Differentiate supports from a continuum of procedures for encouraging expected behavior
5. Differentiate supports from a continuum of procedures for discouraging inappropriate behavior
6. Implement procedures for on-going monitoring and evaluation

Classroom Management

- Teach and encourage classroom-wide positive expectations
- Teach and encourage classroom routines and cues
- Use a ratio of 5 positives to 1 negative adult-student interaction
- Supervise actively
- Redirect for minor, infrequent behavior errors
- Precorrect chronic errors frequently

Non-Classroom Setting

- Teach and encourage positive expectations and routines
- Supervise actively
 - All staff scan, move, interact
- Precorrect
- Provide positive reinforcement

Individual Student

- Support behavioral competence at school and district levels
- Tailor function-based behavior support planning
- Use team and data-based decision-making
- Utilize comprehensive person-centered planning and wraparound processes
- Deliver secondary social skills and self-management instruction
- Implement individualized instructional and curricular accommodations

Family

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

Prevention is:

- Decreasing development of new problem behaviors
- Preventing increased severity of existing problem behaviors
- Eliminating triggers and maintenance of problem behaviors
- Teaching, monitoring, and acknowledging prosocial behavior
- Using a 3-tiered prevention logic that defines a continuum of support
- Designing school-wide systems for student success

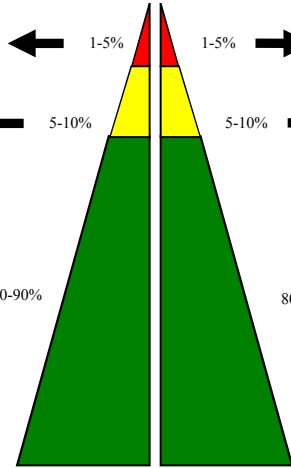
Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Tertiary Individual Interventions

- Individual Students
- Assessment-based
- High Intensity



Tertiary Individual Interventions

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

Secondary Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Secondary Group Interventions

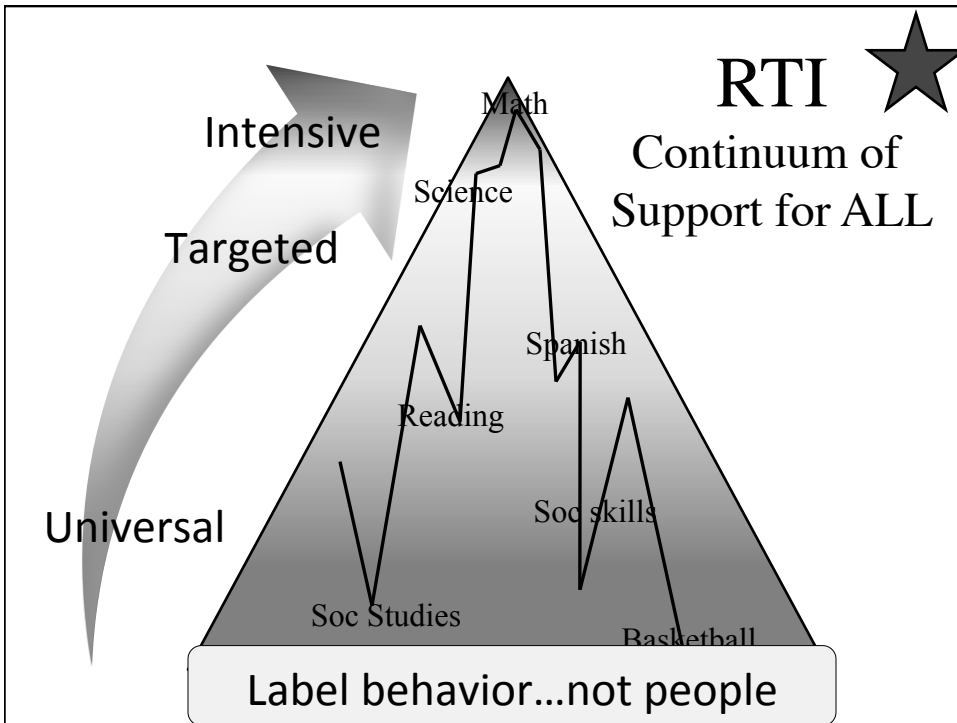
- Some students (at-risk)
- High efficiency
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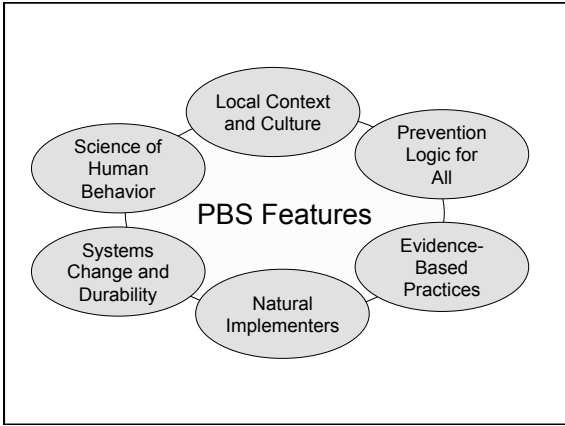
Primary Interventions

- All students
- Preventive, proactive

Primary Interventions

- All settings, all students
- Preventive, proactive





Science of Human Behavior

- Behavior is learned
- Behavior occurrences are linked to environmental factors
- Behavior change occurs through manipulation of environmental factors

Local Context and Culture

- Consider characteristics of local stakeholders
 - Families, businesses, students, staff members, et cetera
- Consider relationship between school and community
- Maximize use of natural implementers

Evidence-based Practices

- Based on outcomes
- Monitor effectiveness, efficiency, relevance, and durability
- Utilize a function-based approach

Empirically Sound Practices and Applications in Schools

Social skills instruction, early literacy instruction, functional assessment-based behavior support planning, teaching self-management, token economies, curricular/instructional accommodations, behavioral contracting, school-to-work transition planning, et cetera

Systems Change and Durability

Systems Perspective

- Organizations do not "behave," individuals behave
- "An organization is a group of individuals who behave together to achieve a common goal"
- "Systems are needed to support collective use of best practices by individuals in an organization"
Horner, 2001

Schools as Systems

Use what we know about behavior of individuals to affect behavior and organization of communities, and create a common vision, language, and experience for all members of the community
Biglan, 1995; Horner, 2002

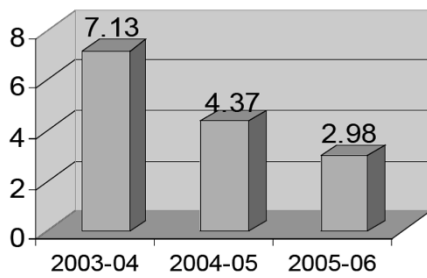
Active Administrative Participation

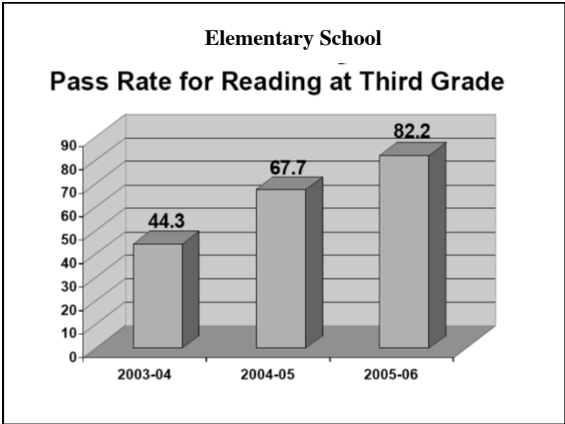
- Actively participates as a member of the leadership team
- Establishes PBS initiative as one of the top three improvement plan priorities
- Commits to and invests in a 2-3 year implementation effort

Emphasize Data-based Evaluation

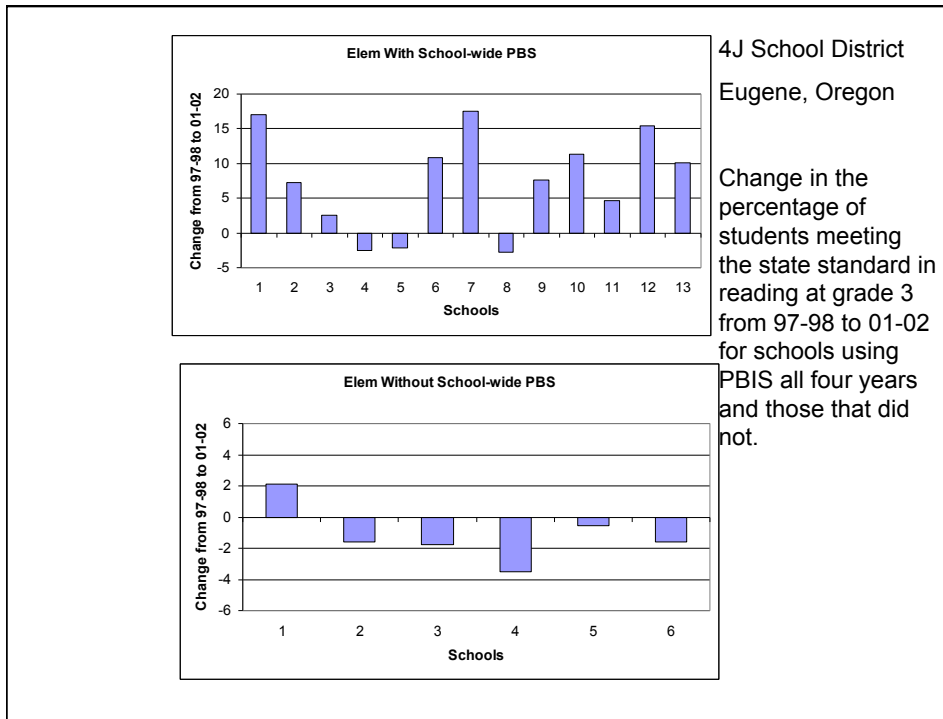
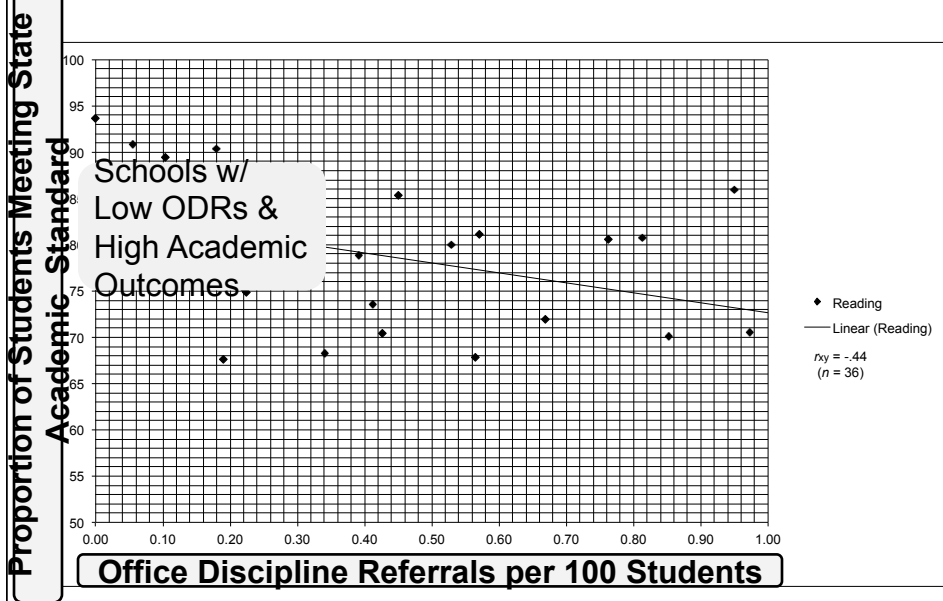
- Conduct self-assessment and action planning
- Evaluate self-improvement continuously
- Identify strengths and needs
- Plan and implement strategic dissemination

Elementary School Suspension Rate





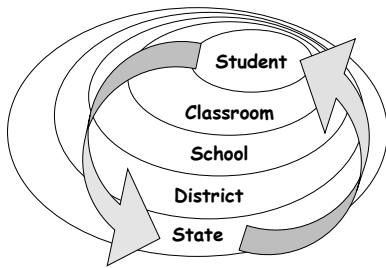
NC Positive Behavior Support Initiative

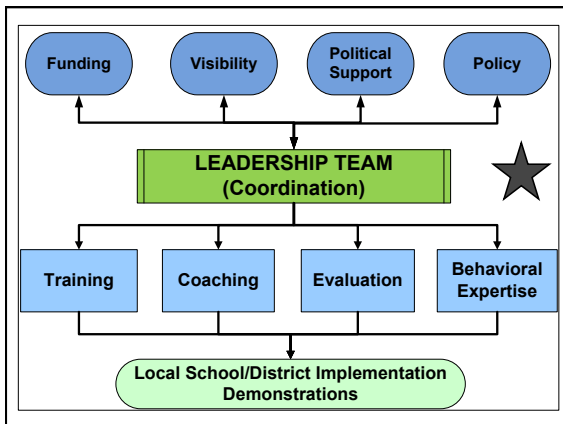


Implementation Challenges

- Multiple, overlapping, and competing initiatives
- Overemphasis on conceptualization, structure, and process
- Underemphasis on data-based decision-making
- Failure to build competence for accurate and sustained implementation
- Reluctance to eliminate practices and systems that are not effective, efficient, and relevant
- Low rates of regular positive acknowledgements and celebrations

Implementation Levels





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