The Long and Winding Road: Ensuring Quality Construction of Social and Academic Supports Through Positive Behavior for Learning

Tim Lewis, Ph.D.
University of Missouri
OSEP Center on Positive Behavioral Interventions and Supports
<pbis.org>
Starting Point....

• We cannot “make” students learn or behave
• We can create environments to increase the likelihood students learn and behave
• Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
With any journey, there is the possibility of getting a little lost.
Your PBS Map

Support Staff Behavior

Support Decision Making

Support Student Behavior

SYSTEMS

DATA

PRACTICES
Across the Journey

- Teams - Administrator
- Social behavior curriculum developed / adapted
- Data-based decision making
- Problem solving logic
- Access to Technical Assistance
- Working toward district/regional support
- SW-PBS is a Marathon, not a sprint

Focus across is on what students should be learning versus what they should not be doing
Creating Environments

Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity.
Designing School-Wide Systems for Student Success

### Academic Systems

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- High Intensity

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All students
- Preventive, proactive

### Behavioral Systems

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- Intense, durable procedures

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All settings, all students
- Preventive, proactive
Universal

Targeted

Intensive

Reading

Science

Soc skills

Math

Spanish

Horses

Continuum of Supports
Universal School-Wide Features

• Clearly define expected behaviors (Rules)
  – All Settings
  – Classrooms
• Procedures for teaching & practicing expected behaviors
• Procedures for encouraging expected behaviors
• Procedures for discouraging problem behaviors
• Procedures for data-based decision making
• Family Awareness and Involvement
Tier II (small group)

• Efficient and effective way to identify at-risk students
  – Screen
  – Data decision rules
  – Teacher referral

• Informal assessment process to match intervention to student need
  – Small group Social Skill Instruction
  – Self-management
  – Academic Support

• Part of a continuum – must link to universal school-wide PBS system
Tier III (individualized support)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies
- Part of a continuum – must link to universal school-wide PBS system
Creating Environments to Increase the Likelihood: Universals

• Annually:
  – Revisit your set of expectations and teaching activities
  – Assess and address “problem spots” across school environments
  – Assess effective instruction and management in each classroom

• High Rates of Positive Feedback
Teach & Practice
Post expectations across school settings...
4:1 Positive Ratio?
Creating Environments to Increase the Likelihood: Classrooms

• Keep in mind:
  – Most problem behaviors occur in the classroom
  – Effective social and academic instruction is essential for **ALL** classrooms
  – Classrooms are “personal”
Inverse relationship between increased probability of compliance induced by effective teaching on the rate of disruptive behavior

(Gunter, Shores, Jack, Denny, & DePaepe, 1994)
Importance of Effective Instruction
(Sanders, 1999)

• The single biggest factor affecting academic growth of any population of youngsters is the effectiveness of the classroom.

• The answer to why children learn well or not isn't race, it isn't poverty, it isn't even per-pupil expenditure at the elementary level.

• The classroom's effect on academic growth dwarfs and nearly renders trivial all these other factors that people have historically worried about.
So one of our own is now blaming everything on the teacher!!

If classroom teachers are struggling, it is a systems issue NOT an individual teacher issues
Creating Effective Classroom Environments

• Insuring **ALL** faculty and staff engaging in effective instruction and classroom management

• Align resources to challenges
  – Work within existing organization structure
  – Raze and rebuild

• Must build an environment that simultaneously supports student and adult behavior
Essential

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need
Systems

• Teach
  – Brief in-service, single topic focus
• Practice (performance feedback)
  – Peer coaching
  – Principal “walk throughs”
Kauffman states “...attempts to reform education will make little difference until reformers understand that schools must exist as much for teachers as for students. Put another way, schools will be successful in nurturing the intellectual, social, and moral development of children only to the extent that they also nurture such development of teachers.” (1993, p. 7).
Not Our Graduates!
Creating Environments

- Focus on socially important behaviors
- Inviting atmosphere / Friendly & Helpful
- Connections / relationships between:
  - Staff-staff
  - Staff-students
  - Students- adults

Is your school a place where you would want your own child to attend?
Core Curriculum

Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity.
Core Curriculum

• Based on local issues/problems – “What do you want them to do instead”
• Clear goal/purpose
• Matched to student need
• Research-based
• Accompanying training and support for all staff to implement
  – Mini-modules + “tip sheets”
  – Performance feedback
Meaningful PD Outcomes

A Model of the Process of Teacher Change

Guskey, 1986
Peer Coaching with Performance Feedback

- 2 schools – one high SES, one low SES
- 4 teacher “cool tools” on instructional talk, prompts, feedback, and wait time
- Implemented school-wide; provided a tip sheet and mini in-service on each, weekly email reminders from administrators
- Each cool tool 4 weeks long - cumulative
Instructional Talk for all Participants

<table>
<thead>
<tr>
<th>Percentage of Instructional Talk</th>
<th>Baseline</th>
<th>DC IT</th>
<th>PC IT</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OSEP Center for Positive Behavioral Interventions & Supports: Effective Schoolwide Interventions
Consistency and Fidelity

Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
Consistency & Fidelity

- On-going, sustained, and purposeful training
- On-going access to technical assistance
- Periodic checks
  - Student outcomes
  - Student perceptions
  - Adult perceptions
- Working toward a District-Wide PBS initiative that will sustain over time *(Scaling up)*
Assess for Fidelity of Implementation
Scaling Up

• Does not simply equal more schools or every school within a district/region/state

• Outcome = increasing school’s adoption and sustained use of evidence-based practices with integrity that lead to improved academic and social outcomes for students with accompanying organizational supports to allow replication
Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

• Best evidence documents what doesn’t work:
  – Information dissemination alone
  – Training by itself
Research Findings on Scaling Up
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

• What does work
  – Long term, multi-level approaches
  – Skills-based training
  – Practice-based coaching
  – Practioner performance-feedback
  – Program evaluation
  – Facilitative administrative practices
  – Methods for systems intervention
Consistency & Fidelity

- Boosters based on data
- Apply logic of SW-PBS to adult learners
  - Tell-show-practice
  - Data / Feedback
  - Data Decisions
- Align Initiatives to SW-PBS work
  - Eliminate competing initiatives that do not produce measurable outcomes
Aligning Initiatives
School-wide Positive Behavior Support: Implementers’ Blueprint and Self-Assessment
Funding
Visibility
Political Support
Policy

LEADERSHIP TEAM (Coordination)

Training
Coaching
Evaluation
Behavioral Expertise

Local School/District Implementation Demonstrations
Blueprint for School-wide Positive Behavior Support Training and Professional Development
### Figure Three - Core Content Foci Across the SWPBS Continuum

<table>
<thead>
<tr>
<th>Phase of Implementation</th>
<th>Tier</th>
<th>Content Knowledge</th>
<th>Supporting Materials / Tools</th>
<th>Team Outcomes</th>
</tr>
</thead>
</table>
| Exploration             | Core SW-PBS Components of training: Readiness | • Definition of SW-PBS (data, practice, systems)  
• Rationale a) general b) current issues at school/dist c) anticipated outcomes  
• Implementation Blueprint features  
• School/District examples  
• Commitments / “Costs”  
• State/Region Initiative  
• Next steps | Planning Phase Checklist  
Background readings  
Implementation Blueprint | Role and responsibilities of District a) leadership team, b) integrated resources allocation, c) PD plan with dates, d) information systems linked to assessment/evaluation plan e) 3-5 year commitment  
Role and responsibilities of school team a) 80% buy-in among staff, b) school team composition, c) information system plan, d) integrated resource allocation, e) PD plan  
Role and responsibilities of State/Region Initiative a) contact point, b) on-line information, c) 3-5 year commitment, d) integrated resource allocation |
Evaluation Blueprint for School-wide Positive Behavior Support
The Logic Model for Evaluation

- Plan
- Context
- Perform
- Measure
- Fidelity
- Compare

**School-wide Positive Behavior Support**
Are We There Yet?
Remember, Building a Complete Continuum is a Marathon not a Sprint
Buninyong PS: Office Discipline Referrals

This school has reduced its office discipline referrals by 62%.
Buninyong PS

68% reduction in short suspension
Parramatta HS - Suspensions over 6 years
### Schools ‘Trained’ in PBS/PBL/PBIS across NSW Department of Education and Communities: February 2013

<table>
<thead>
<tr>
<th>Region</th>
<th>PBS/PBL/PBIS schools</th>
<th>Other schools</th>
<th>Total schools</th>
<th>% schools PBS/PBL/PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunter/Central Coast</td>
<td>84</td>
<td>210</td>
<td>294</td>
<td>29%</td>
</tr>
<tr>
<td>Illawarra and South East</td>
<td>104</td>
<td>121</td>
<td>225</td>
<td>46%</td>
</tr>
<tr>
<td>New England</td>
<td>27</td>
<td>96</td>
<td>123</td>
<td>22%</td>
</tr>
<tr>
<td>North Coast</td>
<td>94</td>
<td>178</td>
<td>272</td>
<td>35%</td>
</tr>
<tr>
<td>Northern Sydney</td>
<td>71</td>
<td>95</td>
<td>166</td>
<td>43%</td>
</tr>
<tr>
<td>Riverina</td>
<td>40</td>
<td>145</td>
<td>185</td>
<td>22%</td>
</tr>
<tr>
<td>South Western Sydney</td>
<td>128</td>
<td>145</td>
<td>273</td>
<td>47%</td>
</tr>
<tr>
<td>Sydney</td>
<td>21</td>
<td>203</td>
<td>224</td>
<td>9%</td>
</tr>
<tr>
<td>Western NSW</td>
<td>66</td>
<td>124</td>
<td>190</td>
<td>35%</td>
</tr>
<tr>
<td>Western Sydney</td>
<td>161</td>
<td>82</td>
<td>243</td>
<td>66%</td>
</tr>
<tr>
<td><strong>State total</strong></td>
<td><strong>796</strong></td>
<td><strong>1399</strong></td>
<td><strong>2195</strong></td>
<td><strong>36.3%</strong></td>
</tr>
</tbody>
</table>

Source: Regional PBL Coordinators, February 2013
## Schools Trained in PBL/PBS/PBIS by Type of School Feb 2013

<table>
<thead>
<tr>
<th>Region</th>
<th>Primary</th>
<th>Secondary</th>
<th>Central/Community</th>
<th>SSP</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunter/Central Coast</td>
<td>63</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>84</td>
</tr>
<tr>
<td>Illawarra and South East</td>
<td>77</td>
<td>23</td>
<td>2</td>
<td>2</td>
<td>104</td>
</tr>
<tr>
<td>New England</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>North Coast</td>
<td>65</td>
<td>25</td>
<td>3</td>
<td>1</td>
<td>94</td>
</tr>
<tr>
<td>Northern Sydney</td>
<td>56</td>
<td>12</td>
<td>0</td>
<td>3</td>
<td>71</td>
</tr>
<tr>
<td>Riverina</td>
<td>23</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>South Western Sydney</td>
<td>79</td>
<td>39</td>
<td>0</td>
<td>10</td>
<td>128</td>
</tr>
<tr>
<td>Sydney</td>
<td>13</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Western NSW</td>
<td>29</td>
<td>22</td>
<td>11</td>
<td>4</td>
<td>66</td>
</tr>
<tr>
<td>Western Sydney</td>
<td>115</td>
<td>37</td>
<td>0</td>
<td>9</td>
<td>161</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>531</strong></td>
<td><strong>203</strong></td>
<td><strong>30</strong></td>
<td><strong>32</strong></td>
<td><strong>796</strong></td>
</tr>
</tbody>
</table>
It's Not Just About Numbers of Schools
Field Primary School
Field Primary School

• High Diversity
  – School has 290 students; 50% minority; 20% English Language Learners; 13% special education

• Instructional leader turnover

• Poverty
  – 79% of students qualify for free and reduced lunches

• Highly transient population
Field Primary School

+ Teachers and Staff committed to the increasing academic and social success of all students

+ A committed Principal who supported faculty in their efforts to change the way the taught to improve children’s lives
Field Primary School

• Academic Standing
  – *Annual Yearly Progress* (AYP)

• 5% of all students scored proficient in 2005, according to the Missouri Assessment Program. Breakdown by group:
  – 0% African American
  – 18% Caucasian
  – 0% Students with disabilities
  – 0% English Language Learners
  – 7% Free/Reduced Priced Lunch
Designing School-Wide Systems for Student Success

**Academic Systems**

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

**Behavioral Systems**

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

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All settings, all students
- Preventive, proactive
Field Primary School

• Literacy
  • In 2004–05, 44% students required intensive support for reading and writing

• Social Behavior
  • In 2003-04 Averaging 10.4 discipline referrals per day
Positive Behavior Supports

### Eugene Field Elementary

#### Tiger Traits

<table>
<thead>
<tr>
<th>All Settings &amp; Locations</th>
<th>Arrival &amp; Dismissal</th>
<th>Hallways</th>
<th>Restrooms</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Field Trips &amp; Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Respond to Tiger P.A.W.S.</td>
<td>- Listen attentively to announcements.</td>
<td>- Follow walk zones.</td>
<td>- Take turns.</td>
<td>- Raise your hand for help.</td>
<td>- Include all who want to play.</td>
<td>- Listen attentively.</td>
</tr>
<tr>
<td>- Enter, exit, and travel by walking quietly in single file.</td>
<td>- Use stairs appropriately.</td>
<td>- Respect the privacy of others.</td>
<td>- Eat only your own food.</td>
<td>- Accept skill differences.</td>
<td>- Use equipment appropriately.</td>
<td>- When scared, sit in bottom and face forward.</td>
</tr>
<tr>
<td>- Use people-pleasing language and behavior.</td>
<td>- Care for your personal belongings.</td>
<td>- Talk only to those at your table using an inside voice.</td>
<td>- Talk only to those at your table using an inside voice.</td>
<td>- Problem solve conflicts using the Peace Path.</td>
<td>- Stay in designated areas.</td>
<td>- Respond and show appreciation appropriately.</td>
</tr>
</tbody>
</table>

| **Responsible**           |                     |          |           |           |            |                       |
| - Follow adult instructions the first time. | - Obey the safety patrol and use crosswalks and sidewalks. | - Carry a pass when alone. | - Immediately report problems to nearest adult. | - Stay in designated areas. | - Follow the school game rules. | - Be prepared. |
| - Keep hands, feet, and body to self. | - Report to assigned area in circle drive and stay there until picked up. | - When moving as a class, remain in line order. | - Wash hands with soap and water. | - When the signal sounds line up immediately in line order. | - Collect and return the playground equipment. |                       |
| - Clean up after yourself. | - Go immediately to destination upon arrival or dismissal. | - Flush toilets/urinals. | - Return to your class or class line order promptly. |                       |                       |                       |
| - Ask permission to leave your assigned area. |                       | - Hold your tray with two hands. |                       |                       |                       |                       |
Impact

From 10.4 per day

To 1.6 per day
Field Primary Literacy Data 04-05

2004-2005

Intensive
Strategic
Benchmark

30%
26%
44%
0%
20%
40%
60%
80%
100%
2004-2005
Intensive
Strategic
Benchmark
<table>
<thead>
<tr>
<th>Structure</th>
<th>Tier III Intensive Intervention</th>
<th>Tier II Strategic Intervention</th>
<th>Tier I DIBELS benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Reading</td>
<td>Classroom Teacher</td>
<td>Classroom Teacher</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>90 min, 5 days</td>
<td>Reading specialists, Sp Ed, ELL,</td>
<td>Reading Mastery or Soar to</td>
<td>Enrichment based on</td>
</tr>
<tr>
<td>week with:</td>
<td>Sp. Lang, K-2 SRA Reading Mastery</td>
<td>Success</td>
<td>themes of core program</td>
</tr>
<tr>
<td>Intervention Groups 45 min,</td>
<td>(5th day individual focus )</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Core Reading and Intervention Schedule

<table>
<thead>
<tr>
<th>Core</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>K 9:00-10:30</td>
<td>12:25-12:55</td>
</tr>
<tr>
<td>1st 9:00-10:30</td>
<td>11:30-12:15</td>
</tr>
<tr>
<td>2 10:00-11:30</td>
<td>9:15-10:00</td>
</tr>
<tr>
<td>3 11:00-12:30</td>
<td>10:15-11:00</td>
</tr>
<tr>
<td>4 1:45-3:15</td>
<td>1:00-1:45</td>
</tr>
<tr>
<td>5 1:00-2:30</td>
<td>2:15-3:00</td>
</tr>
</tbody>
</table>
Impact

• Improved Academic Standing
  – Annual Yearly Progress
    In 2007, 27% of Field’s students scored proficient (up from 5%).
    • African American: 0% improved to 16%
    • Caucasian: 18% improved to 57%
    • Students with disabilities: 0% improved to 25%
    • English Language Learners: 0% improved to 27%
Field Literacy Data

Comparison of Intensive, Strategic, and Benchmark Data over the years 2004-2008.
Some Final Thoughts

On the Road to Success
All of us will have set-backs on the journey.
Allow yourself plenty of time to get there
Remember to bring the kids along
No matter how tempting..... Stay Positive!
Teach & Practice, Teach & Practice, Teach & Practice......

DO NOT PASS
WHEN
OPPOSING TRAFFIC
PRESENT
Remember

- We cannot “make” students learn or behave
- We can create environments to increase the likelihood students learn and behave
- Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
Tier II & III Systems
& Classroom Problem Solving

Tim Lewis, Ph.D.
University of Missouri

Center on School-wide Systems
of Positive Behavior Support
University of Missouri - Columbia
Positive Behavior Support

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Student Behavior
Basic Tier II/III Steps

1. School-wide, including classroom, universals in place
2. Identify students who need additional supports
3. Identify what supports student needs
   – Environment
   – Intervention
4. Monitor & evaluate progress
Starting Point

• Work within current formal and informal systems
• Develop missing steps of efficient process
• Provide training and technical assistance to facilitators
  – Classroom Problem Solving Teams (partnership)
  – Tier II Team
• Guided process with templates for environmental modifications and interventions
• Goal = fluency among all faculty and staff
Tier II/III Support Process

• Step 1 – Insure Universals, including Classroom, in place
• Step 2 – Student Identification Process
  – Decision Rules
  – Referral
  – Screen
• Step 3 – Classroom Problem Solving
  – Classroom supports (function-based)
  – Progress monitor
• Step 4 - Tier II/III supports
  – Non-responders to grade level supports
  – Match function of student behavior to intervention
  – Progress monitor
• Step 5 - Evaluate Process
Teams
(Data, Practices, Systems)

• School-wide PBS
  – Universals
  – Connect points to Tier II & III

• Classroom Problem Solving
  – Review data
  – Develop function-based interventions

• Tier II/III
  – Partner with Classroom Problem Solving Lead/Coordinator
  – Coordinate and monitor tier II/III supports
2. Identifying students

• Current data
  – Confidence in numbers
  – Consistency across data points

• Teacher Referral

• Screening

Approximately 10% of total students
Data Decision Rules

• Office Discipline Referral (ODR)
  – Major
  – Minor

• Time out of Instruction
  – Buddy Room
  – Safe Seats
  – “Discipline” Room
RRKS – Time Out of Class

Code: _____

Student: _________________________   Date: _________________________

Incident Time: ____________________ # of min. out of rm.: __________

Teacher: _______________________ Subject: ______________________

What did you do/not do that got you sent out of class?
___________________________________________________________________
___________________________________________________________________

Circle the RRKS expectation that was not followed:
Respect   Responsible   Kind   Safe

What will you do differently next time? ___________________________________
Processing Checklist:
Processing data & time:

• Review with the student reason he/she was sent out.

• Teach & practice replacement behavior.

• Provide positive reinforcement for replacement behavior.

• Check the setting in which the behavior occurred.

Whole group instruction
Small group instruction
Individual work
Working with peers
Alone
1-on-1 instruction
Interacting with peers
Other: Please identify below

Minor List: Circle the appropriate code

(MDD) Defiance/Disrespect/Non-compliance
(MDS) Disruption
(MI) Inappropriate Verbal Language
(MO) Other
(MPC) Phys. Contact
(MP) Property Misuse
Other Strategies to Identify Students

• Teacher Referral
  – Questions to discuss:
    • Who completes
    • When
    • What data must be used/cited
    • Focus on externalizing and internalizing

• Screening
  – What instrument
  – Schedule
### Screening Instruments at a Glance

<table>
<thead>
<tr>
<th>Name of Instrument</th>
<th>Description/Purpose /Use</th>
<th>Ages</th>
<th>Method(s)</th>
<th>Administration</th>
<th>Cost</th>
<th>Ordering Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDQ = Strengths &amp; Difficulties Questionnaire (Goodman, 2001)</td>
<td>Brief behavioral screening questionnaire that asks about 25 attributes, some positive and others negative. Scores for conduct problems, hyperactivity, emotional symptoms, peer problems, and pro-social behavior. Reports Score As = Low, Medium or High Risk *Internalizing &amp; Externalizing Concerns</td>
<td>K-12</td>
<td>Teacher or Parent Report (ages 4-10) Teacher or Parent Report (ages 11-17) Student Self-Report (ages 11-17)</td>
<td>45 min-1hr/class 25 items On-line administration and scoring available Manual scoring = 10 min/student</td>
<td>No cost if administered and scored online. 1 page per student if administered and scored by hand.</td>
<td><a href="http://www.youthinmind.net">www.youthinmind.net</a> <a href="http://www.sdqinfo.com">www.sdqinfo.com</a></td>
</tr>
</tbody>
</table>
Work Time

• With your neighbor, discuss current data collection strategies in your school and how they might be used to create a data-decision rule to identify students who need tier II supports.
3. Classroom Problem Solving

- Grade level / combinations
- Once a week focus of meeting = social behavior concerns when decision rule met
- Standard problem solving steps
Classroom Problem Solving

• Process leader
  – Classroom teachers, Specialist teachers
• Tier II Team partner
  – School Psychologist, Counselor, Administrator
• Process
  – Data-based decision making
    • Guiding questions
  – Function-based intervention
    • Teach replacement
    • Environmental alterations / supports
  – Monitor progress
Classroom Problem Solving

• Student meets data decision rule
• Classroom teacher completes preliminary forms (documents student progress to date)
• Grade level lead walks team through problem solving process
• Tier II Team partner attends if team is unable to identify patterns leading to intervention or when significant concerns noted
• Plan put in place
• Student progress monitored and reported at weekly meetings
Classroom Problem Solving Process

• Develop intervention based on function of behavior
  – Environment changes
  – Student skills to teach/practice/reinforce

• Monitor progress
  – Same data that brought them to your attention
  – Problem and Appropriate behavior
  – Teacher observations
Form D

Grade Level Team Tier 2 Function Based Matching Process

Student:_________________________ Classroom Teacher:_______________ Grade: ___
Date:_____

Complete the Brief Assessment of Function of Behavior & Matching Process **with your grade level team.**

1. **Summary of the Problem**

We have the most problems during ______________________________

(Time of day/class/Activity/Routine)

<table>
<thead>
<tr>
<th>Antecedent Function/Pay Off (Trigger/Predictor)</th>
<th>Problem Behavior (Student Behavior of concern)</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>When...</td>
<td>The student will...</td>
<td>Then this happens (teacher does)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>So, the function of behavior is to: Get or Avoid (circle one)</td>
</tr>
</tbody>
</table>

2. **Replacement Behavior** (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])
3. **Student Goal** (Measurable; Consider level of typical peer, see *Matching Progress Monitoring Methods to Student Goals: Example*, Page 25 of this handbook):

4. **Intervention Plan** (See *Antecedent Interventions*, Page 26 of handbook)

<table>
<thead>
<tr>
<th><strong>Antecedent Interventions</strong>&lt;br&gt;Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)</th>
<th><strong>Replacement Behavior / Skill</strong>&lt;br&gt;(What we want the student to do instead)</th>
<th><strong>Response / Consequence</strong>&lt;br&gt;(What happens when student demonstrates behavior / skill)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive Specific Feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Corrective Feedback</td>
</tr>
</tbody>
</table>

5. **Progress Monitoring**
How will teacher monitor progress toward the student goal? (See example forms on pages 27-30)
<table>
<thead>
<tr>
<th>Function</th>
<th>Intervention Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Attention</td>
<td>Schedule adult attention</td>
<td>• Have adult work with student</td>
</tr>
<tr>
<td></td>
<td>Schedule peer attention</td>
<td>• Have adult provide periodic attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lunch meeting with teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Behavior plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Grade level or teacher triage</td>
</tr>
<tr>
<td></td>
<td>Schedule peer attention</td>
<td>• Pair student with peer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use peer tutoring or mentoring</td>
</tr>
<tr>
<td></td>
<td>Increase proximity to student</td>
<td>• Move seating arrangement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Periodically move about classroom</td>
</tr>
<tr>
<td></td>
<td>Provide preferred activity</td>
<td>• When adult is occupied assign more preferred activity</td>
</tr>
<tr>
<td>Avoid</td>
<td>Adjust demand difficulty</td>
<td>• Provide easier work</td>
</tr>
<tr>
<td></td>
<td>Offer choices</td>
<td>• Allow student to choose:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Task to complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sequence of tasks to be completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Materials to use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Where to complete task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• When to complete task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• With whom to complete task</td>
</tr>
<tr>
<td></td>
<td>Increase student preference/interest in activity</td>
<td>• Incorporate student hobbies/interests into activities</td>
</tr>
<tr>
<td></td>
<td>Assure that activities have functional or meaningful outcome</td>
<td>• Provide activities with valued outcome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write and read Social Stories</td>
</tr>
<tr>
<td></td>
<td>Alter length of task</td>
<td>• Shorten activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide frequent breaks</td>
</tr>
<tr>
<td></td>
<td>Modify mode of task completion</td>
<td>• Change medium/materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Replace pencil and paper with computer, etc.</td>
</tr>
<tr>
<td></td>
<td>Use behavioral momentum, task dispersal</td>
<td>• Present easy requests prior to difficult requests.</td>
</tr>
<tr>
<td></td>
<td>Increase predictability</td>
<td>• Provide cues for upcoming or change in activities (instructional, visual, auditory)</td>
</tr>
<tr>
<td></td>
<td>Modify instructional delivery</td>
<td>• Use pleasant tone of voice</td>
</tr>
</tbody>
</table>
Parkade Elementary
Columbia, MO
School Demographics

• Currently 430 students
• District Multi-Categorical classroom
• District Emotional Disturbance program
• Free and Reduced Percentage: 65%
• Special Education Students: 19%
• Mobility: 23%
• Ethnicity
  • White 46%
  • Minority 53%
  • Black 36%
  • Hispanic 7.5%
  • Asian 4%
  • Multi 2.5%
  • American Indian 2%
  • Pacific Islander 1%
Parkade Elementary
Tier 2 Team Structure
Grade Level Teams

• Meet Weekly Rotating between Academics and Social Behavior
• Discuss Students Who Meet Data Decision Criteria
• Use Function Base Decision Making
• Collaborate and Generalize for Similar Students’ Behavior and Function
1. Insure **Universals** Including 
Classrooms are in Place 

- Teams discuss their expectations, rules, procedures and routines before the school year starts and then explicitly teach those in the first few days of school.

- Morning Meetings from 8:50-9:20 school-wide

- Lessons are determined by looking at previous months data
How We Know Universals Are in Place

• Schoolwide Evaluation Tool over 92%
• Administrative Walk-Through’s To Observe Classrooms
• Feedback from Parents and Visitors
• Office Discipline Data
Baseline Behavior Data Spring 2008

57 students with 9+ Referrals

- 15% Tier 3
  - Goal 5%
  - 6+ Referrals

- 16% Tier 2
  - Goal 15%
  - 2-5 Referrals

- 69% Tier 1
  - Goal 80%
  - 0-1 Referral

1712 referrals
Current Behavior Data
2010-2011

16 Students with 9+ Referrals

- 7% Tier 3 Goal 5%
- 10% Tier 2 Goal 15%
- 83% Tier 1 Goal 80%

516 Referrals

- 6+ Referrals
- 2-5 Referrals
- 0-1 Referrals
# ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:

1 = inconsistent or unpredictable ........5 = consistent and predictable

<table>
<thead>
<tr>
<th>Physical Space: Is physical space organized to allow access to instructional materials?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work centers are easily identified and corresponds with instruction</td>
</tr>
<tr>
<td>• Traffic flow minimizes physical contact between peers and maximizes teacher ‘s mobility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attention: Does the teacher gain the attention of the students prior to instruction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A consistent and clear attention signal is used across instructional contexts</td>
</tr>
<tr>
<td>• Uses a variety of techniques to gain, maintain, and regain student attention to task.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Materials are prepared and ready to go.</td>
</tr>
<tr>
<td>• Pre-corrects are given prior to transitions.</td>
</tr>
<tr>
<td>• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.</td>
</tr>
<tr>
<td>• Students engaged at high rates during individual work</td>
</tr>
<tr>
<td>• Down-time (including transitions) is minimal</td>
</tr>
</tbody>
</table>
1: Insure Universals, including

**Classrooms** are in Place

1. Expectations & Rules
2. Procedures & Routines
3. Acknowledgment
4. Response Strategies & Error Correction
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequence & Offering Choice
8. Academic Success & Task Difficulty
Classroom Quiz

1. When the teacher ____________, most students stop and listen.
   
   Yes  Sometimes  No

2. When class starts, the teacher has everything ready.
   
   Yes  Sometimes  No

3. Before we start a new activity, the teacher reminds us what we are supposed to do.
   
   Yes  Sometimes  No

4. When we are asked to work by ourselves, all students work quietly and do what they are supposed to do.
   
   Yes  Sometimes  No

5. I often finish my work and do not know what I should be doing while others are still working.
   
   Yes  Sometimes  No
Tier II Support Process

1. Insure Universals, including Classroom, in place
2. **Student Identification Process**
3. Classroom Problem Solving
4. Tier II Supports
5. Evaluate Process
2. Student Identification Process

Parkade Tier II Data Decision Rules – Behavior:

– 2-5 Office referrals (Major)
– 2+ Buddy Room referrals in a 2 week period (Minor)
– Student is engaging in a repeated pattern of problem behavior in more than one setting or with more than one adult
– Internalizing Behaviors
– Problem behavior is having negative consequences on student’s social relationships
– The problem behavior is NOT dangerous to student or others
Behavior Data Review

- On Monday teachers receive Minor and Major office discipline referrals before Grade Level Team Meeting Review and highlight students who meet any Tier II data decision rule
- Describe the Observable Problem Behavior
- Be prepared to discuss student at Grade Level Team Meeting
3. Classroom Problem Solving

Grade Level Teams...

Discuss Individual Students to Identify Strategies that Work for Similar Students in Each Teacher’s Class

Just like they do for Academics
The Problem Solving Process

• Write Summary Statements
  - Antecedents
  - Observable Problem Behavior
  - Outcomes/Consequences
  - Determine Function of Behavior
• Identify Replacement Behavior
• Decide on Strategies That Match the Function
  – Increase the Replacement Behavior
  – Decrease the Problem Behavior
• Plan to Progress Monitor
ABC Example

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>When <em>Given an independent work task, mostly writing</em></td>
<td>Student Will Walk around the room, put head down, talk to other students</td>
<td>Because Teacher works with student 1 on 1.</td>
<td>Therefore, the function is to avoid or access hard writing tasks.</td>
</tr>
</tbody>
</table>

Replacement Behavior: *Begin work, work the entire time and appropriately ask for help.*

Strategies to Increase Replacement Behavior: *Teach student to put a Post-It on desk to ask for help.*

Strategies to Decrease Problem Behavior: *Write to the star then check –in with the teacher.*
How Did We Teach These Steps?

• Multiple practice rewriting generic behaviors into specific observable behavior

• *ABCs of Behavior*: Dr. Chris Borgmeier, Portland State University.

• Training During Grade Level Team Meetings

• Model, group practice, homework, review

• Practice, practice, practice
We Always Come Back to...

Classroom Effective Practices

1. Expectations & Rules
2. Procedures & Routines
3. Acknowledgment
4. Response Strategies & Error Correction
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequence & Offering Choice
8. Academic Success & Task Difficulty
Tier II Support Process

1. Insure Universals, including Classroom, in place
2. Student Identification Process
3. Classroom Problem Solving
4. Tier II Supports
5. Evaluate Process
Classroom Problem Solving Video

• http://www.vimeo.com/54954199
How Do We Know if Classroom Environmental Changes Were Effective?

• DATA
  – Office Discipline Referrals (minors and majors)
  – Teacher Progress Monitoring (work completion, Pride Tickets earned, etc)
  – Teacher perception
3. Tier II Supports

• Students who do not respond to classroom / informal supports (grade level 2-3 weeks)
• Student brought to Tier II Team
  – Classroom problem solving plan
  – Progress data
• Based on function of problem behavior and response to classroom supports, match student to Tier II intervention
Tier II Supports

- Centralized
- Each has a coordinator
- Placed in support by Tier II Team
- Classroom supports continued / modified
- ALL in building aware of their role in supporting students in Tier II Supports
Tier II Supports

• Self-Management
  – Check in / Check Out -Primary / middle
  – Check & Connect - Secondary

• Social Skill Groups

• Academic Supports
# CICO Record

Name: ____________________________                             Date: ______________

0 = Need work,   1 = “OK”   2 = Nice Job

<table>
<thead>
<tr>
<th></th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Before Recess</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Before Lunch</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>After Recess</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Check Out</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Today’s goal

Today’s total points

Comments:
<table>
<thead>
<tr>
<th>0 = Not Yet</th>
<th>Be Safe</th>
<th>1 = Good</th>
<th>Be Respectful</th>
<th>2 = Excellent</th>
<th>Be Your Personal Best</th>
<th>Total Points</th>
<th>Teacher initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands, feet, and objects to self</td>
<td>Use kind words and actions</td>
<td>Follow directions</td>
<td>Working in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Recess</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Class</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Lunch</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Class</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Recess</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Class</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Points = 50
Today ________________%
Goal ________________%

Today ________________%
Goal ________________%

HAWK Report
Date ____________ Student _______________
____________________ Teacher _____________________

0 = Not Yet 1 = Good 2 = Excellent

Keep hands, feet, and objects to self
Use kind words and actions
Follow directions
Working in class

Points Possible = 50

OSEP Center for Positive Behavioral Interventions & Supports
Why does CICO work?

• **Improved structure**
  • Prompts are provided throughout the day for correct behavior.
  • System for linking student with at least one positive adult.
  • Student chooses to participate.

• **Student is “set up for success”**
  • First contact each morning is positive.
  • “Blow-out” days are pre-empted.
  • First contact each class period (or activity period) is positive, and sets up successful behavioral momentum.

• **Increase in contingent feedback**
  • Feedback occurs more often.
  • Feedback is tied to student behavior.
  • Inappropriate behavior is less likely to be ignored or rewarded.
Why does CICO work?

• **Student recruits adult support**
  – Student uses card to recruit adult attention.
  – Very low “effort” for teacher

• **Program can be applied in all school locations**
  – Classroom, playground, cafeteria (anywhere there is a supervisor)

• **Elevated reward for appropriate behavior**
  – Adult and peer attention delivered each target period
  – Adult attention (and tangible) delivered at end of day
Why does CICO Work?

• **Linking behavior support and academic support**
  – For academic-based, escape-maintained problem behavior, incorporate academic support

• **Linking school and home support**
  – Provide format for positive student/parent contact

• **Program is organized to morph into a self-management system**
  – Increased options for making choices
  – Increased ability to self-monitor performance/progress
Steps in Social Skill Instruction

• Assessment
• Planning
• Lesson Development
• Teaching
• Generalization
Lesson Components (practices)

• rule for when to use the skill
• set of useful skill variations
  – teach the rule (TELL)
  – demonstrate the skill (SHOW)
  – students practice the skill (PRACTICE)
  – review and test the skill (PRACTICE)
  – assign homework (PRACTICE)

Teaching social skills follows the same format as teaching academic skills
4. Monitor Student Progress and Evaluate Process

- Original data sources that lead to student identification
  - ODR
  - Attendance
  - Academics
  - “time out of class”
  - Teacher perception

- Key = frequent and regular
  - Celebrate success
  - Adjust if student doesn’t respond (or problems start reappearing)

- Cost – Benefit Analysis of overall process
Time Out of Class

- Pre
- Post

The graph shows the comparison of time out of class before (pre) and after (post) an intervention. The data is represented for different time periods (1 to 15) with bars indicating the time spent out of class. The average time is also shown for both pre and post intervention periods.
4. Evaluate Process

• Tier II/III Interventions
  – Integrity of Implementation Checks
  – Student Data Graphs
  – Staff Self Assessment Surveys
  – Student Surveys

• Entire Tier II/III System
  – *Benchmark for Advanced Tiers (BAT)*
  – *Individual Students Systems Evaluation Tool (ISSET)*
  – Office Discipline Data
Lessons Learned

• “Scheduling meetings is tricky”
• “Must take the time to build trust”
• “It is hard to focus on Tier II and not students needing Tier III support”
• “Plan for bringing new staff and new teams up to date”
• “Time for continuing professional development”
• “Having a big enough binder”
Tier III: Functional Behavioral Assessment – Behavior Intervention Plans

Tim Lewis, Ph.D.
University of Missouri

OSEP Center on Positive Behavioral Interventions and Supports
pbs.org
Designing School-Wide Systems for Student Success

**Academic Systems**

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

**Behavioral Systems**

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

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All settings, all students
- Preventive, proactive
Universal

Targeted

Intensive

Continuum of Supports

Reading

Science

Soc skills

Math

Spanish

Horses
Positive Behavior Support

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

Social Competence & Academic Achievement
Universal School-Wide Features

• Clearly define expected behaviors (Rules)
  – All Settings
  – Classrooms
• Procedures for teaching & practicing expected behaviors
• Procedures for encouraging expected behaviors
• Procedures for discouraging problem behaviors
• Procedures for data-based decision making
• Family Awareness and Involvement
Tier II (small group)

- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
  - Teacher referral
- Informal assessment process to match intervention to student need
  - Small group Social Skill Instruction
  - Self-management
  - Academic Support
- Part of a continuum – must link to universal school-wide PBS system
Tier III (individualized support)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies

- Part of a continuum – **must link to universal school-wide PBS system**
Teams
(Data, Practices, Systems)

• School-wide PBS
  – Universals
  – Connect points to Tier II & III

• Classroom Problem Solving
  – Review data
  – Develop function-based interventions

• Tier II/III
  – Coordinate and monitor tier II/III supports
FBA – PBS Plan Process

Success requires:

1. Individual(s) with expertise in FBA-PBS
2. Fluency with a clear process among all staff whereby roles are clearly defined
3. A basic understanding of Applied Behavior Analysis (Behavior is functionally related to the teaching environment) among all school staff
Essential Steps to Individual PBS Plans

1. Request for assistance/Decision Rule Met
2. Operationally define problem/replacement behavior
3. Background/archival data/ data collection/Environmental Assessment
4. Functional Behavioral Assessment
   – Indirect measures
   – Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a Individual PBS plan
   – Social skill instruction
   – Self management
   – Environmental modifications
7. Implement, Monitor and Evaluate progress
Essential Steps to Individual PBS Plans

1. Request for assistance/Decision Rule Met
2. Operationally define problem/replacement behavior
3. Background/archival data/ data collection/Environmental Assessment
4. Functional Behavioral Assessment
   – Indirect measures
   – Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a Individual PBS plan
   – Social skill instruction
   – Self management
   – Environmental modifications
7. Implement, Monitor and Evaluate progress
Operational Definitions

Describe behavior such that it is observable and measurable

1. Frequency
2. Topography
   – Force or intensity
3. Locus
4. Duration
5. Latency
# Operational Definition of Behavior

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Topography</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Compliance</td>
<td>Refusal to do work: escalating cycle (lip gloss, pretend to read, flip through papers, throw papers on desk (off-desk), refusal language, profanity, in your face → physical aggression ...)</td>
<td>15 – 20 x per half hour lesson</td>
</tr>
</tbody>
</table>
# Operational Definition of Behavior

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Topography</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wandering</td>
<td>Leaves seat&lt;br&gt;Walks around room&lt;br&gt;Walks to back of room&lt;br&gt;Tap dancing at back&lt;br&gt;Leaving classroom&lt;br&gt;Leaving school</td>
<td>Low – 5 x per ½ hour&lt;br&gt;High – never sat down</td>
</tr>
</tbody>
</table>
Work Time

• With your neighbor, operationally define a behavior of concern among a student you work with
Essential Steps to Individual PBS Plans

1. Request for assistance/Decision Rule Met
2. Operationally define problem/replacement behavior
3. Background/archival data/ data collection/Environmental Assessment
4. Functional Behavioral Assessment
   – Indirect measures
   – Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a Individual PBS plan
   – Social skill instruction
   – Self management
   – Environmental modifications
7. Implement, Monitor and Evaluate progress
FBA Basics

• Behavior is functionally related to the teaching environment
• Behavior is learned
• Behavior is occasioned by discriminative stimuli and maintained by outcomes
  – To Get (positive reinforcement)
  – To Avoid (negative reinforcement)
Child Wants Something

Child Throws Tantrum → Parent Gives Item → Child Stops Tantrum
Prompt

Child Behavior

Positive Reinforcement

Parent Behavior

Negative Reinforcement

Child Behavior

Positive Reinforcement
Determining the Function

• Examine:
  – Events that happen prior to school/class (Setting Events)
  – Events that prompt behavior (Antecedent)
  – Events that follow behavior (Consequence)
Antecedents

• Events that trigger or prompt a behavior
• The student can predict the outcome of the behavior when the cue is present
• What is happening before the behavior occurs?
  – Classroom environment
  – Academic activities
  – Transition
Consequences

Events that follow a behavior

1. The environment “gives” something to the student and the student maintains or increases the behavior = what is being given is reinforcing to the student

2. The environment removes the student from an activity or situation and the behavior maintains or increases = the event the student is avoiding is aversive to the student
Functional Behavior Assessment

Pre-Assessment

• Interviews
• Rating Scales
• Student Guided

Direct Observation

• A-B-C
• Checklists
FBA Interview

- Define the behavior
- When does it occur?
- What are you doing?
- What do the peers do?
- Where does it occur?
- Are there times when the behavior doesn’t occur?
- Is the behavior more likely to occur given certain tasks?
- Are there events that happen outside of the classroom that exacerbate the problem?
**Problem Behavior Questionnaire**

**DIRECTIONS:** Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

<table>
<thead>
<tr>
<th>1. Does the problem behavior occur and persist when you make a request to perform a task?</th>
<th>Never</th>
<th>10% of the time</th>
<th>25% of the time</th>
<th>50% of the time</th>
<th>75% of the time</th>
<th>90% of the time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?</th>
<th>Never</th>
<th>10% of the time</th>
<th>25% of the time</th>
<th>50% of the time</th>
<th>75% of the time</th>
<th>90% of the time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
**Project FACILE**

Problem Behavior Questionnaire Profile

**DIRECTIONS:** Circle the score given for each question from the scale below the corresponding question number (in bold).

<table>
<thead>
<tr>
<th>PEERS</th>
<th></th>
<th>ADULTS</th>
<th></th>
<th>SETTING EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Escape</strong></td>
<td><strong>Attention</strong></td>
<td><strong>Escape</strong></td>
<td><strong>Attention</strong></td>
<td><strong>EVENTS</strong></td>
</tr>
<tr>
<td>3 10 14</td>
<td>4 7 11</td>
<td>1 9 13</td>
<td>2 6 12</td>
<td>5 8 15</td>
</tr>
<tr>
<td>6 6 6</td>
<td>5 5 5</td>
<td>4 4 4</td>
<td>3 3 3</td>
<td>2 2 2</td>
</tr>
<tr>
<td>5 5 5</td>
<td>4 4 4</td>
<td>3 3 3</td>
<td>2 2 2</td>
<td>1 1 1</td>
</tr>
<tr>
<td>4 4 4</td>
<td>3 3 3</td>
<td>2 2 2</td>
<td>1 1 1</td>
<td>0 0 0</td>
</tr>
<tr>
<td>3 3 3</td>
<td>2 2 2</td>
<td>1 1 1</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>2 2 2</td>
<td>1 1 1</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>1 1 1</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
</tbody>
</table>
Functional Assessment Checklist for Teachers and Staff
(FACTS-Part A – Problem Identification)

Student/Grade: ___________________________ Date: 
Interviewer: ___________________________ Respondent(s): 
Student Profile: Please identify at least three strengths or contributions the student brings to school.

**Problem Behavior(s):** Identify & Describe Problem Behaviors Specifically:

<table>
<thead>
<tr>
<th>Tardy</th>
<th>Unresponsive</th>
<th>Withdrawn</th>
<th>Inappropriate Language</th>
<th>Fight/Physical Aggressive</th>
<th>Verbal Harassment</th>
<th>Disruptive</th>
<th>Insubordination</th>
<th>Work not done</th>
<th>Theft</th>
<th>Vandalism</th>
<th>Other</th>
</tr>
</thead>
</table>

Describe the problem behavior(s) specifically - - What does it look like/sound like:

PBIS.org
### FUNCTIONAL ASSESSMENT OBSERVATION FORM

<table>
<thead>
<tr>
<th>Setting Information:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Setting Information:

Wolfgang, Plato, and Bertrand are at a table playing a word game.

<table>
<thead>
<tr>
<th>Time</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Wolfgang takes a card &amp; tries to sound out the word</td>
<td>Plato laughs and says that’s wrong</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wolfgang looks at the ground</td>
<td>Bertrand grabs the dice</td>
</tr>
<tr>
<td>Bertrand lands on the next word space &amp; reads the card</td>
<td></td>
<td>Plato says &quot;at least you're not a dummy!&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wolfgang hunches his shoulders in and stares at his lap</td>
<td>Plato reads the card correctly</td>
</tr>
<tr>
<td>Plato takes his turn</td>
<td>Wolfgang watches Plato</td>
<td>The boys laugh and continue the game</td>
<td></td>
</tr>
<tr>
<td>Bertrand says &quot;it's your turn dummy&quot; to Wolfgang</td>
<td>Wolfgang says &quot;I don't want to play&quot; and pushes his chair back</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date  April 29
Observer  Mrs. Aristotle
Student  Wolfgang
Developing a Hypothesis

• When this occurs (setting/condition) ____________

• The student does (problem behavior operationally defined) ________________

• To get/avoid ____________
To “Get” or “Avoid”

• Things student might get or acquire from behavior:
  – Attention
  – Something tangible
  – Access to preferred activities
  – Sensory stimulation

• Things students may avoid
  – Attention from adults or peers
  – Work tasks
  – Responsibilities
  – Sensory stimulation
Practice Functional Assessment

*Example 1*

- **Setting**: Hallway between periods
- **Student**: Lance
**Observation:** Lance is walking toward his locker and sees 2 boys looking at a magazine. Lance grabs the magazine, throws it and runs away. The peers yell and chase him down the hall. The three stop running when they see the principal. The peers return to their locker, Lance continues down the hall. Lance sees a girl getting a drink and pushes her face into the water. The girl screams when her face and hair get wet. Lance laughs and walks away as the peer calls him names. Lance stops to talk to a friend. As he is talking to his friend, he trips a student walking down the hall. Lance and his friend laugh and continue down the hall.
<table>
<thead>
<tr>
<th>2 peers looking at a magazine</th>
<th>L. walking toward locker - grabs magazine, throws it and runs</th>
<th>Peers yell and chase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L. stops running when sees principal</td>
<td>Peers return to locker</td>
</tr>
<tr>
<td></td>
<td>L. pushes peer @ drinking fountain</td>
<td>Peer screams</td>
</tr>
<tr>
<td></td>
<td>L. laughs and walks away</td>
<td>Peer calls L. names</td>
</tr>
<tr>
<td></td>
<td>L. talking with peer - trips student</td>
<td>Peer laughs</td>
</tr>
</tbody>
</table>
Practice Functional Assessment

Example 2

- **Setting:** Science, students are sitting in groups of four working on independent projects

- **Student:** George
Observation:
Betsy calls George a "geek." George glares back and Betsy smiles. George calls Betsy a "slime queen." Betsy sticks out her tongue and George throws his pencil at her. After throwing his pencil, George screams and threatens her with his fist. Betsy smiles and says "I dare you!" George hits her and pushes her to the floor. Betsy yells and the teacher comes over to separate the two.
Essential Steps to Individual PBS Plans

1. Request for assistance/Decision Rule Met
2. Operationally define problem/replacement behavior
3. Background/archival data/data collection/Environmental Assessment
4. Functional Behavioral Assessment
   - Indirect measures
   - Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a Individual PBS plan
   - Social skill instruction
   - Self management
   - Environmental modifications
7. Implement, Monitor and Evaluate progress
Developing Positive Behavior Support Plans

Addressing the Function of Problem Behavior by Teaching Functionally Equivalent Replacement Behaviors
Functional-Based Interventions (BIP)

- Teach replacement behavior(s) that result in same/similar outcome
  - Environment should not allow problem behavior to result in previous outcomes
- Replacement behavior should be more efficient than problem behavior
Positive Behavioral Support Plans

• Describe what behaviors are expected of the student and how they will be taught and supported

• Describe the changes in the environment that are designed to alter a student’s behavior
  – Describe what adults will do differently in an effort to alter what the child does
  – Describe what academic, schedule, etc., changes will be made to support new behavior
Competing Behavior Pathways Model

- Setting Events
- Triggering Antecedents
- Problem Behavior
- Acceptable Alternative
- Desired Alternative
- Maintaining Consequences

Setting Event Manipulations
Antecedent Manipulations
Behavior Teaching
Consequence Manipulations

Sugai, Lewis, & Palmer & Hagan, 1999
### Setting

- Playgound monitor debriefs student prior to coming into building.

### Events

- Change seating arrangement during reading class.
- Pre-correct class RE rules of cooperative groups.

### Predictors

- Set up cooperative peer groups.
- Identify appropriate peers and teach cooperative strategies.
- **Teach rules and skills of cooperative groups to target student.**
- **Role play cooperative learning with peers and target student.**
- Monitor progress (momentary time sampling)

### Behavior

### Consequences

- Verbal praise when on-task (VI 3 minutes).
- Error correction for off-task.
- Free time with peers for meeting established daily criteria.
Teaching Desired Replacement Behaviors

- **Function = Receives Attention**
  - Social skills that access attention appropriately
  - Social Skills that delay access to desired objects or events

- **Function = Escape**
  - Social skills that access assistance with difficult tasks
  - Social skills to avoid negative adult and peer interactions
Responses to Appropriate “Replacement Behavior”

Same or similar outcome as problem behavior

– Peer attention
– Teacher attention
– “Skip an assignment” pass
– Take a break pass
Response to Problem Behavior

• Avoid “feeding the function”

• Do not allow problem behavior to result in previous outcome
<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Function</th>
<th>Replacement Behavior</th>
<th>Intervention</th>
<th>Outcome for Replacement Behavior</th>
</tr>
</thead>
</table>
| Off-task, Non-disruptive | Peer Attention | On-task, work completion | • RRKS lesson – “on-task”  
• Pre-correct @ start of class  
• Self-monitor: on-task  
• Periodic praise by teacher for on-task  
• Quick de-brief at end of class on self-monitoring | Earn time with peers for meeting self-management goals |
| Off-task, Disruptive | Peer Attention | On-task, respectful responses, work completion | • RRKS lesson – “on-task”  
• RRKS lesson – “conflict management/respect”  
• Pre-correct @ start of class  
• Self-monitor: on-task & RRKS  
• Periodic praise by teacher for on-task  
• Quick de-brief at end of class on self-monitoring | Earn time with peers for meeting self-management goals |
| Off-task, Non-disruptive, work completion | Escape (avoids teacher and peers during instruction) | On-task, work completion | • RRKS lesson – “on-task”  
• Pre-correct @ start of class  
• Self-monitor: on-task + work completion  
• Quick de-brief at end of class on self-monitoring | Earn a ‘skip a homework’ pass  
Earn other preferred activity for meeting self-management and work completion goals |
| Off-task, Non-disruptive, work completion | Attention (responds to teacher directions, engages peers) | On-task, work completion | • RRKS lesson – “on-task”  
• Pre-correct @ start of class  
• Self-monitor: on-task + work completion  
• Periodic praise by teacher for on-task + work completion  
• Quick de-brief at end of class on self-monitoring | Earn “a work with peer” activity  
Earn other preferred activity for meeting self-management and work completion goals |
Essential Steps to Individual PBS Plans

1. Request for assistance/Decision Rule Met
2. Operationally define problem/replacement behavior
3. Background/archival data/ data collection/Environmental Assessment
4. Functional Behavioral Assessment
   – Indirect measures
   – Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a Individual PBS plan
   – Social skill instruction
   – Self management
   – Environmental modifications
7. Implement, Monitor and Evaluate progress
Lessons Learned and a Peek Into the Future

Tim Lewis, Ph.D.
University of Missouri
pbis.org

- School-wide Positive Behavior Support: Implementers’ Blueprint and Self-Assessment
- Evaluation Blueprint for School-Wide Positive Behavior Support
- Blueprint for School-wide Positive Behavior Support Training and Professional Development
Remember....

• Educators cannot “make” students learn or behave
• Educators can create environments to increase the likelihood students learn and behave
• Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
Designing School-Wide Systems for Student Success

**Academic Systems**

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- High Intensity

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All students
- Preventive, proactive

**Behavioral Systems**

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- Intense, durable procedures

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All settings, all students
- Preventive, proactive
Universal

Targeted

Intensive

Continuum of Supports

Reading

Science

Soc skills

Math

Spanish

Horses
Myth or Fact?
Myth or Fact?

• We are always positive and no longer correct student misbehavior.

• OK to say “stop” - the challenge is to a) continue to teach appropriate behavior and b) put environmental supports in place to prevent the problem from occurring again

• Learning Errors
Procedures for Discouraging Problem Behaviors

- CONSISTENCY
- Clearly define problem behavior
- Clear distinctions between staff/classroom and office managed behavior
- Establish a continuum of procedures for correcting problem behavior
- Establish data decision strategies for repeat offenses
“Appropriate” Responses to Problem Behavior

• If student removed from learning environment, create opportunities to teach/practice replacement behaviors
• Natural consequences (is it “punishment” from the student’s perspective)
• Changes within and across environments to promote appropriate behavior
Myth or Fact?

• “Universals” mean we implement SW-PBS exactly like all other schools.

• Essential features
• Reflect unique challenges
• Culturally responsive to reflect local community
• Intensity of implementation should match the intensity of challenges
Attention Dog Guardians
Pick up after your dogs. Thank you.

Attention Dogs
Grrrrr, bark, woof. Good dog.

District of North Vancouver.
Bylaw 5981-11(i)
Myth or Fact?

• By the third term, it is typically okay to stop teaching social expectations.

• **Data Decision Rules**

• **Stages of learning**
  – Acquisition
  – Fluency
  – Maintenance and Generalization
Myth or Fact?

• Once we hit 80% or better on the SET for a couple of years, adding Tier II/III systems will be a piece of cake!

• *Universals matched to intensity of needs?*

• *Phases of Implementation*
  – Exploration & Trial
  – Adoption
Baseline Behavior Data Spring 2008

57 students with 9+ Referrals

15% Tier 3
Goal 5%
6+ Referrals

16% Tier 2
Goal 15%
2-5 Referrals

69% Tier 1
Goal 80%
0-1 Referral

1712 referrals
Current Behavior Data 2010-2011

516 Referrals

83% Tier 1
Goal 80%
0-1 Referrals

10% Tier 2
Goal 15%
2-5 Referrals

7% Tier 3
Goal 5%
6+ Referrals

16 Students with 9+ Referrals
Myth or Fact?

• When looking at data, “see, it doesn’t work” is sometimes the obvious response
Myth or Fact?

• We have always done it that way, surely there is a good reason to keep it going!

OUTCOMES!!
Myth or Fact?

• SW-PBS simply will not work if you don’t use powerful “rewards.”

Key is sincere, positive instructional feedback to promote mastery and fluency
Myth or Fact?

• If you want success, you need to implement SW-PBS exactly like the Gold Award winning schools.

• Essential features & outcomes

• You create your unique path based on your DATA, your RESOURCES, and OUTCOMES that are important to you
ONE WAY

GOOD LUCK FIGURING OUT WHICH ONE
Maintaining, Sustaining, & Growing
Maintaining, Sustaining, & Growing

• DATA, DATA, DATA

Importance of reporting “hard” data as well as your story to funders and decision makers
Maintaining, Sustaining, & Growing

• Map SW-PBS data, practices, and systems to School & District Improvement Plans

Build a continuum of academic and social behavior supports, apply the SW-PBS problem solving logic, you are prepared for anything!
Maintaining, Sustaining, & Growing

- SW-PBS problem solving strategy applied to all challenges
SW-PBS Problem Solving Logic

• Establish Ground Rules
  – Nothing sacred but everything is important
  – Not about “philosophy” or “theory”

• Start with Data
  – Be prepared for the “examination & explanation”
  – Be prepared with an action plan

• Match Practices to Data
  – Strategies, curricula, and resources independent of what is currently in place

• Align Resources to Implement Practices
  – New roles = need for training and TA
Maintaining, Sustaining, & Growing

• Be good consumers when it comes to social and academic behavior support strategies

Evidence-Based Practices
Evidence-Based Practices

• Academic
  – “Effective instruction”
  – Antecedent / setting modifications
  – Peer tutoring
  – Direct Instruction
  – Self-management targeting academic related skills
  – Opportunities to Respond
Evidence-Based Practices

• Behavior
  – Environmental modifications and supports
  – Contingent positive performance based feedback
  – Self Management
  – Social Skill Instruction (with maintenance and generalization strategies)
Evidence-Based Practices

• Related Supports
  – Comprehensive case management / wrap around
  – Family supports/ parent training
Maintaining, Sustaining, & Growing

• Plan your annual school calendar of SW-PBS meetings, benchmark periods, and other key events TODAY

Seriously, get on it today!!!
# Parkade Elementary Building Assessment/Meeting Calendar

## 2010-2011 School Calendar

### August 2010

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### September 2010

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### October 2010

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### November 2010

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### December 2010

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### January 2011

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### February 2011

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### March 2011

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### April 2011

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### May 2011

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Tier 3 Behavior Meetings 9:00 every Thursday
- Tier 3 Academic Meetings 3:00 every Thursday
- * Tier 1 Academic Meetings 7:45
- + Tier 1 Behavior Meetings 7:45

- Benchmarking
- MAP Window
- Progress Monitoring
- Grade Level Academic Meeting - During day
  Tier 2 Academic Meeting - 7:45 AM
- Grade Level Behavior Meeting - During day
  Tier 2 Behavior Meeting - 7:45 AM
- School Not In Session
Maintaining, Sustaining, & Growing

• It's still all about the classroom!

• Essential Features
• On-going professional development & access to technical assistance
• Performance Feedback
A Peek Into High School Core Classrooms

- 74% of teacher time was coded as “non-teaching”
- Teacher Feedback:
  - Positive 0.16 per hour
  - Correction 0.16 per hour
  - Negative 0.44 per hour
- Opportunities to Respond
  - Group 2.5 per hour
  - Individual 0.4 per hour
- Student Engagement:
  - Active 18%
  - Passive 12%
  - Off Task 14%
  - Down Time 57%
New Directions & Next Steps
Randomized Controlled Trials Examining SW-PBS

- Reduced major disciplinary infractions
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Improved school climate
- Improvements in Social – Emotional outcomes
- Reductions in teacher’s reports of bullying behavior


Blurring the General /Special Education Line

• Challenges
  – “Wait Fail” evaluation process
  – Difficult task of keeping students “on-track” with peers while attempting to catch up due to disability
  – At times an inefficient parallel system, curriculum, service delivery to general education
MAP Proficiency by SW-PBS Implementation Levels - All Students

Preparation	Emerging	Bronze	Silver	Gold
t Comm Arts	Math	Comm Arts	Math	Comm Arts	Math	Comm Arts	Math	Comm Arts	Math

2010	2011

- Preparation
- Emerging
- Bronze
- Silver
- Gold

- Comm Arts
- Math
- All Schools
- non SW-PBS
MAP Proficiency by SW-PBS Implementation Levels - IEP Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>20.0%</td>
<td>25.0%</td>
<td>20.0%</td>
<td>25.0%</td>
<td>20.0%</td>
<td>25.0%</td>
<td>20.0%</td>
<td>25.0%</td>
<td>45.0%</td>
<td>50.0%</td>
<td>30.0%</td>
<td>35.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>2011</td>
<td>25.0%</td>
<td>30.0%</td>
<td>25.0%</td>
<td>30.0%</td>
<td>25.0%</td>
<td>30.0%</td>
<td>25.0%</td>
<td>30.0%</td>
<td>50.0%</td>
<td>55.0%</td>
<td>45.0%</td>
<td>50.0%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>
Student Voice

• Member of the SW-PBS Team
• Connect points to existing student leadership groups
• Student goal setting & progress monitoring
• Students as exemplars
• *SW-PBS is something we do WITH students not to them*
KINDNESS PROJECT
PLUMPTON EDUCATION COMMUNITY
The Kindness Project

Enhancing the anti-bullying strategy

Kindness as a "replacement" behaviour

3 tiered approach

Across school learning community

Student-led
The Kindness Project

As with PBL and student leadership, a 3-tier model has been developed as a framework to nurture kindness at the school.
### Types of Kindness Examples

<table>
<thead>
<tr>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindness Ambassadors</td>
</tr>
<tr>
<td>Charity Fundraising</td>
</tr>
<tr>
<td>Kindness/Multicultural Day</td>
</tr>
<tr>
<td>PEC, Community, Regional commitment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Beautification</td>
</tr>
<tr>
<td>Lunch/Breakfast club</td>
</tr>
<tr>
<td>Public support for kindness</td>
</tr>
<tr>
<td>Random Acts of Kindness (RAK) for / with a group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Random Acts of Kindness</td>
</tr>
<tr>
<td>Pledge my commitment to being kind</td>
</tr>
<tr>
<td>Achieving kindness goals</td>
</tr>
<tr>
<td>Nominating someone for a Phoenix Personal Best Award (PPB)</td>
</tr>
</tbody>
</table>
The Student Ambassadors’ Plan

1. Meet with students and teachers to develop kindness strategies
2. Launch & promote kindness as a school-wide priority
3. Badge / wrist band and pledge signing
4. Lunch club / breakfast club / mentor project
5. Kindness ambassadors as mediators / facilitators
6. Stage 3-4 PEC kindness strategy
7. Encourage kindness in community & link to CitCon
8. Group to organise multicultural day / kindness day
We launched the Kindness project with the video and a bookmark project.
Here in NSW
Conclusion

• *Schools are important & good!*
  – Regular, predictable, positive learning & teaching environments
  – Positive adult & peer models
  – Predictable and positive feedback
  – Academic & social behavior development & success