Applying the Universal Problem-solving Framework of School-wide Positive Behavior Supports to Address Unique Challenges

Tim Lewis, Ph.D.
University of Missouri

OSEP Center on Positive Behavioral Intervention & Supports
www.pbis.org
The Key

Behavior is functionally related to the Teaching Environment
SW-Positive Behavior Support

Supporting Staff Behavior

Supporting Student Behavior

Social Competence & Academic Achievement

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
“Well, thank God we all made it out in time. ... 'Course. now we're equally screwed.”
SW-PBS Problem Solving Logic

1. Establish Ground Rules
2. Start with Data
3. Match Practices to Data
4. Align Resources to Implement Practices (systems, systems, systems)
SW-PBS Problem Solving Logic

1. Establish Ground Rules
   – Nothing sacred / Everything is important
   – Not about “philosophy” or “theory"
   – Keep focus on outcomes
   – Remember, if what we are doing now was meeting the needs of all students we wouldn’t be having the conversation
   – Allow for a transition period
     • 2-3 years
SW-PBS Problem Solving Logic

2. Start with Data
   – Be prepared for the “examination & explanation”
   – Understand that data are simply a “sample” of what is going on
   – Data must be contextualized
   – Don’t drown in the data
   – Assess the integrity of the data (plan to correct)
   – Keep the conversation focused on data that are “in your control”
   – Be prepared with a draft action plan
SW-PBS Problem Solving Logic

3. Match Practices to Data

– Strategies, curricula, and resources independent of what is currently in place
– Don’t limit to what you currently know – outside resources
– Build your daily schedule around priorities
SW-PBS Problem Solving Logic

4. Align Resources to Implement Practices

– New roles to reach outcomes will require training and on-going technical assistance (systems)
Classroom Problem Solving
Step 1. Universals In Place

• Specific Focus on Classroom
  – Review of essential features
  – Implementation Plan
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
2. Identifying students

(Data)

• 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

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.

<table>
<thead>
<tr>
<th>Minor List: Circle the appropriate code</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MDD) Defiance/Disrespect/Non-compliance</td>
</tr>
<tr>
<td>(MO) Other</td>
</tr>
</tbody>
</table>
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 (pbismissouri.org)
  – What instrument
  – Schedule
3. Classroom Problem Solving

(Systems)

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

• Student meets data decision rule
• Classroom teacher completes preliminary forms (documents student progress to date)
• Problem solving lead walks team through problem solving process
• Tier II/III 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 leader
  – Classroom teachers, Specialist teachers

• Tier II/III 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 Process *(Practices)*

- Develop intervention based on function of behavior
- Environment changes
  - Student skills to teach/practice/reinforce
- Monitor progress *(Data)*
  - 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</th>
<th>Problem Behavior</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Trigger/Predictor)</td>
<td>(Student Behavior of concern)</td>
<td>Then this happens (teacher does)</td>
</tr>
<tr>
<td>When...</td>
<td>The student will...</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)

   **Intervention Strategy(ies):**

<table>
<thead>
<tr>
<th>Antecedent Interventions</th>
<th>Replacement Behavior / Skill (What we want the student to do instead)</th>
<th>Response / Consequence (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)
## Antecedent Intervention Examples

<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></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</td>
<td>• Provide activities with valued outcome</td>
</tr>
<tr>
<td></td>
<td>outcome</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>
Considering Culture & Context?

Learning history
"Which parent do you want to sign it: my natural father, my stepfather, my mother's third husband, my real mother or my natural father's fourth wife who lives with us?"
Social morays
"Don't eat the flippers, Zeke, or they'll know we're tourists."
"Frank ... don't do that."
Culturally Relevant

- Engage community (*Data*)
- Focus on “Big” outcomes
  - Respect
  - Kindness
- Work backwards and identify key behaviors that reflect big outcomes
- Develop teaching and feedback strategies (*Practices*)
- Provide training and support to all staff to implement with fidelity (*Systems*)
Understanding Bullying to Create Systems of Prevention and Intervention
Prevalence

• 1 in 4 students in grades 4-6 are bullied regularly and 1 in 10 bullied weekly
• Nearly 90% of middle and high school students report observing bullying with 80% reporting they have been victims
• 80% of boys and 60% of girls reported being bullied by males
• In early grades – children were targets of peer physical or verbal intimidation once every 3-6 minutes (Snyder, 2003)
• 16,000 students miss school each day due to fear of bullies (Lee, 1993)
Bullying Defined

“A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students” (Elliott, 2002)
Bullying Defined

Bullying =

1. A clear power imbalance
2. Intent to cause harm or injury (including teasing)
3. Repeated and chronic instances of aggression and intimidation that targets a specific individual (Olweus, 1996; Snell, MacKenzie, & Frey, 2002)

– Form of peer-related aggressive behavior that involves coercion, intimidation, and threats to another’s personal safety or well-being (including relational aggression) (Walker, Colvin, & Ramsey, 1995)

School bullying =
• Single student being harassed by two or more other students (Olweus, 1993)
Types of Bullying

1. Physical
2. Verbal
3. Emotional
4. Sexual
Bullies and Peers

- Perpetrator
- Victim
- Bystander - do not directly participate but reinforce the bully
- Non-participant - do not participate, simply present, but take no action to prevent
Outcomes of bullying

• Short term
  – Perpetrator - reinforced – increases future bullying
  – Victim - somatic symptoms, fearful, avoidance

• Long term
  – Perpetrator
    • 60% grades 6-9 had been convicted of an aggressive crime in adulthood
    • More likely to be violent (Nansel et al, 2004).
    • More likely to have children who bully
  – Victim
    • depression, poor self esteem, suicide, school drop out
    • Ostracized by peers
Bully Prevention Keys

• School & home that is characterized as “warm” but sets firm limits for unacceptable behavior
• When violations occur, non-hostile, nonphysical sanctions be consistently applied
• Careful monitoring of student activities
• Adults should act as responsible authorities during all adult-child interactions, especially when bullying occurs
Bully Intervention Basics

• Perpetrator - discourage / appropriate sanctions / address “function”

• Victim – teach strategies to appropriately avoid/escape situations that involve bullying & place in activities in which they can succeed to boost confidence

◆ By-standers – make them aware of their supporting role and discourage them

◆ Non-participants – teach them to discourage bullying and to not show approval if observed
Bully Prevention / Intervention Action Plan

Data Analysis

1. Is Bullying a problem? (student / staff)
2. What types of bullying are occurring? (student/staff)
   a. Are there gender differences (student/staff)
3. Where is bullying occurring ? (student /staff)
4. Where do students seek help? (student)
5. Where do staff feel students should seek help? (staff)
6. What strategies do staff feel most successful to date? (staff)
7. Are staff aware of district/school policy and procedures? (staff)
8. Parent perceptions of issues and school interventions?

Intervention

1. Identify pro-social behaviors for noted types of bullying behavior

<table>
<thead>
<tr>
<th>Bullying Behavior</th>
<th>Replacement Skill</th>
<th>Link to School-wide Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Lesson plans and teaching strategies (with schedule) for each replacement skill

<table>
<thead>
<tr>
<th>Skill</th>
<th>By Stander Role</th>
<th>Non-Participant Role</th>
<th>Who Develop</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*By-stander/non-participant role = use language of school expectation / encourage “victim” to walk away with them / do not attend to bully / report what they have seen to adults per school procedure*

Establish a clear reporting procedure for students to report bullying (establish / teach / practice / monitor):

Establish a clear reporting procedure for parents to report bullying (establish / communicate in multiple formats / monitor):

Teaching Schedule (all in school must teach across all classrooms):
3. Supervision of high risk locations

<table>
<thead>
<tr>
<th>Setting</th>
<th>Current Supervision</th>
<th>Training &amp; Support Need</th>
<th>Additional Supervision Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Training for supervision:
- Who will train
- Core replacement social skills and prompts for student roles
- Prompts for students to use problem-solving strategies
- High rates of reinforcement for students who do not engage/attend to bullying
- Appropriate referrals when students do not respond
4. Identify strategies and lesson plans for “victims”

<table>
<thead>
<tr>
<th>Bully Behavior</th>
<th>Desired Student Response</th>
<th>Lesson plans/Strategies to teach</th>
<th>Connect Point to School-wide Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Training:

- Who & when will strategies be taught to victims (small group or one:one)
- Curriculum
- Consistent and reliable contact point for victims
- Appropriate range of supports, goal to fade adult support out
5. Identify instructional strategies and consequences for bullying

<table>
<thead>
<tr>
<th>Bully Behavior</th>
<th>Desired Outcome (get / avoid)</th>
<th>Replacement with same outcome</th>
<th>Connect Point to School-wide Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Training:
- Curriculum development
- One:One (who/when)
- Practice Opportunities (including peers)
- Tier II/III supports (focus on increasing use of appropriate skills)
  - Small group social skills ("empathy")
  - Check in/Check out or Check & Connect

Consequences
- Removal from access to peers
- Restrictions on non-supervised time
- Restitution (if empathy in place)
### Bully Prevention/Intervention

**Action Plan Summary**

<table>
<thead>
<tr>
<th>Action</th>
<th>Additional Information Needed</th>
<th>Product/Outcome</th>
<th>Who</th>
<th>Due Date</th>
<th>Goal/Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SW-Positive Behavior Support

Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
PBL: WELLBEING, LEADERSHIP AND ENGAGEMENT

Closing Remarks

Jill Schofield
Coordinator, Positive Behaviour for Learning
Thank you

Presenters

Professor Tim Lewis and Dr Barbara Mitchell

Sponsors

Silvereye Educational Publications www.silvereeye.com.au
MultiLit www.multilit.com
Crisis Prevention Institute www.crisisprevention.com

8 Ways Pedagogies

Shopfront: Coaching Showcase
Thank you for your participation!

• Please complete your MyPL conference evaluation
• Non DEC participants will be emailed an evaluation form
• visit the wiki from 21 July for conference presentations

PBL wiki: http://pblsupport.pbworks.com