Prevention and Systematic Intervention to Address Social Behavioral Problems: School-wide Positive Behavior Support

Tim Lewis, Ph.D.
University of Missouri

Center on Positive Behavioral Intervention & Supports
pbis.org
Starting Point….

• 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*
The Challenge

• The “core curriculum” is often “punishment” to try and reduce problem behavior in school

• However, “punishing” problem behaviors (without a proactive support system) is associated with increases in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out. (Mayer, 1995, Mayer & Sulzar-Azaroff, 1991, Skiba & Peterson, 1999)
The Good News...

Research reviews continue to indicate that **effective** responses to significant behavioral challenges in school include:

- Social Skills Training
- Academic Restructuring
- Behavioral Interventions

= *instructional strategies - “teaching”*
School-wide Positive Behavior Support

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

OSEP Center on PBIS
Big Ideas

• Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
• Create environments to support the use of pro-social behaviors
  1. School-wide
  2. Classroom
  3. Individual student
Essential Features at the School Level

• Teams of educators within the school (administrator)
• Data-based decision making
• Instructional Focus
  – Teach & Practice
• Acknowledge student mastery of social skills
  – Positive Feedback
Positive Behavior Support

Supporting Staff Behavior

Supporting Student Behavior

Social Competence & Academic Achievement

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Student Behavior
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
Continuum of Supports

Universal

Targeted

Intensive

Science

Math

Soc skills

Reading

Soc Studies

Basketball

Spanish
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
# Benton Primary School

## Safe
- Keep bodies calm in line
- Report any problems
- Ask permission to leave any setting

<table>
<thead>
<tr>
<th>Setting</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep personal space</td>
<td>Walk</td>
<td>Wash hands with soap and water</td>
<td>Use equipment for intended purpose</td>
<td>Use equipment for intended purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay to the right on stairs</td>
<td>Push in chairs</td>
<td>Keep water in the sink</td>
<td>Wood chips are for the ground</td>
<td>Wood chips are for the ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banisters are for hands</td>
<td>Place trash in trash can</td>
<td>One person per stall</td>
<td>Participate in school approved games only</td>
<td>Participate in school approved games only</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Respectful
- Treat others the way you want to be treated
- Be an active listener
- Follow adult direction(s)
- Use polite language
- Help keep the school orderly

<table>
<thead>
<tr>
<th>Setting</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be honest</td>
<td>Walk quietly so others can continue learning</td>
<td>Eat only your food</td>
<td>Allow for privacy of others</td>
<td>Line up at first signal</td>
<td>Be an active listener</td>
<td></td>
</tr>
<tr>
<td>Take care of yourself</td>
<td>Use a peaceful voice</td>
<td>Clean up after self</td>
<td>Invite others who want to join in</td>
<td>Applaud appropriately to show appreciation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## A Learner
- Be an active participant
- Give full effort
- Be a team player
- Do your job

<table>
<thead>
<tr>
<th>Setting</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a risk taker</td>
<td>Return to class promptly</td>
<td>Use proper manners</td>
<td>Follow bathroom procedures</td>
<td>Be a problem solver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be prepared</td>
<td>Leave when adult excuses</td>
<td>Return to class promptly</td>
<td>Learn new games and activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make good choices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Raise your hand to share
- Keep comments and questions on topic
# RAH – at Adams City High School  
*(Respect – Achievement – Honor)*

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/ Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Be on time; attend regularly; follow class rules</td>
<td>Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass</td>
<td>Put trash in cans, push in your chair, be courteous to all staff and students</td>
<td>Keep area clean, put trash in cans, be mindful of others’ personal space, flush toilet</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td>Do your best on all assignments and assessments, take notes, ask questions</td>
<td>Keep track of your belongings, monitor time to get to class</td>
<td>Check space before you leave, keep track of personal belongings</td>
<td>Be a good example to other students, leave the room better than you found it</td>
</tr>
<tr>
<td><strong>Honor</strong></td>
<td>Do your own work; tell the truth</td>
<td>Be considerate of yours and others’ personal space</td>
<td>Keep your own place in line, maintain personal boundaries</td>
<td>Report any graffiti or vandalism</td>
</tr>
</tbody>
</table>
Redesign Learning & Teaching Environment

School Rules
NO Food
NO Weapons
NO Backpacks
NO Drugs/Smoking
NO Bullying
Welcome to Westwood!

- Be Safe
- Be Kind
- Be a Positive Learner
- Be Your Best

It's The Westwood Way
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
Tier II (small group)

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

• 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
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
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
Outcomes
Office Discipline Referrals Semester 1

Oxley Park PS

50% decrease in number of discipline referrals from 2008 to 2009
INSTRUCTIONAL HOURS GAINED
Projected (50%) vs. Actual (Aug-Dec 2000)

- Total Instructional Hours Lost 99-00: 4290 HOURS
- Projected Instructional Hours Lost: 2145 HOURS
- Actual Instructional Hours Lost: 1671 HOURS

1671 ADDITIONAL Instructional Hours Lost, 78%
Alton High School
Average Referrals per Day
Anne Arundel High School
Total Referrals/Suspensions by Year

- 2001-2002:
  - Referrals: 271
  - Suspensions: 106

- 2002-2003:
  - Referrals: 200
  - Suspensions: 86

- 2003-2004:
  - Referrals: 150
  - Suspensions: 51

*Pre PBIS Implementation
Other High School Outcomes....

- **Triton High School**
  - 48% Free and reduced lunch
  - 59% reduction in suspension
  - Halved the drop out rate

- **Mountain View High School**
  - 30% free and reduced lunch
  - 30% reduction in ODR
  - Last to first in achievement in district
Parramatta HS: No. of Days Suspended
**Parramatta HS: Culture and Climate Survey (2004/2008)**

<table>
<thead>
<tr>
<th><strong>Responses</strong></th>
<th><strong>2004</strong></th>
<th><strong>2008</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Goals</td>
<td>45%</td>
<td>73%</td>
</tr>
<tr>
<td>(we know where we are going)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility for Success</td>
<td>51%</td>
<td>69%</td>
</tr>
<tr>
<td>(we must succeed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collegiality</td>
<td>54%</td>
<td>69%</td>
</tr>
<tr>
<td>(we're working on it together)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>54%</td>
<td>76%</td>
</tr>
<tr>
<td>(we can get better)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifelong Learning</td>
<td>64%</td>
<td>66%</td>
</tr>
<tr>
<td>(learning is for everyone)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk Taking</td>
<td>22%</td>
<td>39%</td>
</tr>
<tr>
<td>(we learn by trying something new)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>68%</td>
<td>80%</td>
</tr>
<tr>
<td>(there's always someone there to help)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mutual Respect</td>
<td>66%</td>
<td>80%</td>
</tr>
<tr>
<td>(everyone has something to offer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness</td>
<td>45%</td>
<td>71%</td>
</tr>
<tr>
<td>(we can discuss our differences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celebration &amp; Humour</td>
<td>63%</td>
<td>80%</td>
</tr>
<tr>
<td>(we feel good re ourselves)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Office Referrals</td>
<td>Proficient or Advanced on MAP</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>2000</td>
<td>760</td>
<td>32.5</td>
</tr>
<tr>
<td>2001</td>
<td>405</td>
<td>31</td>
</tr>
<tr>
<td>2002</td>
<td>302</td>
<td>58.2</td>
</tr>
<tr>
<td>2003</td>
<td>185</td>
<td>47.4</td>
</tr>
</tbody>
</table>

**Note:** The bar chart shows the number of referrals and the percentage of proficient or advanced students on MAP.
Illinois 02-03 Mean Proportion of Students Meeting ISAT Reading Standard

* t test (df 119) p < .0001

Mean Percentage of 3rd graders meeting ISAT Reading Standard

<table>
<thead>
<tr>
<th>PBIS NOT in place N = 69</th>
<th>PBIS IN place N = 52</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.60%</td>
<td>62.19%</td>
</tr>
</tbody>
</table>

Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions
Tier II & III
Small Group and Individual Interventions

Supporting Students At-Risk and those with Disabilities Within Their Home School
Lansdowne High School PBIS

The Viking Code
Proactive Approach to School-wide Discipline

• Provide a clear system for all expected behaviors
• Create and maintain a productive, safe environment
• Establish clear expectations
• Enhance student academic & social success
Components

• Common approach
• Clear, positive expectations
• Procedures to teach expected behaviors
• Range of ways to encourage and discourage
• Means to collect data & monitor
Viking Code of Conduct

• Readiness
• Responsibility
• Respect
Procedures for Encouraging Positive Behavior

• Viking of the Month
• “I Noticed”
• Posters throughout school
• Display of winners on V-Board
• Regular announcements of winners
Procedures for Discouraging Problem Behaviors

- Student Incident Report
- Office Referral
- Teacher-managed vs. Office-managed behaviors
- Consistency vs. Discretion
- Intervention Flow Chart
Average Referrals per Day per Month
Office Referrals

SY0405
SY0506
Field Primary School

SW-PBS and *Response to Intervention* with Literacy
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 live in poverty

• Highly transient population
Field Primary School

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

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

• Academic Standing
  – Only 5% of all students scored proficient in 2005
  – Breakdown by ethnicity:
    – 0% African-American
    – 18% Caucasian
    – 0% Students with disabilities
    – 0% English Language Learners
    – 7% Students living in Poverty
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
Field Literacy Data

2004-2005

Intensive
Strategic
Benchmark

44%
26%
30%

Intensive
Strategic
Benchmark

0%
20%
40%
60%
80%
100%
<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
<th>Core Reading</th>
<th>Intervention Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Structure</td>
<td>90 min, 5 days</td>
<td>45 min, 4 days week,</td>
</tr>
<tr>
<td></td>
<td>with:</td>
<td>week with:</td>
<td>(5th day individual focus)</td>
</tr>
<tr>
<td>Tier III</td>
<td>Intensive Intervention</td>
<td>Classroom Teacher</td>
<td>Reading specialists, Sp Ed, ELL, Sp. Lang, K-2 SRA Reading Mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3-5 Wilson Reading Systems</td>
</tr>
<tr>
<td>Tier II</td>
<td>Strategic Intervention</td>
<td>Classroom Teacher</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading Mastery or Soar to Success</td>
</tr>
<tr>
<td>Tier I</td>
<td>DIBELS benchmark</td>
<td>Classroom Teacher</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enrichment based on themes of core program</td>
</tr>
</tbody>
</table>
Core Reading and Intervention Schedule

<table>
<thead>
<tr>
<th>Core</th>
<th></th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>9:00-10:30</td>
<td>12:25-12:55</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>9:00-10:30</td>
<td>11:30-12:15</td>
</tr>
<tr>
<td>2</td>
<td>10:00-11:30</td>
<td>9:15-10:00</td>
</tr>
<tr>
<td>3</td>
<td>11:00-12:30</td>
<td>10:15-11:00</td>
</tr>
<tr>
<td>4</td>
<td>1:45-3:15</td>
<td>1:00-1:45</td>
</tr>
<tr>
<td>5</td>
<td>1:00-2:30</td>
<td>2:15-3:00</td>
</tr>
</tbody>
</table>
# 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>- Talk only to those at your table using an inside voice.</td>
<td>- Use equipment appropriately.</td>
<td>- When seated, sit on bottom and face forward.</td>
</tr>
<tr>
<td>- Use people-pleasing language and behavior.</td>
<td>- Care for your personal belongings.</td>
<td>- Observe Tiger Stops.</td>
<td>- Talk only.</td>
<td>- Problem solve conflicts using the Peace Path.</td>
<td>- Accept skill differences.</td>
<td>- Respond and show appreciation appropriately.</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Follow adult directions the first time.</td>
<td>- Obey the safety patrol and use crosswalks and sidewalks.</td>
<td>- Carry a pass when alone.</td>
<td>- Immediately report problems to nearest adult.</td>
<td>- Hold your tray with two hands.</td>
<td>- Stay in designated areas.</td>
<td>- Follow site rules.</td>
</tr>
<tr>
<td>- Keep hands, feet, and body to self.</td>
<td>- Report to assigned area in circle drive and stay there until picked up.</td>
<td>- When moving at a class, remain in line order.</td>
<td>- Wash hands with soap and water.</td>
<td>- Obtain everything needed to eat before sitting down.</td>
<td>- When the signal sounds line up immediately in line order.</td>
<td>- Be prepared.</td>
</tr>
</tbody>
</table>
Impact on Behavior Problems

From 10.4 per day To 1.6 per day
Impact on Literacy

• Improved Academic Standing
  – In 2007, 27% of Field’s students scored proficient in 2007 (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

- 2004-2005: 30%
- 2005-2006: 40%
- 2006-2007: 40%
- 2007-2008: 51%

Legend:
- Red: Intensive
- Yellow: Strategic
- Green: Benchmark
Why Invest in SW-PBS?

• Change in school discipline system creates an environment that promotes, teaches, and acknowledges appropriate behavior
• Reduction in problem behavior resulting in less staff time dealing with problems, more student time in the classroom
• Improved academic performance
• Improved social behavior performance
• Improved school safety, mental health connections, and individual interventions