

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

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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

Social Competence &
Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting
Staff Behavior

Supporting
Decision
Making

Supporting
Student Behavior

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

← 1-5%

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Intensive, Individual Interventions

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

Targeted Group Interventions

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

← 5-10%

5-10% →

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Universal Interventions

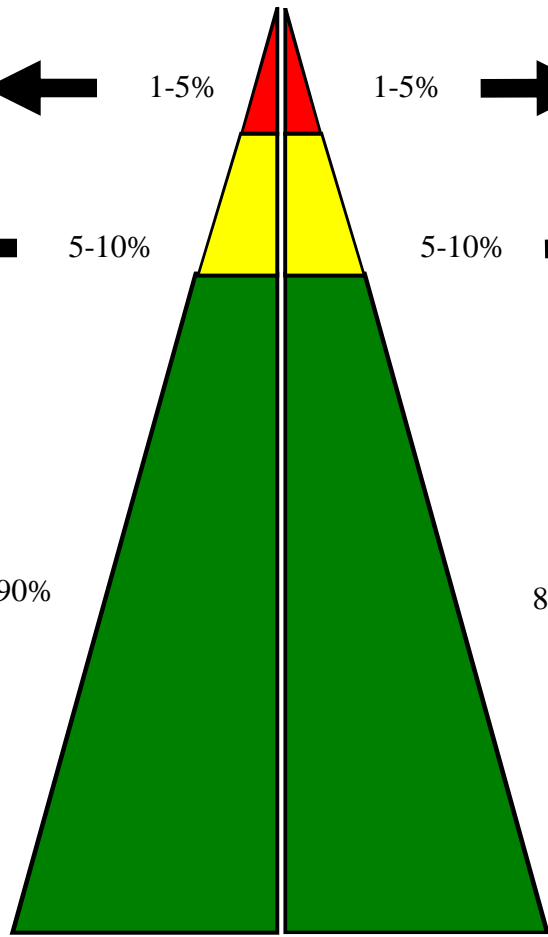
- All students
- Preventive, proactive

← 80-90%

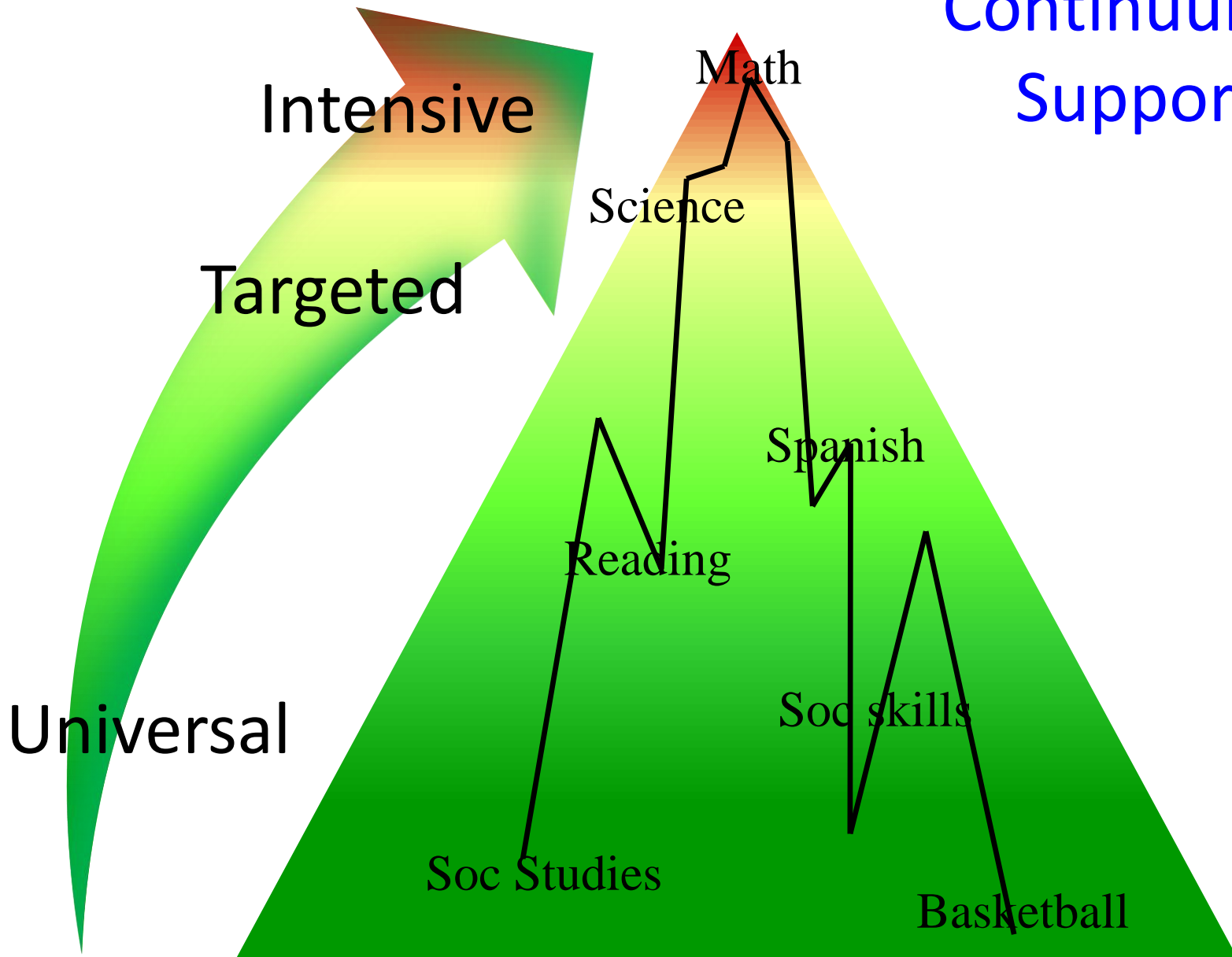
80-90% →

Universal Interventions

- All settings, all students
- Preventive, proactive



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

Benton Primary School

I am....	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
Safe	<ul style="list-style-type: none"> •Keep bodies calm in line •Report any problems •Ask permission to leave any setting 	<ul style="list-style-type: none"> •Maintain personal space 	<ul style="list-style-type: none"> •Walk •Stay to the right on stairs •Banisters are for hands 	<ul style="list-style-type: none"> •Walk •Push in chairs •Place trash in trash can 	<ul style="list-style-type: none"> •Wash hands with soap and water •Keep water in the sink •One person per stall 	<ul style="list-style-type: none"> •Use equipment for intended purpose •Wood chips are for the ground •Participate in school approved games only •Stay in approved areas •Keep body to self 	<ul style="list-style-type: none"> •Walk •Enter and exit gym in an orderly manner
Respectful	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Be honest •Take care of yourself 	<ul style="list-style-type: none"> •Walk quietly so others can continue learning 	<ul style="list-style-type: none"> •Eat only your food •Use a peaceful voice 	<ul style="list-style-type: none"> •Allow for privacy of others •Clean up after self 	<ul style="list-style-type: none"> •Line up at first signal •Invite others who want to join in •Enter and exit building peacefully •Share materials •Use polite language 	<ul style="list-style-type: none"> •Be an active listener •Applaud appropriately to show appreciation
A Learner	<ul style="list-style-type: none"> •Be an active participant •Give full effort •Be a team player •Do your job 	<ul style="list-style-type: none"> •Be a risk taker •Be prepared •Make good choices 	<ul style="list-style-type: none"> •Return to class promptly 	<ul style="list-style-type: none"> •Use proper manners •Leave when adult excuses 	<ul style="list-style-type: none"> •Follow bathroom procedures •Return to class promptly 	<ul style="list-style-type: none"> •Be a problem solver •Learn new games and activities 	<ul style="list-style-type: none"> •Raise your hand to share •Keep comments and questions on topic

RAH – at Adams City High School

(Respect – Achievement – Honor)

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

Redesign Learning & Teaching Environment

School Rules

NO Food

NO Weapons

NO Backpacks

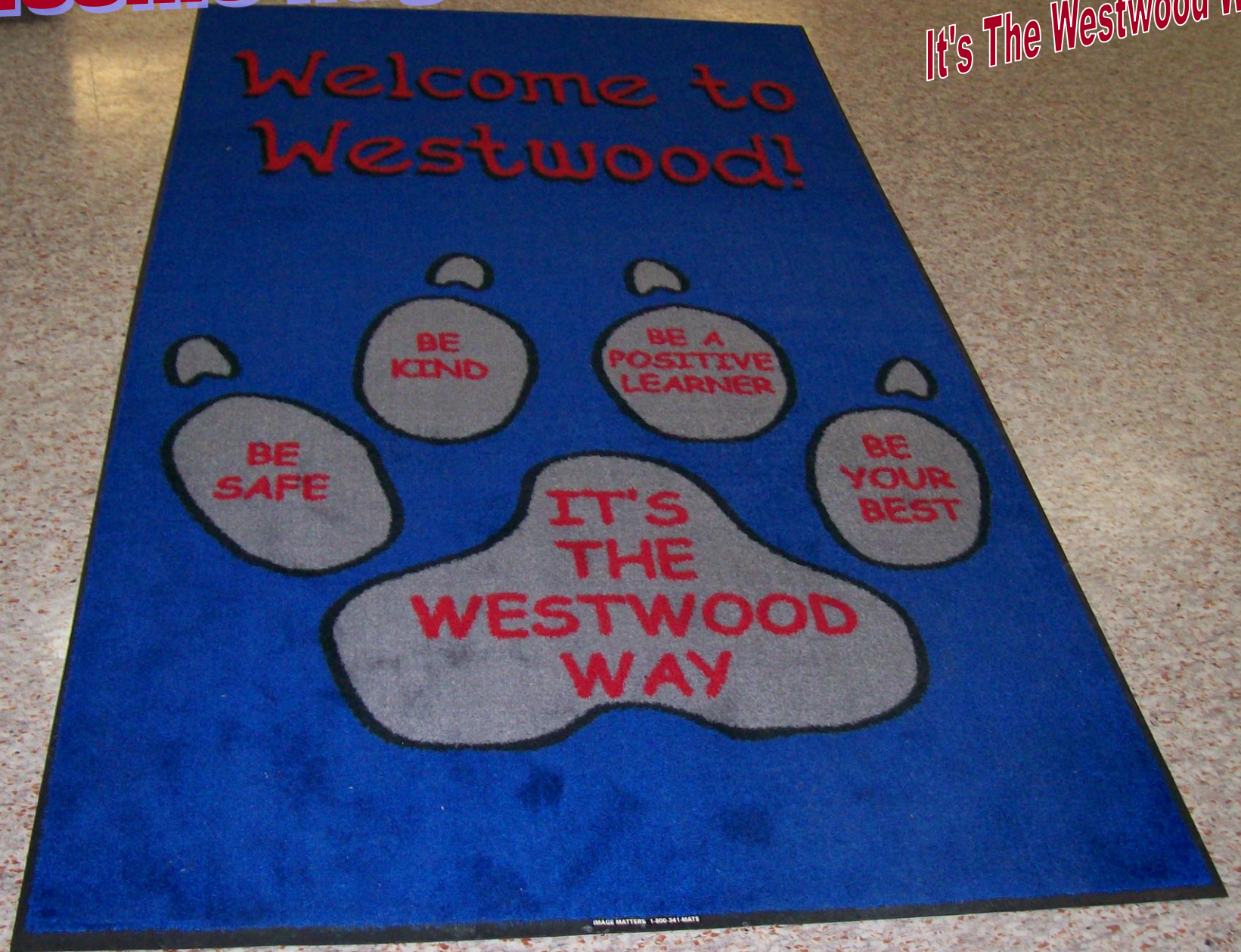
NO Drugs/Smoking

NO Bullying



Welcome Rugs

It's The Westwood Way!



Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
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Targeted Group Interventions

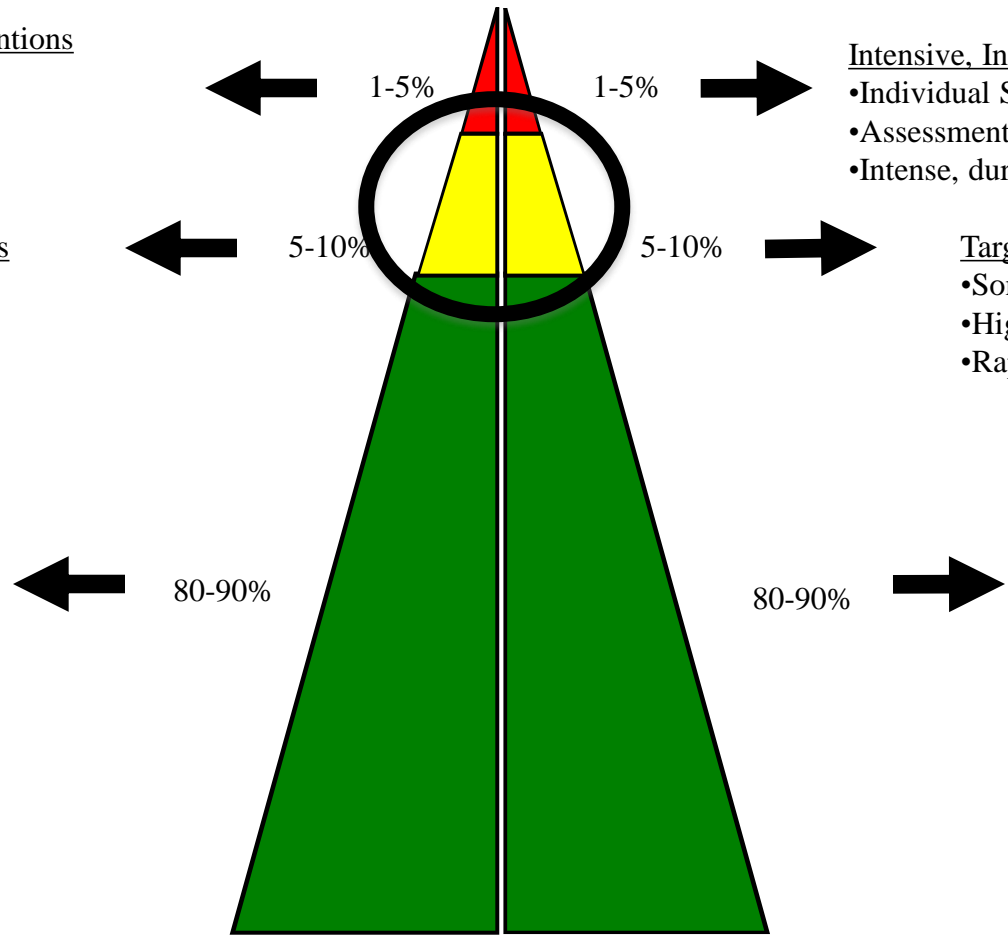
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Universal Interventions

- All students
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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**

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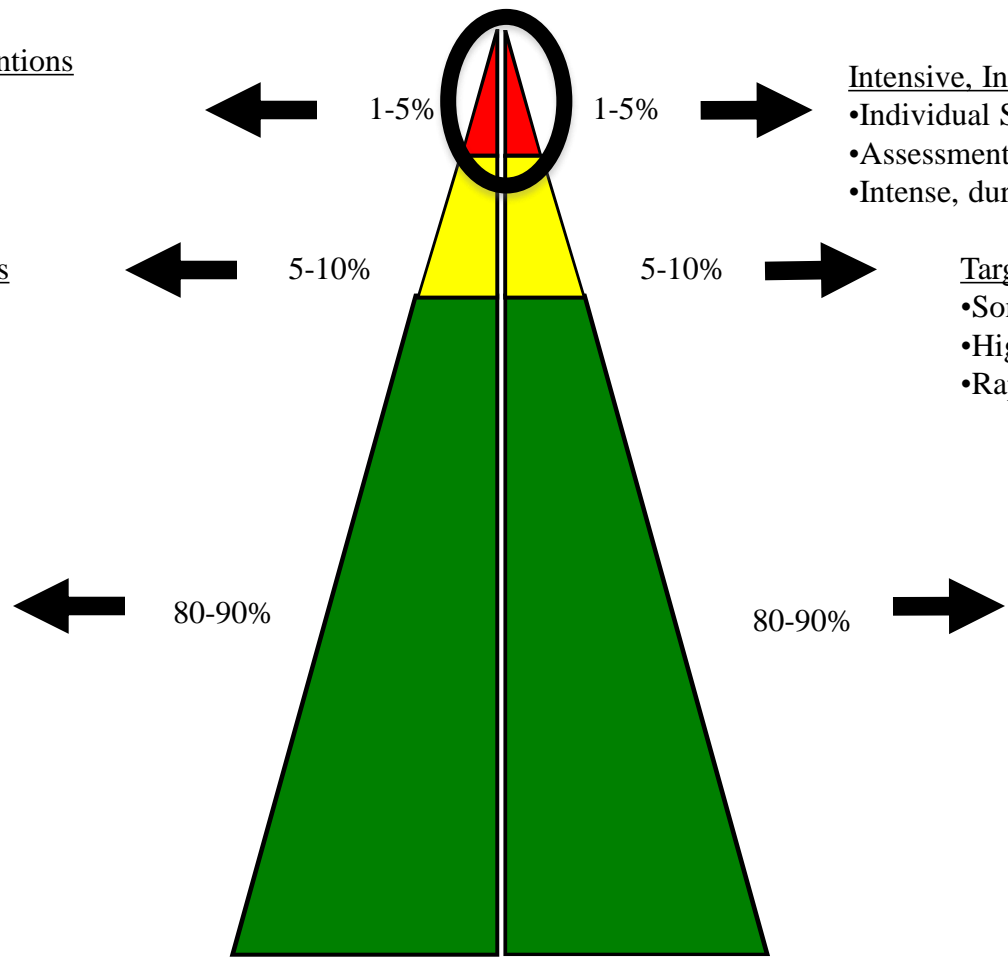
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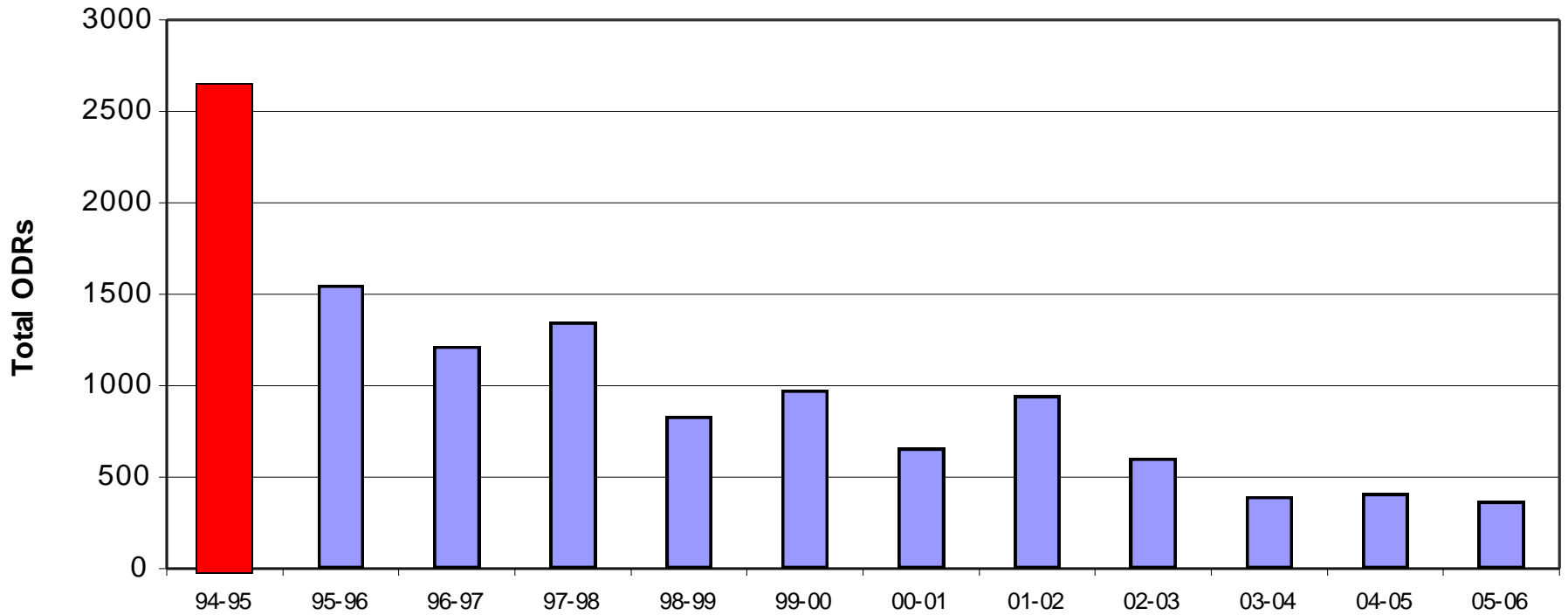


Tier III (individualized support)

- 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**

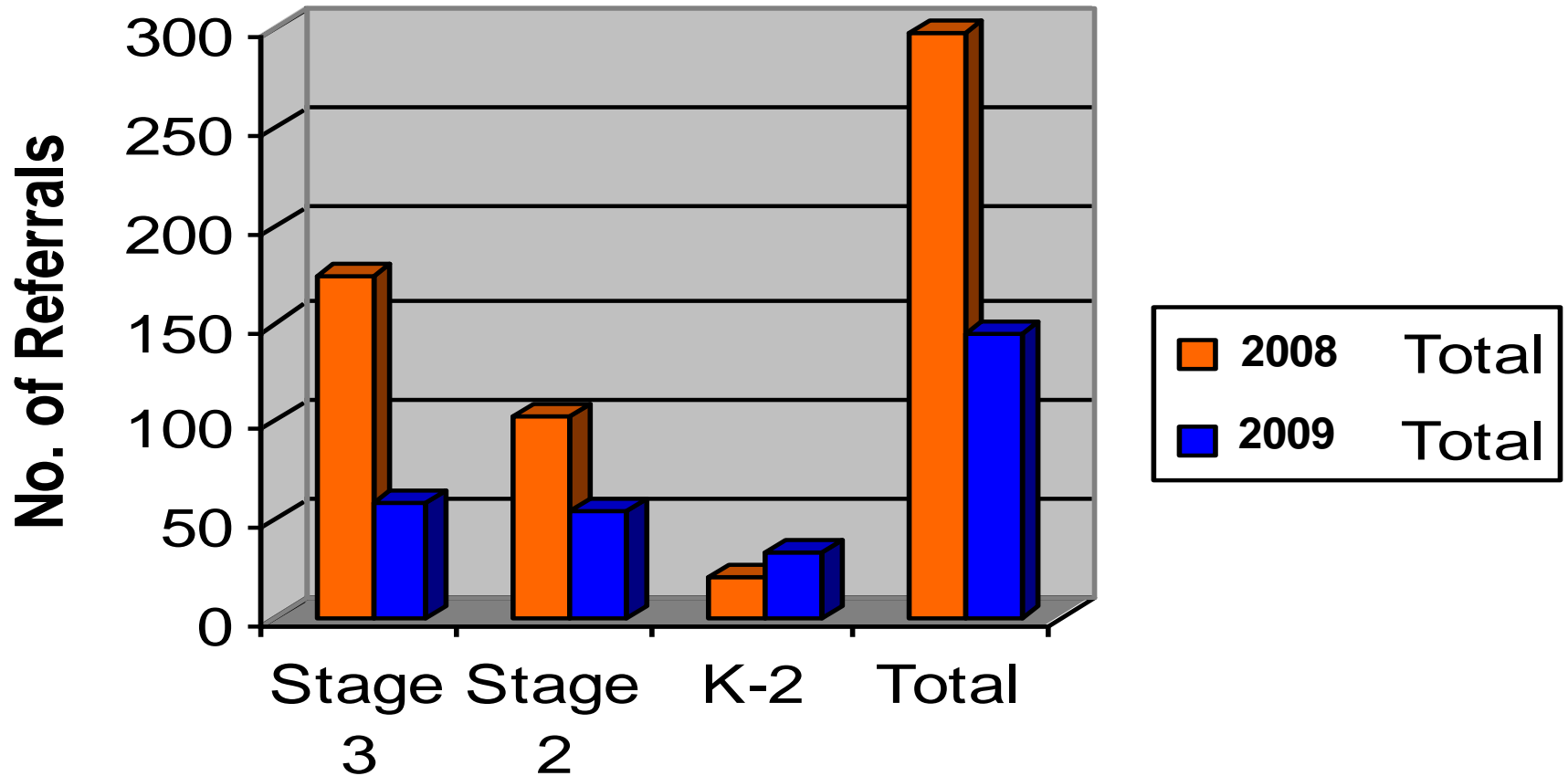
Outcomes

FRMS Total Office Discipline Referral



Office Discipline Referrals Semester 1

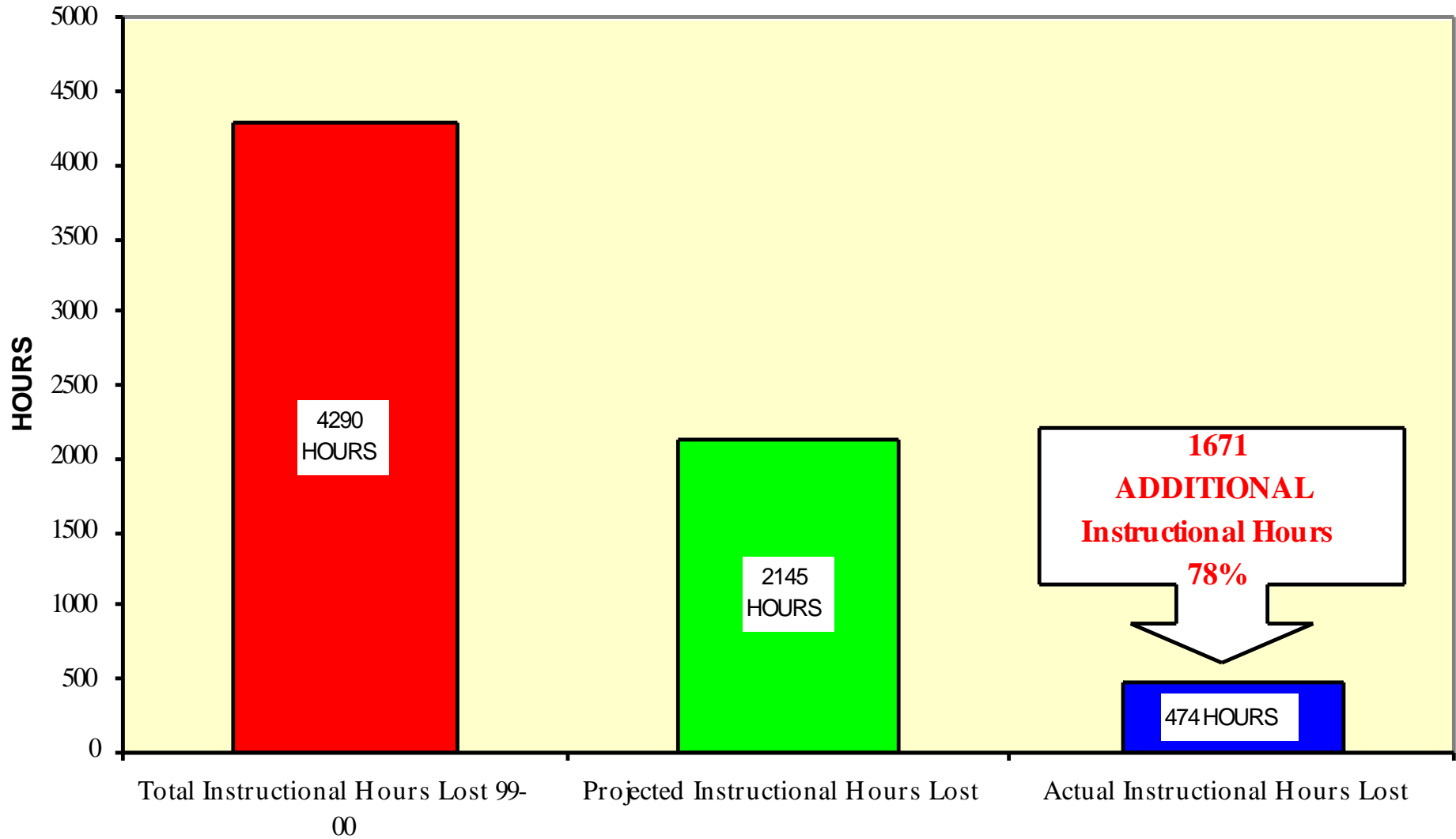
Oxley Park PS



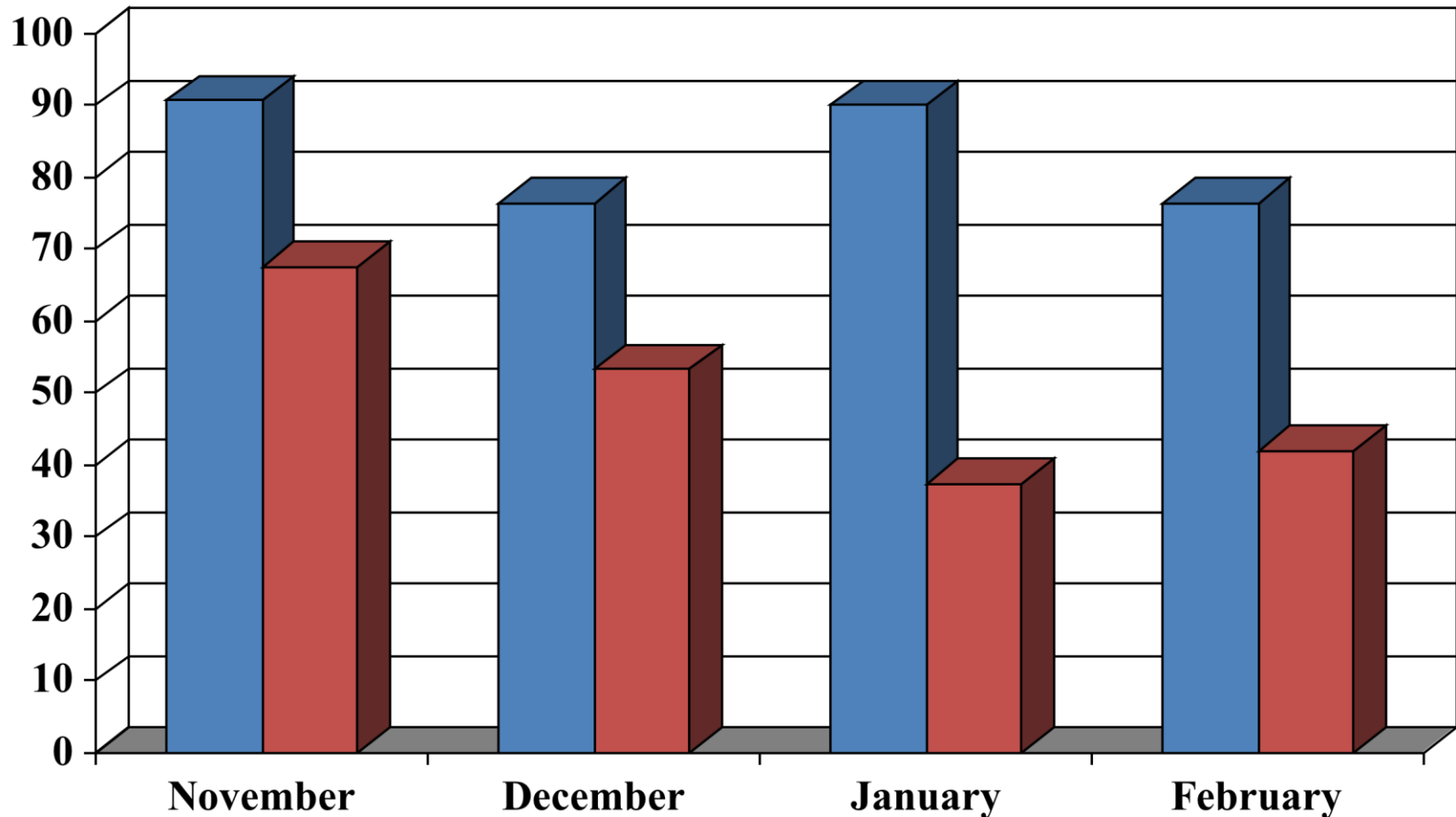
50% decrease in number of discipline referrals from 2008 to 2009

INSTRUCTIONAL HOURS GAINED

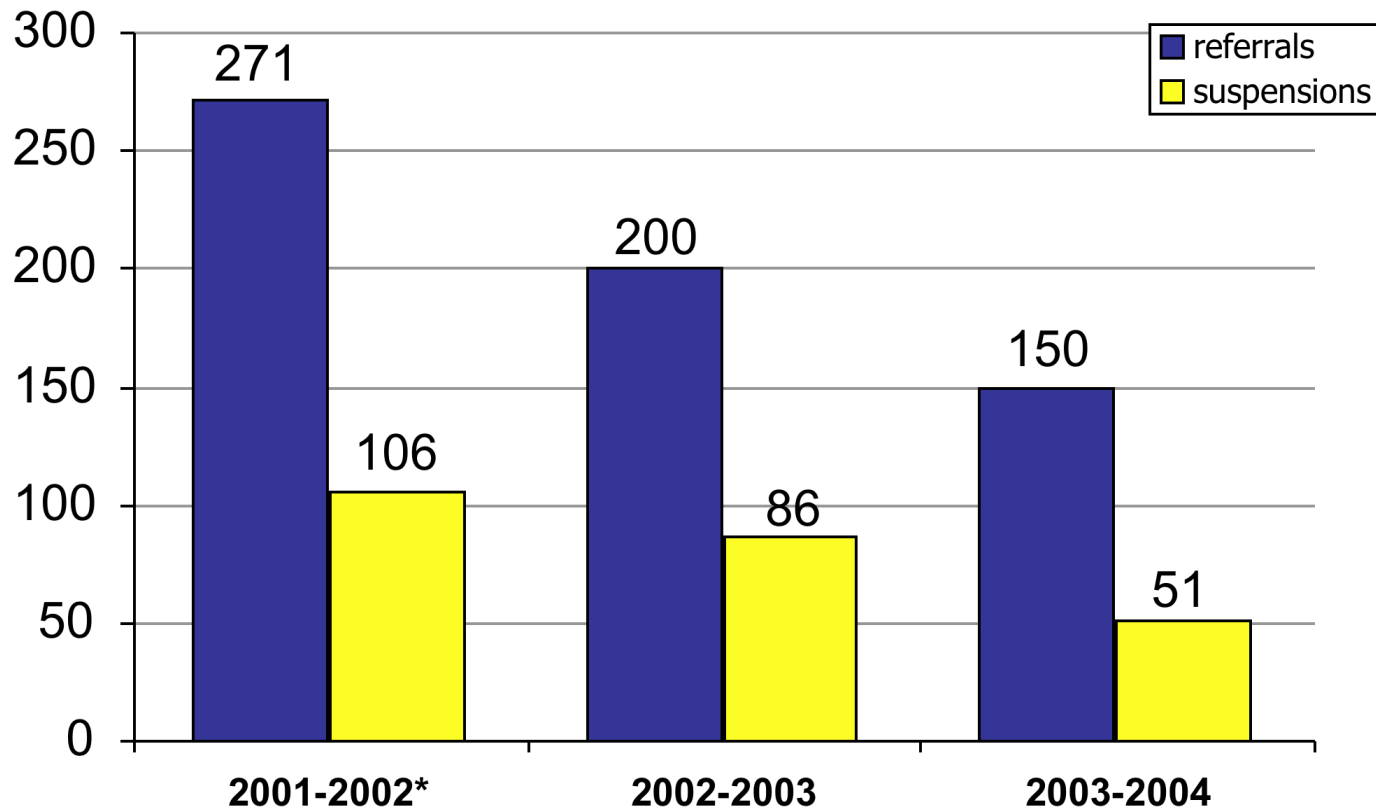
Projected (50%) vs. Actual (Aug-Dec 2000)



Alton High School Average Referrals per Day



Anne Arundel High School Total Referrals/ Suspensions by Year

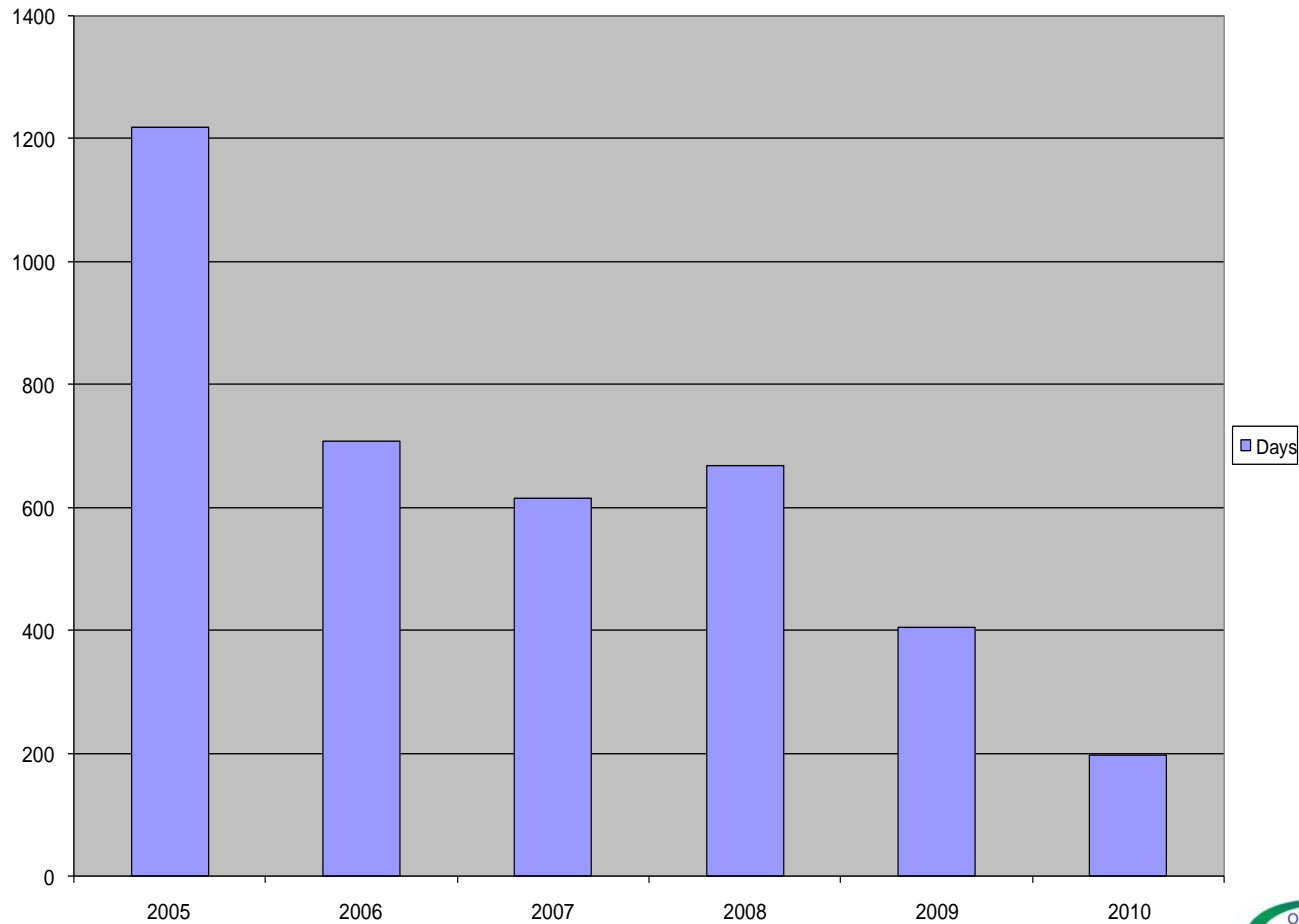


**Pre PBIS Implementation*

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

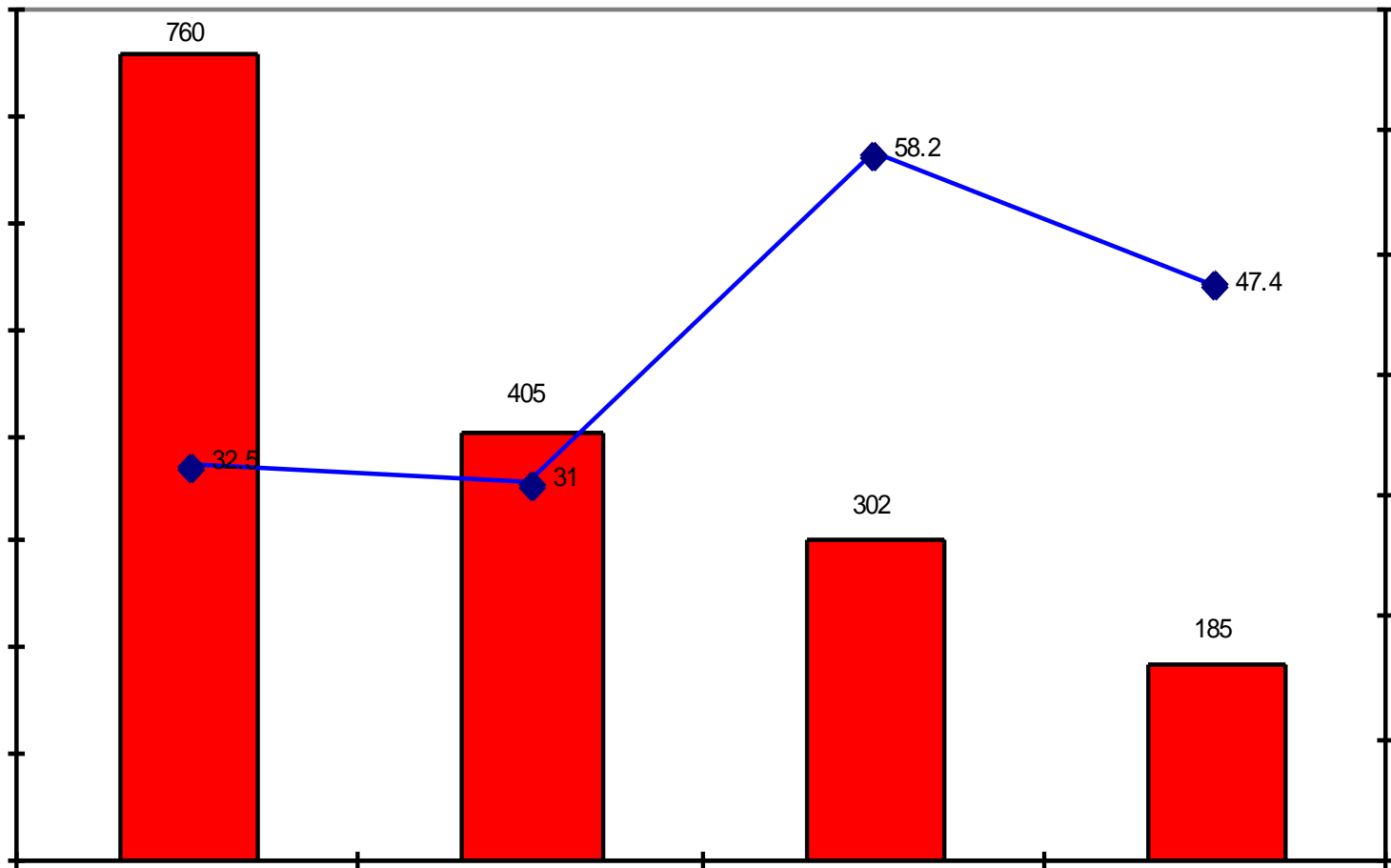


**Note
S1
2010**



Parramatta HS: Culture and Climate Survey (2004/2008)

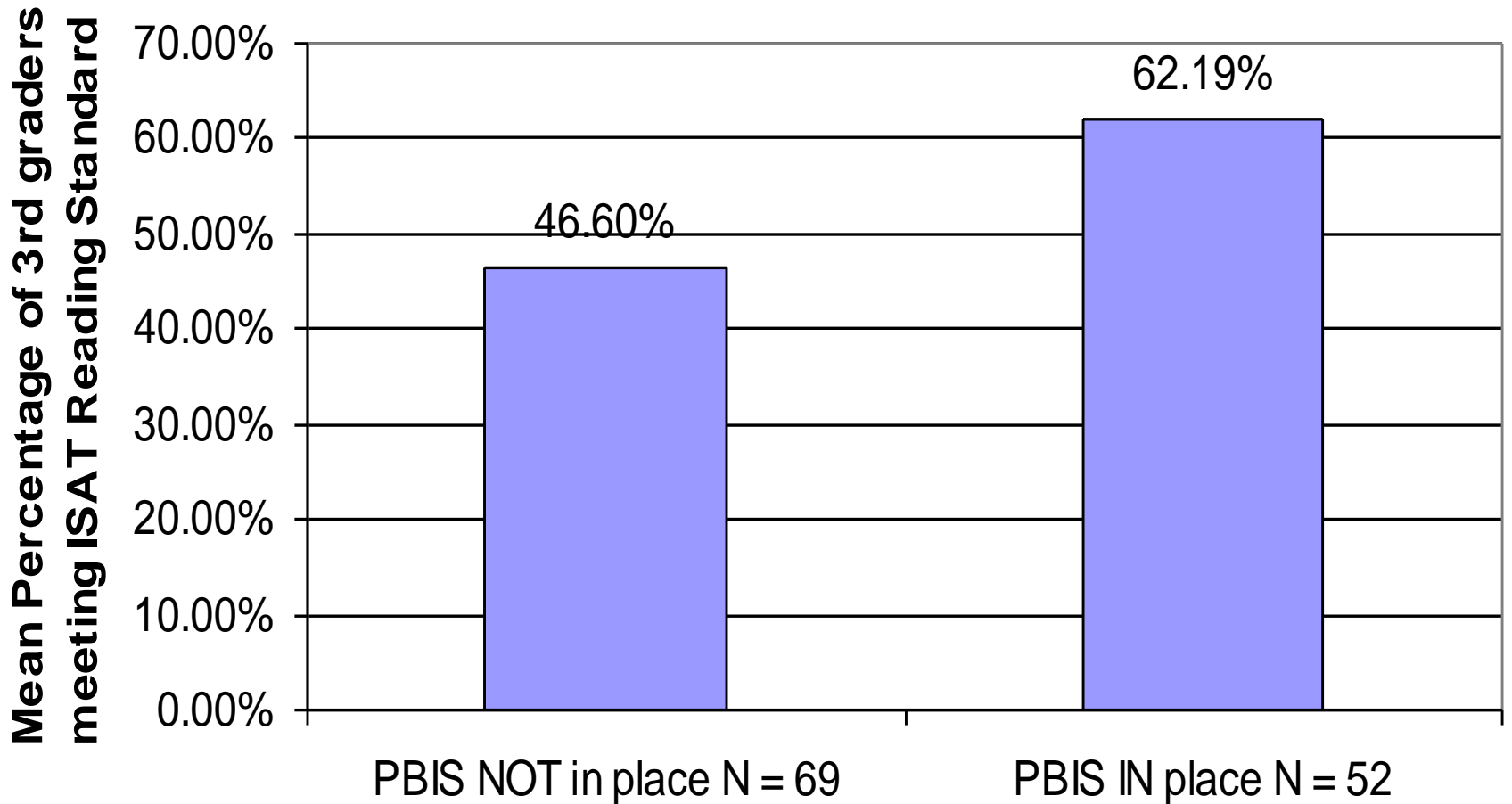
Responses		2004	2008
Shared Goals	<i>(we know where we are going)</i>	45%	73%
Responsibility for Success	<i>(we must succeed)</i>	51%	69%
Collegiality	<i>(we're working on it together)</i>	54%	69%
Continuous Improvement	<i>(we can get better)</i>	54%	76%
Lifelong Learning	<i>(learning is for everyone)</i>	64%	66%
Risk Taking	<i>(we learn by trying something new)</i>	22%	39%
Support	<i>(there's always someone there to help)</i>	68%	80%
Mutual Respect	<i>(everyone has something to offer)</i>	66%	80%
Openness	<i>(we can discuss our differences)</i>	45%	71%
Celebration & Humour	<i>(we feel good re ourselves)</i>	63%	80%



Office Referrals Proficient or Advanced on MAP

Illinois 02-03 Mean Proportion of Students Meeting ISAT Reading Standard

t test (df 119) $p < .0001$



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

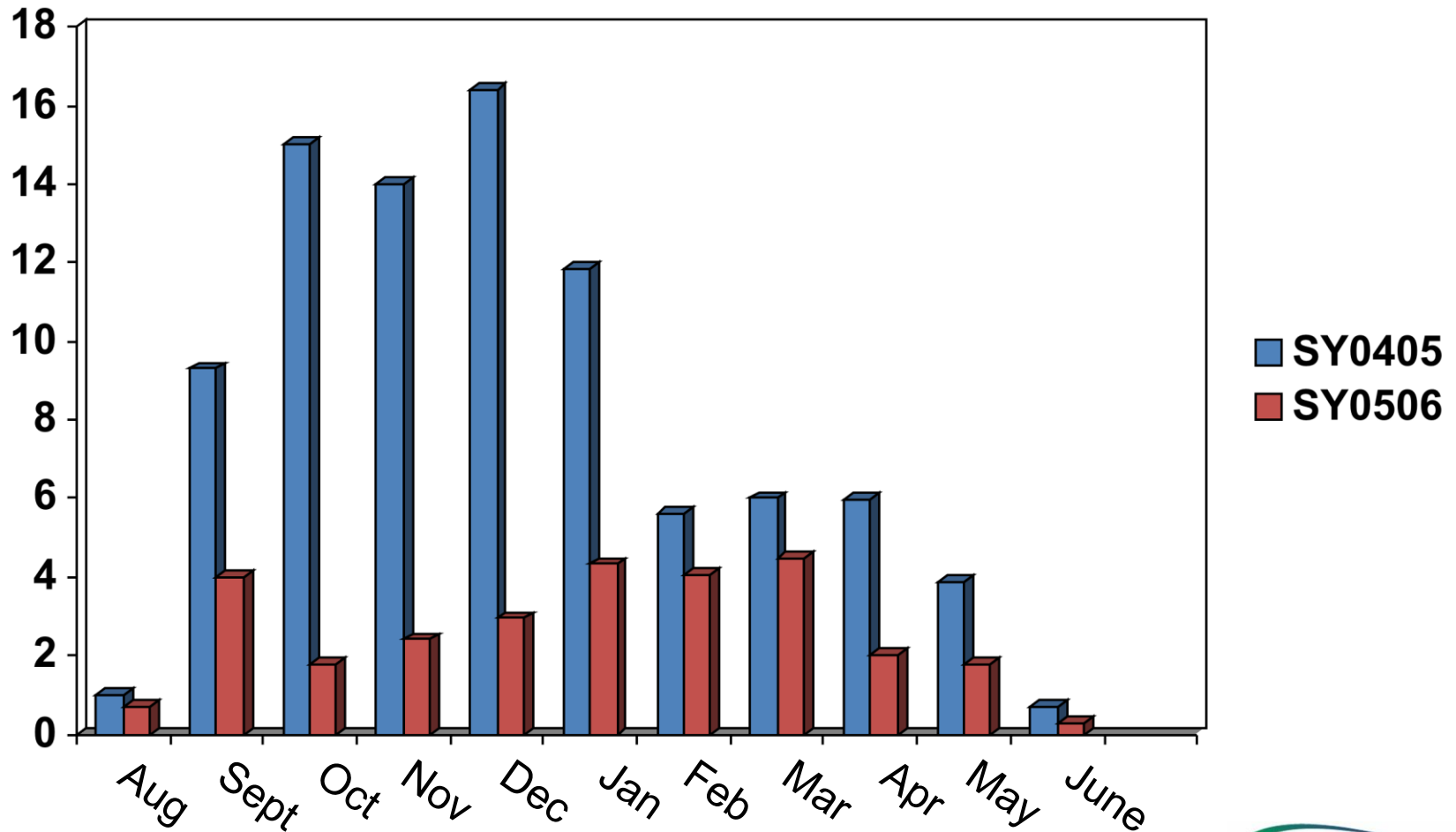
- Viking of the Month
- “I Noticed”
- Posters throughout school
- Display of winners on V-Board
- Regular announcements of winners

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



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

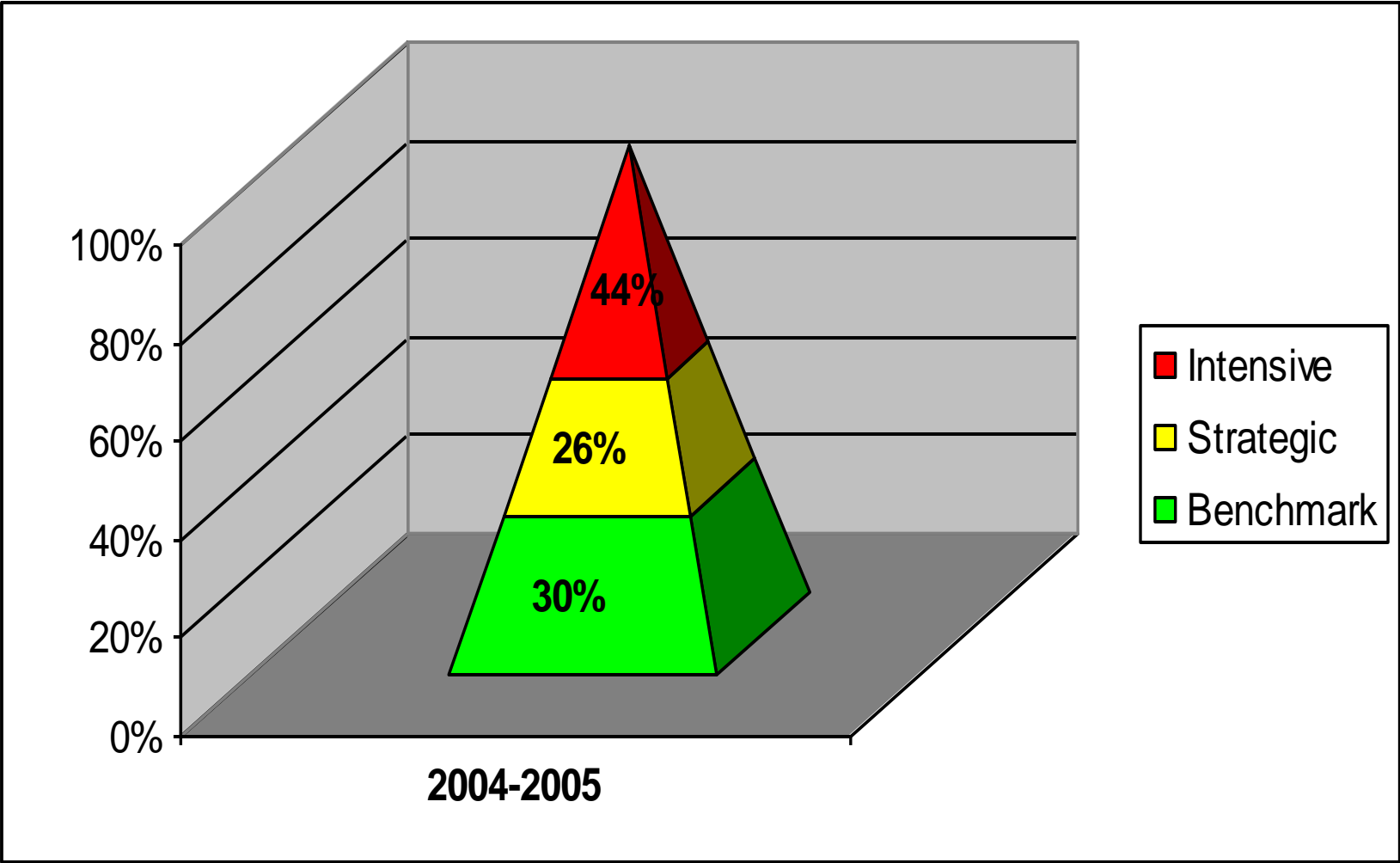
Field Primary School

- 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



Structure

Core Reading
90 min, 5 days
week with:

Intervention Groups 45 min,
4 days week, with:

(5th day individual focus)

Tier III

Intensive
Intervention

Classroom
Teacher

Reading specialists, Sp Ed, ELL,
Sp. Lang,

K-2 SRA Reading Mastery

3-5 Wilson Reading Systems

Tier II

Strategic
Intervention

Classroom
Teacher

Classroom Teacher

Reading Mastery or Soar to
Success

Tier I

DIBELS benchmark

Classroom
Teacher

Classroom Teacher

Enrichment based on themes of
core program

Core Reading and Intervention Schedule

Core	Intervention
K 9:00-10:30	12:25-12:55
1 st 9:00-10:30	11:30-12:15
2 10:00-11:30	9:15-10:00
3 11:00-12:30	10:15-11:00
4 1:45-3:15	1:00-1:45
5 1:00-2:30	2:15-3:00

Positive Behavior Supports

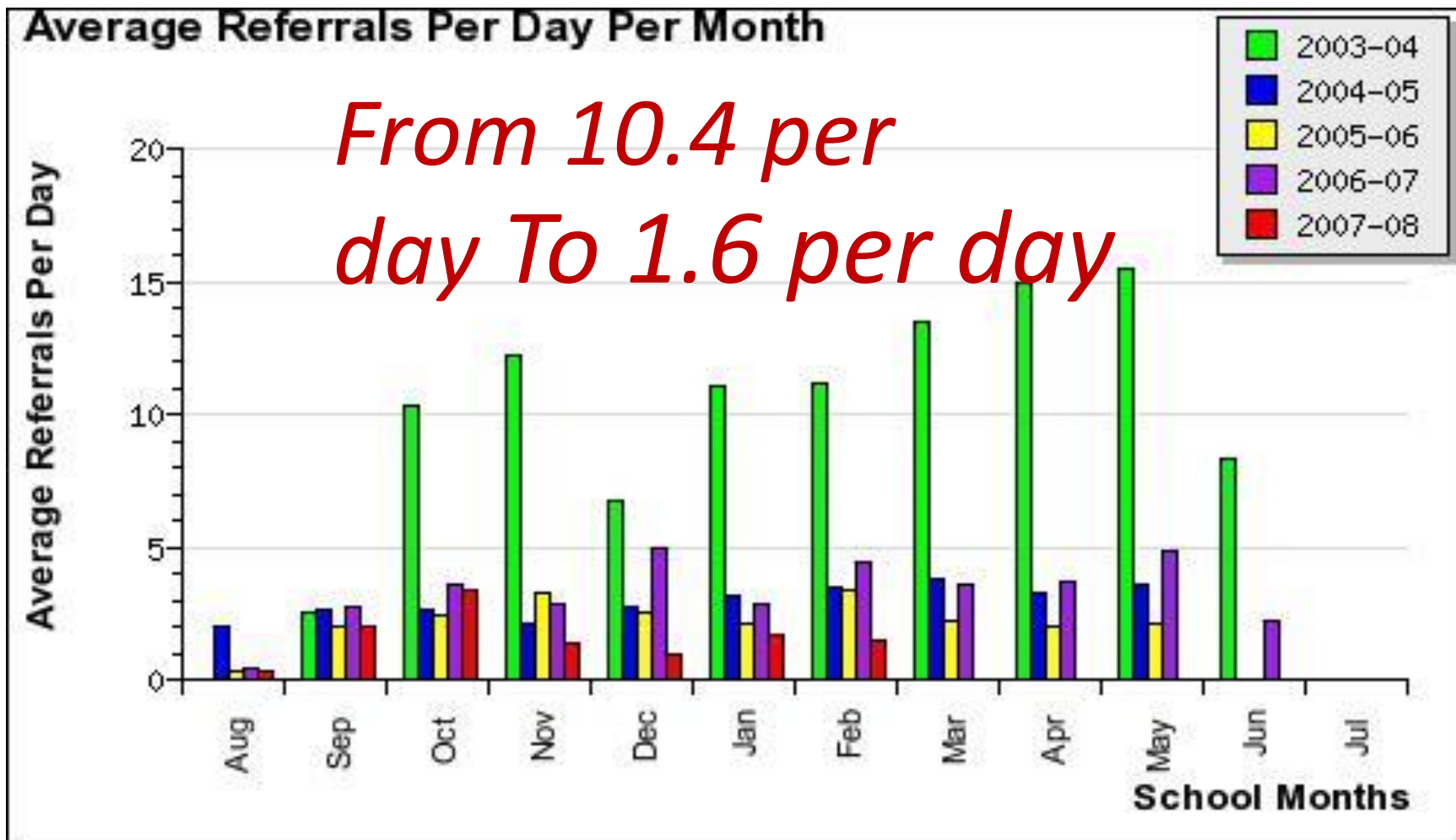


EUGENE FIELD ELEMENTARY TIGER TRAITS



	<i>All Settings & Locations</i>	<i>Arrival & Dismissal</i>	<i>Hallways</i>	<i>Restrooms</i>	<i>Cafeteria</i>	<i>Playground</i>	<i>Field Trips & Assemblies</i>
RESPECTFUL	<ul style="list-style-type: none"> -Respond to Tiger P.A.W.S. -Enter, exit, and travel by walking quietly in single file. -Use people pleasing language and behavior. 	<ul style="list-style-type: none"> -Listen attentively to announcements. -Care for your personal belongings. 	<ul style="list-style-type: none"> -Follow walk zones. -Use stairs appropriately. -Observe Tiger Stops. 	<ul style="list-style-type: none"> -Take turns. -Respect the privacy of others. 	<ul style="list-style-type: none"> -Raise your hand for help. -Eat only your own food. -Talk only to those at your table using an inside voice. 	<ul style="list-style-type: none"> -Include all who want to play. -Use equipment appropriately. -Accept skill differences. -Problem solve conflicts using the Peace Path. 	<ul style="list-style-type: none"> -Listen attentively. -When seated, sit in bottom and face forward. -Respond and show appreciation appropriately.
RESPONSIBLE	<ul style="list-style-type: none"> -Follow adult directions the first time. -Keep hands, feet, and body to self. -Clean up after yourself. -Ask permission to leave your assigned area. 	<ul style="list-style-type: none"> -Obey the safety patrol and use crosswalks and sidewalks. -Report to assigned area in circle drive and stay there until picked up. -Go immediately to destination upon arrival or dismissal. 	<ul style="list-style-type: none"> -Carry a pass when alone. -When moving as a class, remain in line order. 	<ul style="list-style-type: none"> -Immediately report problems to nearest adult. -Wash hands with soap and water. -Flush toilets/urinals. -Return to your class or class line order promptly. 	<ul style="list-style-type: none"> -Hold your tray with two hands. -Obtain everything needed to eat before sitting down. 	<ul style="list-style-type: none"> -Stay in designated areas. -Follow the school game rules. -When the signal sounds line up immediately in line order. -Collect and return the playground equipment. 	<ul style="list-style-type: none"> -Follow site rules. -Be prepared.

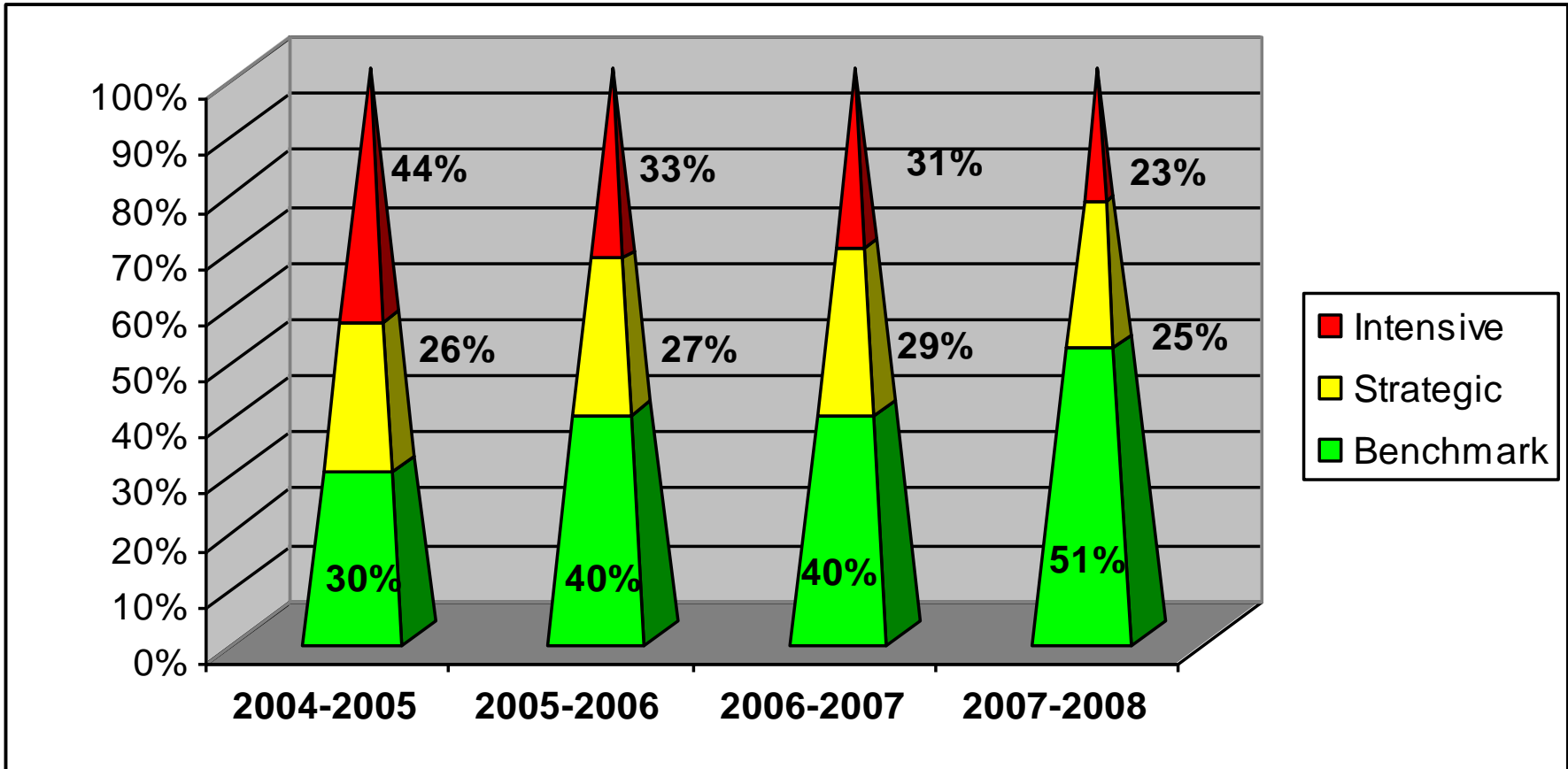
Impact on Behavior Problems



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



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