POSITIVE BEHAVIOR SUPPORT FOR INCLUSIVE CLASSROOMS

Presented by: Vicki Knight

Slides from: **National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)**

Overview

- PBS: what is it?
- Why do we use it? Outcomes? Integrated elements?
- Three tiered model
- Effective classroom management processes
- How this is different for HS
- Some functions for behavior
- Functional behavior assessment (if there's time!!)

What is School-wide Positive Behavior Support?

- School-wide PBS is the integration of:
  - Specifically defined and valued outcomes
  - Behavior and biomedical science,
  - Research validated practices, and
  - Systems change
- The goal:
  - to **prevent** the development and intensifying of problem behaviors
  - and maximize **academic success** for all students

Features associated with SWPBS

Features of School-wide Positive Behavior Support

- Teaching behavioral expectations to all students
- School-wide behavioral expectations
- Continuum of consequences for violating behavioral expectations
- Acknowledging appropriate behavior
- Ongoing use of data for documenting
- Function-based support for students with chronic problem behavior

What are the outcomes associated with SWPBS?

- ☐ Decrease in office discipline referrals
- ☐ Increase in instructional time
- ☐ Decrease in administrator time spent on discipline issues
- ☐ Efficient and effective use of scarce resources
- ☐ Increase in perceived school safety
- ☐ Sustainability through team approach

Integrated Elements

Supporting Social Competence &
Academic Achievement

OUTCOMES

SYSTEMS

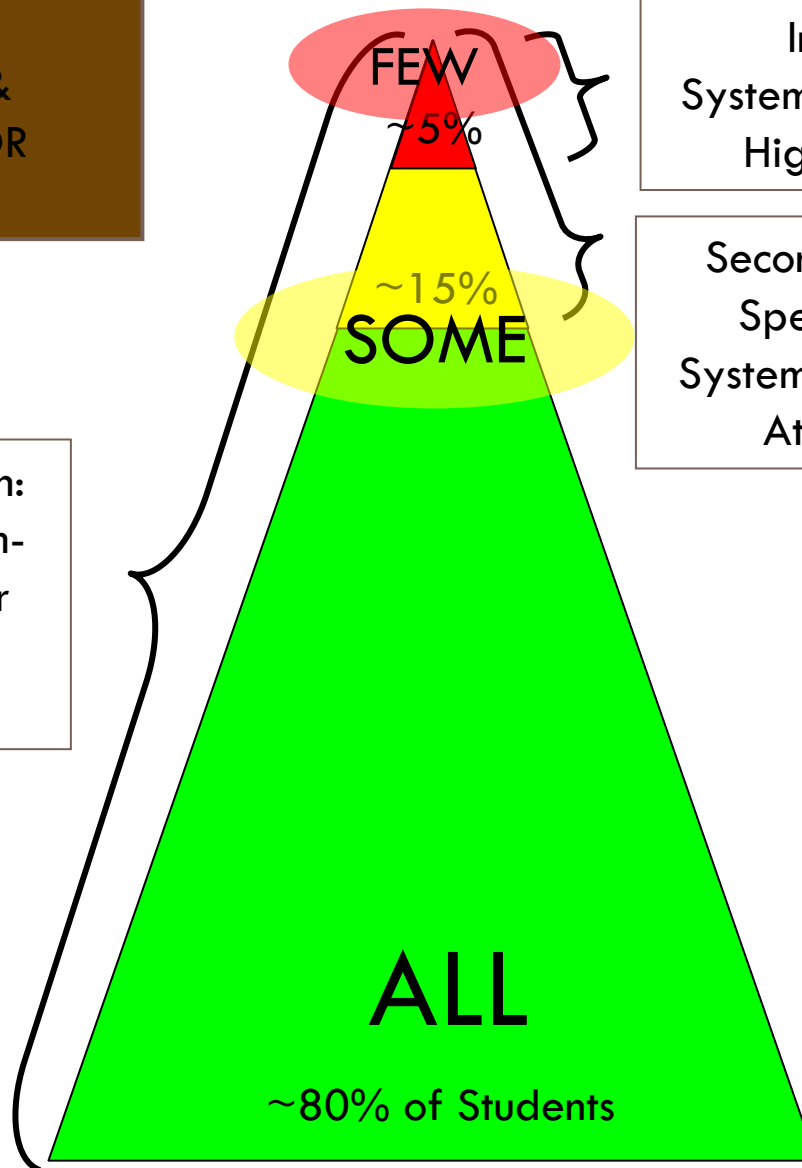DATA

PRACTICES

Supporting
Staff Behavior
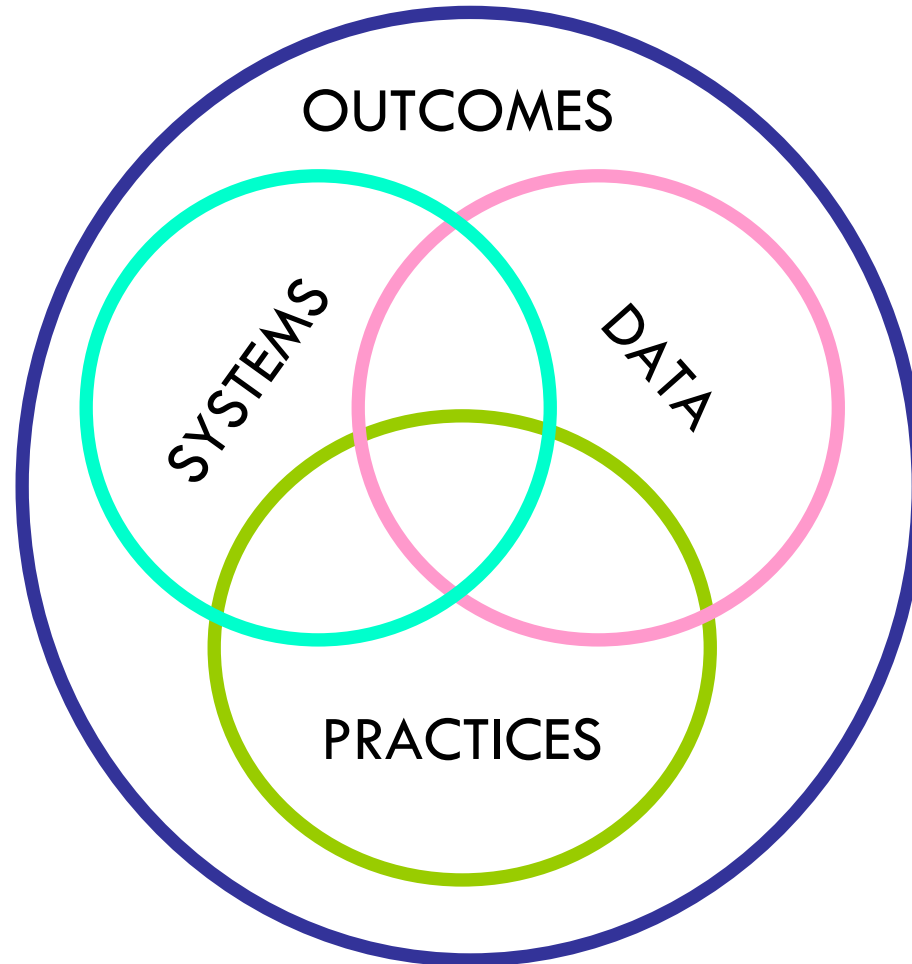
Supporting
Decision
Making

Supporting
Student Behavior

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Effective School-Wide Interventions

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

FEW
~5%

~15%
SOME

ALL
~80% of Students

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Designing School-Wide Systems for Student Success

Academic Systems

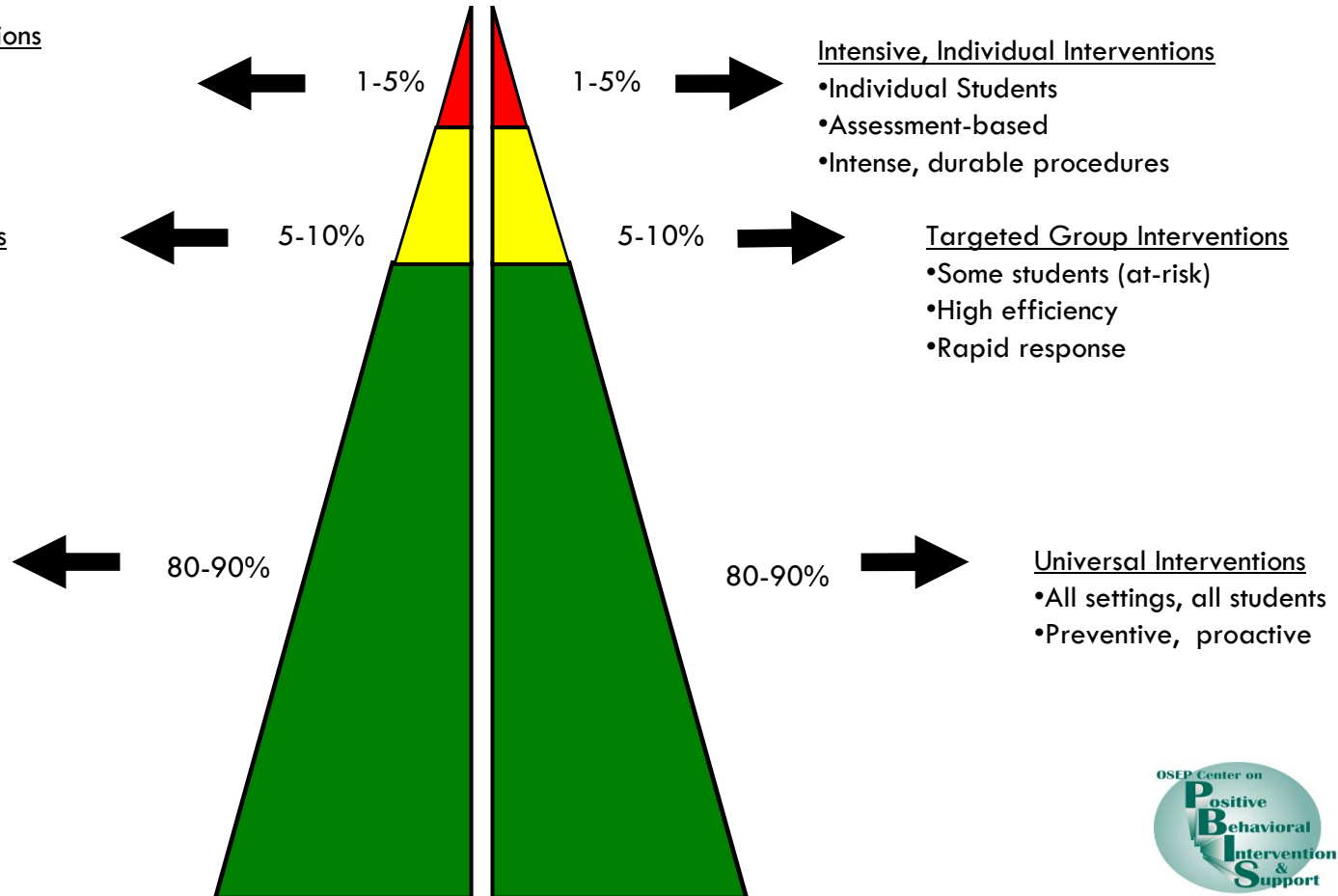**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- High Intensity

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

1-5% 1-5%

5-10% 5-10%

80-90% 80-90%

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Behavioral
Intervention
&
Support
Effective School-Wide Interventions

TERTIARY PR
- *Function-bas*
- *Wraparoun*
- *Specialized,*
intervention
- *Cognitive-b*
-

~1

SECONDARY
- *Check in/ou*
- *Targeted so*
- *Peer-based*
- *Social skills*
-

PRIMARY PR
- *Teach & en*
expectations
- *Proactive S*
- *Effective instruction*
- *Parent engagement*
-

~80% o

Practice Selection

- Evidence-based
- Measurable outcome aligned with need & student
- Rules for data-based decisions
- Integrated with related practices based on outcomes, need, student
- Implementation fidelity
- Continuous monitoring

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Classroom Challenges

- Majority of "discipline problems" originate in the classroom and often result in removal from instruction

- *Remaining engaged in instruction essential to student academic and social success*

- "Culture" of education often reinforces ineffective practices and creates barriers to implementing effective practices

Effective Classroom Management Practices

1. Maximize structure and predictability

- Explicitly **teaching routines** and
- Arranging the room to **minimize crowding and distraction**

2. Teach and review, a small number of positively stated expectations

- **Operational definition** of posted expectations
- Expectations **taught and reviewed?**
- **Prompted** and pre-corrected?
- **Actively supervised** students?

3. Actively engage students in observable ways

- High rates of OTR
- Engaged in **observable ways** (e.g., response cards, choral responding)
- **Evidence-based practices** to deliver instruction

4. Use a continuum of strategies to acknowledge appropriate behavior

- **specific and contingent praise** for academic and social behaviors (e.g., following expectations)?
- **other systems** (group contingencies, behavior contracts, or token economies)?

5. Use a continuum of strategies to respond to inappropriate behavior

- specific, contingent, and brief **error corrections** for academic and social errors?
- used the **least restrictive procedure** to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)?

(Simonsen, Fairbanks, Briesch, & Sugai, 2006)

Universals: Classroom

1. Classroom expectations/rules defined and taught
2. Classroom routines defined and taught
3. "4:1" positive feedback
4. Active supervision
5. Students actively engaged
6. Multiple opportunities to respond
7. Minors addressed quickly and quietly/privately
8. School wide procedures for majors are followed

What does *this* look like in HS?

Figure 1 CLASSROOM EXPECTATIONS FOR SELF, OTHERS, AND PROPERTY

	Respect Yourself	Respect Others	Respect Property
Desk (working independently)	• Be on task. • Try your best.	• Keep your hands and feet to yourself. • Raise your hand when you need help. • Sharpen your pencil during snack time.	• Take care of your belongings. • Clean up after yourself.
Workstation	• Be on task. • Try your best.	• Keep your hands and feet to yourself. • Help others. • Respect authority.	• Take care of your belongings. • Use only what you need. • Clean up after yourself.
Snack	• Eat your own food.	• Speak with a soft voice. • Practice good table manners.	• Pick up after yourself and clean your desk. • Stay seated.
Bathroom	• Wash your hands with soap.	• Respect others' privacy.	• Keep the bathroom clean. • Use only what you need.
Sink	• Wash your hands with soap.	• Keep your hands and feet to yourself. • Take turns.	• Use only what you need. • Throw paper in the trash can.

BERLIN HIGH SCHOOL
CONDUCT ACTION GUIDE

	Be Responsible	**H**ave Respect	**S**trive for Success
In the CLASSROOM	•Come prepared. •Be on-time—both feet must be through the classroom door by the time the bell stops ringing. •Pick up after yourself. •Respond to reasonable requests. •Complete your 'own' assignments and tasks as required.	•Be silent during announcements. •Dress appropriately (see Dress Code). •Allow others' expressions and ideas. •Use appropriate language and voice. •Honor others' property. •Honor others' property.	•Engage in learning. •Maintain a positive outlook towards school. •Model positive behavior and acknowledge it in others.
In the HALLWAY	•Walk to the right. •Use time for intended purpose only. •Keep the hall and floors clean.	•Honor others' personal space. •Apologize if you bump into someone. •Use appropriate language and voice. •Display affection appropriately.	•Model positive behavior and acknowledge it in others. •Help others in need.
In the CAFETERIA	•Be on-time. •Practice polite table manners. •Leave the floor and table clean for the next group using the facility. •Consume only your own food and drink.	•Wait your turn in line. •Keep your hands, feet and food to yourself. •Use "please" and "thank you". •Use appropriate language and voice.	•Eat lunch with someone who is eating alone. •Model positive behavior and acknowledge it in others. •Compliment the kitchen staff.
In ASSEMBLIES/ EVENTS	•Participate appropriately. •Come and go in an orderly fashion. •Pick up after yourself. •Sit with your class during school assemblies.	•Help create an environment where everyone can enjoy the activity. •Treat visitors kindly. •Use appropriate language and voice.	•Encourage others to enjoy the presentation or event. •Model positive behavior and acknowledge it in others.

PBIS: How High Schools Differ

In General

- School size varies
- Teachers see role as teaching behavior and academics
- Targeted behaviors are reflected in office referrals
- Teacher-student relationships are easily formed
- Easier to shape student behavior
- Outcome is educational gradual progress

In High School

- Larger numbers of students and staff
- Teachers see role as teaching academics
- Targeted behaviors are reflected in attendance, performance, and office referrals
- Impersonal atmosphere
- Expectation of adult behavior
- Outcome is educational mastery and competitive achievement

(Malloy, 2008)

Recognizing Students for Exhibiting Behavioral Expectations

In General

❑Provide specific, verbal acknowledgement using words from the teaching matrix

❑Provide acknowledgement at a 4:1 ratio or better of positive to corrective contacts

❑Provide acknowledgement as quickly after the expected behavior as possible

❑Provide additional acknowledgement based on your schoolwide plan

In High School

☐ Prepare for "comfort level"

☐ Focus on ratio

☐ Developmentally-appropriate responses

☐ Actively Involve students

☐ Can include social and academic outcomes

(Malloy, 2008)

Responding to Problem Behavior

In General

- ❑ Define problem behaviors
- ❑ Differentiate majors and minors
- ❑ Determine procedures for responding to minors and majors
- ❑ Create efficeint forms

In High School

- ☐ Office vs. Class vs. Dean vs. Security must be clear
- ☐ Consensus is difficult
- ☐ Do not forget tardies- attendance
- ☐ Prepare to redirect students

(Malloy, 2008)

Classroom Management

In General

❑ Instructional/ Curricular Management

❑ Environmental Management

❑ Proactive Behavior Management

In High School

☐ Prepare staff

☐ Discipline with Dignity

☐ Pre-teach, Teach and Re-teach

☐ Stay out of content

☐ Effective use of humor

(Malloy, 2008)

Teaching Expectations

In General

❑Develop a plan to teach the most important subsets of behavioral expectations in the context of the locations they occur.

❑Determine priorities for teaching plans based on data

In High School

- Include students
- Use variety of teaching methods
- Do not rely on role play alone
- Incoprated into instruction
- Can include self-determination components
- Prepare your staff

(Malloy, 2008)

Problem-Solving Process

Step 1: Identify and Analyze the Problem

What's the problem and why is it happening?

Step 4: Evaluate the Plan
(Response to Intervention)

Is it working?

Step 2: Develop the Plan

What do we do about it?

Step 3: Implement the Plan

How do we do it?

Develop Hypothesis

Develop hypothesis statement regarding the likely functions of the problem behavior and the context (social and environmental conditions) in which it is most likely to occur.

Hypothesis

- When this occurs….

- The student does….

- To get/avoid...

Teach Alternative Behavior

- Function = Get
  - 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 & peer interactions

Modify Environment

Attention

- Withhold attention for problem behavior
- Provide high rates of reinforcement for replacement behavior

Modify Environment

Escape

- Do not allow student to "escape" tasks unless they use pro-social alternative behavior
- Modify tasks to promote high rates of engaged time

Worry #1
"Teaching" by Getting Tough

Runyon: *"I hate this f_____ing school, & you're a dumbf_____."*

Teacher: *"That is disrespectful language. I'm sending you to the office so you'll learn never to say those words again….starting now!"*

Immediate & seductive solution….*"Get Tough!"*

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

…Predictable individual response

Reactive responses are predictable….

When we experience aversive situation, we select interventions that produce immediate relief

- Remove student
- Remove ourselves
- Modify physical environment
- Assign responsibility for change to student &/or others

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

☐ Zero tolerance policies

☐ Increased surveillance

☐ Increased suspension & expulsion

☐ In-service training by expert

☐ Alternative programming

…..*Predictable systems response!*

Erroneous assumption that student…

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

But….false sense of safety/security!

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

Science of behavior has taught us that students….

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

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

Non-examples of Function-Based approach

"Function" = outcome, result, purpose, consequence

- *"Santana, you skipped 2 school days, so we're going to suspend you for 2 more."*

- *"John, I'm taking your book away because you obviously aren't ready to learn."*

- *"You want my attention?! I'll show you attention,…let's take a walk down to the office & have a little chat with the Principal."*

Behavioral Techniques

Less punishment

More positive reinforcement

Use *extinction* methods (planned ignoring)

Are "Rewards" Dangerous?

"…our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances."

- Cameron, 2002
  - Cameron & Pierce, 1994, 2002
  - Cameron, Banko & Pierce, 2001

Does PBS make a difference?

- An example from Achievement in Dropout Prevention and Excellence (APEX II): PBIS Implementation in High Schools in New Hampshire
  - 277 reported incidents of disrespect during semester 1.
  - An average of 3 per day or 15.4 per week
  - 16 reported incidence of disrespect so far for semester 2
  - An average of 0.8 per day or 4 per week

This is a 74% reduction in disrespect referrals!!

(Malloy, 2008)

What We Have Learned about Universal Implementation at the High School Level

- High schools students (and faculty) DO like "hoakey" reinforcers such as stickers, tickets, and praise…

- High school data must include an analysis of attendance and tardies because… if the student isn't present he or she may not be able to keep up or catch up… and because of automatic failure policies,

- A predictable, positive environment reduces failure rates.

(Malloy, 2008)

Action Planning: Suggestions

- Work as team
- Invest in self-assessment
- Use data continuously for decision making
- Be outcome oriented
- Contextualize for your community/culture
- Sustain w/ efficiency...make it easy
- Give priority to doable
- Establish local capacities....own it

Behavior Support Plans and Functional Behavioral Assessments

School-Wide Positive Behavior
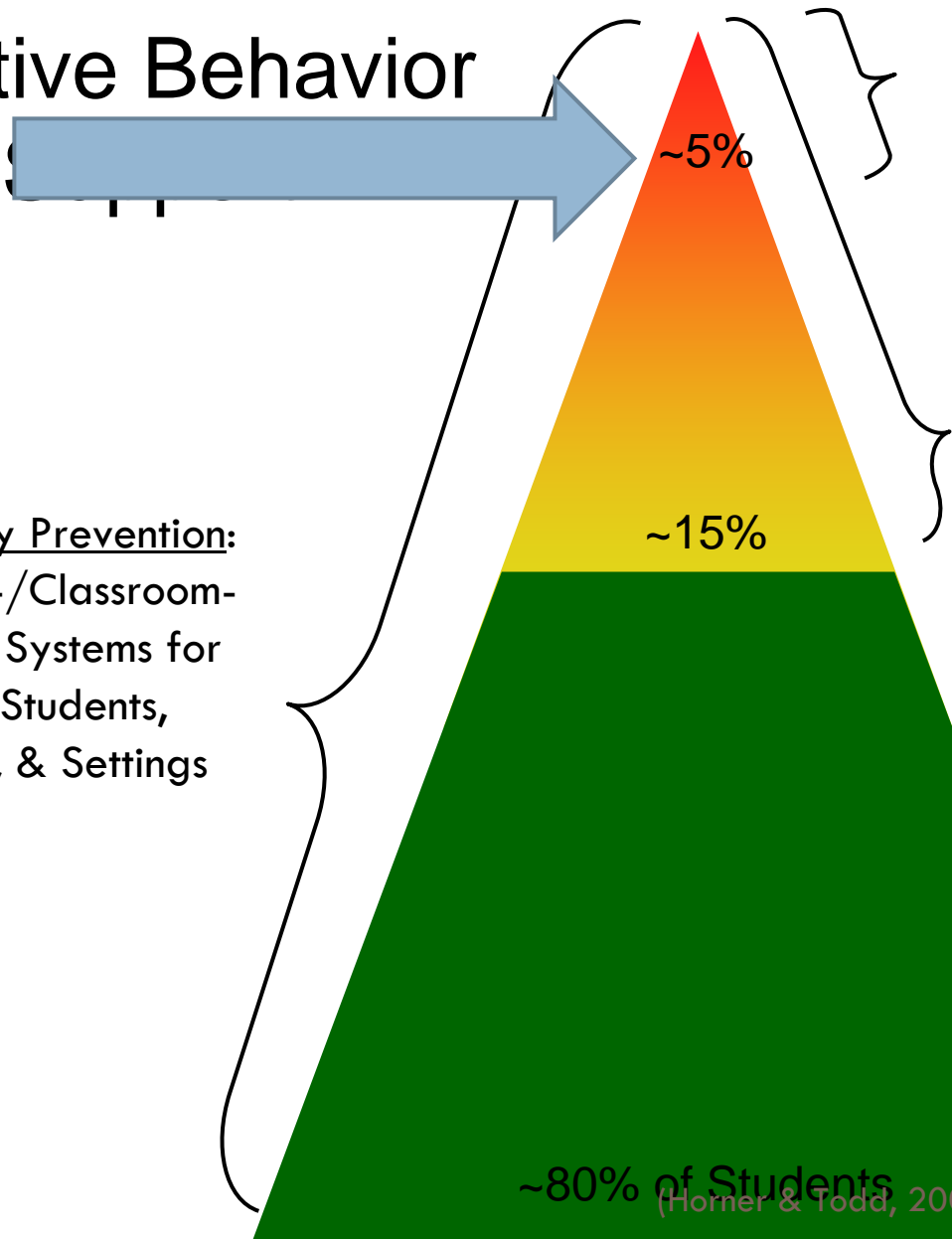
Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

~5%

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior

~15%

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

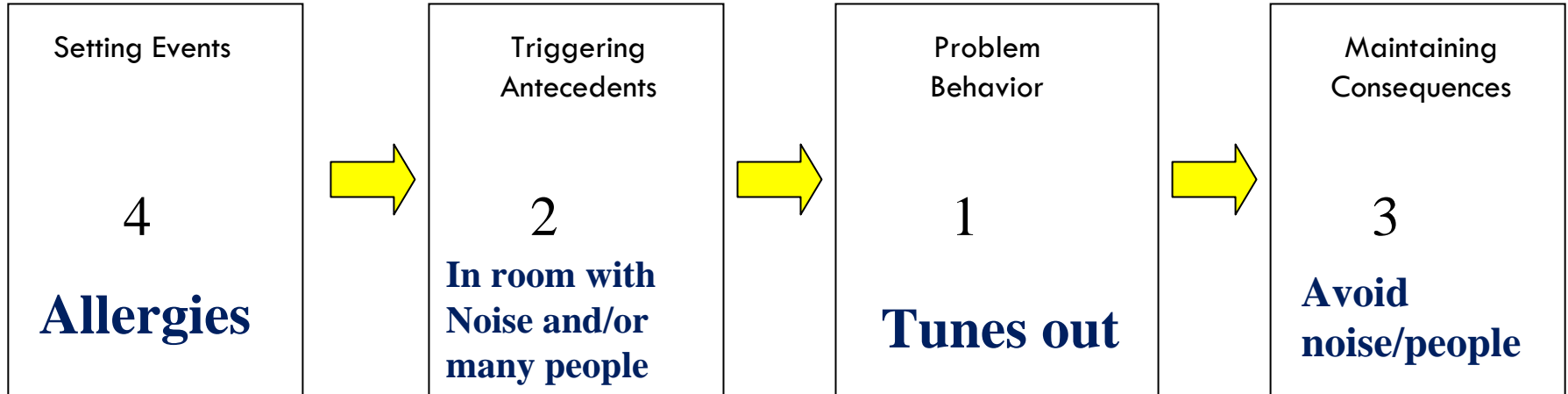~80% of Students

(Horner & Todd, 2008)

A Context for PBS

☐ Behavior support is the redesign of environments, not the redesign of individuals

☐ Positive Behavior Support plans define changes in the behavior of those who will implement the plan.

　☐ *A behavior support plan describes what we will do differently.*

(Horner & Todd, 2008)

Outcomes of a

Functional Behavioral Assessment

- ☐ Operationally defined problem behavior(s)
  - ☐ *By response class*

- ☐ Identify routines in which the problem behavior is *most and least* likely to occur

- ☐ Define the antecedent events (triggers; setting events) that predict when the problem behavior is most likely

- ☐ Define the *ONE* consequence that contributes most to maintaining the problem behavior in that routine.

- ☐ Summary Statement of findings.

(Horner & Todd, 2008)

FBA Summary Statement

Setting Events		Triggering Antecedents		Problem Behavior		Maintaining Consequences
4 **Allergies**	→	2 **In room with Noise and/or many people**	→	1 **Tunes out**	→	3 **Avoid noise/people**

(Horner & Todd, 2008)

Primary Purposes of Functional Behavioral Assessment

- The primary purpose of functional behavioral assessment is to improve the *effectiveness* and *efficiency* of behavior support.

  - Behavior support plans built from functional assessment are more effective
    - Didden et al., 1997   Newcomer & Lewis, 2006
    - Carr et al., 1999   Ingram, Sugai & Lewis-Palmer
    - Ellingson, et al., 2000;   Filter (2004)

- Create order out of chaos
  - Define contextual information, where, when, with whom, etc.

- Professional accountability

(Horner & Todd, 2008)