

**School-wide Positive Behavioral Interventions & Supports**  
**How to prevent and respond to problem behavior**

**Ripley-Ohio-Dearborn Special Education Cooperative**  
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## **Presentation Objective**

Discuss the following key concepts:

- 1. What do schools typically do for behavior management?
- 2. Why reactive and punitive strategies alone do not yield positive results?
- 3. What can be done to *supplement* a typical reactive punitive approach to discipline?
- 4. Provide examples from schools that have implemented a proactive positive approach?
- 5. How your school(s) can improve their behavior management practices?

## **What Psychology has to offer education**



## **6 Components of School-wide PBIS**

- 1) Select and define expectations & routines (TAO)**  
(Teachable, Observable, Acknowledgeable) *clarify*
- 2) Teach behavioral rules & routines directly**  
*communicate*
- 3) Actively monitor behavior (MIS)** *HUM while you supervise*
- 4) Acknowledge appropriate behavior** *feedback MA'AM*  
Predictable/Intermittent/Long-term
- 5) Review data & make decisions** *review regularly w/colleagues*
- 6) Correct behavioral errors** *rinse & repeat Steps 1 & 2*  
**Pre-correction/Boosters/De-escalation/FBA**

## **Program vs. Framework**

- School-wide Positive Behavior Support and Response to Intervention(RtI) are not *programs*, but frameworks for designing and implementing proactive and preventative interventions.

### **"What are the school rules?"**

- Please write your top 3 responses on back of the handout.
- Discuss your responses with your neighbors. Which of your top 3 responses do you and your neighbor have in common?
- Extra credit: What is the difference between an expectation and a rule?

## Activity

**1. Using the Effective Behavior Supports (EBS) survey, please identify two areas of strength in the schools you serve and two areas in greatest need of improvement**

## What is your Mission? (or, so what did you expect?)

- What are your schools expectations?
  - Please provide an example of an expectation for all students.
- A problem can be defined as the difference between what you expect and what actually occurs.
- Many problems can be avoided by simply clarifying one's expectations.

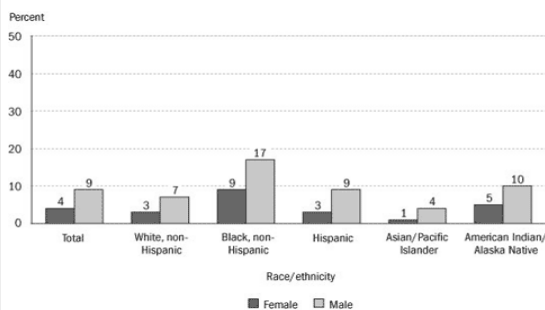
## How do you Address Behavior in Your School?

- Please identify 2 or 3 strategies your school currently uses for managing behavior.
- Do these strategies work?
- Are these strategies reactive or proactive?

## Typical Strategies Currently Used to Address School-wide Behavior Management

- *Clamp down on rule violators.*
  - *The big three*
    - *Detention, Suspension, & Expulsion* (Gorevic & March, 2000)
- *Review rules & sanctions*
- *Extend continuum of aversive consequences*
- *Improve consistency of use of punishments*
- *Establish "bottom line" or zero tolerance policy*

U.S. Department of Education, Office for Civil Rights (OCR),  
Elementary and Secondary School Suspension Rates



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U.S. Department of Education, Office for Civil Rights (OCR),  
Elementary and Secondary School Suspension Survey

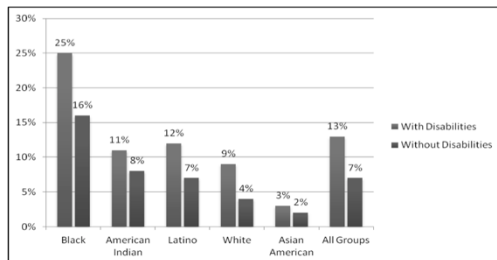
### sex and race/ethnicity: 2008

Race/ethnicity	Suspended			Expelled		
	Total	Female	Male	Total	Female	Male
	<b>6.6</b>	<b>3.9</b>	<b>9.2</b>	<b>0.2</b>	<b>0.1</b>	<b>0.3</b>
White, non-Hispanic	5.1	2.7	7.4	0.2	0.1	0.3
Black, non-Hispanic	13.3	9.1	17.4	0.4	0.2	0.5
Hispanic	6.1	3.5	8.7	0.2	0.1	0.4
Asian/Pacific Islander	2.9	1.4	4.3	0.1	#	0.2
American Indian	7.7	4.8	10.5	0.3	0.2	0.4

# Rounds to zero.

SOURCE: U.S. Department of Education, Office for Civil Rights (OCR), Elementary and Secondary School Survey

**Opportunities Suspended:  
The Disparate Impact of Disciplinary Exclusion from School**  
Daniel J. Losen and Jonathan Gillespie  
(2012)



Source: Civil Rights Data Collection (CRDC), 2009-2010 (numbers from national sample rounded to whole numbers)

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**State sample suspension risk for  
being suspended at least once in 2009-2010 by race/ethnicity**

Rank	State	Black-White % Gap	American Indian	Asian American	Latino	Black	White	Total
1	IL	21.3	6.9	1.1	7.8	25.2	3.9	9.8
5	MI	15.9	7.6	1.5	8.0	22.1	6.2	9.6
12	IN	13.6	3.9	1.5	8.4	19.5	5.9	8.3
31	LA	8.3	6.7	2.3	5.9	15.3	7.0	10.7
47	MT	-0.3	11.3	0.0	3.9	3.5	3.8	4.8

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## How to Use Available Data

### • **For Educators**

- Use disaggregated discipline data to guide and evaluate reform efforts, including measures to ensure a review of disparities by race, disability, and gender.
- Invest in accurate reporting and use data on discipline in early warning systems.
- Seek changes to school policies and practices where suspension rates are high, and as part of efforts to turn around struggling schools and districts.

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## Features of Typical Reactive Responses

- *Wait* for problem and respond with punishment.
- In other words, when we experience aversive situation we select interventions that;
  - Produce immediate relief from aversive, in other words, remove the problem!
  - Assign responsibility for change to student &/or others (e.g. an administrator)
    - e.g. Having administrator call home instead of speaking directly with the child's care giver.

## Problems with Reactive Strategies

- Punishment alone will not lead to durable change in behavior. (Braaten, 1994)
- Reactive strategies that rely primarily on punishment assume that individual know what is expected, how to do it, and are properly motivated. Unfortunately it fails to teach the expected behavior. (Homer & Sugai 1999)
- Some forms of punishment may actually be rewarding and maintain problem behaviors.

(Gresham, 1991; March & Horner, 2002)

## The Challenge

- Exclusion and punishment are the most common responses to conduct disorders in schools.
  - Lane & Murakami, (1987)
  - Rose, (1988)
  - Nieto, (1999)
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior
  - Costenbader & Markson (1998)

## The Challenge

- 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
- March & Horner, 2002

## Schools that are Least Effective in Supporting Students with Problem Behavior

- Have unclear and/or negative behavioral expectations.
- Have inconsistent implementation of consequences for problem behavior.
- Lack agreement among staff on behavioral expectations and consequences
- Do not accommodate individual student differences
  - Gottfredson, Gottfredson, Mayer, 1995
  - Mayer, Butterworth, Nafpaktitis, & Sulzar-Azaroff, 1983

## Research Findings

- The same research reviews indicate that the **most effective** strategies for preventing problem behavior in school:
  - Clear and Positive Behavioral Expectations
  - Expectation are taught and acknowledged
  - Staff are trained in supervision skills
  - Individual Behavior Plans linked to School-wide Expectations
    - » Gottfredson, 1997
    - » Elliot, Hamburg, & Williams, 1998
    - » Sprague & Smith, 2005
    - » Colvin et al, 1997

## So what do you expect?

- A problem can be defined as the difference between what you expect and what actually occurs.
- Many problems can be avoided by simply clarifying one's expectations.
- What are your schools expectations?
  - Please provide an example of an expectation for all students.
  - Now define your expectation in terms that are; observable,acknowledgeable, and teachable.

## School-wide Positive Behavior Support

- School-wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors
  - Clearly defined outcomes
  - Research-validated practices
  - Supportive administrative systems
  - Use of information for problem solving

## Features of School-wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Create systems for providing regular positive feedback.
  - Acknowledge students when they are "doing the right thing".
- Improve social competence.
- Develop environments that support academic success.

• Sugai 2001

### Practices and Systems for School-wide Positive Behavior Support

- **Practices (What)**
  - Define expectations
  - Teach expectations
  - Monitor expected behavior
  - Acknowledge expected behavior
  - Correct behavioral errors (continuum of consequences)
  - Use information for decision-making
- **Systems (How)**
  - Admin Leadership
  - Team-based implementation
  - Defined commitment
  - Allocation of FTE
  - Budgeted support
  - Development of decision-driven information system

### 6 Components of School-wide PBIS

- 1) **Select and define expectations & routines (TAO)**  
(Teachable, Observable, Acknowledgeable) clarify
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communicate
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- 4) **Acknowledge appropriate behavior** feedback MA'AM  
Predictable/Intermittent/Long-term
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**Pre-correction/Boosters/De-escalation/FBA**

### Define School-wide Expectations for Social Behavior

- Identify 3-5 Expectations
- Short statements
- Positive Statements (what to do, not what to avoid doing)
- Memorable
- Examples:
  - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults

### Settings

EXPECTATIONS					
1.					
2.					
3.					
4.					

	CLASSROOM	GYM	HALLWAY	PLAYGROUND	BUS AREA
<b>Be Safe</b>	Follow directions	Follow directions	Walk  Open doors slowly	Go up ladders and down slides	Wait behind the red line
<b>Be Respectful</b>	Raise your hand to talk  Hands and feet to self.	Follow rules of the game  Return equipment at bell	Hands and feet to self	One minute rule for sharing equipment  Wait for your turn	Hands and feet to self
<b>Be Responsible</b>	Bring books and pencil to class.  Do homework	Participate	Keep books, belongings and litter off floor	Stay within the recess area	Keep your books and belongings with you

	CLASS	HALL	GYM	COMMONS	BUS	OFFICE
<b>Be Respectful</b>						
<b>Be Responsible</b>						
<b>Be-There Be-Ready</b>						
<b>Follow Directions</b>						
<b>Hands and Feet to self</b>						

	CLASS	HALL	GYM	COMMONS	BUS	OFFICE
<b>Be Respectful</b>	Positive comments to each other	Talk Quietly	Share			Use white phone to call home
<b>Be Responsible</b>	Have books and pencil	Walk on Right	Wear Soft-Soled Shoes			Sit quietly
<b>Be-There Be-Ready</b>	Get to Class on Time	Get to Class on Time				
<b>Follow Directions</b>			Stop play when asked			
<b>Hands and Feet to self</b>		Keep hands and feet to self		Hand holding only		

### What Makes School-wide Support Different? You Will Actually Teach Your Behavioral Expectations

- Transforming broad school-wide expectations into specific, observable behaviors.
  - Use of the Expectations by Settings Table (see example of the "Matrix" on the following slides)
- Teaching expectations in the actual settings where behaviors are to occur
- Teaching (a) the words, and (b) the actions.
- Building social cultures that are predictable, and focused on student success.

#### Teaching Behavioral Expectations

Define the Expectation in terms that are observable:

Provide a Rationale for why behavior is important:

Teach the Critical Discrimination:

Demonstrate Appropriate Behavior

Demonstrate Unacceptable Behavior

Practice telling the difference with multiple examples

If there is a "signal" teach the signal (when should the appropriate behavior occur?)

Teach for fluency?

How will this skill be monitored and acknowledged?

### Acknowledgement: Another Critical feature of School-wide Behavior Support

- What formal methods does your school have for acknowledging students who "do the right thing"?
- How frequently are students acknowledged?

### On-going Recognition of Appropriate Behavior

- The faculty and staff members at effective schools acknowledge appropriate behavior frequently.
  - 5 to 1 ratio of positive to negative contacts
- Have systems that makes acknowledgement easy and simple for students and staff.
- Use different strategies for acknowledging appropriate behavior
  - Classroom-wide announcements
  - Raffles
  - Open gym

Sprick 1998, Walker, Ramsey, & Colvin 1995

### School-wide Behavior Support Means: You do not ignore problem behavior

- Continue to discourage and monitor problem behaviors
  - Office Discipline Referral Forms (SWIS.org)
- Clear guidelines for what is handled in class versus sent to the office
- Prevent problem behaviors from being rewarded.
- Understand that negative consequences do **NOT** change behavior patterns. Negative consequences are merely a way to "keep the lid on." Teaching is what changes behavior.

### Use Readily Available Information to Make Decisions

- Three primary types of information (AKA data) can be used;
  - A) archival records
  - B) survey/interviews
  - C) direct observations
- School-Wide Information System (SWIS) is a web-based application that allows schools to efficiently organize and interpret their office discipline data.

### How to determine if a Culture of Competence Exists in Your School

- You can identify the behavioral expectations within 5 min of entering your school.
- Students state the behavioral expectations
  - Ask 10 randomly selected students
- Students are recognized for appropriate behavior
  - Ask 10 randomly selected students if they have been acknowledge for appropriate behavior in past week.

### How to determine if a Culture of Competence Exists (cont.)

- Faculty, staff and families know behavioral expectations
  - Faculty and staff know expectations
  - Substitute teachers know expectations
  - Families know expectations
- Student to Student interactions reflect expectations
  - Students prompt and support behavioral expectations
- Physical environment is cared for
- Students approach adults

### Main Ideas:

Foundations of School-wide Positive Behavior Support

- Emphasize behavior of educators individually & collectively.
- Build multi-level behavioral supports.
- Give priority to agenda of primary prevention.

### What This Means

- Let's look at our schools from a systems perspective,
  - This will give insights into where we should start intervening.
- Then, ask ourselves, how each system, school-wide, classroom, non-classroom, and/ or individual students systems of support, can be strengthened?

### Designing an effective school-wide behavior support plan

- **Present Overview of PBIS to staff**
  - Distribute & collect EBS survey, aggregate & report back
  - Ask for other feedback re: behavior, discipline, teams, etc.
- **Review existing initiatives & teams**
  - Utilize an existing team or form a new team to address school-wide discipline
  - Designate 1 or 2 members to be Coach or Co-Coach
- **Select 3-5 positively-stated behavioral expectations**
  - Define the expected behaviors for each setting in the school (Matrix)\*\*
  - Write lesson plans for teaching the expected behaviors - drafted\*\*
  - Make a plan for when, who, and how the lessons will be taught - drafted\*\*
- **Review current data systems**
  - Review/Design a office discipline referral form that provides useful information
  - Discuss what questions you need answered
  - Brainstorm what data sources may answer those questions

### Getting Your Plan Going...

- Teach your school-wide expectations to all students.
  - Define the expected behaviors for each setting in the school.
  - Write lesson plans for teaching the expected behaviors.
  - Make a plan for when, who, and how the lessons will be taught.
- Clarify review with all staff what behaviors that should be reported to the office versus handled in the classroom.
- Report data that is meaningful.
  - Designing a new office discipline referral form.
- Developing a systematic way for reviewing and reporting data.
  - Establish a team to review and report the data on a regular basis.
  - Office referral data & suspension data (What, where, who, when, & frequency)

### Additional Resources

Clark, R. (2003) *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*: Hyperion.

Colvin, G. (2004) *Managing the Cycle of Acting-Out Behavior in the Classroom*: Behavioral Associates

Doll, B., Zucker, S., Brehm, K. (2004) *Resilient Classrooms: Creating Healthy Environments for Learning*. New York: Guilford Press.

Johns, B.H., & Carr, V. (2007) *Reduction of School Violence: Alternatives to Suspension (4th edition)*. L R P Publications.

### Additional Resources

Kelley, M.L. (1990) *School home notes: Promoting children's classroom success*. New York: Guilford Press.

Kunjufu, J. (2002) *Black Students: Middle Class Teachers: African American Images*.

Sprick, R.S., & Howard, L.M. (1995). *The Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans*. Longmont, CO: Sopris West.

Sprick, R., Sprick, M., & Garrison, M. (1998). *CHAMP's: A proactive and positive approach to classroom management*. Longmont, CO: Sopris West.

### Additional Resources

Walker, H., Gresham, F., & Ramsey, E. (2003). *Antisocial behavior in schools: Strategies and best practices (2nd Edition)* Pacific Grove, CA: Brooks/Cole

Witt, J., LaFleur, L., Naquin, G., & Gilbertson, D. (1999). *Teaching effective classroom routines*. Longmont, CO: Sopris West.

Wong, K.K., & Wong, R.T. (1991). *The first days of school: How to be an effective teacher*. Sunnyvale, CA: Harry K Wong Publications.

### WEB RESOURCES (cont.)

Successful Schools, Inc.  
[www.successfulschools.org](http://www.successfulschools.org)

Intervention Central  
[www.interventioncentral.org](http://www.interventioncentral.org)

The Behavior and Reading Improvement Center  
<http://education.uncc.edu/bric/#>

National Center Positive Behavior Support  
[www.pbis.org](http://www.pbis.org)

### WEB RESOURCES (cont.)

Maryland PBIS  
<http://pbismaryland.org/>

Florida PBIS  
<http://flpbs.fmhi.usf.edu/>

Missouri PBIS  
<http://pbissmissouri.org/train.html>



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